

Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan

Harford County Public School, LSS 12

Dr. Sean W. Bulson

Superintendent of Schools

November 2021



2021 Local ESSA Consolidated Strategic Plan

(Include this page as a cover to the submission indicated below.)

Due: October 15, 2021

Local School System Submitting this Report:

Harford County Public School (LSS-12)

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2021 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local School system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.



**Signature of Local Superintendent of Schools
or Chief Executive Officer**

11/9/21

Date



Signature of Local Point of Contact

11/9/21

Date

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2021-2022**

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Local ESSA Consolidated Strategic Plan

Authorization

The following authorize the 2021 Local ESSA Consolidated Strategic Plan:

- Every Student Succeeds Act (ESSA)
- Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland; and
- Chapter 702 of the Education Article, Annotated Code of Maryland.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 local school systems to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each local school system to develop a comprehensive master plan, to be updated annually. In 2019, the Maryland Commission on Innovation and Excellence in Education updated current education funding formulas and made policy recommendations in the areas applicable to local school systems including early childhood education, high-quality teachers and leaders, college and career readiness pathways, including career and technical education, and more resources to ensure all students are successful.

In 2015, the Every Student Succeeds Act (ESSA) was reauthorized. This Act provides a long-term, stable federal policy that provides additional flexibility and encourages states, local school systems, and schools to innovate while maintaining accountability for results. The ESSA in conjunction with the *Bridge to Excellence in Public Schools Act* in accordance with the Annotated Code of Maryland §5-401, Annotated Code of Maryland §7-203.3, requires local school systems to develop and submit a 2021 Local ESSA Consolidated Strategic Plan to the Department for review. Each local school system must submit its consolidated plan to the Department by October 15th each year.

In 2019, local school systems transitioned to the Local ESSA Consolidated Strategic Plan for accountability, reporting, and school improvement. School systems were required to submit a plan to improve outcomes for all students. The plan included goals, objectives, and strategies to promote academic excellence among all students to address areas of focus based on the analysis of state standardized data. Reported strategies addressed any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, and students with limited English proficiency, as defined in §5-208 of the Education Article. The Local ESSA Consolidated Strategic Plan will be based on 2020 and 2021 local academic and non-academic data, and 2021 reading and mathematics state assessment data.

Instructions for Completing the Local ESSA Consolidated Strategic Plan

In 2020, school buildings were closed due to COVID 19. Based on this experience, school systems shifted to virtual teaching and learning. To address current status of student needs (academic, social emotional, and mental health) based upon this experience, local school systems are required to analyze state, local, and non-academic data, to demonstrate bridging the gap between academic and non-academic goals. Examples of non-academic data may include attendance, graduation, disproportionality, social-emotional growth, and racial equity to identify at least two to three areas of focus. Areas of focus are where the school system is performing below grade expectation based on data analysis. These areas require targeted strategies and/or evidence-based interventions to improve the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. The areas of focus should demonstrate learning and equity as a concept through an equity lens. Local school systems must address all required elements of the Local ESSA Consolidated Strategic Plan

As school systems conduct data analysis and develop goals, they must embrace educational equity and learning as one concept to ensure academic success. Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being. Academic success means putting systems in place to ensure that every child has an equal chance to maximize his/her academic progress. This requires understanding unique challenges and barriers faced by individual students or by populations of students and providing needed supports to help them overcome those barriers. For example, reviewing the attendance policy to determine if absenteeism is a barrier to equitable access.

As required by the [Educational Equity regulation, COMAR 13A.01.06](#), local school systems must use an equity lens in identifying disparities and how they will be addressed. Per [COMAR 13A.01.06](#), an “equity lens means that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups.” Using an equity lens means taking disaggregated data a step further by examining what are the gaps and what strategies will be used to address them.

For example, if a group of students is underperforming in a specific concept in Algebra I, and the data reveals that the group of students has not been performing well in math historically. The team should decide what data can be used to give insight, what programming will be implemented to make improvements for this population, and how to implement initiatives needed to make academic progress. This process may require looking not only at students’ math scores, but attendance, and discipline data. The team may need to analyze a continuum of data (e.g., the teacher’s skill set, student’s historical math performance, attendance, and discipline).

School systems should include the implementation of differentiated activities that utilize strategies and/or evidence-based interventions intended to strengthen and improve all student outcomes. If applicable, describe performance/progress by a student group(s) from each gender and racial/ethnic group. The completion of the plan will be based on the fall 2020 and 2021 data. The reporting requirement must include the rationale for selecting the areas of focus, goals, objectives, strategies, evidence-based interventions intended to mitigating learning loss, and accelerating student learning, funding, the timeline for implementation, and measure for progress on accountability. Goals must

^11092021 Revisions included per the Sufficiency of Response_Review Panel Clarification 8

incorporate the requirements of the [Educational Equity regulation, COMAR 13A.01.06](#) to demonstrate equity to address comprehensive supports and improvement. Each local school system should submit its completed plan electronically using the text fields provided throughout this template.

To identify areas of focus, local school systems should examine data for each of the ESSA reporting indicators and determine areas of focus for improvement. The data ranges provided are intended to help the school system consider the data point in reference to the level of concern that should exist.

In fall 2020, school systems were required to use local assessments in the areas of reading and mathematics to assess students. To determine student growth, systems were required to reassess students. In fall 2021, state reading and mathematics assessments will be administered between September 13th and October 22nd. The data results will be available 48 hours after the assessment is administered. Per Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland, the Local ESSA Consolidated Strategic Plan is due on or before October 15th. School systems may begin developing their Local ESSA Consolidated Strategic Plans forward, once the reading and mathematics assessment results are available, the data may be used to affirm data analysis findings. School system should submit data used for the development of the plan.

Elementary and Secondary School Emergency Relief (ESSER) Fund

For the Local ESSA Consolidated Strategic Plan, school systems are required to include evidence-based interventions identified in their ESSR plan to address areas of focus in reading and mathematics. The evidence-based interventions should support progress towards eliminating academic learning gaps widened by the pandemic, mitigating learning loss, and accelerating student learning. The goal is to ensure accountability for the implementation of evidence-based interventions as intended.

DATA RANGE FOR AREAS OF FOCUS

The following indicators represent elementary, middle, and high school levels. In your discussion of areas of focus, please reference indicator and grade level. School systems may use this data range as a guide in the process of identifying areas of focus.



ACADEMIC ACHIEVEMENT READING/ENGLISH LANGUAGE ARTS AND MATH – percent of students meeting or exceeding the expectation.



STUDENT GROWTH IN ENGLISH LANGUAGE ARTS (ELA) AND MATH - percent of Academic Progress Reading/English Language Arts and Math – closing achievement gaps, consider the percent of students that have grown by 10+ points from the previous year.



PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY – percent of English learners demonstrating adequate progress on the English language proficiency learner assessment from the previous year.



GRADUATION RATE – percent of students successfully earning a Maryland High School Diploma in four years and five years.

Four-Year Cohort Graduation Rate



Five-Year Cohort Graduation Rate



READINESS FOR POSTSECONDARY SUCCESS – percent of 9th graders earning four credits in core academic courses.





SCHOOL QUALITY AND STUDENT SUCCESS – *percent of students who are not chronic absent, and who are enrolled in a well-rounded curriculum.*

0-5%

6-14%

15%+



Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system’s 2021 Local ESSA Consolidated Strategic Plan planning team. The planning team must include representation from the Educational Equity Office. Please include affiliation or title where applicable.

Name	Affiliation/Title
Susan Brown, Ed.D.	Executive Director of Curriculum, Instruction and Assessment
Colin Carr	Director of Secondary School Instruction and Performance
Peter Carpenter, Ed.D.	Supervisor of Personalized Learning
Bernard Hennigan	Executive Director of Student Support Services
Chandra Krantz	Supervisor of English Language Learners and World Language Programs
Heather Kutcher	Coordinator of Teacher Induction
Jake Little	Coordinator of Title I
Dyann Mack, Ed.D.	Director of Elementary School Instruction and Performance
Joanne McCord	Supervisor of Mathematics
Michael O’Brien	Executive Director of Secondary School Instruction and Performance
Bradley Palmer	Supervisor of Title I
Sara Saacks	Coordinator of North Star and School Performance Initiatives
Kristine Scarry	Supervisor of Reading, English, and Language Arts
Phillip Snyder	Supervisor of Accountability
Paula Stanton, Ph.D.	Manager of Equity and Cultural Proficiency
Mary Beth Stapleton	Manager of Family and Community Partnerships
Roclande White, Ed.D.	Grants Specialist
Michael Thatcher	Director of Special Education
Renee Villareal	Executive Director of Elementary School Instruction and Performance
Jeffrey Winfield	Supervisor of Fine Arts

Executive Summary

Executive Summary

Introduction

Harford County Public Schools (HCPS) is a diverse jurisdiction serving over 38,000 students in 33 elementary schools, nine middle schools, nine high schools, one comprehensive high school concentrating on technical and vocational skills, a school for students with disabilities, and one comprehensive virtual eBlended learning school serving students in kindergarten through grade 12, including an alternative high school program.

The Harford County Board of Education (BOE) continues to accelerate efforts and make necessary changes to the current way of doing business. HCPS believes all students can meet high standards. To that end, HCPS commits to the following elements as the foundation for learning and supporting students in preparation for college and career as cited from the [HCPS Continuity of Learning Plan](#).

Key Foundations

The foundation of all planning and allocation of resources moving forward, is the commitment on the part of HCPS that the following four key elements are fully addressed.

1. **Equity:** Assure a strategic focus on equity within each planning element and consistently evaluate progress toward equitable outcomes.
2. **Special Student Populations:** Provide intentional supports and plans for meeting student learning needs for targeted student populations and continue seeking ways to incrementally provide additional in-person experiences, particularly for our students with the greatest learning needs.
3. **Technology, Curriculum, and Professional Learning:** Provide specific, ongoing support for staff, students, and families in the use of new devices, enhanced curriculum resources, and instructional pedagogy.
4. **Stakeholder Input:** Provide multiple opportunities for stakeholders (students, staff, families, community members) to provide input throughout the planning process.

The mission of HCPS is to ensure each student will attain academic and personal success in a safe and caring environment that honors the diversity of all students and staff. The Harford County Board of Education supports this mission by fostering a climate for decision-making through monitoring progress through measurable indicators. Although many students achieve academic success, HCPS is dedicated to ensuring all students are successful. This strategic plan allows for intentional efforts to address some of the most concerning challenges:

- Determining the mode of learning for all students to ensure safety and effective learning environment.
- Ensuring equity in all aspects of the educational environment, including meeting the needs of students in our special student populations.
- Meeting the social and emotional wellness needs of students and staff members.
- Providing ongoing support for staff, students, and families in the use of technology and new devices, enhanced curriculum resources, and instructional pedagogy.

To address these challenges and ensure every student is prepared for post-secondary education and a career, four arching goals and five core values are identified in the [*Harford County Board of Education Strategic Plan*](#) located here:
https://www.hcps.org/aboutus/docs/Strategic_Implementation_Plan.pdf.

HCPS Board of Education Strategic Plan Goals

- Goal 1:** To prepare every student for success in post-secondary education and a career.
- Goal 2:** To engage families and the community to be partners in the education of our students.
- Goal 3:** To hire and support highly skilled staff who are committed to building their own professional capacity in order to increase student achievement.
- Goal 4:** To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity, and innovation.

HCPS Board of Education Strategic Plan Core Values

- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.

North Star Initiative

In addition to ensuring schools are meeting or exceeding state standards on the Maryland Accountability framework and align the instructional program and operational procedures with the HCPS Board of Education, Superintendent Bulson implemented the North Star initiative. The North Star initiative is an equitable, accessible, inclusive, and systemic Prekindergarten through grade 12 framework supporting students as they successfully achieve post-secondary interests and goals. The goal of the Harford County Public Schools North Star initiative is to ensure all students have access to academic opportunities, social-emotional support, and real-world experiences tailored to meet the needs, abilities, and interests of diverse learners so each may graduate with college and career experience. North Star provides an educational environment that develops the knowledge and skills students will use the rest of their lives. North Star offers flexible learning opportunities with higher education learning institutions, community businesses, and industry partners while increasing family and school engagement. The initiative is designed to ensure all students have the opportunity to graduate prepared for success in college and career thus improving life outcomes for the citizenry of Harford County.

Learning Options

HCPS offers learning options for students and families to feel safe and secure. HCPS provides full, in-person classroom learning in all 54 school in a traditional model. Beginning in the 2021-2022 school year, HCPS also offers a blended virtual eLearning program at Swan Creek School to accommodate students in grades kindergarten-12. All HCPS students have access to HCPS

teachers and approved curriculum. More information is found in the [HCPS Continuity of Learning Plan](#) and the LSS ESSER III Fund Application. HCPS continues to monitor the safety of all students and staff holders and will make adjustments as applicable.

Goal Progress

[HCPS Continuity of Learning Plan 2021-2022](#)

Systemic reading and mathematics assessments administered in Spring 2021 provide data and information to guide teachers' instructional decisions and programmatic plans for students in the 2021-2022 school year. Through analysis of these assessment results, the system will have two Areas of Focus: reading and mathematics. Teachers will use formative assessment measures in their classroom aligned to the Maryland College and Career Ready Standards, as well as HCPS will participate in the Fall 2021 Maryland Assessment Program, as required by the Maryland State Department of Education to continue monitoring student achievement.

As the school system continues to recover from the COVID-19 pandemic, addressing possible student learning loss, with emphasis in reading and mathematics, is a top priority. Therefore, HCPS will follow a consistent implementation of a system-wide instructional schedule which include personalized learning opportunities for students. HCPS believes the best intervention is a highly qualified, caring teacher implementing a quality curriculum aligned to national, state, and local standards.

Student academic needs will be met through a multitude of supports. These include participating in a normal academic school day with their peers and highly qualified, caring teachers and staff. Teachers are empowered to meet the needs of their students using data informed teaching practices, differentiation, and flexible grouping. Based on a thorough needs assessments, end of year (EOY) school data, summer school data, and in some cases, beginning of the year (BOY) data, it has been determined that students across the district will need continuing intervention and remediation through the 2021-22 school year. Details of the district [intervention plan](#) can be found on the school system website [here](#) as part of the [Continuity of Learning plan](#) (https://www.hcps.org/hcpstogether/docs/2021-2022%20COL%20Plan_9.29.2021.pdf). In alignment with the [HCPS Equity Policy](#), assessment data and programmatic plans will support our goal of providing access and opportunity for all students for academic success. A multi-tiered system of support is in place at each school to provide intervention and other instructional supports. In addition to teacher directed instruction, the HCPS Instructional Program supports student learning and achievement through acceleration and remediation programs such as, Academic Tutoring, Summer Learning Opportunities, and Academic Recovery. An equity lens will be used to disaggregate data to identify students for after-school tutoring and other programs that may be available.

Student participant priority is based on one or more of the following criteria: English Language Learner status, Special Education status, students receiving Free and Reduced Meals (FARMS), students in a Title I school, and students who had failures during the school year on report card grades and/or met at the basic level on local assessments (DIBELS, Reading Inventory, Math Inventory, Performance Series).

Intervention implementation will prioritize to students who are in one or more of the following categories: English Language Learners, Special Education, receive Free and Reduced Lunch (FARMS), had failures during the 2020/21 school year on report cards and/or met the basic level on district assessments (DIBELS, Reading Inventory, Math Inventory, and/or SNAPS). Also, EOY assessment data and summer school data will be used to establish a baseline and determine who will be the first cohort of targeted interventions. Students receiving targeted interventions will evolve as school level assessments are administered throughout the school year.

Baseline data and targets are set by State and district assessment standards and benchmarks. The HCPS Office of Accountability collaborates and supports district and school leaders to ensure that assessment data is provided to schools as part of the student identification and selection process. The Executive Leadership team including the Executive Directors and Directors of Elementary and Secondary Performance, Curriculum, Instruction, and Assessment, and Student Services review data and meet regularly with school-based leaders to support the data dialogues and school action plans which are noted within the School Performance and Achievement (SPA) plan as part of the school improvement process. Areas of Focus are addressed through the SPA process and plan within the framework of the North Star attributes and readiness measures, or milestones. School teams develop aligned objectives and strategies for identified and targeted students through an equity lens. Student groups are identified by schools based upon academic performance on local and state assessments. School teams monitoring student progress through progress monitoring and there are system checkpoints three times during the school year. In addition to local assessment data, the Maryland Report Card website is also used for analysis and selection of underperforming student groups as well as identifying equity gaps.

Area of Focus Reporting Requirements

Local ESSA Consolidated Strategic Plan Reporting Requirements
Area of Focus #1: Academic Achievement in English Language Arts/Literacy

(a) Description. Describe *Area of Focus #1* and how it aligns with your system’s educational equity policy. Describe the rationale for selecting the area of focus.

Academic achievement and growth is a pillar of the [HCPS Equity Policy](#). Though academic data analysis, disaggregating student data and reviewing trends, academic achievement in Reading, English Language Arts, and Literacy (RELA) is an area of focus for the district. This area of focus for HCPS is aligned to the North Star initiative and addresses academic recovery due to the impact on instructional time during the COVID-19 pandemic. This area of focus continues from the District’s 2019 Local ESSA Consolidated Plan. Since the 2015-16 administration of the Maryland Comprehensive Assessment Program (MCAP)/Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts/Literacy (MCAP/PARCC ELA), scores have generally declined each year; however, elementary showed a slight increase during the 2018-19 year. As a result, reading is the first area of focus for HCPS. Beginning in the 2017-18 school year, the system began implementing the Lucy Calkins *Units of Study* curriculum in writing across the district and have now expanded with the *Units of Study* curriculum in reading and phonics. In the 2021-22 school year, all elementary schools will utilize the *Units of Study* curriculum in reading in grades 3-5 and all elementary schools will implement the *Units of Study* phonics curriculum in grades K-2. In addition, during the 2021-2022 school year, all elementary schools have adopted the Heggerty Phonemic Awareness Program and will implement the program daily in all pre-K to first grade classrooms.

(b) Analysis. To support student achievement, provide an interpretation or justification for data used to identify this need. **(c) Identify** the root cause(s) for area of focus #1 and **describe** how you intend to address them.

Table A indicates the MCAP/PARCC ELA assessment district performance by grade level and year. Students scoring at a performance level of 4 or 5 met or exceeded expectations on the state assessment.

HCPS MCAP/PARCC ELA Performance by Grade Level
 (% Performance Level 4 or 5)

Table A

Grade	2015-16	2016-17	2017-18	2018-19
3	51.7	53.3	42.3	49.7
4	52.1	50.9	47.1	47.9
5	54.5	48.4	43.7	50.3
6	52.7	53	43.1	42.7
7	53.3	54.4	50.7	51
8	46.9	44.1	45.9	45.3
10	60.7	56.8	50.4	48.7

There was a noticeable increase of student performance between 2017-18 and 2018-19 in grades three and five, 6.4% and 6.6% respectively. Student performance at the secondary level remained relatively stable in these same two school years.

Student Group Performance on MCAP ELA in 2018-19

HCPS MCAP ELA Performance by Student Group - Elementary
 (% Performance Level 4 or 5)

Table B

Student Group	2018-19
All Students	49.9
American Indian/Alaskan Native	60.9
Asian	65.7
Black/African American	27.7
Hispanic or Latino	40.8
Hawaiian or Pacific Islander	31.6
White	57.4
Two or more races	42.3
Students with Disabilities	8.6
English Learner	19.4
Economically Disadvantaged	22.3

HCPS MCAP/PARCC ELA Performance by Student Group - Middle
 (% Performance Level 4 or 5)

Table C

Student Group	2018-19
All Students	47.3
American Indian/Alaskan Native	43.5
Asian	72.1
Black/African American	26.4
Hispanic or Latino	36.5
Hawaiian or Pacific Islander	35
White	54.4
Two or more races	37.8
Students with Disabilities	8.4
English Learner	2.7
Economically Disadvantaged	20.5

HCPS MCAP/PARCC ELA Performance by Student Group - High
(% Performance Level 4 or 5)

Table D

Student Group	2018-19
All Students	48.7
American Indian/Alaskan Native	n/a
Asian	78.4
Black/African American	29
Hispanic or Latino	37.3
Hawaiian or Pacific Islander	n/a
White	58.1
Two or more races	39.5
Students with Disabilities	12.5
English Learner	9.9
Economically Disadvantaged	4.8

Data from this state assessment indicates the need to focus on students with disabilities, English Learners, and students who are economically disadvantaged. These three student groups had the lowest percentages for meeting or exceeding expectations on MCAP ELA/Literacy.

In 2019-20 and 2020-21, the MCAP state assessments were not administered due to the COVID-19 pandemic. HCPS utilized local assessment data to monitor student performance in reading. At the elementary and middle school levels, students were assessed using *Reading Inventory*. At the high school level, students in English I CC, English II CC, and Intervention courses students took *Performance Series*. These assessments are computer adapted and designed to provide information about a student’s independent reading level. In addition, they monitor student growth over time. Both assessments provide a Lexile measure, which is one of the North Star milestones.

HCPS Reading Inventory Performance by Student Group – Elementary
(% Proficient or Advanced)

Table E

Student Group	Spring 2021
All Students	66.6
Male	63.9
Female	69.4
American Indian/Alaskan Native	59.1
Asian	74.3
Black/African American	51.3
Hispanic or Latino	50.2
Hawaiian or Pacific Islander	58.3
White	73.5
Two or more races	63.7
Students with Disabilities	22.8
English Learner	33
Free or Reduced Meals	48.3

HCPS Reading Inventory Performance by Student Group – Middle
(% Proficient or Advanced)

Table F

Student Group	Spring 2021
All Students	66.7
Male	64.5
Female	69
American Indian/Alaskan Native	70
Asian	78.2
Black/African American	47.1
Hispanic or Latino	60
Hawaiian or Pacific Islander	30.8
White	73.3
Two or more races	61.9
Students with Disabilities	9
English Learner	26.2
Free or Reduced Meals	45.6

HCPS Performance Series Performance by Student Group –High
(% Proficient or Advanced)

Table G

Student Group	Spring 2021
All Students	48.8
Male	42.1
Female	56.3
American Indian/Alaskan Native	*
Asian	77.4
Black/African American	35.1
Hispanic or Latino	42.5
Hawaiian or Pacific Islander	*
White	53.5
Two or more races	46.6
Students with Disabilities	10.3
English Learner	14.7
Free or Reduced Meals	31.6

**Denotes fewer than ten test takers*

It is worth noting that the results of the local data also mirror the results of the state assessment data regarding the three lowest performing student groups, students with disabilities, English Learners, and students receiving free or reduced meals. At the high school level, students who were enrolled in reading intervention courses were the only students assessed during the spring window.

^In a critical root cause analysis, the district identified that the 2016 mandate from paper-based testing to 100% computer-based testing had significant impact on student ability to provide output analysis with the barrier to technology and device access. The district did not have the resources

at the time to transition all curriculum and instructional materials to support teachers and students. Additionally, the COVID-19 pandemic continues to significantly impact student success. In addition to the 18+ months of virtual and/or hybrid instructional time, this school year continues to present on-going challenges such as students and families reacclimating to a more traditional school environment and expectations while the mental health needs are ever-increasing as the whole community continues to process and internalize the ever-changing operational status, quarantine parameters, and personal family impact. Finally, as noted in the State Superintendent's [Spotlight on Economically Disadvantaged Students](#) presentation to the State Board of Education on September 28, 2021, the district has seen nearly a 10% increase in students eligible for Free and Reduced Meals (FARMS). Students who are economically advantaged and/or receiving free or reduced meals continues to be a student group that is closely monitored as the percentage of these students meeting or exceeding grade level expectations on state assessments remains low.

In addition to student assessment data review at the high school, credit attainment is a critical component of academic achievement. The table below shows the number of students and percentages by student groups not earning two English credits within the first two years of high school.

**HCPS Students Entering Grade 9 in 2019-20
Not Earning Two English Credits within the First Two Years of High School**

Student Group	n-size	# Not Earning (2) English Credits	% Not Earning (2) English Credits
All Students	2779	402	14.5%
African American or Black	563	137	24.3%
American Indian	*	*	*
Asian	108	3	2.8%
Hawaiian or Pacific Islander	*	*	*
Hispanic	206	48	23.3%
White	1739	180	10.4%
Two or More Races	148	31	20.9%
Students with Disabilities	303	83	27.4%
English Learners	53	16	30.2%
FARMS	919	266	28.9%

**Denotes fewer than ten test takers*

There is a need to focus on students with disabilities, English Learners, and students receiving free or reduced meals as these student groups have the highest percentages of failing to earn at least two mathematics and English credits.

In the 2016-17 school year, teachers and teacher specialists were surveyed regarding the writing program at that time. Three of the survey items are listed below in *Table C* with the percentage of respondents who agreed or strongly agreed with the former writing curriculum.

Select Items from HCPS Writing Survey, 2017

Table C

Survey Item	% of Respondents who Agree or Strongly Agree
The Writing Fundamentals and HCPS curriculum theme packets improved my pedagogy in the area of teaching	20.2%
The Writing Fundamentals and HCPS curriculum theme packets deepened my knowledge of the writing expectations for students in my grade level.	30%
The Writing Fundamentals and HCPS curriculum theme packets cultivated students' motivation and stamina for	34%

As indicated by the low percentages, it was evident that the writing curriculum needed to be revised. In the 2017-18 school year, the Lucy Calkins *Units of Study* writing program was fully implemented in all elementary schools after two years of piloting the program in the district. Three of the survey items are listed below in *Table D* from the Spring 2016 Pilot Study Teachers with the percentage of respondents who agreed or strongly agreed with the new *Units of Study* writing program.

Survey Item	% of Respondents who Agree or Strongly Agree
The <i>Units of Study Writing</i> curriculum improved my pedagogy in the area of teaching writing.	84.81%
The <i>Units of Study Writing</i> curriculum deepened my knowledge of the writing expectations for students in my grade level.	86.08%
The <i>Units of Study Writing</i> curriculum cultivated students' motivation and stamina for writing.	84.81%

In the summer of 2018, principals at all levels were surveyed to determine if they would like to participate in districtwide assessments in English Language Arts. Thirty-six schools (69%) opted to pilot these assessments either two or three times a year at grades three through eleven. As a result, teachers had the opportunity to assess students with rigorous, high quality, technology- enhanced items aligned to the Maryland College and Career Ready Standards (MCCRS). More importantly, teachers had the opportunity to provide feedback to students as they used these assessments in a formative manner.

(d) Identify and describe evidence-based interventions to measure and address learning loss.

Using the State’s Comprehensive Literacy Plan (CLP) and MSDE’s support and technical assistance, HCPS is using the State’s five literacy keys to implement a comprehensive HCPS Literacy Plan, through the Striving Readers Comprehensive Literacy grant program (SRCL). HCPS is using the State’s CLP keys as a guide to rapidly accelerate literacy skills for all students attending identified HCPS high poverty schools. Beginning with birth and continuing through grade twelve, HCPS is implementing evidence-based strategies and coordinated efforts ensuring literacy rich environments for children birth to age five, kindergarten through grade five, and students in secondary schools living in high-needs communities.

As a part of the SRCL grant, 4 of our high needs elementary schools partnered with Teachers College Reading & Writing Project (TCRWP), Columbia University to provide professional development opportunities throughout the school year with highly trained staff developers in literacy. Schools became lab sites for numerous professional learning opportunities across grades K-5.

Two high needs middle schools also partnered with professional staff developers to provide teachers with opportunities to learn and utilize literacy skills across content areas. One middle school partnered with Dr. Chantal Francois of Towson University and one middle school partnered with Catapult Learning Company.

These six schools were also provided with a Harford County Public Schools Literacy Coach. This position focused on working with teachers on a regular basis providing support in planning, co-teaching, demonstration and model lessons.

The LC, collaborating with TCRWP, established school-based literacy teams in the identified schools to focus on evidence-based literacy instruction. Three of the five keys have become a part of the literacy action plans for each school, implemented with fidelity in the priority schools. The teams will participate in training provided by MSDE ensuring strategies are implemented with fidelity at each school.

- **Key 1 Purpose:** Supported by the newly formed Harford County LC and TCRWP, instructional leaders are becoming knowledgeable about evidence-based literacy practices and analyze strengths and needs of the school and community through developing literacy action plans and literacy teams.
- **Key 2 Purpose:** Systemic professional learning, comprised of schools in feeder systems, will have a focus on evidence-based literacy strategies designed for families, early childhood providers, teachers, special educators, and specialists who support HCPS disadvantaged students in targeted schools. Targeted students will occur from birth through grade twelve. HCPS is collaborating with MSDE, Lucy Calkin’s TCRWP, and the Early Childhood Advisory Council (ECAC) to develop and implement job-embedded professional learning in a variety of settings such as classrooms, childcare centers, and libraries.

- **Key 5 Purpose:** HCPS literacy coaches are supporting the HCPS Literacy Council and school-based literacy teams, with guidance from MSDE, and assessing current implementation of evidence-based tiered instructional supports, ensuring all supports are implemented with high-fidelity based on the needs of individual student.

HCPS implemented the Transitional Supplemental Instruction for Struggling Learners to support the HCPS Comprehensive Literacy Plan (CLP), aligned with the Maryland State Department of Education's literacy plan. This plan is designed to increase literacy skills among children birth through grade twelve in high poverty schools. The CLP focuses on three keys: Instructional Leadership, Strategic Professional Development, and Tiered Instructions and Supports. Using the strategic professional learning plan outlined in the CLP as a guide, reading coaches will work with a Central Office literacy team, administrators, teachers, families, community organizations, the ECAC, and students to improve literacy among disadvantaged students in schools not currently supported by the Striving Readers grant. The focus is on key three, Tiered Instructions and Supports. In the 2020-2021 school year, the Transitional Supplemental Instruction for Struggling Learners funding expanded the TCRWP partnership to four additional schools. All participating schools are selected based on data analysis through an equity lens and aligned to the [HCPS Equity Policy](#).

For Key 2 systemic professional learning, Harford County Public Schools provided approximately 300 educators an opportunity to attend a four-day summer institute on literacy. K-2 teachers attended a Phonics Institute focused on age appropriate, evidence based, sequential and systematic instruction for foundational reading skills including phonemic awareness and phonics. Teachers in grades 3-5 attended a Reading Institute focused on reading skills and strategies for comprehension and fluency.

All materials utilized in HCPS are evaluated based on the ESSA requirements by the appropriate content supervisor and vetted through the HCPS General Curriculum Committee (GCC). The vetting of the materials also includes a rigorous adoption process and is shared and voted on by GCC members. GCC consists of stakeholders throughout the school system and works as an arm of the HCPS Board of Education. Materials are implemented, monitored, and evaluated through professional learning, classroom observations and walkthroughs, data collection and analysis, stakeholder feedback groups, and identification of students. Materials are reviewed annually as to their effectiveness in supporting student learning and achievement. Interventions will be facilitated by trained district practitioners and funding will be used to train additional practitioners and to purchase curriculum and materials for the interventions. In addition, to the curriculum and materials, a portion of the ESSER funds will be applied to staff professional development on the various intervention tools. All interventions will begin as soon as funding is available and fall testing data has been analyzed and will continue annually. Summer school interventions started July 2022 and continue annually. For detailed information regarding the district's intervention plan, please refer to the District's [intervention plan](#) found on the school system website [here](#) as part of the [Continuity of Learning](#) plan (https://www.hcps.org/hcpstogether/docs/2021-2022%20COL%20Plan_9.29.2021.pdf).

Area of Focus #1: Academic Achievement in English Language Arts/Literacy

<p>Goal</p>	<p>Increase student academic achievement in English Language Arts/Literacy through equitable access to high quality reading and writing curriculum and the ability for targeted groups (EL, SE, and FaRMs) to mitigate instructional time lost due to the COVID-19 pandemic and work toward graduation and access to higher education and/or lawful employment, thus being functioning and contributing citizens.</p>
<p>Objectives</p>	<ul style="list-style-type: none"> • Increase the percentage of kindergarten students scoring proficient or advanced on the <i>DIBELS</i> assessment from 48.3% in 2020-21 to 51.3% in 2021-22. • Increase the percentage of Grade 1 students scoring proficient or advanced on the <i>DIBELS</i> assessment from 41.6% in 2020-21 to 44.1% in 2021-22. • Increase the percentage of elementary students scoring proficient or advanced on the <i>Reading Inventory</i> assessment from 66.6% in 2020-21 to 68.6% in 2021-22. • Increase the percentage of middle school students scoring proficient or advanced on the <i>Reading Inventory</i> assessment from 66.7% in 2020-21 to 68.7% in 2021-22. • Decrease the percentage of students completing their second year of high school and not earning at least two English credits from 14.5% in 2020-21 to 13% in 2021-22. <p>^HCPS will follow a consistent implementation of a system-wide instructional schedule which include personalized learning opportunities for students. HCPS believes the best intervention is a highly qualified, caring teacher implementing a quality curriculum aligned to national, state, and local standards. Student academic needs will be met through a multitude of supports. These include participating in a normal academic school day with their peers and highly qualified, caring teachers and staff. Teachers are empowered to meet the needs of their students using data informed teaching practices, differentiation, and flexible grouping. While the objectives target all student success and growth, when paired with the district intervention plan, the identified student groups are being targeted to have a more significant growth and meet the expected measurable targets.</p>
<p>Priority Strategies and/or evidence-based interventions selection through the educational equity policy.</p>	<p>The intervention plan gives priority to students who are in one or more of the following categories: English Language Learners, Special Education, receive Free and Reduced Lunch (FARMS), had failures during the 2020/21 school year on report cards and/or met the basic level on district assessments (DIBELS, Reading Inventory, Math Inventory, and/or SNAP). Also, EOY assessment data and summer school data will be used to establish a baseline and</p>

	<p>determine who will be the first cohort of targeted interventions. Students receiving targeted interventions will evolve as school level assessments are administered throughout the school year.</p> <p>In addition to the Comprehensive Literacy Plan, the following interventions are utilized in reading across the district for identified students, including students in the targeted student groups.</p> <ul style="list-style-type: none"> • Co-teaching and differentiation • Fountas and Pinnell Leveled Literacy Program • Wilson Foundations • Orton Gillingham Plus • Wilson Reading Program • HMH Read 180 • Center for Collaborative Classroom: Making Meaning • Johns Hopkins Strategic Reading • Corrective Reading • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) • Plugged into Reading • SIOP Model for EL • Florida Virtual School Curriculum • Tutoring <p>For detailed information regarding the district’s intervention plan, please refer to the District’s intervention plan found on the school system website here as part of the Continuity of Learning plan (https://www.hcps.org/hcpstogether/docs/2021-2022%20COL%20Plan_9.29.2021.pdf).</p>
Timeline	<p>The timeline for all priority strategies will be incorporated during the 2021-22 school year with progress monitoring through quarterly data review, mid-year and end-year checkpoints. Additional detailed information regarding the timeline can be found in the Area of Focus #1 section.</p>
Funding Source	<ul style="list-style-type: none"> X Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG X Title II Part A X Title III EL X Title III Immigrant X Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA

	<input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source)
Evaluation and Equity Lens	<p>The priority strategies such as the new reading curriculum, evidence-based student interventions, and support of our educators through content expertise will be evaluated through means such as feedback from teachers and administrators, evidence of data collected during teacher observations and walkthroughs, and a thorough data analysis review using the equity lens to ensure that all students are demonstrating growth. Baseline data and targets are set by State and district assessment standards and benchmarks. The HCPS Office of Accountability collaborates and supports district and school leaders to ensure that assessment data is provided to schools as part of the student identification and selection process. The Executive Leadership team including the Executive Directors and Directors of Elementary and Secondary Performance, Curriculum, Instruction, and Assessment, and Student Services review data and meet regularly with school-based leaders to support the data dialogues and school action plans which are noted within the School Performance and Achievement (SPA) plan as part of the school improvement process.</p> <p>Schools monitor the progress of students in research-based interventions and enter student intervention information into Performance Matters. Schools are encouraged to use multiple data points before entering or exiting students in any intervention program.</p> <p>Additionally, in alignment with the HCPS Equity Policy, assessment data and programmatic plans will support our goal of providing access and opportunity for all students for academic success. A multi-tiered system of support is in place at each school to provide intervention and other instructional supports. In addition to teacher directed instruction, the HCPS Instructional Program supports student learning and achievement through acceleration and remediation programs such as, Academic Tutoring, Summer Learning Opportunities, and Academic Recovery. An equity lens will be used to disaggregate data to identify students for after-school tutoring and other programs that may be available.</p>

Local ESSA Consolidated Strategic Plan Reporting Requirements

Area of Focus #2: Academic Achievement in Mathematics

(a) Description. Describe *Area of Focus #2* and how it aligns with your system’s educational equity policy. Describe the rationale for selecting the area of focus.

Through academic data analysis, disaggregating student data and reviewing trends, academic achievement in mathematics is the second area of focus for HCPS which is aligned to the North Star Initiative and addresses academic recovery due to the impact on instructional time during the COVID-19 pandemic. One pillar of the [HCPS Equity Policy](#) is academic achievement and mathematics is a critical component of student success. This area of focus connects directly to the district’s Intervention Plan and resource allocation as a means of improvement and growth for students. While this area was not a direct focus in the HCPS Local ESSA Consolidated Plan form 2019, mathematics academic achievement has historically been a primary component within the HCPS instructional program through data analysis and strategic planning.

HCPS analyzes the MCAP assessment data, in addition to the *Mathematics Inventory* assessment data that provides a Quantile measure for a student. Using an equity lens, these assessments indicate our strengths and areas of need by specific student groups. Performance on the MCAP/PARCC assessments for the past four years that this assessment was administered is provided in *Table A*. *Tables C and D* indicate the performance on this assessment by student groups at the elementary and middle school levels, respectively. *Table E* indicates the percentage of students graduating in 2019 who have scored at performance level 4 or 5 on the Algebra I state assessment.

(b) Analysis. To support student achievement, provide an interpretation or justification for data used to identify this need. **(c) Identify** the root cause(s) for area of focus #1 and **describe** how you intend to address them.

HCPS MCAP/PARCC Mathematics Performance by Grade Level
(% Performance Level 4 or 5)

Table A

Grade	2015-16	2016-17	2017-18	2018-19
3	57.8	50.5	49.6	53
4	44.1	42.8	46.6	45.3
5	43.2	48.1	47.2	46.7
6	43.2	42.6	41.2	38.2
7	29.8	27	29.4	27.5
8	16.9	11.2	10.9	9.4
Algebra I	54.2	49.8	38.7	38

For most grade levels, performance on these state assessments remains relatively stable or declined during the years indicated in the above table. Grade five is the only grade level that increased, from 43.2% in 2016 to 46.7% in 2019. State assessments were not given in 2019-20 or 2020-21 due to the COVID-19 pandemic. It is important to note that performance in grades 7 and 8 could

be misleading. Many students in grades 7 or 8 are enrolled in Algebra I or Geometry. Therefore, they would participate in these assessments while enrolled in middle school. *Table B* shows the performance of students on the state assessment results by grade level, regardless of the specific math assessment that they took.

HCPS MCAP Mathematics Performance by Grade Level - Middle

Table B

(% Performance Level 4 or 5)

Grade	Assessment(s)	2018-19
6	Mathematics 6	38.2
7	Mathematics 7, Algebra I, and Geometry	43
8	Mathematics 8, Algebra I, and Geometry	35.8

Student Group Performance on MCAP Mathematics in 2018-19

HCPS MCAP Mathematics Performance by Student Group - Elementary

(% Performance Level 4 or 5)

Table C

Student Group	2018-19
All Students	49
American Indian/Alaskan Native	47.8
Asian	71.2
Black/African American	25
Hispanic or Latino	39.1
Hawaiian or Pacific Islander	36.8
White	56.8
Two or more races	41.8
Students with Disabilities	11
English Learner	29.6
Economically Disadvantaged	21.9

HCPS MCAP Mathematics Performance by Student Group - Middle

(% Performance Level 4 or 5)

Table D

Student Group	2018-19
All Students	39.9
American Indian/Alaskan Native	30.4
Asian	69.7
Black/African American	16.5
Hispanic or Latino	27.7
Hawaiian or Pacific Islander	30
White	47.3
Two or more races	33.3
Students with Disabilities	8.3
English Learner	6.7
Economically Disadvantaged	14.3

HCPS MCAP Algebra I Performance by Student Group – Class of 2019
 (% Performance Level 4 or 5)

Table E

Student Group	2018-19
All Students	57.2
American Indian/Alaskan Native	n/a
Asian	76
Black/African American	28.7
Hispanic or Latino	44.9
Hawaiian or Pacific Islander	n/a
White	65.6
Two or more races	56.3
Students with Disabilities	19.6
English Learner	7.7
Economically Disadvantaged	25

Data from this state assessment mirrors the three lowest performing student groups as identified with the English/Language Arts Literacy assessment. These three student groups include students with disabilities, English Learners, and students who are economically disadvantaged. At the elementary level, students with disabilities had the lowest rate of proficiency, 11%. At the middle school level, only 6.7% of English Learners scored proficient. At the high school level, English Learners also had the lowest proficiency rate at 7.7%.

^In a critical root cause analysis, the district notes the 2016 mandate from paper-based testing to 100% computer-based testing had significant impact on student ability to provide output analysis with the barrier to technology and device access. The district did not have the resources at the time to transition all curriculum and instructional materials to support teachers and students. Additionally, the COVID-19 pandemic continues to significantly impact student success. In addition to the 18+ months of virtual and/or hybrid instructional time, this school year continues to present on-going challenges such as students and families reacclimating to a more traditional school environment and expectations while the mental health needs are ever-increasing as the whole community continues to process and internalize the ever-changing operational status, quarantine parameters, and personal family impact. Staffing also continues to impact the instructional program. The number of applicants continues to decline, especially in mathematics. Finally, as noted in the State Superintendent’s [*Spotlight on Economically Disadvantaged Students*](#) presentation to the State Board of Education on September 28, 2021, the district has seen nearly a 10% increase in students eligible for Free and Reduced Meals (FARMs). The increase percentage of students and families meeting the eligibility criteria has directly connects to the decrease in school-readiness skills as students begin the academic career. Students who are economically advantaged and/or receiving free or reduced meals continues to be a student group that is closely monitored as the percentage of these students meeting or exceeding grade level expectations on state assessments remains low.

In addition to student assessment data review at the high school, credit attainment is a critical component of academic achievement. The table below shows the number of students and percentages by student groups not earning two mathematics credits within the first two years of high school.

**HCPS Students Entering Grade 9 in 2019-20
Not Earning Two Mathematics Credits within the First Two Years of High School**

Student Group	n-size	# Not Earning (2) Mathematics Credits	% Not Earning (2) Mathematics Credits
All Students	2779	287	10.3%
African American or Black	563	99	17.6%
American Indian	*	*	*
Asian	108	2	1.9%
Hawaiian or Pacific Islander	*	*	*
Hispanic	206	40	19.4%
White	1739	116	6.7%
Two or More Races	148	29	19.6%
Students with Disabilities	303	78	25.7%
English Learners	53	21	39.6%
FARMS	919	210	22.9%

Denotes fewer than ten test takers

There is a need to focus on students with disabilities, English Learners, and students receiving free or reduced meals as these student groups have the highest percentages of failing to earn at least two mathematics and English credits.

Mathematics Inventory is the local assessment given to students in grades two through high school. This assessment is computer adaptive and provides data to teachers regarding the student's deficiencies as well as skills ready to learn. This assessment also provides a Quantile measure, which measures growth over time. Like the Lexile measure, the Quantile is a metric identified in our North Star initiative that is designed to monitor students' readiness for post-secondary success and/or a career.

The *Mathematics Inventory* assesses understanding across all the domains of mathematics with a focus on Number and Operations at the lower grades and Expressions & Equations and Ratios & Proportional Relationships at the upper grades. Students' performance is then measured in quantiles that group them into one of four performance levels to assist in instructional grouping and planning. The proficient performance level for each grade is set to correspond with MCCRS but data is not reported for each specific domain of mathematics. Performance levels from the Instructional Planning Report can be used to determine how to group students for

instruction as well as to identify which students may need additional support with prerequisite skills to support success with grade-level content.

HCPS Mathematics Inventory Performance by Student Group – Elementary
(% Proficient or Advanced)

Table F

Student Group	Spring 2021
All Students	53.7
Male	50.1
Female	57.3
American Indian/Alaskan Native	47.4
Asian	74.5
Black/African American	32.9
Hispanic or Latino	40.1
Hawaiian or Pacific Islander	33.3
White	61.3
Two or more races	49.3
Students with Disabilities	18.7
English Learner	34.2
Free or Reduced Meals	33

HCPS Mathematics Inventory Performance by Student Group – Middle
(% Proficient or Advanced)

Table G

Student Group	Spring 2021
All Students	42.2
Male	42.4
Female	42.1
American Indian/Alaskan Native	40
Asian	73
Black/African American	22.8
Hispanic or Latino	29.3
Hawaiian or Pacific Islander	29.3
White	47.7
Two or more races	38.1
Students with Disabilities	7.3
English Learner	16.9
Free or Reduced Meals	22.1

HCPS Mathematics Inventory Performance by Student Group –High
(% Proficient or Advanced)

Table H

Student Group	Spring 2021
All Students	3.4
Male	0.5
Female	4.2
American Indian/Alaskan Native	*
Asian	6.3
Black/African American	0.4
Hispanic or Latino	5.6
Hawaiian or Pacific Islander	*
White	3.2
Two or more races	4.3
Students with Disabilities	1.5
English Learner	3.2
Free or Reduced Meals	2.9

**Denotes fewer than ten test takers*

At the high school level, only a small population of students participated in this assessment. 1,128 students across all high schools took *Mathematics Inventory* because they were enrolled in a lower mathematics course. These students were either enrolled in Ramp Up to Algebra, Introduction to Algebra, or Algebra I.

Data from this assessment is also aligned to performance on the MCAP Mathematics assessments. Students with disability, English Learners, and students receiving free or reduced meals had the fewest percentage of students meeting or exceeding proficiency on this assessment. In addition, students who are Black or African American had the lowest proficiency rates at the elementary and middle school levels. This continues to emphasize the need to focus on these identified student groups.

(d) Identify and describe evidence-based interventions to measure and address learning loss.

All materials utilized in HCPS are evaluated based on the ESSA requirements by the appropriate content supervisor and vetted through the HCPS General Curriculum Committee (GCC). The vetting of the materials also includes a rigorous adoption process and is shared and voted on by GCC members. GCC consists of stakeholders throughout the school system and works as an arm of the HCPS Board of Education. Materials are implemented, monitored, and evaluated through professional learning, classroom observations and walkthroughs, data collection and analysis, stakeholder feedback groups, and identification of students. Materials are reviewed annually as to their effectiveness in supporting student learning and achievement. Interventions will be facilitated by trained district practitioners and funding will be used to train additional practitioners and to purchase curriculum and materials for the interventions. In addition, to the curriculum and materials, a portion of the ESSER funds will be applied to staff professional development on the

various intervention tools. All interventions will begin as soon as funding is available and fall testing data has been analyzed and will continue annually. Summer school interventions started July 2022 and continue annually.

For the focus area of mathematics in elementary and middle schools, intervention and enrichment options are clearly identified in the new mathematics textbook series for grades K-7, each lesson has differentiation options based on formative assessment. This feature provides a structure so that student grouping is based on data, rather than perception. General education and students receiving special education services have equal access to intervention or enrichment. Also, lesson-specific suggestions supporting English Learners (EL) in the elementary and middle school mathematics teacher editions. ^Intervention is clearly identified in the new mathematics textbook series for grades K-7, each lesson has differentiation options based on formative assessment and serves as the core evidence-based intervention. To support specific student groups as identified through data analysis, there are also lesson-specific suggestions supporting English Learners (EL) in the elementary and middle school mathematics teacher editions. In addition to this core intervention, the district also has other approved evidence-based interventions available for teachers and schools to utilize as formative assessment data analysis indicates student needs.

The District high schools offer remediation courses to our students with the highest needs in the focus area of mathematics. Intervention is built into the high school Algebra course. This course is designed to support a variety of levels of learners through a differentiated software package aligned to support the classroom lessons. General education and students receiving special education services have equal access to intervention or enrichment. Geometry Seminar and Algebra 2 seminar courses to support learners in a daily mathematics model for additional reteaching opportunities to support student success.

For detailed information regarding the district's intervention plan, please refer to the District's [intervention plan](#) found on the school system website [here](#) as part of the [Continuity of Learning plan](#) (https://www.hcps.org/hcpstogether/docs/2021-2022%20COL%20Plan_9.29.2021.pdf).

Area of Focus #2: Academic Achievement in Mathematics

<p>Goals</p>	<p>Increase student academic achievement in mathematics through equitable access to high quality mathematics curriculum and the ability for targeted groups (EL, SE, and FaRMs) to mitigate instructional time lost due to the COVID-19 pandemic and work toward graduation and access to higher education and/or lawful employment, thus being functioning and contributing citizens.</p>
<p>Objectives</p>	<ul style="list-style-type: none"> • Increase the percentage of kindergarten students meeting or exceeding grade level expectations on the <i>SNAP</i> assessment from 87.7% in 2020-21 to 90% in 2021-22. • Increase the percentage of elementary students scoring proficient or advanced on the <i>Mathematics Inventory</i> assessment from 53.7% in 2020-21 to 56.7% in 2021-22. • Increase the percentage of middle school students scoring proficient or advanced on the <i>Mathematics Inventory</i> assessment from 42.2% in 2020-21 to 45.7% in 2021-22. • Decrease the percentage of students completing their second year of high school and not earning at least two mathematics credits from 10.3% in 2020-21 to 9.8% in 2021-22. <p>^HCPS will follow a consistent implementation of a system-wide instructional schedule which include personalized learning opportunities for students. HCPS believes the best intervention is a highly qualified, caring teacher implementing a quality curriculum aligned to national, state, and local standards. Student academic needs will be met through a multitude of supports. These include participating in a normal academic school day with their peers and highly qualified, caring teachers and staff. Teachers are empowered to meet the needs of their students using data informed teaching practices, differentiation, and flexible grouping. While the objectives target all student success and growth, when paired with the district intervention plan, the identified student groups are being targeted to have a more significant growth and meet the expected measurable targets.</p>
<p>Priority Strategies and/or evidence-based interventions selection through the educational equity policy</p>	<p>The intervention plan gives priority to students who are in one or more of the following categories: English Language Learners, Special Education, receive Free and Reduced Lunch (FARMS), had failures during the 2020/21 school year on report cards and/or met the basic level on district assessments. Also, EOY assessment data and summer school data will be used to establish a baseline and determine who will be the first cohort of targeted interventions. Students receiving targeted interventions will evolve as school level assessments are administered throughout the school year.</p>

	<p>In addition to, a new mathematics textbook series was purchased and implemented for grades K-7. One of the determining factors in selecting this resource was the wealth of materials available to meet the diverse needs of students. Technology, interactive games, manipulatives, and other tools are intentionally used to build conceptual understanding.</p> <ul style="list-style-type: none"> • Co-planning • Co-teaching • Content Visits • NTO and Content Day • Model Classrooms • Ongoing classroom management support • Coaching/Reflection • PD for NTs aligned to instruction • Observation from content experts • Offer non-voluntary after hour planning sessions with teacher leaders or content specialists • Florida Virtual School Curriculum • Tutoring <p>For detailed information regarding the district’s intervention plan, please refer to the District’s intervention plan found on the school system website here as part of the Continuity of Learning plan (https://www.hcps.org/hcpstogether/docs/2021-2022%20COL%20Plan_9.29.2021.pdf).</p>
<p>Timeline</p>	<p>The timeline for all priority strategies will be incorporated during the 2021-22 school year with progress monitoring through quarterly data review, mid-year and end-year checkpoints.</p> <p>Additional detailed information regarding the timeline can be found in the Area of Focus #2 section.</p>
<p>Funding Source</p>	<ul style="list-style-type: none"> X Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG X Title II Part A X Title III EL X Title III ImmigranT X Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento X Local Funding X State Funding

	<input checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source)
Evaluation and Equity Lens	<p>Baseline data and targets are set by State and district assessment standards and benchmarks. The HCPS Office of Accountability collaborates and supports district and school leaders to ensure that assessment data is provided to schools as part of the student identification and selection process. The Executive Leadership team including the Executive Directors and Directors of Elementary and Secondary Performance, Curriculum, Instruction, and Assessment, and Student Services review data and meet regularly with school-based leaders to support the data dialogues and school action plans which are noted within the School Performance and Achievement (SPA) plan as part of the school improvement process.</p> <p>Schools monitor the progress of students in research-based interventions and enter student intervention information into Performance Matters. Schools are encouraged to use multiple data points before entering or exiting students in any intervention program.</p> <p>Additionally, in alignment with the HCPS Equity Policy, assessment data and programmatic plans will support our goal of providing access and opportunity for all students for academic success. A multi-tiered system of support is in place at each school to provide intervention and other instructional supports. In addition to teacher directed instruction, the HCPS Instructional Program supports student learning and achievement through acceleration and remediation programs such as, Academic Tutoring, Summer Learning Opportunities, and Academic Recovery. An equity lens will be used to disaggregate data to identify students for after-school tutoring and other programs that may be available.</p>

TRANSFERABILITY

OVERVIEW

Under the ESEA, LEAs may transfer funds they receive by formula under certain programs to other programs to better address State and local needs. The ESSA amended the transferability authority by changing the programs from and to which an LEA may transfer funds and removing limits on the amount of funds that may be transferred. This guidance addresses those changes.

Except as provided in this guidance, the *Guidance on the Transferability Authority* [available at www2.ed.gov/programs/transferability/finalsummary04.doc] remains applicable.

TRANSFERS BY LEAs

Updates to programs from which an LEA may transfer funds

Updated Programs from which an LEA May Transfer Funds

- Title II, Part A – Supporting effective instruction state grants
- Title IV, Part A – Student support and academic enrichment grants
(*ESEA section 5103(b)(2).*)

An LEA may not transfer funds it receives under any other ESEA program.

Updates to programs to which an LEA may transfer funds

Updated Programs to which an LEA May Transfer Funds

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – State grants for English language acquisition and language enhancement
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education
(*ESEA section 5103(b).*)

FREQUENTLY ASKED QUESTIONS

1. ***Is there a limit on the amount of funds an LEA may transfer?***

No. An LEA may transfer all or a portion of funds it receives under each of the programs listed under .

2. ***What are the responsibilities of an SEA or LEA for the provision of equitable services to private school children and teachers with respect to funds being transferred?***

Excluding Title I, Part D and Title V, Part B, each program covered by the transferability authority is subject to the equitable services requirements under Title I or VIII, which may not be waived. (ESEA section 8401(c)(5).) Before an SEA or LEA may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. (ESEA section 5103(e)(2).) With respect to the transferred funds, the SEA or LEA must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

3. ***May an SEA or LEA transfer only those funds that are to be used for equitable services to private school students or teachers?***

No. An SEA or LEA may *not* transfer funds to a particular program solely to provide equitable services for private school students or teachers. Rather, an SEA or LEA, after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer. (See ESEA section 5103(e).)

TRANSFERABILITY OF FUNDS CHART

Local school systems may transfer ESSA funds by completing this page as part of the Local ESSA Consolidated Strategic Plan submission. Receipt of this chart as part of the Local ESSA Consolidated Strategic Plan will serve as the required 30 day notice to MSDE. An LEA may transfer all or a portion of funds it receives under each of the programs listed below. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

X **TRANSFERABILITY OPTION WILL NOT BE UTILIZED**

Total FY 2022 Allocation	Funds Available for Transfer	\$ Amount to be transferred out of each program	Programs to which an LEA May Transfer Funds	\$ Amount to be transferred into the program
\$	Title II, Part A – Supporting effective instruction state grants		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs	
			<input type="checkbox"/> Title I, Part C – Education of migratory children	
			<input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
	\$		<input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants	
			<input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement	
			<input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants	
			<input type="checkbox"/> Title V, Part B – Rural education	
\$	Title IV, Part A – Student support and academic enrichment grants		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs	
			<input type="checkbox"/> Title I, Part C – Education of migratory children	
			<input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
			<input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants	
	\$		<input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement	
			<input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants	
			<input type="checkbox"/> Title V, Part B – Rural Education	

Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) Schools, and SIG IV Schools

Please provide responses to address schools with areas of identification

1) Comprehensive Support and Improvement (CSI) Schools.

(a) For school systems with CSI schools, as a school system how are you supporting

N/A

your schools identified for low achievement? *(up to 1,000 characters).*

(b) How are you supporting your schools identified for low graduation rate? *(up to 1,000 characters).*

N/A

2) Targeted Support and Improvement (TSI) Schools.

(a) For school systems with TSI schools, please list schools identified as a Targeted Support and Improvement (TSI) schools and the area of identification *(up to 1,000 characters).*

2017-18 HCPS Targeted Schools in Improvement (TSI)		
% of ESSA Points Earned < 34.4%		
School	Student Group	% of Points Earned
Darlington Elem.	Special Education	33.8%
George D. Lisby Elem.	Hispanic	29.6%
George D. Lisby Elem.	Special Education	21.5%
Magnolia Elementary	Hispanic	34.2%
Magnolia Elementary	Two or more races	31.1%
Youth's Benefit Elem.	Econ. Disadvantaged	30.9%
Edgewood High	Special Education	29%
Havre de Grace High	Special Education	33.8%

Aberdeen Middle	Econ. Disadvantaged	33.1%
Magnolia Middle	English Language	34%
Magnolia Middle	Special Education	32.6%

- (b) If the LEA’s TSI schools conduct a root cause analysis, describe trends in the findings of the root cause analysis in the LEA’s TSI schools if there any.

Trends in data align to the findings within the district given the schools have been operating with significant limitations due to the COVID-19 pandemic. TSI schools will continue to be monitored at the school and district level.

- (c) Describe the process the local school system is using to plan and implement its support for TSI schools.

The district collaborates with school teams to review data and create action plans for the identified TSI schools to ensure that appropriate goals, objectives, and intervention strategies are included for the identified student groups. The executive leadership in the district meet regularly with school-based administrators to review data specific to their underperforming student groups. In these meetings, progress monitoring will occur.

- (d) How are you supporting TSI schools by their area of identification? *(up to 1,000 characters).*

The Executive Leadership Team, the Office of Accountability met with each identified TSI school at the onset of identification and continue to discuss the performance of the student groups that performed below 34.4%. A portion of these meetings was to identify the specific ESSA indicators that caused the student groups to earn the fewest points.

[Code of Maryland Regulations \(COMAR\) Reporting Requirements](#)
(Click the link above to access the Educational Equity regulation)

Title 13A STATE BOARD OF EDUCATION
Subtitle 01 STATE SCHOOL ADMINISTRATION

Chapter 06 Educational Equity

Authority: Education Article, §2-205(c) and (h), Annotated Code of Maryland

.01 Purpose

.01 Purpose.

The purpose of this chapter is to establish as a matter of policy and priority that:

A. Each Maryland public school will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student’s academic success and social/emotional well-being;

B. Each local school system’s procedures and practices provide for educational equity and ensure that there are no obstacles to accessing educational opportunities for any student; and

C. Achievement will improve for all Maryland students and achievement gaps will be eliminated.

.02 Scope.

This chapter applies to all local school systems, the Maryland State Department of Education, and entities that provide educational services to children birth—age 21, including licensed childcare facilities and programs.

.03 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) “Accountability measures” means those Maryland accountability framework indicators in place to guarantee oversight of opportunities, resources, and educational rigor that will lead to achievement for all students.

(2) “Educational equity” means that every student has access to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being and to view each student’s individual characteristics as valuable.

(3) “Educational opportunities” means all students have access to rigorous, well-rounded academic programs and experiences that enrich their educational career and prepare them for academic and career success.

(4) “Equity lens” means that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

(5) “Individual characteristics” means the characteristics of each individual student, which include but are not limited to:

(a) Ability (cognitive, social/emotional, and physical);

(b) Ethnicity;

(c) Family structure;

- (d) Gender identity and expression;
- (e) Language;
- (f) National origin;
- (g) Nationality;
- (h) Race;
- (i) Religion;
- (j) Sexual orientation; and
- (k) Socio-economic status.

.04 Requirements — Educational Equity in Maryland.

A. The Maryland State Department of Education shall establish systems of structure and support for school systems, students, teachers, and other stakeholders that ensure educational equity and excellence.

B. Each local school system shall develop an educational equity policy and regulations, to be reviewed every 3 years, with the goal of providing educational equity to all students.

C. The policy and regulations shall:

- (1) Be designed to create and maintain environments that are equitable, fair, safe, diverse, and inclusive;
- (2) Be based on the goal of providing educational equity for all students;
- (3) Direct the identification and utilization of resources to provide equitable access to educational opportunities and services, by among other steps, the use of disaggregated student data to analyze trends and identify gaps and equitable solutions;
- (4) Identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity;
- (5) Provide tailored and differentiated professional learning to build capacity for cultural responsiveness to address areas of inequity identified by the school system;
- (6) Ensure equitable access to effective teachers for all students;
- (7) Require that an equity lens be used in all staff recruiting, hiring, retention, and promotion processes;
- (8) Require that an equity lens be used in reviews of staff, curriculum, pedagogy, professional learning, instructional materials, and assessment design;
- (9) Provide the access and opportunity for all students to successfully read on level by the end of grade 2;
- (10) Direct that equity be addressed in the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan;
- (11) Identify the school system’s process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school;
- (12) Identify the method of evaluation to measure the effect of equitable practices in the school system and schools; and
- (13) Designate an individual responsible for the facilitation, monitoring, and implementation of the system equity initiatives within the Local ESSA Consolidated Strategic Plan.

.05 Monitoring and Reporting.

A. Each local school system shall:

(1) Address implementation of the equity policy through its Local ESSA Consolidated Strategic Plan;

(2) Beginning September 1, 2019, include its equity initiatives as an integrated component of its Local ESSA Consolidated Strategic Plan; and

(3) Beginning September 1, 2020, and every 3 years thereafter, in its Local ESSA Consolidated Strategic Plan, submit to the State Superintendent an analysis of the results of the accountability measures related to data collected on achieving equity goals and objectives that will be published and made accessible to the public.

B. The Maryland State Department of Education shall:

(1) Conduct needs assessments for the Department and local school systems;

(2) Convene the Network for Equity and Excellence in Education with representation from each local school system and other stakeholders to review statewide progress and to develop implementation and peer review guidelines for this chapter;

(3) Develop a guide for implementation of equity initiatives at the local level which includes sample components of high-quality equity policies, guidance around how to apply an equity lens within priority birth—age 21 focus areas as defined by the Department, and strategies on how to measure and evaluate the application of an equity lens; and

(4) Review and assess progress of the Department and local school systems on implementing the requirements of this chapter.

C. Beginning December 1, 2020, and every 3 years thereafter, the State Superintendent shall report progress on the implementation of this chapter to the State Board, publish the data, and make it easily accessible for public viewing.

D. Beginning in 2020 and annually thereafter, the State Board of Education and the Superintendent will recognize schools, school staff, and local school systems that demonstrate the most significant advances in promoting equity and excellence.

Administrative History:

Effective date: November 18, 2019 (46:23 Md. R. 1066)

[COMAR 13A.04.07 Gifted and Talented Education](#)

(Click the link above to access the Gifted and Talented Education regulation)

Gifted and Talented Early Submission Date	
1st submission to the MSDE GT Program Manager for review:	Window opens August 2, 2021
Conditional approval granted to LSSs	On or before September 30, 2021

COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems shall report the following information in their Local ESSA Consolidated Strategic Plan.

<p>1) The process for identifying gifted and talented students</p> <p>Identification is ongoing throughout the elementary years and formally begins in grade two. All students in second grade are assessed using universal screeners for ability (Cognitive Ability Test [CoGAT]), academics (Reading Inventory and district mathematics benchmark assessments), and effective behaviors (Primary Talent Development). Data is collected and entered into eSchool+ and is uploaded to Performance Matters. Gifted and talented specialists at each elementary school triangulate the data and use either local norms or national norms to determine the students who qualify for services. If a student qualifies, the service that they receive will align with their area of giftedness and include but are not limited to: GT: Reading, GT: Mathematics, GT: Acceleration and/or GT: Problem-Based Affective Learning.</p>
<p>Changes made to the continuum of programs and services during the pandemic</p> <p>GT specialists continued to service identified students virtually during the pandemic at the elementary level. Students received co-teaching and pullout services in the elementary grade levels. Acceleration protocols continued to be followed at all levels through the Student Services Process. High school students continued to receive their self-selected honors and AP coursework during the pandemic and will continue to do so during the 2021-2022 school year.</p> <p>Initial identification was modified at the second grade level at the end of 2021 until HCPS could universally administer CoGAT. GT Specialists used academic measures to create a “watch list” of current grade 3 students who may qualify for GT services. In October 2021, HCPS will universally administer CoGAT to all current Grade 3 students. Once administered, GT Specialists will use current practices to fully identify our Grade 3 students and code them in our system database. This will update and make our codes current.</p> <p>Current Grade 2 students will take the CoGAT in February 2022 so that there is no interruption to the identification process moving forward. They will be formally identified at the end of Grade 2 using academic, affective and ability measures that we typically use.</p>

2) The number of gifted and talented students identified in each school*

*The number of GT students in each school and local school system will be derived from 2020-21 Attendance Data Collections provided to the MSDE Office of Accountability

*The local school system does not need to include any information in this cell.

3) The percentage of gifted and talented students identified in the local school system in 2020-21*

8.3%

3,103 students were identified as gifted or talented on the 2020-21 September 30 enrollment file out of 37,333 students.

4) The schools that have been exempted from the identification of a significant number of gifted and talented students and the rationale in 2020-21.

The John Archer school serves a population of special education students who may not qualify for GT students.

5) The continuum of programs and services

Elementary students receive direct services beginning in grade three from Gifted and Talented Specialists working in tandem with classroom teachers through co-teaching and through pull-out services.

Middle school students may accelerate in their mathematics by selecting from several accelerated courses offered at each middle school. Students tend to be cluster grouped in middle school language arts classrooms which contain differentiated pacing and texts. Middle school students also can take part in extracurricular enrichment opportunities through intramural activities.

High School students may choose from a variety of magnet programs and must apply to be considered. Additionally, each comprehensive high school in HCPS offers honors level and AP level coursework. HCPS also has a strong partnership with Harford Community College. Many students choose to take college coursework through dual enrollment offered through Senate Bill 740.

Any student may qualify for grade level or content level acceleration. The district uses a cross-disciplinary team approach and the Iowa Acceleration Scales to determine whether a student qualifies for grade level or content level acceleration.

Changes made to the continuum of programs and services during the pandemic

GT specialists continued to service identified students virtually during the pandemic at the elementary level. Students received co-teaching and pullout services in the elementary grade levels. Acceleration protocols continued to be followed at all levels through the Student Services Process. High school students continued to receive their self-selected honors and AP coursework during the pandemic and will continue to do so during the 2021-2022 school year.

Initial identification was modified at the second grade level at the end of 2021 until HCPS could universally administer CoGAT. GT Specialists used academic measures to create a “watch list” of current grade 3 students who may qualify for GT services. In October 2021, HCPS will universally administer CoGAT to all current Grade 3 students. Once administered, GT Specialists will use current practices to fully identify our Grade 3

students and code them in our system database. This will update and make our codes current.

Current Grade 2 students will take the CoGAT in February 2022 so that there is no interruption to the identification process moving forward. They will be formally identified at the end of Grade 2 using academic, affective and ability measures that we typically use.

6) Data-informed goals, targets, strategies, and timelines for 2021-22.

Goals must be established using the equity lens as defined in COMAR 13A.01.06, Educational Equity. Consult with your local school system equity point of contact.

Goal: Initiate a formal process for identification of elementary and middle school students as GT.

Target(s)	Strategy(ies)	Timeline(s)
<p>100% of students in elementary schools will engage in a process to identify students to be coded as GT beginning in the 2021-22 school year.</p>	<ul style="list-style-type: none"> • Administer the CoGAT to all second and third grade students across the system. • Use Primary Talent Development, Reading Inventory and math benchmark assessments (all universally administered) as identification measures for grade 2 Students. • GT Specialists use local norms and/or national norms to ensure the 10% identification requirement is met. • GT Specialists provide ongoing screening in grades 3-5. 	<p>Ongoing, 2021-22</p>
<p>100% of students in middle schools will engage in a process to identify students to be coded as GT beginning in the 2021-22 school year.</p>	<ul style="list-style-type: none"> • Purchase, train and implement the CoGAT with all sixth and seventh grade students. • Create a data profile for each middle school using CoGAT and academic measures. • Supervisor of Personalized Learning 	<p></p>

	<p>will meet with each School's ILT and counseling department to identify students to be coded.</p> <ul style="list-style-type: none">• Students coded at GT in eSchool+.• Explore curriculum options for grades 6-8 as an additional option for GT reading and language arts literacy through the HCPS Middle School Task Force.		
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2021 Local ESSA Consolidated Strategic Plan Clarifying Questions and Commendations Form

School System: Harford County

Team Facilitator: Bruce Riegel

Based on the review of the local school system’s Local ESSA Consolidated Strategic Plan, the clarifying questions listed below require responses to complete the review process. The clarifying questions are divided by reviewed sections. The final column lists commendations that demonstrate that the school system exceeded performance expectations presented a uniquely innovative approach to improving opportunities for all students. Please respond to all clarifying questions on or before the close of business on **November 4, 2021**. *(Add additional rows, if required).*

Section	Page Number	Clarifying Questions/Comment	School System’s Response(s)
GT: Identification	47	Do you use any checklists or behavioral instruments besides PTD??	GT Specialists have access to a myriad of assessment options to use once universally identified assessments have been used. They can use those assessments at their discretion to support classroom teachers as needed. Renzulli Scales, Torrence Test of Creativity and others are instruments which they have access.
GT: Continuum of Services and Programs	48-49	List some specific examples of classes, texts, enrichment opportunities, etc., available to identified students. You may want to mention some of the things that you are doing with Scott.	Students have access to differentiated instruction at the elementary level, accelerated mathematics and cluster grouped language arts in the middle school, and AP/IB/Magnet programs at the high school levels.
GT: Goals	49-50	Do you only have one Goal? What about professional learning or social-emotional learning? You had offers from Scott’s people to run professional learning workshops; why not put that into a Goal?	This year, we are focusing on one goal. We will infuse Scott’s work into the goal we have established. Our school system North Star Initiative addresses professional learning and SEL learning for all students, including our GT students.

COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring

Comprehensive Teacher Induction Program Title 13A STATE BOARD OF EDUCATION Subtitle 07 SCHOOL PERSONNEL

.01 Scope.

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to provide guidance for local school systems to establish a high-quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality, and helps inductees achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession.

The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support.

Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.

.04 General Requirements.

A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.

B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.

Local school systems shall use the Maryland Teacher Professional Development Planning Guide to develop the program, which shall include the following professional learning activities:

- (1) Before the school year begins, orientation programs for all teachers new to the local school system;
- (2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
- (3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
- (4) Follow-up discussions of the observations and co-teaching experiences;
- (5) Ongoing professional development designed to address new teacher needs and concerns; and
- (6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.

D. The district shall consider the need for staffing to:

- (1) Plan and coordinate all induction activities;
- (2) Supervise new teacher mentors;
- (3) Communicate with principals and other school leaders about induction activities; and
- (4) Oversee the evaluation of the comprehensive induction program.

E. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program.

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of 1 year.

B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:

- (1) A reduction in the teaching schedule;
- (2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or
- (3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.

Comprehensive Teacher Induction Program

Section A- Comprehensive Teacher Induction Program (CTIP) Team Members

- 1. Please list the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.
 - a. Heather Kutcher, Supervisor of Teacher Preparation and Professional Development

2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	18
Part Time Mentors	0
Full Time Teachers	0
<i>Total Number of Mentors</i>	<i>18</i>

- 3. Please provide the total number of probationary teachers being served by your CTIP.
 - a. There are currently 715 probationary teachers being support by the Instructional Coaches of the CTIP.

- 4. Please provide the average mentee to mentor ratio (example: 15:1).
 - a. Our current ratio is 40 teachers to 1 mentor (Instructional Coach).

Section B- Comprehensive Teacher Induction Program Training and Supervision

1. Please describe the training that your mentors receive before and during their tenure as a mentor. When does this training occur? What is the content?

New Instructional Coaches receive a two-pronged training program prior to their tenure as a Coach. This initial training occurs in June, July, and August prior to the new hire orientation conference. At the conclusion of the new Coach's school year as a teacher, they are partnered with a current, highly effective, veteran Coach. The partnering is intentional and puts pairs together based on certification area, likely placement, and learning style. These pairs are provided paid time in the summer to meet. The veteran Coaches have structures and expectations for these meetings, although they are asked to be conducted in informal ways and settings to help foster an on-going relationship. Veteran Coaches get to know the new Coach and then tailor their hours to best meet the needs of the person. The work focuses on clarifying the role, sharing tips for getting started in a school in this role, sharing access to electronic resources such as the collaborative Coach One Note notebook, and answering questions. The veteran Coach then becomes the go-to person as the new Coach begins having summer meetings with their Principals and even potentially new hires ahead of the orientation conference.

A two-day formal "Coach Camp" is held in late July or early August. This Camp is run by the Supervisor of Teacher Preparation and Professional Development and veteran Coaches from both the elementary and secondary level. The Camp focuses on building new Coaches' understanding of the vision for the program, the key approaches HCPS Coaches use (Cognitive Coaching, Transformational Coaching, and Coaching Cycles) and then systematically building experiences that allow new Coaches to learn about and practice these skills. All new Coaches are provided with *Mentoring Matters* by Laura Lipton and Bruce Wellman as well as *The Art of Coaching* by Elena Aguilar, *The Impact Cycle* by Jim Knight and *Student Centered Coaching: The Moves* by Diane Sweeney. These texts also drive the creation of the content for the two-day training.

New instructional coaches also attend monthly meetings with all first- and second-year specialists in HCPS to hone the skills necessary for success in this role. Topics include establishing trust, making a work plan, and measuring progress. General topics around adult learning theory and cognitive coaching are threaded throughout the monthly work, as well. These trainings for new Instructional Coaches are co-created by the Office of Organizational Development and a veteran, highly effective Coach.

All Instructional Coaches attend monthly half day professional development with the Supervisor of Teacher Preparation and Professional Development as well as full day monthly professional development with the entire cadre of HCPS Teacher Specialists. The monthly full specialist group meetings always include the following parts and pieces:

- Community Building around some aspect of adult learning theory
- Collaboration with the Office of Organizational Development on leadership development

- The sharing of one systemwide initiative by the appropriate office and an opportunity for specialist groups to deeply consider how their day-to-day work supports and moves that initiative forward.
- Like Role Time during which groups of specialists with the same role in HCPS gather for structured collaboration around their own problems of practice
- Book Clubs – each semester specialists are provided with a current, professional text and meet with their assigned book club to share information, discuss provided prompts, and prepare for applying their learning
- Innovations in Teaching and Learning – each month, the Office of Organizational Development provides training on innovative tools and strategies so the cadre of specialists has this information ahead of teacher and can support implementation. These innovations heavily include digital teaching and learning tools.

2. Please describe how school system administrators are trained on the roles and responsibilities of mentors. When does this training occur? What is the content?

Each year, details about the new hire orientation conference and mandatory days are shared with school administrators. This information provides great insights into the roles and responsibilities of Coaches. For example, the planning of the conference is guided by the Danielson Framework. Specific components and indicators, as well as guiding questions, are used in the design of every piece. This information is shared at Principal level-alike meetings to clarify the work Coaches do as well as to highlight the specifics they might notice are not ‘covered’ and will need to be addressed by each building. In addition, time is devoted during new teacher mandatory days for school administrators to work with new teachers. An individualized conversation between each Principal receiving the services of an instructional coach and the Supervisor of Teacher Preparation and Professional Development occurs prior to deployment. In addition, ongoing conversations about retention, teacher data, supporting conditionally certified teachers, and best practices around instructional coaching are options during systemic leadership meetings. Instructional coaches also use a template for regular communication with principals. They share their logs and calendars to encourage ongoing communication around new teacher growth, needs, and strategies to meet identified needs.

3. Who evaluates the efficacy of individual mentors? What are the criteria and how is the data collected?

Instructional Coaches are formally observed and evaluated each year by the Supervisor of Teacher Preparation and Professional Development and one of their assigned building principals. The Danielson framework for teaching is used for these observations of individualized work between a coach and a teacher. The Supervisor of Teacher Preparation and Professional Development also communicates with building principals regularly, monitors logs and calendars, and checks in with a sampling of new hires to monitor the effectiveness of the program.

Data on Coach performance is gathered via the formal observation process. New Coaches are typically observed first semester as they provide professional development to small

groups or entire faculties. They are observed in individual Coaching sessions with teachers for their second semester experience. Typically, a pre-conference between the Supervisor of Teacher Preparation and Professional Development and the Coach provides a more targeted focus for data collection. For example, many new Coaches request to have all their questions scripted during an observation.

During end of year evaluation conferences, Instructional Coaches are asked to share the story and data of at least one teacher's yearlong collaboration with them. The Instructional Coaches use One Note to capture photographs and evidence throughout the year of the work they are doing with this teacher as well as data on its impact. The end of year evaluation conference is an opportunity for the Instructional Coach to share this 'story' and reflect upon the work with the teacher. The Principal is often able to see strong connections between the growth they have seen in the teacher and the specific areas of focus and work the Coach has engaged in.

Section C- Comprehensive Teacher Induction Program Overview

1. Please describe your initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.

All newly hired instructional staff are invited to an optional multi-day orientation conference prior to their official start with HCPS. This year's Orientation Conference was open to all first- and second-year instructional staff to address additional learning needs that non-tenured teacher may have because of their interrupted in-person internships and/or the virtual nature of much of their first year in the field. Conditionally certified teachers had access to additional professional development ahead of this systemwide conference to build their background in lesson/unit planning and building strong professional relationships with students. The orientation conference aims to orient new hires to HCPS culture and expectations through demonstration classrooms at each elementary grade and a wide variety of secondary content areas, through work with content offices, through sessions coordinated by the Supervisor of Instructional Technology, and through a range of choice sessions to meet the diverse backgrounds and needs of new hires in HCPS.

HCPS new hires are also contracted to work an additional two days ahead of the first day for all teachers. Following the optional Orientation Conference, new hires have required professional development days and continue their orientation work to help them prepare for the opening of school. On the required days, new hires work alongside master teachers and Supervisors in their grade and/or content area, receive school specific professional development at their home site, participate in Active Assailant Critical Response Training (ACRT) and work on scenarios related to professional conduct and building appropriate relationships with students. They also receive individualized support from their Instructional Coach as this cadre proactively addresses needs, builds professional relationships, and creates a culture conducive to on-going coaching work.

Non-tenured teachers are provided multiple opportunities through the year for ongoing professional learning. For example, all first- and second-year teachers engage in at least one full day of structured visitation to master teachers in their grade level and/or content

area. Visits are organized by Content Supervisors, Content Curriculum Specialists, and Instructional Coaches and provide opportunities for observation, debriefing, and application to personal practice.

First- and second-year teachers also have access to quarterly, afterhours professional development in their specific content area. Elementary teachers are provided these opportunities across Mathematics; Reading, English, and Language Arts; Science; and Social Studies. First- and second-year teachers are also provided monthly workshops led by their Instructional Coach. Each individual Coach identifies topics for these monthly collaborative sessions based on non-tenured teacher input, administrator input, and their own informal observations of teachers in practice. These sessions provide professional development as well as opportunities for non-tenured teachers to build community and gain a sense of efficacy by supporting each other.

All non-tenured instructional staff also have access to monthly sessions coordinated by the Diversity Retention and Recruitment Specialist. These evening sessions alternate between professional development on pedagogical strategies and life-enhancing information such as local resources around financial planning, elder care, childcare, and mental health.

2. Please describe what opportunities probationary teachers have for observation, informal feedback, and co-teaching with his/her mentor or peers.

All newly hired instructional staff are provided at least one full day of observation of a master teacher in their grade level and/or content area. Other non-tenured teachers identified by Content supervisors or principals are also eligible for a minimum of one day of observation. These observation days are carefully planned to address teacher needs, allow new teachers to see highly effective professional practice, provide a supportive environment that encourages reflection and processing, and to include an intentional follow up by instructional coaches to facilitate transfer of learning.

Instructional coaches provide co-teaching opportunities for newly hired instructional staff as appropriate. In addition, the Curriculum, Instruction, and Assessment Division includes a teacher specialist in every content area except for library media. These specialists provide co-teaching opportunities to new hires as necessary.

In addition to these systemic, comprehensive pieces, HCPS recognizes that individual teachers have their own unique needs based on their background, current building/grade level/content assignment, goals, and learning style. Therefore, as each Instructional Coach gets to know the teachers on their caseload, they tailor experiences and services to match the teachers' needs. For example, last year an Instructional Coach co-taught the reading block alongside a Kindergarten teacher for several weeks to build that teacher's capacity to use the curriculum, conference with this age group of students, and see what effective strategies look like in practice. As another example, this year we have our systemic classroom visits for teachers planned for later in the year to allow for decreases in COVID rates, however, a Principal identified 3 brand new staff members who are in immediate need of peer observations. Therefore, the Instructional Coach has partnered with the appropriate content offices to provide those visits now.

Each Instructional Coach maintains a log of their work with each individual teacher on their caseload. These logs are always available to the Principal and Supervisor of Teacher Preparation and Professional Learning. In addition, the Coaches use a Critical Friends protocol at their monthly Coach meeting to review the work they are doing with teachers, reflect on the effectiveness of their use of time, and consider what experiences such as co-teaching, informal feedback, and visits to other classrooms might benefit the growth of the teacher and success of his/her students.

3. How are the needs and concerns of new teachers assessed and addressed through ongoing supports, informal feedback, and follow-up?

The partnership between schools and the Curriculum, Instruction, and Assessment Division allows the induction program to continually monitor new teacher needs and concerns, as well as provide flexible supports and follow up. Instructional coaches attend monthly Curriculum, Instruction, and Assessment meetings and are each assigned to a specific content office. This connection allows them to dialogue regularly with content supervisors about patterns of needs that they are seeing, as well as those that principals are sharing. Instructional coaches are also able to follow up with non-tenured teachers about content specific professional development that they are receiving to help facilitate their transfer of learning.

Instructional coaches also follow up with teachers after their formal observation and evaluation process. This intentional alignment with principal and content supervisor feedback allows the coaches to focus their work appropriately and help new teachers concentrate their efforts on appropriate areas.

Instructional Coaches spend a great deal of their time embedded within their assigned teachers' classrooms. This allows Coaches to continually gather data on teacher professional practice as well as student success both academically and behaviorally. Coaches then individualize their support based on the needs the data reveals and their collaborative review of that data with the teacher. Instructional Coaches are also steeped in an inquiry cycle model in which they work alongside a teacher during a finite cycle of teaching, gathering relevant student outcome data along the way. The student data helps inform the Coach and the teacher about appropriate instructional and other classroom choices.

First year teachers are also asked to complete a survey about their perception of support and self-identified needs, connected to the Danielson framework, at least two times per school year. The cadre of HCPS Teacher Specialists gather to review the data and make programmatic adjustments based on this vital feedback. A core team of specialists representing all areas of support (Title I, Special Education, Instructional Coaching, and Content) are another layer of survey reviewers. They cull the data to compile recommendations and adjust survey questions to ensure the system is receiving the information it needs to evolve support.

4. Please describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

Non-tenured teachers who are placed on action plans (Plans for Professional Growth, PPG) in HCPS may have an instructional coach assigned to support them. This addition of a non-evaluative support person is intended to provide teachers with highly effective instructional support in a risk-free area for attempts and improvement. The Instructional Coach often provides such services as lesson plan feedback (non-evaluative), lesson planning support, co-teaching, demonstration teaching, and coaching support to unpack the requirements of the action plan.

As possible, Instructional Coaches use performance data across all their teachers to drive the creation of their monthly Cohort Professional Development sessions for all their teachers. For example, at one high school, an Instructional Coach noted that the teachers on his caseload who were being placed on action plans had a common deficit in Danielson 1e: Designing Coherent Instruction. The Coach used that information as an opportunity to design his monthly support sessions around unpacking that standard and creating structures for the school's teachers and teacher leaders to support one another in creating coherent lessons.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

1. Please explain how the efficacy of your mentoring program will be evaluated. Be sure to include how you plan to use teacher evaluation data, teacher perception data, and new teacher retention data.

Data on the effectiveness and support of non-tenured teachers is collected in many ways throughout the school year. For example:

- A new teacher survey is sent at least twice each year school year, to collect perception data on professional learning opportunities and support provided. (Perception Data)
- Retention data is collected throughout the year and analyzed by school, content area, date of hire, certification status, demographic information, and Instructional Coach services. (Retention Data)
- Instructional coaches collect student data during Coaching Cycles to help measure the impact of their coaching approaches on both teacher professional practice and student academic outcomes.
- Instructional coaches create and work towards one SMART goal. They are supported in this work by the Office of Organizational Development. Measurements on the SMART goal are included as part of the end of year evaluation of each Instructional Coach.
- Each Instructional Coach maintains evidence of the growth of their teachers through an electronic notebook. Evidence includes such artifacts as student work samples, photographs of lesson implementation, lesson plans, data collection sheets, etc.

2021 MSDE FEDERAL AND STATE GRANT APPLICATION TECHNICAL SUMMARY REPORT

Instructions:

1. Send this form per instructions at the bottom of this sheet when **all** program requirements have been met and retain a copy for your records. You only need to submit this form one time.
2. All program issues should be resolved by **November 5**. Please notify Michelle Daley if there are issues that require additional time. **Reminder: Copy the Local ESSA Consolidated Strategic Plan Point of Contact (POC) on all correspondence to your local counterpart.**
3. A status report is due to Mary Gable and local POCs on **November 8**. The report will indicate the systems that have resolved all technical issues. This status will be based on the submitted forms.
4. When final federal and state grant applications are submitted directly to the MSDE Program Manager and/or uploaded to Google Drive, **please check to ensure that the applications reflect all changes that were agreed upon during the review period.** You only need to notify this office if there is a discrepancy. The final submission of the Local ESSA Consolidated Strategic Plan is due to MSDE by November 15, 2021.

Local School System (LSS): _____
 Program Area: _____
 If applicable, Section Number(s) _____
 MSDE Reviewer(s): _____

Date: _____

Based on the program requirements for this area, the following determinations have been made (<i>check all that apply</i>).							
1.		Meets the criteria and expectations outlined in the Local ESSA Consolidated Strategic (LECS) Plan guidance document. There is no need for the LSS to submit additional information.					
2.		Requires clarification, as noted below. There is a need for the LSS to respond to unresolved questions/issues in writing <i>(Check only if you have a clarifying question). Due Date to MSDE: _____</i>					
3.		Does not meet the criteria and expectations outlined in the LECS Plan guidance document. There is a need for the LSS to provide a written response to the issues noted in the review (<i>check only if you have an unresolved issue</i>). Due Date to MSDE: _____					
List clarifying question(s) and/or comments: Include page and section number(s) from the federal and state grant application		pg. #/ Sec#	Date LSS Contacted	Date LSS Responded	STATUS OF RESOLUTION		Revisions reviewed by Program Manager and are reflected in the final Update. (Y/N)
					Resolved	Unresolved	
1.							
2.							
3.							

Upload this form to the designated Google Drive Folder.
 Michelle Daley at michelle.daley@maryland.gov

List clarifying question(s) and/or comments: Include page and section number(s) from the federal and state grant application	pg. #/ Sec#	Date LSS Contacted	Date LSS Responded	STATUS OF RESOLUTION		Revisions reviewed by Program Manager and are reflected in the final Update. (Y/N)
				Resolved	Unresolved	
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10.						

Upload this form to the designated Google Drive Folder.
Michelle Daley at michelle.daley@maryland.gov

LOCAL ESSA CONSOLIDATED STRATEGIC PLAN FREQUENTLY ASKED QUESTIONS (FAQ)

1. *What is the Local ESSA Consolidated Strategic Plan Needs Assessment?*

Under ESSA, local school systems are required to conduct a needs assessment. In the analysis of state, local academic and non-academic data, the Local ESSA Consolidated Strategic Needs Assessment should be a comprehensive assessment of the school system that takes into account information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of students groups failing to meet, or failing to make progress towards meeting the state performance standards. This includes any segment of the population that is, on average, performing at a lower achievement level than the student population as a whole.

The Local ESSA Consolidated Strategic Plan Needs Assessment should address Section 5-401, Education Article of the Annotated Code of Maryland, and the federal and state applications. The Local ESSA Consolidated Strategic Needs Assessment may include:

- Qualitative and quantitative data were collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
- Measures used to gain insight of root causes into identified needs, identification of strengths of students, teachers, and the community, and their needs.
- Evidence that data were reviewed to gain a better understanding of the progress and needs of all student groups, and was used to guide decisions for improvement.

See page 15 of the Local ESSA Consolidated Strategic Plan guidance document for more information regarding the development of the Local ESSA Consolidated Strategic Needs Assessment.

2. *What is educational equity?* Per [COMAR 13A.01.06](#), “Educational equity” means that every student has access to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being and to view each student’s characteristics as valuable.

3. *What is an equity lens?* Per [COMAR 13A.01.06](#), “Equity lens” means that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups.

4. *What should be included in the Executive Summary and the reporting requirements to address the areas of focus?*

The Executive Summary is where the school system will demonstrate what information guided the decision to select the areas of focus. The school system must indicate how the data were analyzed, how the areas of focus were identified, rationale for selecting the area of focus, root cause, the strategies/evidence-based intervention, and the evidence-based intervention that will be used to measure learning loss to improve student outcome. For example, using the Maryland Report Card and local academic and non-academic data. If the

school system identified disproportionality as an area of focus, and identify the group of students who are not performing as evident by the data analysis, then the school system should discuss how they are going to use targeted strategies/evidence-based intervention to address the area of focus.

When the school system analyze the data and examines their needs assessment, the discussion should lead to the question of why the identified group of students are not performing. The expectation is not to provide all the strategies/evidence-based interventions that will be used to address the identified areas of focus in the Executive Summary, and to provide a rich overview of the process to address the areas of focus; telling the school system's rich story. In developing the Executive Summary, the school system should follow the suggested outline on page 11 of the Local ESSA Consolidated Strategic Plan guidance document.

5. *What is an evidence-based strategy?* According to ESSA, a strategy is evidence-based if the activity, strategy, or intervention demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on one of three levels of evidence. When discussing an evidence-based strategy, no specific vendors should be named or selected as evidence-based strategies. For a comprehensive overview of evidence-based interventions, visit the United State Department of Education (USDE) website at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.

6. *Can the Executive Summary exceed five pages?*

It is recommended that the Executive Summary does not exceed five pages. However, if you need to lengthen the required pages (within reason), the school system should contact Michelle Daley at michelle.daley@maryland.gov. The expectation is to complete the Executive Summary to include all required information.

7. *Why are school systems only required to address two to three areas of focus?*

To streamline the Local ESSA Consolidated Strategic Plan reporting requirements, only the most salient two to three areas of focus should be addressed. The school system will have additional areas of focus that will be evident as a result of the analysis of state, local academic and non-academic data. However, for the reporting requirements for the Local ESSA Consolidated Strategic Plan, the school system is only required to report on two to three areas of focus.

8. *How should school systems identify an area of focus?*

School systems should demonstrate that the decision used to identify an area of focus was not just based on aggregate data, but a deep analysis of the performance of all student groups. School systems should use their needs assessment and root cause analysis, which analyze the state report card data, and local academic and non-academic data to identify two to three areas of focus. The school system should state whether the analysis revealed a systematic or a specific student group need. The process to identify the area of focus must include the consideration for specific student groups. The specific student groups should include all racial groups, English Learners (EL), students with disabilities, and Free and Reduced Meals (FARMS) students. Additionally, the school system must incorporate the requirements of the

[Educational Equity regulation, COMAR 13A.01.06](#) to demonstrate equity to address improvements.

9. *Why are school systems required to report the use of Elementary and Secondary Emergency Relief (ESSR) Fund II in the Local ESSA Consolidated Strategic Plan?*

In a collaborative effort between divisions at the MSDE, the goal is to streamline a comprehensive process intended to support school systems to reduce learning gaps widened by the pandemic. The reporting of evidence-based interventions will allow school systems to demonstrate capacity in using interventions to support mitigating learning loss. This process will allow the MSDE to provide resources that support the progress towards implementation of evidenced-based interventions.

10. *How should school systems address specific student groups?*

For the consideration of specific student groups, school systems must consider goals, objectives, and priority strategies/evidence-based interventions to address any disparities for the identified specific student groups. A description of how the system will use an equity lens as described in the [Education Equity regulation COMAR 13A.01.06](#) to address must be included. For further information regarding specific student groups, see page 17 of the Local ESSA Consolidated Strategic Plan guidance document.

11. *What is the rationale for the 1,000 character limit for the reporting requirements to address the areas of focus?*

The purpose of the 1,000 character limit is to encourage school systems to be succinct with the responses. School systems should provide a robust explanation to address identified areas of focus. The character limit is not meant as a hard stop. It is not meant to limit the school system's ability to answer the questions. The recommendation is to encourage a concise response, the expectation is not to count characters. More importantly, the expectation is to provide a robust response to the questions in regards to the areas of focus. The charts on pages 21, 23, and 25 of the Local ESSA Consolidated Strategic Plan guidance document do not have a 1, 000 character limit. If school systems require additional pages, contact Michelle Daley @ michelle.daley@maryland.gov.

12. *Can school systems use more than one funding source to address areas of focus?*

Yes. A school system may use more than one funding source. For example, if middle school math is identified as an area of focus, the school system may use local funds and/or Title II, Part A funds for professional development, or support they need through the well-rounded part of Title IV, Part A. School systems may braid funds to address an area of focus.

13. *What are the submission options for the Local ESSA Consolidated Strategic Plan?*

There are two submission options for the Local ESSA Consolidated Strategic Plan; electronic or hard copy. Only one submission option is required. School systems are encouraged to use the electronic submission option. School systems must upload their plan on the Google Drive designated for the school system. The Local ESSA Consolidated Strategic Plan should be submitted as one document in PDF format. The Excel workbook containing Finance Data

Section worksheet required for applicable grant applications should be submitted as a separate document in Excel format.

The draft format of the plan which includes federal and state grant applications are due on, or before October 15, 2021, and the final submission is due on, or before, November 15⁵, 2021. The window for first submissions to MSDE Program Managers for Title III, Part A, Fine Arts, and Gifted and Talented opens on August 2, 2021. Conditional approvals will be granted to school systems on or before September 30, 2021. For questions regarding first submissions and conditional approvals, contact the MSDE Program Manager for your school system. If there are questions regarding submissions of the plan in its entirety, contact Michelle Daley at michelle.daley@maryland.gov.

14. What are the guidelines for C125s electronic submissions?

Signatures are required on the final electronic submission of the C125s. Signatures must be in blue ink, and as such visible as original signatures. If the documents are signed and scanned and the original signature is not readily identifiable as an original signature, then electronic versions cannot be accepted. Final submissions are due November 15, 2021.

15. Are signatures required on the draft October 15th submission?

Signatures are not required on the draft October 15th submissions for the C125s and required signatures areas of the Local ESSA Consolidated Strategic Plan. Signatures may be required for the federal and State grant applications. Local school systems should verify this requirement with their MSDE Program managers.

Glossary

When addressing reporting requirements in the Local ESSA Consolidated Strategic Plan, local school systems should use the following definitions:

1. **Goals:** A statement of intent or desired accomplishment. Goals should be written for future work to address identified areas of focus.
2. **Objectives:** Specific, measurable, actionable, realistic, and time-bound conditions that must be attained to accomplish a particular goal.
3. **Strategy:** A targeted approach to help ensure that students meet the state-determined measurements of interim progress and long-term goals.
4. **Evidence-based interventions:** a collection of practices that, when used together, have been proven to work through experimental research studies or large-scale research field studies. To be considered evidence-based, the practice or programs must:
 - have been demonstrated to have a positive effect on student outcomes;
 - be proven with a research design that allows one to infer that the practice led to child or student improvement; and
 - have multiple high-quality studies conducted and leading to the same conclusion, and reviewed by reputable organizations, (e.g., What Works Clearinghouse, National Center on Intensive Intervention).
5. **Rationale:** The reason for selecting strategies and/or evidence-based interventions and expected results to ensure progress. **If applicable, based on trend data, describe the rationale for continuing the change or adjustments if the data were stagnant or decreased.**
6. **Educational Equity:** “Educational equity” means that every student has access to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being and to view each student’s individual characteristics as valuable.
7. **Equity Lens?** “Equity lens” means that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups marginalized individuals and groups, and to identify and potentially eliminate barriers.
8. **Academic Success-** Academic success means putting systems in place to ensure that every child has an equal chance to maximize his/her academic progress. This requires understanding unique challenges and barriers faced by individual students or by populations of students and providing needed supports to help them overcome those barriers.

9. **Non-Academic Goals-** These are goals other than state and local assessments. The following are possible non-academic goals to consider, but not limited to are attendance, chronic absenteeism, graduation, positive behavioral interventions (PBIS), Social and emotional learning (SEL), racial equity, etc.).
10. **Timeline:** Dates the local school system will implement strategies and methods of measuring student progress based on evidence of success, where appropriate.
11. **Area of Focus:** Identified areas where the school system is performing below expectations based on data analysis that require targeted strategies and/or evidence-based intervention to improve the achievement of all students, while closing the achievement gap, and decreasing the number of non-proficient students.

List of the ESSA Federal and State Grant Applications and Other Reporting Requirements.

The following Federal and State grant applications are included. The needs assessment should inform your federal and State grant applications.

<i>Federal Grant Applications</i>	
Title I, Part A	Improving Basic Programs Operated by Local Education Agencies
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Preparing, Training, and Recruiting High-Quality Teachers and Principals
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
Title IV, Part A	Student Support and Academic Grants
<i>State Grant Application</i>	
Fine Arts	
<i>Equitable Services</i>	
Appendix H	Equitable Services

Appendices

- Appendix A: Title I, Part D
- Appendix B: Title I, Part D Cover Letter
- Appendix C: Title I, Part D Application
- Appendix D: Title II, Part A Application
- Appendix E: Title III, Part A Application
- Appendix F: Title IV, Part A Application
- Appendix G: Fine Arts Application
- Appendix H: Equitable Services to Private Schools Under ESSA Section
- Appendix I: Contact Information for MSDE Program Managers
- Appendix J: SY 2020-2021 Network for Equity and Excellence in Education
- Appendix K: Posting and General Submission Procedures
- Appendix M: Local ESSA Consolidated Strategic Plan Points of Contact

The following Federal and State grant application are included:

<i>Federal Grant Applications</i>	
Title I, Part A	Improving Basic Programs Operated by Local Education Agencies
Title II, Part A	Preparing, Training, and Recruiting High-Quality Teachers and Principals
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
Title IV, Part A	Student Support and Academic Grants
<i>State Grant Application</i>	
Fine Arts	
<i>Equitable Services</i>	
Appendix H	Equitable Services to Private Schools under ESSA



**Title I, Part A: Improving Basic Programs
2021-2022 Title I, Part A Application and Monitoring Tool**

**Title I, Part A Application and Monitoring Tool Release Date:
June 18, 2021**

Federal Grant Application Submission Timeline

1st Submission to the Title I Specialists for Review	Submission for Conditional Approval	First Submission through Local ESSA Consolidated Strategic Plan	FINAL Submission through Local ESSA Consolidated Strategic Plan
August 2-31, 2021	September 30, 2021	October 15, 2021	November 15, 2021

Local School System:	LEA 12 – Harford County Public Schools
Title I Supervisor:	Tammy Bosley
Telephone Number:	410-588-5278
Email Address:	Tammy.Bosley@hcps.org
Submission Date:	10/13/2021

2021-2022 Title I, Part A Application and Monitoring Tool

The Maryland State Department of Education’s (MSDE) Title I Part A Application is a consolidated document that includes the Title I, Part A program application and monitoring tool, evidence of implementation, and additional sample resources for each required component (provided as links). The information provided within the revised application and monitoring tool will ensure that all Local Education Agencies (LEAs) are prepared to effectively address key provisions of each component provided under Title I, Part A under Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA). **This consolidated document ensures transparency between the application and monitoring of the Title I, Part A Program requirements.**

Explanation of Terms

Term in Application	Explanation of Term in Application
COMPONENT NAME	The Title I Component
LINKS	Pertinent links to non-regulatory guidance, checklists, and other resources are provided, where appropriate. Additional information is forthcoming in a separate, stand-alone guidance document.
REQUIRED ATTACHMENTS	Documents that are required with submission of the application.
NOTE TO LEA	If documentation is needed prior to the program review, a note will be indicated in the identified component.
STAFF RESPONSIBLE	All staff involved with the implementation and oversight of each Title I Component
ASSURANCE(S)	By receiving funds under the Title I, Part A grant, as a grantee, the LEA agrees to comply with the terms and conditions under each component. Each component includes specific requirements over which the LEA has responsibility for oversight and implementation. During the 2021-2022 Title I, Part A Annual Program Review documentation will be reviewed to confirm that the LEA has complied with all assurances.
CITATIONS	For each assurance, this column provides the citation(s) from ESSA, the Code of Federal Regulations (CFR), the Uniform Grant Guidance (UGG), or the Education Department General Administrative Regulations (EDGAR).
EVIDENCE OF IMPLEMENTATION	Mandated documentation for evidence of implementation for each assurance and requirement. APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation

Term in Application	Explanation of Term in Application
	MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review (KEY POINT: The evidence of implementation is provided for planning and preparation purposes. The documentation will NOT be submitted with the application.)
TABLES AND WORKSHEETS	See Excel template and Fiscal Guidance for instructions.

2021-2022 Title I, Part A Application Submission Instructions:

Submit via email a completed application to the LEA’s MSDE POC based on the timeline on the cover page.

- 1st Submission: August 2-31, 2021
- Submission for Conditional Approval: September 30, 2021
- Upon receipt of conditional approval, all subsequent submissions will be through the Local ESSA Consolidated Strategic Plan Submission
- A completed application includes*:
 - all assurances checked including those that may not be applicable (N/A);
 - appropriate required attachments;
 - appropriate signatures on the attestations for Section 1112 (Superintendent, Equity Office/Point of Contact, and Title I Director/Coordinator)
 - completed Fiscal/Tables in Excel; and
 - an unsigned C-1-25.

* If you are experiencing any technical difficulties in completing or submitting your application, please contact your MSDE POC.

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2021-2022 Title I, Part A Application

ATTESTATION

The Local Educational Agency (LEA) attests it meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program, including, but not limited to:

- A. Staff Credentials and Certifications
- B. Schoolwide Program
- C. Targeted Assistance Schools
- D. Parent and Family Engagement
- E. Participation of Children Enrolled in Private Schools
- F. Education for Homeless Children and Youth
- G. Support for Foster Care Students
- H. English Learners
- I. School Improvement - Targeted Support and Improvement
- J. Fiscal Assurances and Requirements

The LEA ensures that all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components listed above.

Sean Bulson, Ed.D.	 <small>Sean Bulson (Oct 15, 2021 07:49 EDT)</small>	Harford County Public Schools	10/15/2021
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Tammy Bosley	 <small>Tammy Bosley (Oct 14, 2021 11:34 EDT)</small>	Harford County Public Schools	10/14/2021
Title I Supervisor Name (Please Print or Type)	Title I Supervisor Signature	Local Educational Agency	Date

ATTESTATION - Section 1112 (Citation 1112(a)(1)(A))

The LEA ensures that this application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), Equity Point of Contact/Office, other appropriate school personnel, and with the parents of children in schools served under this part.

Sean Bulson, Ed.D.	 <small>Sean Bulson (Oct 15, 2021 07:49 EDT)</small>	Harford County Public Schools	10/15/2021
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Tammy Bosley	 <small>Tammy Bosley (Oct 14, 2021 11:34 EDT)</small>	Harford County Public Schools	10/14/2021
Title I Supervisor Name (Please Print or Type)	Title I Supervisor Signature	Local Educational Agency	Date

ATTESTATION – Educational Equity Regulation (COMAR 13A.01.06)

The LEA ensures that this application is developed in alignment with the requirements of the Educational Equity regulation (COMAR 13A.01.06). Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being. In the development of the LEA’s Title I, Part A application, the LEA has applied an equity lens demonstrating that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups. Additionally, the LEA ensures that the Title I, Part A application adheres to COMAR 13A.01.06, Educational Equity, including:

- Provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student’s academic success and social/emotional well-being (With a strategic focus on marginalized student groups)
- Identify and address the unique challenges and barriers faced by individual students or by populations of students and provides additional support to help overcome those barriers.
- Assures educational opportunities and environments are equitable, fair, safe, diverse, and inclusive for all students.
- Develops goals and objectives to improve academic performance that are student-centered, relevant, and culturally responsive to areas of inequity.
- Provides strategies and activities to improve achievement for all students by bridging the gap between academic and non-academic goals. (Examples of non-academic data may include attendance, social-emotional growth, community needs, and racial equity.)
- Assures their educational equity point of contact is included in the completion of the application

Sean Bulson, Ed.D.	 <small>Sean Bulson (Oct 15, 2021 07:49 EDT)</small>	Harford County Public Schools	10/15/2021
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Paula Stanton, Ph.D.	 <small>Paula Stanton (Oct 14, 2021 15:23 EDT)</small>	Harford County Public Schools	10/14/2021
Equity Point of Contact Name (Please Print or Type)	Equity Point of Contact Signature	Local Educational Agency	Date
Tammy Bosley	 <small>Tammy Bosley (Oct 14, 2021 11:34 EDT)</small>	Harford County Public Schools	10/14/2021
Title I Supervisor Name (Please Print or Type)	Title I Supervisor Signature	Local Educational Agency	Date

Attestation - Section 1112

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. The LEA must include a written process explaining how all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components.

(See Required Attachments Attestation.1 – Title I MOAs)

Additionally, Internal Control / Action Plan documents will be shared and discussed through the application in each of the required components. The Memorandums of Agreement (MOAs) between various departments along with the internal control / action plan documents give a comprehensive explanation of all party's involvement in the oversight and administration of the Title I Part A Program Components.

2. The LEA must include a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), Equity Point of Contact/Office, other appropriate school personnel, and with the parents of children in schools served under this part. (Section 1112(a)(1)(A))
 1. *In October 2020 the Title I Office began the 2021-2022 Title I Budget process, by reviewing the September 30 Enrollment Counts*
 2. *In January 2021 the Title I Office began to review the finalized October 31 FaRMs counts and created a list of cut off possibilities for the Superintendent.*

3. *In April, 2021 the Title I Office met with the Superintendent, Executive Director of Student Support Services, Executive Director of Elementary Schools, and Director of Elementary Schools for the yearly “Title I Eligibility Determination” to determine which schools would be Title I for the 2021-2022 School year. Decisions in the meeting included:*
 - i. *Grade Span: Elementary*
 - ii. *FaRMs Cutoff: 53%*
4. *During March-April 2021 all schools met with their School Performance and Achievement (SPA) teams to analyze school needs and which Title I Staffing positions types were most needed for the 2021-2022 school year. SPA teams consist of the Instructional leadership team, grade level and content level chairs, parent representatives, and other school-based leaders. Any changes to Flex Position forms for each position at schools were submitted, on an as needed basis, based upon school-based needs assessment. These SPA meetings allowed for the input on the application as to how the funds should be spent.*
5. *Title I Office met with Executive Director of Student Support Services on March 22, 2021, to discuss potential addition of positions.*
6. *Title I Office met with Executive Director of Student Support Services and Title I Principals on March 30, 2021, to discuss potential addition of positions and goals for upcoming school year. During this meeting, Title I Principals gave input on the application as to how the funds should be spent.*
7. *Title I Office met with Executive Director of Student Support Services and Title I Principals on April 26, 2021, to continue discussion on potential addition of positions and goals for upcoming school year. During this meeting, Title I Principals gave input on the application as to how the funds should be spent.*
8. *April through June 2021, Principals met with SPA teams, to include all stakeholders listed above to determine needs and spending ideas and goals.*
9. *Title I Office met with Executive Director of Student Support Services on May 3, 2021, to discuss ramifications of CEP status and FARMS counts on Title I Schools.*
10. *Title I Office met with the Superintendent and Executive Director of Student Support on May 14, 2021 Services to discuss ramifications of CEP on Title I Schools, Decisions in the meeting included:*
 - i. *Identify CEO as a “Skipped School”*
11. *Title I Office met with Executive Director of Student Support Services, Curriculum-based content supervisors, and Title I Principals on June 7, 2021, to continue discussion on potential addition of positions and goals for upcoming school year. Decision made to add Title I Teacher Specialist – Parent Family Engagement Position & 3 additional Central Office Support Flex Positions. All Title I schools above 70% poverty rate will have 4 Central Office Support positions. During this meeting, Title I Principals & Curriculum-based content supervisors gave input on the application as to how the funds should be spent.*
12. *June 2021, All additional positions were reviewed and approved by the HCPS Executive Leadership team and the Office of Title I.*

13. *Hiring process took place in the months of June / July to hire all additional school-based positions.*
14. *July 2021, Title I Office met with Executive Director of Student Support Services to review Title I goals and supported programs for the 2021-2022 school year.*
15. *July 15, 2021 individual school-based budget narratives were submitted to Title I Office. These School-based budget narratives are reviewed for allocable and allowableness and then shared with Curriculum-based leaders and the Executive Director of Elementary Education to ensure all spending requests are in line with current curriculum.*
16. *Title I Application is included with the LEA's Local ESSA Plan, Title I Office received additional feedback from the Local ESSA plan review.*
17. *October 1, 2021 the Budget Narrative and Spending Spreadsheets are released to the schools.*

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- *Sean W. Bulson, Ed.D., Superintendent of Schools*
- *Paula Stanton, Ph.D., Manager of Equity and Cultural Proficiency*
- *Jacob Little, Coordinator of Compensatory Education*
- *Pamela M. Smith, Pupil Personnel Worker, Homeless Liaison, Student Support Services, (McKinney Vento Liaison)*
- *Thomas Webber, Assistant Supervisor of Compensatory Education*
- *Bernard Hennigan, Executive Director of Student Support Services*
- *Renee Villareal, Executive Director of Elementary Programs*
- *Dyann Mack, Director of Elementary School Instruction and Performance*
- *Benjamin Richardson, Assistant Superintendent for Human Resources*
- *Chantress Baptist, Director of Human Resources*
- *Aretha Young, Certification Services Team Leader, Human Resources*
- *Shannon Hagan, Coordinator Staff Management, Human Resources*
- *Jay Staab, Director of Finance, Business Services*
- *Jenn Birkelien, Grants Accountant, Business Services*
- *Mary Edmunds, Budget Analyst, Business Services*
- *Buzz Williams, HCPS Student Support Services Supervisor, (Foster Care Liaison)*
- *Cathy Bendis, HCPS Director of Transportation*
- *Chandra Krantz, Supervisor of English Language Learners and World Languages*
- *Kriss Scarry, Supervisor of English/Language Arts*
- *Joanne McCord, Supervisor of Mathematics*

- Kay Malone, Supervisor of School Counseling
- Kathy Griffin, Coordinator of Early Childhood Education

Application: The LEA will respond to each assurance (Check One)	Attestation – Section 1112 Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components listed above. <i>(Required Attachment #1)</i>	1112(a)(1)(A)	Examples of activities demonstrating that the LEA meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program and documentation supporting the implementation of the written process must include: <ol style="list-style-type: none"> 1. Sign-in, agenda, and notes (SAN) from LEA Title I Meetings demonstrating collaboration with other LEA offices* 2. Written communication demonstrating collaboration with other LEA offices 3. LEA fiscal monitoring of school-level budgets 4. Other documentation to support the LEA has implemented its written process, if applicable. <i>*Agenda topics and notes must reflect the specific component of Title I, Part A and the sign-in sheets must reflect the involvement of pertinent LEA offices.</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA ensures that this application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of	1112(a)(1)(A)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. SANE from stakeholder meetings demonstrating timely and meaningful consultation regarding the Title I application 2. Written communication from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application 3. Survey data from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application, if applicable 4. Other documentation to support the LEA has implemented its written process, if applicable.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Attestation – Section 1112 Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	this title), Equity Point of Contact/Office, other appropriate school personnel, and with the parents of children in schools served under this part. <i>(Required Attachment #2)</i>		

A. STAFF CREDENTIALS AND CERTIFICATIONS

Resources:

[Staff Credentials: Glossary of Terms](#)

[Disparity Data Chart](#)

[Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:
 - has all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements.
 - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
 - identifies (using the previous school year data) disparities, plan to address disparities, and processes for the implementation (planning, interim check-in, analysis of outcomes) that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
 - has a timeline to notify parents.

(See Required Attachments A.1 – Credentials and Certification Internal Controls with Flowchart)

18. Listing of the *percentage* and number of teachers who have met and not met licensure and certification status for the 2021-2022 school year in each Title I School including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with timeline to complete *certification requirements*.*

(See Required Attachments A.2 – Teacher Para Meeting Requirements and Status Strategies to Attract)

2. Listing of the percentage and number of paraprofessionals who have met and not met qualification status for the 2021-2022 school year.*
(See Required Attachments A.2 – Teacher Para Meeting Requirements and Status Strategies to Attract)

3. Data used to identify disparities (from 2020-2021), accompanied by communication from the LEA office generating the data (Human Resources, Accountability/Data, etc.) demonstrating data was generated from LEA records. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White). The MSDE has provided a sample chart that **may** be used in required attachment #4.
The HCPS Teacher Disparity Data was pulled based upon the end of the 2020-2021 school year on August 5, 2021, through the cooperation and assistance, from Human Resources Information Specialist (Teacher Data) and Office of Technology Programmer (student data by teacher match).

(See Required Attachments A.4 – Teaching Disparity Chart)

*The data will be submitted on the submission for Conditional Approval and updated, as needed, for the Final Submission with the Local ESSA Consolidated Strategic Plan on November 15th.

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- Jake Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Benjamin Richardson, Assistant Superintendent for Human Resources
- Chantress Baptist, Director of Human Resources
- Aretha Young, Certification Services Team Leader, Human Resources
- Shannon Hagan, Coordinator Staff Management, Human Resources
- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall’s Cross Roads Elementary School
- Jennifer Gasdia, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School

- Ronald Wooden, Principal, William Paca/Old Post Road Elementary School
- Cynthia Womack, Principal, Edgewood Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Gregory Lane, Principal, Deerfield Elementary School
- Marc Hamilton, Principal, Riverside Elementary School
- Earl Gaskins, Principal, Joppatowne Elementary School

Application: The LEA will respond to each assurance <i>(Check One)</i>	Staff Credentials and Certification Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1. The LEA ensures that it has a written process that all teachers in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.</p> <p><i>(Required Attachment #1 and #2)</i></p>	1111(g)(2)(J) 1112(c)(6)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> Number and percentage of teachers who have certification and licensure in Title I schools for the 2021-2022 school year. Number and percentage of teachers who do not have certification and licensure in Title I schools for the 2021-2022 school year. Copies of 2021-2022 Principal Attestations with dates and signatures for each Title I school. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures it has a written process to include multiple coordinated efforts with certification and licensure notification between Human Resources, the Title I Office and school administration.</p>	1111(g)(2)(J) 1112(c)(6)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> Multiple* dated communications and meetings between Human Resources, the Title I Office, and school administration (SAN/emails) Other documentation to support the LEA has implemented its written process, if applicable.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Staff Credentials and Certification Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<i>(Required Attachment #1)</i>		* Regular, ongoing collaboration throughout the year (based on the frequency in the written process)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA ensures that all paraprofessionals working in Title I schools meet applicable State qualification requirements. Mark N/A if <ul style="list-style-type: none"> ● there are no paraprofessionals in the Title I schools; ● paraprofessionals are not assigned instructional duties <i>(Required Attachment #1 and #3)</i>	1112(c)(6) 1111(g)(2)(J)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. List of paraprofessionals and their qualifications - AA degree or higher, completed two years of study at an institution of higher education, and/or PRAXIS to include: <ul style="list-style-type: none"> ○ Number and percentage of paraprofessionals who have met qualifications status ○ Number and percentage of paraprofessionals who have not met qualifications status 2. Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2021-2022 must include: <ul style="list-style-type: none"> ○ Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers 3. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures it has a written process and evidence of implementation to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. <i>(Required Attachment #1 and #4)</i>	1111(g)(1)(B) 1112(b)(2)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. The implementation of the procedures (from 2020-2021 SY) for identifying and, if applicable addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced, out-of-field teachers) 2. Multiple* SAN and email documenting processes for the implementation (planning, interim check-in, analysis of outcomes) of identifying and addressing disparities in collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, teacher support, etc.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Staff Credentials and Certification Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			3. Other documentation to support the LEA has implemented its written process, if applicable. * Regular ongoing collaboration throughout the year (based on the frequency in the written process)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. The LEA ensures it has a written process that includes timelines/dates used to annually notify parents about: a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children. b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents. c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part. <i>(Required Attachment #1)</i>	1112(e)(1)(A)(i)(I-III) 1112(e)(1)(B)(ii) 1112(e)(1)(B)(i)	Documentation supporting the implementation of the written process which must include: 1. Multiple dated communications at the beginning of the school year which must include: <ul style="list-style-type: none"> ○ A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information ○ Communication/ notification to parents (newsletter, memo, letter, school calendars, etc.) 2. Copies of requests for information from parents on teacher and/or paraprofessional qualifications, if applicable. 3. Evidence that parents have been provided information on the level of achievement and academic growth on State academic assessments of their students. 4. A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. This notice must include the teacher's name and content area. 5. Copies of the timely responses provided to parents, if applicable 6. Other documentation to support the LEA has implemented its written process, if applicable.

B. SCHOOLWIDE PROGRAMS

Resources

[Schoolwide Program Non-Regulatory Guidance](#)

[MSDE Schoolwide Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools.
(See Required Attachments B.1 – Schoolwide Internal Controls)
2. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start programs and, if feasible, other early childhood programs as feasible. (Section 1119(b)).
(See Required Attestation.1 – Title I MOAs ~ Attestation_1_b1_MOA_LEA_and_Head_Start.pdf)
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.
N/A
4. Written Process for how the LEA supports efforts to reduce to overuse of discipline practices that remove students from the classroom.
(See Required Attachments B.4 – HCPS Student Discipline Procedure and Policy and Action Plan)
5. Written process for how the LEA supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.
N/A

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I schoolwide program Plans, which should be submitted prior to the Program Review date. The specific due date will be determined between the MSDE Title I POC and LEA Title I Supervisor.

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- Renee Villareal, Executive Director of Elementary Programs
- Bernard Hennigan, Executive Director of Student Support Services
- Jacob Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall's Cross Roads Elementary School
- Jennifer Gasdia, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School
- Ronald Wooden, Principal, William Paca/Old Post Road Elementary School
- Cynthia Womack, Principal, Edgewood Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Gregory Lane, Principal, Deerfield Elementary School
- Holly Wiggett, Teacher Specialist – Title I, George D. Lisby Elementary School at Hillsdale
- Melissa Stout, Teacher Specialist – Title I, Hall's Cross Roads Elementary School
- Kristin Schaub, Teacher Specialist – Title I, Havre de Grace Elementary School
- Kristin Stahm, Teacher Specialist – Title I, Magnolia Elementary School
- Brittany Godfrey, Teacher Specialist – Title I, William Paca/Old Post Road Elementary School
- Caitlin Sieracki, Teacher Specialist – Title I, Edgewood Elementary School
- Chelsea Davies, Teacher Specialist – Title I, Bakerfield Elementary School
- Jonathan Hammel, Teacher Specialist – Title I, Deerfield Elementary School

Consolidating Funds in a Schoolwide Program: Is the LEA consolidating funds?

YES NO

If Yes, continue below. Check one:

Federal funds Federal, State, local funds.

The LEA submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty. (Section 1114(a)(1)(B))

YES NO

(Required Attachment #3)

Application: The LEA will respond to each assurance <i>(Check One)</i>	Schoolwide Programs Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families. i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs. ii. If the LEA is not consolidating	1114(a)(1)	1. SANE documentation demonstrating collaboration on the consolidation of funds 2. LEA Budget documents to support the consolidation of funds and the individual funding sources 3. Methodology of how percent contribution from each program was calculated 4. Disbursement method for consolidated funds

Application: The LEA will respond to each assurance <i>(Check One)</i>	Schoolwide Programs Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	funds, describe how the system coordinates financial resources to develop schoolwide programs.		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures the implementation of a Schoolwide Program includes the following four components:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment • Schoolwide program Reform Strategies* • Parent, Family and Stakeholder Engagement • If applicable, coordination and Integration of Federal, State, and Local services and programs. <p>*MSDE’s Title I Office strongly encourages LEAs to implement “evidence-based” interventions/ strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/ activities/ program for non-CSI schools should demonstrate a rationale that meet</p>	1114(b)(2) 34 C.F.R. § 200.26(a) 1114(b)(6) 1114(b)(2)(7)(i-iii)(I-V) 1114(b)(2) 1114(b)(5)	<p>1. Selected copies of Schoolwide Plans</p> <p>Documentation supporting the implementation of the four Schoolwide Components:</p> <p>Comprehensive Needs Assessment:</p> <ol style="list-style-type: none"> 1. Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. 2. As needed, evidence of interviews, focus groups, or surveys. 3. Tools or processes to identify the strengths and needs of students, teachers, school and community. 4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction. 5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups. 6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders. <p>Schoolwide program Reform Strategies:</p> <ol style="list-style-type: none"> 1. Examples of how schoolwide program reforms increase the quality and quantity of instruction. 2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. 3. Evidence to demonstrate the effectiveness of reforms. 4. Applicable adjustments were made or are planned to be made to address students not making progress.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Schoolwide Programs Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	<p>the “Demonstrate a Rationale” requirement. (Level 4)</p> <p>To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (<i>Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments</i>)</p> <ul style="list-style-type: none"> • Schoolwide Program Non-Regulatory Guidance • MSDE schoolwide program Checklist • Early Learning in ESSA Non-Regulatory Guidance 		<p>Parent, Family and Stakeholder Engagement:</p> <ol style="list-style-type: none"> 1. Evidence of the involvement of parents/families/stakeholders, teachers, principals, and other school staff in the development of the schoolwide program plan must include: <ol style="list-style-type: none"> a. SAN from School Improvement meetings and/or other meetings demonstrating involvement of parents/families/stakeholders, teachers, principals, and other school staff. b. Written communication, including email, letters, newsletters, website c. Surveys and survey data, if applicable. <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.) 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Schoolwide Programs Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs. <i>Required Attachment #1</i>	1114(b)(3)	Documentation supporting the implementation of the written process and evidence of implementation of the LEA Monitoring Plan, including the annual review of schoolwide program plans including the four components, which must include: : 1. Schoolwide program monitoring tool(s) 2. SAN from program monitoring visit(s) 3. LEA Schoolwide program monitoring visit(s) schedule 4. Schoolwide Program monitoring reports 5. Email communication 6. Documentation demonstrating how findings for the LEA annual review process are addressed at the school level (samples) 7. A description of how the LEA will examine relevant academic achievement; include data analysis charts, tools, and/or tables 8. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public.	1114(b)(4)	Documentation must include multiple (at least 2) examples of how the schoolwide plan is made available to parents/family members and the public. Examples may include: 1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable. <i>Required Attachment #2</i>	1114(b)(7) (A)(iii)(V)	1. SAN from collaboration meetings regarding transitions 2. Timelines with evidence of implementation 3. Documentation of articulation meetings, if applicable

Application: The LEA will respond to each assurance <i>(Check One)</i>	Schoolwide Programs Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	6. The LEA has a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom. <i>Required Attachment #4</i>	1112(b)(11)	Documentation supporting the implementation of the written process, which may include: 1. SAN from collaboration meetings between Title I and Student Services/Discipline Office 2. Written communication between Title I and Student Services/Discipline Office 3. SANE from professional learning related to behavior support strategies (multi-tiered system of support (MTSS), restorative practices, positive behavioral interventions and supports (PBIS), etc.) 4. Data reports and analysis demonstrating the implementation of the written process 5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	7. The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career and Technical Education (CTE) content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit. <i>Required Attachment #5</i>	1112(b)(12) (A-B)	Documentation supporting the implementation of the written process, which may include: 1. SAN from collaboration meetings between Title I and CTE and/or Work-Based Learning Office 2. Written communication between Title I and CTE and/or Work-Based Learning Office 3. SANE from professional learning related to CTE and/or Work-Based Learning 4. SANE from school events and/or LEA events related to CTE and/or Work-Based Learning 5. Data reports and analysis demonstrating the implementation of the written process 6. Other documentation to support the LEA has implemented its written process, if applicable.

C. TARGETED ASSISTANCE SCHOOLS

Resources:

[MSDE Targeted Assistance Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

The LEA must include the following documents in their Title I, Part A Application:

1. If applicable, a written process for a one year process for transitioning a Targeted Assistance School to a Schoolwide Program.
N/A
2. If applicable, to use the abbreviated planning process, a Letter of Intent to the MSDE Title I Director to begin a schoolwide planning process for a Targeted Assistance School to transition to a Schoolwide Program or a newly entering Title I School to become a Schoolwide Program in the 2021-22 School year.
(See Required Attachments C.2 – FY'22 Targeted Assistance Schools Internal Controls)
3. A written process for developing, implementing, and monitoring requirements in all Targeted Assistance Schools including a timeline for identifying eligible students who are most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
(See Required Attachments C.2 – FY'22 Targeted Assistance Schools Internal Controls)
4. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start and, if feasible, other early childhood programs. (Section 1119(b))
N/A

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- Renee Villareal, Executive Director of Elementary Programs
- Bernard Hennigan, Executive Director of Student Support Services
- Jacob Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Marc Hamilton, Principal, Riverside Elementary School
- Earl Gaskins, Principal, Joppatowne Elementary School
- Lauren Donnelly, Teacher Specialist – Title I, Riverside Elementary School
- Michelle Spencer, Teacher Specialist – Title I, Joppatowne Elementary School

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review						
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program <i>(Required Attachment #1 and #4)</i></p> <p>List Title I school(s) and School ID number below OR attach a list of for Targeted Assistance Schools the LEA is proposing to transition to SW in SY 2022-23:</p> <table border="1" data-bbox="409 787 835 1058"> <thead> <tr> <th>School Name</th> <th>Sch Num</th> <th>Indicate New Title I School or Current TAS School</th> </tr> </thead> <tbody> <tr> <td>Riverside</td> <td>043</td> <td>Current TAS</td> </tr> </tbody> </table>	School Name	Sch Num	Indicate New Title I School or Current TAS School	Riverside	043	Current TAS	1114(a)(1)(B) 1114(b)(1)(A)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program Other documentation to support the LEA has implemented its written process, if applicable.
School Name	Sch Num	Indicate New Title I School or Current TAS School							
Riverside	043	Current TAS							
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>1a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program</p> <p>The LEA has a new school that will enter Title I status in the 2021-2022 school year or an existing Targeted Assistance school that plans to</p>	1114(b)(1)(A)	<p>Documentation of the planning process must include:</p> <ol style="list-style-type: none"> Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. SAN and SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> Planning meetings and lists of participants that show stakeholder participation in decision making 						

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	<p>transition from a Title I Targeted Assistance Program to a Schoolwide Program beginning in the 2021-2022 school year, and the school would like to undergo the abbreviated planning process described by MSDE.</p> <p>(NOTE: see MSDE Targeted Assistance School Guidance for more details on this option).</p> <p><i>Required Attachment #2</i></p>		<ul style="list-style-type: none"> ○ Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents, and should work in coordination with the School Improvement Team) ○ Meeting schedule ○ Communications, including emails, communication log, notices on web pages, etc. <p>4. Documentation showing the results of the implementation of the LEA planning process and its recommendation for each school that is to become a Schoolwide Program.</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1b. Year Long Planning Option:</p> <p>The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2020–2021 School Year to a Schoolwide Program beginning in the 2021-2022 School Year using the yearlong planning process described by MSDE.</p> <p>(NOTE: see MSDE Targeted Assistance School Guidance)</p> <p><i>Required Attachment #1</i></p>	<p>1114(b)(1)</p>	<p>Documentation of the planning process must include (For each Targeted Assistance School transitioning):</p> <ol style="list-style-type: none"> 1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program 2. A copy of the letter from the LEA to MSDE of the school’s intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. 3. SAN/SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> ○ Planning meetings ○ Lists of participants that show stakeholder participation in decision making ○ Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			<ul style="list-style-type: none"> ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents should work in coordination with the School Improvement Team) ○ Meeting schedule ○ Plan approval process ○ Communications, including emails, communication log, notices on web pages, etc. 4. LEA Process for Approving a Targeted Assistance School Transition Plan. 5. At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. <i>Required Attachment #3</i>	1115(c)(1)(B)	If a LEA has any Targeted Assistance Schools at the time of its Annual Program Review, documentation supporting the implementation of the written process must include: <ol style="list-style-type: none"> 1. Weighted selection criteria <ul style="list-style-type: none"> ○ Data sources for multiple selection criteria (by school) 2. Master ranking (all students ranked showing most needy students served by grade and subject area) 3. Targeted Assistance teachers and para schedules with matching student roster 4. Service delivery model 5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.) 6. Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting 7. School master schedules 8. Exit criteria by school 9. Other documentation to support the LEA has implemented its written process, if applicable. LEA School-level Monitoring:

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			1. Evidence of implementation of the LEA School-level Monitoring Plan must include: <ul style="list-style-type: none"> ○ SAN from program monitoring ○ Program monitoring tool(s) ○ Program monitoring feedback reports ○ Email communication 2. LEA schedules with dates for regular review for each Title I Targeted Assistance Program.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components: Targeted Assistance Program Checklist 1. Use program's resources to help eligible children meet the state's challenging academic standards; 2. Use methods and instructional strategies to strengthen the academic program of the school; 3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs; 4. Provide Professional	1115(b)(2)(A-G)	Program's resources to help eligible children meet the state's challenging academic standards may include: 1. Programs, activities, and academic courses necessary to provide a well-rounded education. Methods and instructional strategies to strengthen the academic program of the school may include: 1. Expanded learning time, before- and after-school, and summer programs and opportunities 2. A schoolwide program tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). Coordination with the regular education program may include: 1. SAN from collaboration meetings <ul style="list-style-type: none"> ○ Timelines with evidence of implementation 2. Documentation of coordination between regular education program and Title I Professional Development may include: 1. Data sources demonstrating the need for identified professional development

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<p>Development;</p> <p>5. Strategies to increase the involvement of parents of eligible children;</p> <p>6. If appropriate and applicable, coordinate with Federal, State, and local programs;</p> <p>7. Each Title I Targeted Assistance School will provide the LEA assurances that it will:</p> <p style="padding-left: 20px;">(i) help provide an accelerated, high quality curriculum;</p> <p style="padding-left: 20px;">(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and</p> <p style="padding-left: 20px;">(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.</p>		<p>2. SANE documents from professional development</p> <p>3. Professional development schedules, plans, and/or calendars</p> <p>4. SANE from building capacity for school-level training to educate school personnel with parental assistance on how to work with parents as equal partners (see Parent and Family Engagement Checklist under Building Capacity requirements)</p> <p><i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></p> <p>Strategies to increase the involvement of parents of eligible children may include:</p> <p>1. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></p> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs may include:</p> <p>1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.)</p> <p>2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.</p>

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<i>Required Attachment #3 and #4</i>		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children. <i>Required Attachment #3</i>	1115 (b)(2)(G)(iii)	Documentation supporting the implementation of the written process which may include: <ol style="list-style-type: none"> 1. LEA schedules with dates for regular review for each Title I Targeted Assistance Program 2. SAN documentation of data review meetings 3. Documentation of program adjustments based on data review and progress monitoring 4. Student progress monitoring (evidence of progress/lack of progress) 5. Other documentation to support the LEA has implemented its written process, if applicable.

D. PARENT AND FAMILY ENGAGEMENT

Resources

[Parent and Family Engagement District-Level Checklist](#)

[Parent and Family Engagement School-Level Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

The LEA must attach a copy of the following documents in their Title I, Part A Application:

1. A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.

(See Required Attachments D.1 – FY'22 Parent and Family Engagement Internal Controls)

2. LEA's 2021-2022 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.

(See Required Attachments D.2 – FY'22 Parent and Family Engagement Plan)

3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

(See Required Attachments D.3 – FY'22 Parent and Family Engagement Surveys)

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I school Parent and Family Engagement Plans and School-Parent Compacts, which should be submitted prior to the Program Review. If these items are available in multiple languages, they should be submitted in all languages available. The specific due date will be determined between the MSDE Title I POC and LEA Title I Supervisor.

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- Jacob Little, Coordinator of Compensatory Education
- Amadelis Mattie, Teacher Specialist – Parent Family Engagement
- Thomas Webber, Assistant Supervisor of Compensatory Education

Title I principals monitor parent involvement along with Title I Teacher Specialists.

- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall's Cross Roads Elementary School
- Jennifer Gasdia, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School
- Ronald Wooden, Principal, William Paca/Old Post Road Elementary School
- Cynthia Womack, Principal, Edgewood Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Gregory Lane, Principal, Deerfield Elementary School
- Marc Hamilton, Principal, Riverside Elementary School
- Earl Gaskins, Principal, Joppatowne Elementary School
- Holly Wiggett, Teacher Specialist- Title I, George D. Lisby Elementary School
- Melissa Stout, Teacher Specialist- Title I, Hall's Cross Roads Elementary School
- Kristin Schaub, Teacher Specialist- Title I, Havre de Grace Elementary School
- Kristin Stahm, Teacher Specialist- Title I, Magnolia Elementary School
- Brittany Godfrey, Teacher Specialist- Title I, William Paca/Old Post Road Elementary School
- Chelsea Davies, Teacher Specialist- Title I, Bakerfield Elementary School
- Caitlin Sieracki, Teacher Specialist- Title I, Edgewood Elementary School
- Jonathan Hammel, Teacher Specialist – Title I, Deerfield Elementary School
- Lauren Donnelly, Teacher Specialist – Title I, Riverside Elementary School
- Michelle Spencer, Teacher Specialist – Title I, Joppatowne Elementary School

Application: The LEA will respond to each assurance <i>(Check One)</i>	Parent and Family Engagement Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>Local Educational Agency</p> <p>1. The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity. Section 1116 (a)</p> <p>Parent and Family Engagement District-Level Checklist</p> <p><i>Required Attachment #2</i></p>	<p>Section 1116 (a)(1)(2)(A)(B)(C)(D)(3)(B)</p>	<p>LEA Parent and Family Engagement Plans Evidence:</p> <p>District-Level Written Policy/Plan Evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from parent input meetings 2. Announcements/Fliers 3. Translated documents, if applicable 4. Receipts for accommodations/ interpreters, if applicable 5. Example of how the LEA's Parent and Family Engagement Policy/Plan is distributed and available. (Examples may include district/school website, student handbook, or school newsletters, etc.) 6. SANE from parent meetings specific to Section 1112. 7. SANE or other evidence that the LEA provides coordination, technical assistance, and other support to school 8. Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> o barriers to greater participation by parents; o the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; o strategies to support successful school and family interactions; o use of findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. 9. Communication/outreach regarding the distribution of evaluation/survey of LEA Parent and Family Engagement Policy/Plan 10. Results/summary of parent feedback. i.e., data analysis, narrative, etc. 11. Revisions to policy/plan are made based on evaluation, if applicable <p>District-Level Reservation: Evidence must include:</p>

Application: The LEA will respond to each assurance <i>(Check One)</i>	Parent and Family Engagement Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			12. SANE from parent meetings specifying agenda item on Title I PFE funds 13. Announcements/Fliers for meetings
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	School Level 2. The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity. Parent and Family Engagement School-Level Checklist	Section 1116 (b)(c)(d)(e)	School Level Parent and Family Engagement Plans Evidence-must include: 1. School level plan(s) 2. Example of how the school's Parent and Family Engagement Plan is distributed (Examples may include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet) 3. SANE from Title I annual meeting(s) specifying information about Title I and parents rights to be involved Policy Involvement Evidence must include: 4. SANE from parent input meetings 5. Announcements/Fliers of outreach/events 6. Translated documents, if applicable 7. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 8. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory Reservation Evidence must include: 9. SANE from parent meetings specifying agenda item on Title I PFE funds 10. Announcements/Fliers for meetings Shared Responsibility (School-Parent Compact) evidence must include: 1. School-Parent Compact(s) 2. SANE from parent meetings specifying agenda item for review and input on the school-parent compact 3. Announcements/Fliers for meetings 4. Translated school-parent compacts, if applicable,

Application: The LEA will respond to each assurance <i>(Check One)</i>	Parent and Family Engagement Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			5. Example of how the school's School-Parent Compact is distributed and discussed. (Examples may include SAN from parent/teacher conferences and may include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. Building Capacity for Involvement The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement. 1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. 2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. 3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school	1116(e)(1-6)	LEA and School-Level Documentation must include: 1. SANE from LEA technical assistance to schools LEA Building Capacity evidence must include: 1. SANE from parent meetings, outreach or events with topic specific agenda items 2. Announcements/Fliers for outreach/events 3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable School-Level Building Capacity evidence must include: 1. SANE from parent meetings, outreach or events with topic specific agenda items 2. Announcements/Fliers for outreach/events 3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable

Application: The LEA will respond to each assurance <i>(Check One)</i>	Parent and Family Engagement Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<p>leaders) with parental assistance on how to work with parents as equal partners in their child's educational process.</p> <p>4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers.</p> <p>5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand.</p> <p>6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request.</p>		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents	1116(f)	Accessibility evidence may include: <ol style="list-style-type: none"> 1. Translated documents, if applicable 2. Receipts for accommodations/ interpreters, if applicable

Application: The LEA will respond to each assurance <i>(Check One)</i>	Parent and Family Engagement Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	with disabilities, and parents of migratory children.		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachments #1 and #3)</i>	1116(a)(2)(B) 1116(e)(1-14)	Evidence of LEA monitoring processes of Parent and Family Engagement requirements may include: <ol style="list-style-type: none"> 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results, if applicable 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement, , if applicable

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Resources

[Non-Regulatory Guidance: Equitable Services](#)

[Consultation Checklist](#)

[Affirmation of Consultation Form](#)

[Intent to Participate Form](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

The LEA must include the following documents in their Title I, Part A Application:

1. A written process for:
 - (a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
 - (b) oversight, monitoring, supervising, and evaluating the Title I program serving private school students to include:
 - (i) ordering and storing of materials and equipment for use in the program provided to private school children
 - (ii) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program
 - (c) Developing a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.

(See Required Attachments E.1 – Equitable Services Internal Controls)

- NOTE: The school system must submit the following documents in Appendix H of the Local ESSA Consolidated Strategic Plan. These documents are not required attachments for the Title I application.
 - Consultation timeline

- Signed Affirmation of Consultation
- Complaint procedures/dispute resolution process

Include the total number of participating students on the Equitable Services Tables in Appendix H. Please add “0” if no services are provided.

(See Required Attachments E.2 – Baltimore County Signed MOU)

(See Required Attachments E.3 – Cecil County Signed MOU)

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- Thomas Webber, Assistant Supervisor of Compensatory Education

The Supervisor and Assistant Supervisor of Title I are the only two HCPS-based personnel involved with the administration of the equitable services program in HCPS. HCPS Title I Office enters into a third-party contract (Catapult Learning) to provide services to eligible private school students.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Participation of Children Enrolled in Private Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. Delivery of Services The LEA ensures it <i>(check all that apply)</i> : <input type="checkbox"/> Provides services directly to the eligible private school students. <input checked="" type="checkbox"/> Enters into a third party contract to provide services to eligible private school students.	1117(b)(1)(C)(G)	<ol style="list-style-type: none"> 1. Copies of contracts or agreements with individuals under contract with the LEA (hourly employees) 2. Payroll lists for Title I staff providing Title I services to participating private school children 3. Third party vendor documentation that the LEA has transferred Title I funds to another LEA 4. If applicable, formal agreement (MOU) with other LEA to provide services to private school students. <ul style="list-style-type: none"> ○ If applicable, communication with other LEA(s) regarding

Application: The LEA will respond to each assurance <i>(Check One)</i>	Participation of Children Enrolled in Private Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<input type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students. Please identify LEAs involved. <u>Cecil County PS</u> <u>Baltimore County PS</u> Provide the date(s) services will begin: <u>9/8/2021</u> <i>Required Attachment #1c</i>		timeline for formal agreement (MOU). <input type="checkbox"/> If applicable, signed MOU with other LEA.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. Invitation to Private School Officials The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program. <i>Required Attachment #1a</i>	1117(a)(1)(A) 1117(b)(1)(b)(5)	<ol style="list-style-type: none"> 1. Approved list of private schools, church exempt, and publicly funded schools. 2. Forms of outreach may include: emails, phone logs, or certified mail receipts, etc. 3. List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. Ongoing Consultation The LEA ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school	1117 (b)(1-5)	<ol style="list-style-type: none"> 1. Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> <input type="checkbox"/> SANE documentation including topic specific agendas; emails, notes from phone calls 2. If applicable, the LEA should have a signed letter from the private school designee if the official is representing a consortium of private schools.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Participation of Children Enrolled in Private Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	students start at the beginning of the school year. <i>Required Attachment #1a</i>		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. Equitable Services to Students The LEA ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school.	1117(a)(1)(A) 8501(c)	1. List of participating private school children 2. Multiple selection criteria used to select for services
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. Teachers and Families Participation The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.	1117(1)(B)	1. Evidence of professional development for teachers: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of professional development activities provided or scheduled to be provided to the classroom teachers 2. Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	6. Dispute Resolution The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.	1117(b)(2-6) 1117(c)(2)	1. If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution 2. If applicable, evidence of resolving disagreements
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	7. Supervision and Evaluation The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the	1117(b)(1) 1117 (d)(1)	Evidence LEA Supervises: LEA Program Oversight <ol style="list-style-type: none"> 1. Schedules of Title I staff 2. Timeline/schedules for monitoring visits

Application: The LEA will respond to each assurance <i>(Check One)</i>	Participation of Children Enrolled in Private Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input type="checkbox"/> N/A	Title I program serving private school students. <i>Required Attachment #1b & c</i>		<ol style="list-style-type: none"> 3. LEA written process and procedures for monitoring Title I services in private schools 4. Monitoring feedback on student progress to Title I staff providing services or private schools officials (including letters, emails, reports, or notes, if applicable) 5. Sample lesson plans and student work 6. Oversight of third party vendor services <p>Qualifications of staff providing services:</p> <ol style="list-style-type: none"> 1. Teachers providing services meet state certification and licensure requirements 2. Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure <i>(May not apply to LEAs that use a third party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i> <p>Ordering and Storing of Materials and Equipment Oversight:</p> <ol style="list-style-type: none"> 1. Title I property labels 2. Inventory list <p>Evidence of Evaluation must include:</p> <ol style="list-style-type: none"> 1. Progress reports/EOY reports on effectiveness of services 2. SANE documenting modification to program, if applicable

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Resources

[Non-Regulatory Guidance: Education for Homeless Children and Youth Program](#)

[Shelter Housing for Children and Youth Tracking Certification](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. A written process that includes how the Title I office will coordinate with the Homeless Education Liaison/Office, which includes:
 - a. how the LEA will provide educationally related support services in a coordinated effort, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education
 - b. the LEAs method for determining the homeless reservation set-aside, whether by a needs assessment or some other method.

(See Required Attachments F.1 – Homeless Services Internal Controls)

The Homeless meeting to determine the needs for Title I funding during the 2021-2022 school year was held on August 11, 2021.

2. If applicable, a written process that includes:
 - a. a description of how the LEA calculated the excess costs of providing transportation to homeless students;
 - b. the calculations that the LEA used to arrive at the figure on this section.

N/A

3. Per COMAR 13A.05.09.03, [provide a list](#) of all currently active shelter sites in the county that serve homeless children and families.

(See Required Attachments F.3 – Shelter Housing for Children and Youth Tracking)

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- Pam Smith, Homeless Liaison, HCPS Pupil Personnel Worker, Central Office
- Bernard Hennigan, HCPS Executive Director of Student Support Services
- Buzz Williams, HCPS Student Support Services Supervisor
- Tracy Hill, HCPS Pupil Personnel Worker, Aberdeen Office
- Michelle Kozak, HCPS Pupil Personnel Worker, Aberdeen Office
- Robin Walker, HCPS Pupil Personnel Worker, Bel Air Office
- Craig Malone, HCPS Pupil Personnel Worker, Edgewood Office
- Lisa Sauer, HCPS Pupil Personnel Worker, Edgewood Office
- Gregory Smith, HCPS Pupil Personnel Worker, Fallston Office
- Johanna DeLuigi, HCPS Pupil Personnel Worker, Patterson Mill Office
- Mariah Bachman, HCPS Pupil Personnel Worker, Havre de Grace Office
- Vicki Antal, HCPS Pupil Personnel Worker, Magnolia Office
- Heather CanepaBowlin, HCPS Pupil Personnel Worker, North Harford Office
- Maureen Baxter, HCPS Pupil Personnel Worker, Southampton Office

Application: The LEA will respond to each assurance <i>(Check One)</i>	Education for Homeless Children and Youth Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that Title I funds provide educationally related support services in a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. <i>Required Attachment #1</i>	1113(c)(3)(A)(i)	1. Email or written communication regarding the needs of homeless students and families 2. Consultation Meetings with the LEA homeless education coordinator/liaison and Title I Office (SAN) <ul style="list-style-type: none"> ○ Copy of needs assessment or method used to determine needs/set-aside ○ Copy of homeless enrollment data ○ Copy of support services data (based on educationally related support services provided)

Application: The LEA will respond to each assurance <i>(Check One)</i>	Education for Homeless Children and Youth Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA has a written process and ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process. <i>Required Attachment #1 and #2</i>	1113(c)(3)(A)(c)(i)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> ○ Funds used for full or part of the homeless education liaison or additional staff ○ Funds used for excess transportation ○ Funds used for instruction and support services 2. Written/email communication with LEA homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities. 3. Other documentation to support the LEA has implemented its written process, if applicable.

G. SUPPORT FOR FOSTER CARE STUDENTS

Resources

[Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. A written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including Title I Supervisor) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions.
(See Required Attestation.1 – Title I MOAs ~ Attestation_1_g1_Foster_Care_Interagency_Agreement_MOA.pdf)
2. If applicable, a written process that includes:
 - a. a description of how the LEA calculated the excess costs of providing transportation to foster care students;
 - b. the calculations that the LEA used to arrive at the figure on this section.
(See Required Attachments G.2 – HCPS / HCDSS Foster Care Student Procedures)

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- Thomas Webber, HCPS Assistant Supervisor of Compensatory Education

- Representatives, Harford County Department of Social Services
- Bernard Hennigan, HCPS Executive Director of Student Support Services
- Buzz Williams, HCPS Student Support Services Supervisor, (Foster Care Liaison)
- Jay Staab, Director of Finance, Business Services
- Cathy Bendis, HCPS Director of Transportation

Application: The LEA will respond to each assurance (Check One)	Support for Foster Care Students Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care. <i>Required Attachment #1</i>	1111(g)(1)(E)	1. Collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency. (SAN) 2. Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) 3. Email communication
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA ensures that it uses a method for determining the foster care transportation set-aside, whether by a needs assessment or some other method (e.g., past foster care student enrollment and support services cost data), and how the foster care point of contact was consulted or involved in that process. <i>Required Attachment #2</i>	1111(c)(5)	1. Email or written communication regarding the needs of foster care students 2. Consultation Meetings with the LEA foster care point of contact and Title I Office (SAN) <ul style="list-style-type: none"> ○ copy of needs assessment used ○ copy of foster enrollment data ○ copy of support services data

H. ENGLISH LEARNERS

Resources

[Non-Regulatory Guidance: English Learners and Title III](#)

[MSDE Title I and Title III Questions and Answers](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. The LEA must include a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline.
(See Required Attachments H.1 –English Learners Internal Controls)

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- Jacob Little, Coordinator of Compensatory Education
- Amadelis Mattie, Teacher Specialist – Parent Family Engagement
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Chandra Krantz, Supervisor of English Language Learners and World Languages
- Juraj Duracka, Curriculum Specialist
- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall’s Cross Roads Elementary School
- Jennifer Gasdia, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School
- Ronald Wooden, Principal, William Paca/Old Post Road Elementary School

- Cynthia Womack, Principal, Edgewood Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Gregory Lane, Principal, Deerfield Elementary School
- Marc Hamilton, Principal, Riverside Elementary School
- Earl Gaskins, Principal, Joppatowne Elementary School
- Holly Wiggett, Teacher Specialist- Title I, George D. Lisby Elementary School
- Melissa Stout, Teacher Specialist- Title I, Hall’s Cross Roads Elementary School
- Kristin Schaub, Teacher Specialist- Title I, Havre de Grace Elementary School
- Kristin Stahm, Teacher Specialist- Title I, Magnolia Elementary School
- Brittany Godfrey, Teacher Specialist- Title I, William Paca/Old Post Road Elementary School
- Chelsea Davies, Teacher Specialist- Title I, Bakerfield Elementary School
- Caitlin Sieracki, Teacher Specialist- Title I, Edgewood Elementary School
- Jonathan Hammel, Teacher Specialist – Title I, Deerfield Elementary School
- Lauren Donnelly, Teacher Specialist – Title I, Riverside Elementary School
- Michelle Spencer, Teacher Specialist – Title I, Joppatowne Elementary School

Application: The LEA will respond to each assurance (Check One)	English Learners Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter. <i>Required Attachment #1</i>	1112(e)(3)	Evidence of a coordinated effort to inform parents about the ESOL Program placement, which must include: <ol style="list-style-type: none"> 1. Distribution of dated and completed English and/or translated versions of the ESOL Parent Notification Letter specifying the student’s placement in an ESOL Program with parent signature or documentation of due diligence to obtain the parent’s signature. 2. Documentation of distribution of the letters within 30 days of the beginning of the school year or within two weeks of the student’s placement in a language instruction educational program (ESOL program). 3. SAN documentation and/or written communication documenting collaboration between the Title I and Title III offices pertaining to:

Application: The LEA will respond to each assurance (Check One)	English Learners Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			<ul style="list-style-type: none"> ○ Parent notification ○ English Learner (EL) screening and placement ○ ESOL placement timeline
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents/families of ELs regarding their education.	1116(e)(4) 1116(f) 1112(e)(3)(C)(ii)	Evidence of intentional practices to implement effective outreach to parents/families of ELs regarding their education, which must include: <ol style="list-style-type: none"> 1. SANE documenting English Learner parental participation in parent and family engagement events 2. SANE documenting specific events held for parents/families of English Learners regarding how to increase their awareness of the American Educational System. <i>(For example: English to Speakers of Other Languages (ESOL) Parent Orientations, and workshops on how to help your ELs to be successful on the ACCESS for ELLs, etc.)</i> 3. Copy of Parent/Family Communication Logs 4. Translated documents or flyers 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 6. Translated school improvement team invitation letter/flyer sent to parents/families of ELs and sign-in sheet (SAN/SANE) <i>NOTE: some of these items may be available in component D – Parent and Family Engagement.</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA assures it has a report card, that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and accessible to the public.	1111(h)(2)	<ol style="list-style-type: none"> 1. Sample of the LEA's report card 2. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Supervisors 3. SANE, emails, and/or communication to parents/families demonstrating the report card data was shared in a language that the parents/families can understand.

I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

NOTE: All LEAs with Title I TSI Schools are expected to complete Component I: School Improvement – Targeted Support and Improvement Schools. Mark N/A for assurance 1 only if there are no Title I TSI schools in the LEA. Mark N/A for assurance 2 only if there are no Title I funds being set-aside for TSI.

Resources

[Link for School Improvement Resource Hub](#)

Maryland’s TSI Understanding Document (Provided in the Guidance Document)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. The LEA must include a written process explaining how the LEA will carry out responsibilities under Section 1111(d) (TSI) (Section 1112(b)(1)(3)) for Title I Targeted Support and Improvement Schools (Section 1111(d)(2))
 - a. For each school identified, in partnership with stakeholders, development and implement a school-level TSI plan to improve student outcomes for each student group identified for improvement (Section 1111(d)(2)(B)).
 - b. Process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii))
 - c. Process for monitoring school-level TSI plans (Section 1111 (d)(2)(B)(iv))
 - d. Process for identifying and addressing resources inequities impacting TSI schools (Section 1111(d)(2)(C)).

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review selected Title I Targeted Support and Improvement Intervention Plan(s), which should be submitted prior to the Program Review date. The specific due date will be determined between the MSDE Title I POC and LEA Title I Supervisor.

(See Required Attachments I.1 – School Improvement-TSI Internal Controls)

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- Jacob Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Audrey Vohs, Principal, Magnolia Elementary School
- Holly Wiggett, Teacher Specialist – Title I, George D. Lisby Elementary School at Hillsdale
- Kristin Stahm, Teacher Specialist – Title I, Magnolia Elementary School

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Support and Improvement School Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A N/A = There are no Title I TSI Schools	1. The LEA ensures it has a written process for planning, approving, implementing, and monitoring the components of each Title I TSI School. <i>Required Attachment #1</i>	1111(d)(2), 1112(b)(1)(3)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. Needs Assessment, with documentation to include: <ul style="list-style-type: none"> ○ Needs Assessment Tool ○ Summary of Results, with focus on identified student group(s) ○ Root Cause Analysis Tool (recommended) ○ SAN, e.g. School Staff and Parent/Community Members, Training Dates and Materials, ○ Written Summary of Results 2. SAN Documentation <ul style="list-style-type: none"> ○ SIT Meetings, <u>Other</u> Stakeholder Meetings ○ Schedule for Conducting the Needs Assessment 3. Analysis of Resource Inequities that affect lower performance in identified student group(s)

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Support and Improvement School Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			<ul style="list-style-type: none"> ○ Written Method for Conducting Analysis ○ SAN for Meetings, e.g., between School and LEA Staff ○ Written Summary of Findings of Analyses <p>A written process for implementing the school level Title I TSI plan including:</p> <ol style="list-style-type: none"> 1. Evidence-based strategies that are aligned with findings of the Needs Assessment and Resource Inequities Analyses 2. Communications with LEA departments and partnerships with entities outside the LEA 3. List of staff and organizations involved in plan development 4. SAN/SANE from meetings, training, staff development 5. Communications Logs, emails, etc. 6. Copies of formal agreements, contracts, etc. <p>Evidence of Stakeholder involvement, which must include:</p> <ol style="list-style-type: none"> 1. SAN/SANE 2. Communication logs <p>Documentation for monitoring and evaluating Title I TSI school plans:</p> <ol style="list-style-type: none"> 1. Analysis of academic progress of identified student groups, and timelines that include: <ul style="list-style-type: none"> ○ Written Monitoring tool(s) and schedule ○ Summary Results of Assessments ○ Procedure for making changes in Strategies/Interventions based on growth in the identified student group(s) needs, if applicable 2. Other documentation to support the LEA has implemented its written process, if applicable

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Support and Improvement School Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA ensures it has a written process for determining how it will allocate additional Title I and local/other funds set aside for each Title I TSI School, if applicable.		Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. If applicable, written process for determining allocation of additional Title I funds to schools 2. SAN from meetings e.g.: Finance Office Staff to develop budget 3. Emails, communication logs 4. Other documentation to support the LEA has implemented its written process, if applicable.

J. FISCAL REQUIREMENTS

Resources:

[Non-Regulatory Guidance: Supplement Not Supplant](#)

[Non-Regulatory Guidance: Within-District Allocations](#) (Draft for Public Comment)

[Skipped School Addendum](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter and [Skipped School Addendum](#).
(See Required Attachments J.1 – MSDE Skipped School Approval Letter Signed and Addendum)

2. If applicable, Neglected & Delinquent: Include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also, list each institution and the amount of funding provided.
N/A

3. Education for Homeless Children and Youth: Include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.

(See Required Attachments J.3 – HCPS Title I Component (J) -Fiscal Requirements Internal Controls)

4. If applicable, Education for Homeless Children and Youth - Homeless Liaison: Include a job description of the Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).

(See Required Attachments J.4 – Pupil Personnel Worker Job Description)

5. If applicable, Education for Homeless Children and Youth - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section.
N/A

6. If applicable, Education for Foster Care Students - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section. *Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.*

(See Required Attachments G.2 – HCPS / HCDSS Foster Care Student Procedures)

7. The LEA must include a written process for Supplement, not Supplant, which includes how the LEA:
- uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
 - provides the methodology used along with a supporting narrative that demonstrates and explains how the methodology is used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

(See Required Attachments J.7 –HCPS Supplement Not Supplant Requirements for Federally Funded Programs)

8. The LEA must include a written process for documenting and monitoring the school-level use of Title I funds and Title I funded positions, including:
- School-level Fiscal responsibility
 - Approval of school-level expenditures that are reasonable, necessary, allowable, and allocable
 - Appropriate use of school-level Title I funded positions based on approved job descriptions
 - Roles and responsibilities of paraeducators

(See Required Attachments J.3 –HCPS Title I Component (J) -Fiscal Requirements Internal Controls)

Roles and Responsibilities of paraeducators - (See Required Attachments A.1 – Credentials and Certification Internal Controls with Flowchart)

9. District-level Administration: Include a job description for all centrally-funded district-level administration positions

(See Required Attachments J.9 –HCPS Title I Administration Job Descriptions)

10. The LEA must include a written process for how the Parent and Family Engagement Allocations are determined, ensuring at least 90% is distributed to schools. The LEA must provide a list of all Title I school’s individual parent and family engagement allocations.

(See Required Attachments J.3 –HCPS Title I Component (J) -Fiscal Requirements Internal Controls)

(See Required Attachments J.10 – FY’22 Parent Involvement Allocation Calculation)

STAFF RESPONSIBLE: In addition to the Title I Supervisor, identify by name, title and department of person(s) responsible for ensuring compliance with this component.

- *Jacob Little, Coordinator of Compensatory Education*
- *Thomas Webber, Assistant Supervisor of Compensatory Education*
- *Jay Staab, Director of Finance, Business Services*
- *Jennifer Birkelien, Grants Accountant, Business Services*
- *Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale*
- *Christina Douglas, Principal, Hall’s Cross Roads Elementary School*
- *Jennifer Gasdia, Principal, Havre de Grace Elementary School*
- *Audrey Vohs, Principal, Magnolia Elementary School*
- *Ronald Wooden, Principal, William Paca/Old Post Road Elementary School*
- *Cynthia Womack, Principal, Edgewood Elementary School*
- *Tara Dedeaux, Principal, Bakerfield Elementary School*
- *Gregory Lane, Principal, Deerfield Elementary School*
- *Marc Hamilton, Principal, Riverside Elementary School*
- *Earl Gaskins, Principal, Joppatowne Elementary School*

Application: The LEA will respond to each assurance (Check One)	Fiscal Requirements Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of	2 CFR Part 200 Subpart E 200.403 200.404 200.405	Documentation supporting the implementation of the written process which must include: 1. Systems and structures for monitoring and approving school-level fiscal responsibility 2. Systems and structures for monitoring and approving school-level

Application: The LEA will respond to each assurance <i>(Check One)</i>	Fiscal Requirements Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	school-level Title I funds and all Title I funded positions. <i>Required Attachment #8</i>		expenditures that are reasonable, necessary, allowable, and allocable 3. LEA monitoring of the appropriate use of school-level Title I funded positions based on approved job descriptions 4. LEA monitoring of the appropriate use of Title I funded paraeducators, including roles and responsibilities. 5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA ensures that it uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. <i>Required Attachment #7</i>	1118(b)(1)	Documentation supporting the implementation of the written process which must include: 1. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. 2. Most current, dated copy of the district's supplement, not supplant policy and procedures document, if applicable, <i>(only if there have been any changes to number 1)</i> . 3. Semi-annual certification (district, schoolwide program, and targeted assistance). 4. Time and effort for split funded staff (district, schoolwide program, and targeted assistance), to include: <ul style="list-style-type: none"> ○ Job descriptions ○ Time and effort reporting ○ Personnel Activity Reports (PARs) ○ Written procedures to review Time and Effort 5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	3. The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate	1118(b)(2)	Documentation supporting the implementation of the written process which must include: 1. LEA Internal Controls and Written Procedures

Application: The LEA will respond to each assurance <i>(Check One)</i>	Fiscal Requirements Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input type="checkbox"/> N/A	State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds. <i>Required Attachment #7</i>		<ol style="list-style-type: none"> 2. Allocation Amount and Expenditures for non-Title and Title I schools (both Schoolwide Program and Targeted Assistance) 3. Distribution of staff and funding per the approved methodology for non-Title I and Title I schools (both Schoolwide Program and Targeted Assistance) 4. List of Title I schools and non-title I schools inclusive of the distribution method used by the local Educational Agency for the applicable school year. 5. LEA Transaction Level Reports of Expenditures 6. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures that all Title I schools received State and local funds necessary to provide services required by law for children with disabilities and English Learners. (Derived from NRG Q17.)	1118(b)(1)-(2) 1114(a)(2)(B)	<ol style="list-style-type: none"> 1. Allocation Amount and Expenditures for non-Title and Title I schools demonstrating receipt of State and local funds for children with disabilities and English Learners.

J. FISCAL REQUIREMENTS

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	Citation	Evidence of Implementation
		<p>Application: Documentation listed is shared as a resource for LEA planning and preparation</p> <p>Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</p>
<p>Requirement 1- Equitable Services Table 7-8</p> <p>An LEA must reserve off the top of the LEA's Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc.</p>	<p>1117(a)(4)(A)</p> <p>Link to Non-regulatory Guidance</p>	<p>Evidence of Equitable Services Expenditures to show Proportional Share</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Records of expenditures, as applicable <ul style="list-style-type: none"> ○ Salary/wages information ○ Invoices/purchase orders, for materials, instructional supplies ○ Invoices, including 3rd party vendor invoices 4. Evidence of professional development for teachers, if applicable: <ul style="list-style-type: none"> ○ Purchase orders and invoices for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration. 5. Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Purchase orders and invoices for costs related to parent involvement activities.
<p>Requirement 2- Parent and Family Engagement- Table 7-9.1</p> <p>LEA must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total allocation) for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan.</p>	<p>1116 (a)(3)(A)</p> <p>1116(a)(3)(C)</p>	<p>Evidence of Parent and Family Engagement Expenditures</p> <ol style="list-style-type: none"> 1. Evidence of implementing the written process for allocating of 90% to schools 2. School/LEA reservations are in the LEA budget and line items can be followed from the budget 3. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 4. Invoices, contracts, etc.

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
Requirement 3 – Neglected & Delinquent Reservation Table 7-9.1 LEAs are required to reserve Title I funds if N&D programs exist in the LEA. Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.	1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)	Evidence of Neglected & Delinquent Expenditures 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Invoices, contracts, etc. 4. Memorandum of Understanding (MOU)
Requirement 4 - Homeless Children and Youth Table 7-9.1 Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds.	1113(c)(3)(A)(i)	Evidence of Homeless Children and Youth Expenditures Reservation: 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Invoices, contracts, etc. Costs associated with Instructional/Educational Support Services may include: 1. Tutoring Services, especially in shelters or other locations where homeless students live 2. Extended learning time (before and after school, Saturday classes, summer school) 3. Counseling services to address mental health issues related to homelessness that is impeding learning 4. GED testing for school-age students

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
		<ul style="list-style-type: none"> 5. Parental involvement specifically oriented to reaching out to parents of homeless students 6. Fees for AP and IB testing 7. Items of clothing, student fees, required records, medical and dental services, outreach services <p>Homeless Liaison (If applicable):</p> <ul style="list-style-type: none"> 1. Cost associated with Homeless Education Coordinator/Liaison position 2. Reservation is in the budget 3. Job description 4. Schedules (note who monitors/oversight) <p>Transportation (If applicable):</p> <ul style="list-style-type: none"> 1. Cost associated with Homeless Education Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation
<p>Requirement 5 - Education for Foster Children Table 7-9.1 Funds are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds.</p>	<p>Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program</p>	<p>Transportation (If applicable):</p> <ul style="list-style-type: none"> 1. Cost associated with Foster Care Student Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation 5. Contracts
<p>Requirement 6- Districtwide Title I Instructional Programs Table 7-9 .2</p>	<p>34 CFR Part 200.77</p>	<p>Expenditures</p> <ul style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
LEAs must reserve funds for Districtwide instructional programs for Title I schools.		<ol style="list-style-type: none"> 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
Requirement 7 - Districtwide Professional Development Table 7-9.2 LEAs may reserve funds for Districtwide professional development programs for Title I schools such as: Professional development for Title I schools that is above and beyond what the Local Educational Agency program provides for all schools.	34 CFR Part 200.77	Evidence of Districtwide professional development Expenditures, if applicable: <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
Requirement 8- Administration Table 7-9.3: LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost. <i>Required Attachment #10</i>	34 CFR Part 200.77	Evidence of Administration Expenditures, if applicable: LEA reservations are in the LEA budget and line items can be followed from the budget <ol style="list-style-type: none"> 1. LEA Transaction Level Reports of Expenditures 2. Invoices, contracts, etc. 3. Indirect costs at the approved yearly rate 4. Travel, Office Supplies, and technology for Title I 5. Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget
Requirement 9 - Support for Title I TSI Schools Table 7-9.4	Section 1111(d)(2)	Expenditures <ol style="list-style-type: none"> 1. LEA Title I, Part A set-aside funding, if applicable, is in the LEA budget and line items can be followed from the budget 2. LEA non-Title I funding is listed, if applicable 3. LEA Transaction Level Reports of Expenditures 4. Invoices, contracts, etc.

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
Requirement 10 - Carryover Estimate Table 7-9.4	1127 1117(a)(4)(B)	<ol style="list-style-type: none"> 1. LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures 2. Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable) 3. Waiver intent indicated in the Title I Application, if applicable
Requirement 11 –Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.	Uniform Grant Guidance (UGG) 200.501(b)	<ol style="list-style-type: none"> 1. Single audits are conducted annually 2. Copies of single audit reports (2 most recent) and Corrective Action (when applicable) 3. LEA response to findings, if applicable 4. MSDE follow-up reviews of findings, if applicable 5. All required corrective actions from the audit findings are fully implemented within the agreed timeline, if applicable 6. Independent auditor's report shows that the LEA has corrected all actions required, if applicable
Requirement 12 - Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.	1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)	<ol style="list-style-type: none"> 1. Local finance budget reports match amounts reported in the approved Allocation Worksheet. 2. If applicable, Charter Schools are included in the ranking 3. If applicable, Skipped Schools have been approved by MSDE. 4. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in rank order. 5. If applicable, Continuing Eligibility schools meet the statutory definition.
Requirement 13 - Equipment and Related Property Equipment must-be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no	EDGAR 34 CFR 80.32, UGG §200.314	<ol style="list-style-type: none"> 1. LEA Inventory 2. Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment 3. Annual physical inventory of Title I equipment 4. Lease agreements, if applicable 5. Expenditure Reports, if applicable 6. LEA Transaction Level Reports of Expenditures, if applicable

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<p>longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.</p> <p>A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.</p> <p>A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.</p>		

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
Adequate maintenance procedures must be developed to keep the property in good condition.		
Requirement 14- Use of Technology Devices Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes	34 C.F.R. § 80.20 (added in SY 2015-2016)	<ol style="list-style-type: none"> 1. Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. 2. Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. 3. Staff Training (SANE) 4. Corrective Actions, if applicable.

Addendum: Progress Monitoring through Growth Measures and Outcomes

Section 1112(a)(3)(B)(i)

(B) APPROVAL.—The State educational agency shall approve a local educational agency’s plan only if the State educational agency determines that the local educational agency’s plan—(i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards;

PROGRESS MONITORING REQUIRED ATTACHMENT

The LEA must include a written process for analyzing State and District Level area(s) of academic growth measures, which must include the following criteria for **Districtwide Instructional Initiatives (Table 7-9.2), Districtwide Parent and Family Engagement Activities (Table 7-9.1), and Districtwide Targeted Support and Improvement Activities (Table 7-9.2/7-9.4)**: Growth Target, Goals/Objectives, Rationale using an equity lens (including how this strategy supports the needs of student groups, if applicable), Implementation Strategies/Evidence-based strategies, Timeline and Monitoring Dates, List of Funding Sources to include Title I, Part A, Metric used to Measure Growth, Progress Monitoring Measures, Interval Checks, Baseline Data, and Outcomes related to strategies. The LEA may use the chart provided or a LEA-level data tracking system that contains all of the requirements above.

PROGRESS MONITORING EVIDENCE OF IMPLEMENTATION

Documentation supporting the implementation of the written process for analyzing State and District Level area(s) of academic growth measures

- Analyzed area(s) of academic growth measures
 - data charts, tables, and tools
 - data analysis summary to include baseline and final outcome measures, were goals met, were outcomes achieved
- Sign-in, Agendas, and Notes from data analysis meetings
- Growth Targets, Objectives/Goals
- Progress monitoring timelines, interval checks
- List of funding sources
- Metrics used
- List of Evidence Based Strategies/Interventions
- Other documentation to support the LEA has implemented its written process for analyzing State and District Level area(s) of academic growth measures, if applicable

Title I, Part A Application 2021-2022 Program Strategies and Evidence-based intervention(s) Growth Measures and Outcomes

Use for Districtwide Initiatives, Districtwide Parent and Family Engagement Activities and Districtwide Targeted Support and Improvement Activities

Based on the analysis of State and local data, identify the areas of focus for Title I, Part A schools in the local education agency (including areas where Title I, Part A is performing below expectations or student groups within Title I, Part A are performing below expectations and/or areas where Title I, Part A requires opportunities for acceleration or expanded learning opportunities). In the response, provide the rationale for selecting the district-wide area of need based on the needs assessment. Include the implementation of strategies and/or evidence-based interventions paid for by Title I, Part A to support student achievement and growth. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. Then report the outcomes related to the strategies and interventions implemented and whether the goals set were attained.

If you have already included some areas of focus in your LEA Consolidated Strategic Plan that are funded by Title I, Part A, they should be incorporated here.

Area of Growth for Title I, Part A- Needs assessment driven for English Language Arts

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to English Language Arts?

YES NO

If Yes, complete the table below:

Districtwide Schoolwide Initiatives & Districtwide Targeted Initiatives and improvement in the area of English Language Arts (ELA)

HCPS Title I Districtwide Staffing Initiative will include the hiring of specialized content focused Teacher Specialists - Reading/ELA & Teacher Specialists - Early Childhood to support all Title I Schools.

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth / What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.
<p>HCPS Title I Districtwide Staffing Initiative will include the hiring of specialized content focused Teacher Specialists - Reading/ELA & Teacher Specialists – Early Childhood to support all Title I Schools.</p>	<p>To increase ELA performance in all student groups through additional support of master level teachers with support of Title I and appropriate curriculum offices.</p>	<p>By providing additional teachers focused in ELA & Early Childhood students will be taught in smaller groups by master level teachers with a depth of instructional experience.</p>	<p>Teacher PD and monitoring will be continuous through the next 3 years.</p>	<p>Title I, Part A</p>	<p>1. <u>Foundations</u> (Grade Level K) This assessment is administered 2 times / year.</p> <p>2. <u>Reading Inventory</u> (Grade Level 2) This assessment is administered 2-3 times / year.</p> <p>3. <u>MCAP Reading</u> (Grade Level 05) This assessment is administered 1 time / year.</p> <p>4. <u>Survey Data of Teacher Specialists</u> This survey is administered 2 times / year.</p>	<p><u>Foundations</u> The percentage of all Kindergarten students participating in Foundations reading at or above grade level will increase from 57.4% in 2018-2019 to 60.1% in 2021-2022.</p> <p><u>Reading Inventory</u> The percentage of all Grade 02 students participating in Reading Inventory reading at or above grade level will increase from 39.2% in 2019-2020 to 42.2% in 2021-2022.</p> <p><u>MCAP Reading</u> The percentage of all students participating in Grade 05 MCAP Reading scoring a 4 or 5 will increase from 33% in 2018-2019 to 36% in 2021-2022.</p> <p><u>Survey Data</u> The Data will show job effectiveness.</p>

Area of Growth for Title I, Part A- Needs assessment driven for Mathematics

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Mathematics?

YES NO

If Yes, complete the table below:

Districtwide Schoolwide Initiatives & Districtwide Targeted Initiatives and improvement in the area of English Language Arts (ELA)

HCPS Title I Districtwide Staffing Initiative will include the hiring of specialized content focused Teacher Specialists - Math to support all Title I Schools.

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth / What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.
HCPS Title I Districtwide Staffing Initiative will include the hiring of specialized content focused Teacher Specialists - Math to support all Title I Schools.	To increase Math performance in all student groups through additional support of master level teachers with support of Title I and appropriate curriculum offices.	By providing additional teachers focused in Math, students will be taught in smaller groups by master level teachers with a depth of instructional experience.	Teacher PD and monitoring will be continuous through the next 3 years.	Title I, Part A	<p>1. <u>envision Math Cumulative Benchmark Assessment, Topics 1-12</u> (Grade Level 2) This assessment cumulation of 12 benchmarks administered throughout the year.</p> <p>2. <u>MCAP Math</u> (Grade Level 05) This assessment is administered 1 time / year.</p> <p>4. <u>Survey Data of Teacher Specialists</u> This survey is administered 2 times / year.</p>	<p><u>Envision Math, Topics 1-12</u> The percentage of all Grade 02 students participating in envision Math, Topics 1-12 scoring at or above proficiency will increase from 54% in 2018-2019 to 58% in 2021-2022.</p> <p><u>MCAP Math</u> The percentage of all students participating in Grade 05 MCAP Reading scoring a 4 or 5 will increase from 27.9% in 2018-2019 to 30.4% in 2021-2022.</p> <p><u>Survey Data</u> The Data will show job effectiveness.</p>

Area of Growth for Title I, Part A Needs assessment driven for School Quality and Student Success

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to School Quality and Student Success?

YES NO

If Yes, complete the table below:

The Title I School Readiness program prepares our youngest learners ages 2-years-old – 4-years- old for the demands of school. This Title I program focuses on math and reading at the earliest stages of development as well as giving our parents skills and strategies to use with their children. Each session will provide 2 hours of learning each week with instruction delivered by a certified classroom teacher. The sessions will be held at the Title I Elementary School and will provide 2 hours of learning one day each week with instruction delivered by a certified classroom teacher.

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth / What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.
<i>Title I School Readiness program</i>	To increase Student School Readiness to our youngest learners & families who may not have the opportunity to attend any school setting before their PreK year.	This Title I program focuses on math and reading at the earliest stages of development as well as giving our parents skills and strategies to use with their children.	Continuous throughout the next three years.	Title I, Part A	End of Year Parent Survey data	Continuous interactions with parents and families of students as well as teacher-based discussions.

Area of Growth for Title I, Part A Needs assessment driven for Parent and Family Engagement

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Parent and Family Engagement Activities?

YES NO

If Yes, complete the table below:

No – 100% of the PI funds are given directly to the schools.

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth / What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.

0.5

0.5

Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q
N, S, C, CSI or TSI	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/20)/waiver	Number of Low Income- Public School Children (as of 10/31/20)/waiver	Number of Direct Certification Children for NSLP in CEP Schools (10/31/20)/waiver	CEP Direct Certification count multiplied by the 1.6 multiplier ¹	FTE Low Income Public School Children used to Allocate Title I Funds ²	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low- Income Private School Children Residing in this School's Attendance Area.	FTE Low Income Private School Children Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (L x P = Q)
1		SW 120230	HALLS CROSS ROADS ELEMENTARY	PREK-5	Y	429	429	297	475.2	429.0	100.00%	2	2	\$152.35	\$65,358.15
2	TSI	SW 120131	MAGNOLIA ELEMENTARY	PREK-5	Y	517	517	347	555.2	517.0	100.00%	0	0	\$150.83	\$77,979.11
3		SW 120140	WM PACA/OLD POST RD ELEM	PREK-5	Y	836	793	496	793.6	793.0	94.86%	4	4	\$141.69	\$112,360.17
4		SW 120115	EDGEWOOD ELEMENTARY	PREK-5	Y	349	326	204	326.4	302.0	93.41%	1	1	\$141.53	\$42,742.06
5	S	SW 120292	CEO	7-12	Y	148	124	78	124.8	0.0	83.78%	0	0	\$140.16	\$0.00
6		SW 120120	DEERFIELD ELEMENTARY	PREK-5	Y	720	571	357	571.2	571.0	79.31%	3	3	\$137.12	\$78,295.52
7		SW 120212	BAKERFIELD ELEMENTARY	PREK-5	N	383	284	N/A	N/A	284.0	74.15%	2	2	\$136.35	\$38,723.40
8	TSI	SW 120211	GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	Y	420	300	188	300.8	300.0	71.43%	2	2	\$134.07	\$40,221.00
9		TAS 120143	RIVERSIDE ELEMENTARY	PREK-5	N	445	286	N/A	N/A	286.0	64.27%	3	3	\$133.31	\$38,126.66
10		SW 120632	HAVRE DE GRACE ELEMENTARY	PREK-5	N	575	306	N/A	N/A	289.0	53.22%	1	1	\$132.54	\$38,304.06
11	N	TAS 120137	JOPPATOWNE ELEMENTARY	PREK-5	N	536	285	N/A	N/A	285.0	53.17%	2	2	\$131.76	\$37,551.60
12									0.0	#DIV/0!					\$0.00
				Total			4221.0	1967.0	3147.2	3196.0		20.0	20.0		\$569,661.73

Table 7-9

Table 7-8

*Community Eligibility Provision

¹ The 1.6 multiplier applies to a Community Eligibility school.

² For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other words, the count cannot exceed the school's total enrollment.

Title I Schools in SY 2020-2021 removed from Title I in SY 2021-2022

MSDE School ID #	Official Public School Name	Status Last Year SW or TAS	Reason for Removal from the Title I List
N/A			

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Education Agency must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. **The LEA must only check one method** unless an LEA is using Community Eligibility Provision (CEP) or Explicit Authority (see G below).

- ___ A. Free Lunch
- X B. Free and Reduced Lunch
- ___ C. Temporary Assistance for Needy Families (TANF)
- ___ E. Children eligible to receive medical assistance under the Medicaid program
Ages 5-17 in poverty as counted in the most recent LEA-level census poverty data approved by the Department; or
Note: Because census data are generally not available at the school level, if an LEA uses this measure, it would most likely be part of a composite with one or more of the above measures.
- ___ D. NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C))
- ___ G. Community Eligibility Provision(CEP)
- X F.
- ___ H. Counted by the LEA using a composite of any of the above measures.
[Allowable Waiver, Waiver option used \(from below\)](#)
- ___ I. _____
> Medicaid data, Temporary Assistance for Needy Families (TANF) data, or a composite of data of these two sources from SY 2020-2021

>Best available NSLP data (might be from SY 2019-2020 or a combination of SY 2019-2020 and SY 2020-2021 data)
> NSLP data from SY 2020-2021 (e.g. from direct certification)

> A composite of NSLP, Medicaid, and TANF data, which might include Medicaid or TANF counts from SY 2020- 2021 and the best available FRPL data, which may be from SY 2019-2020

> Survey that replicates NSLP, Medicaid, or TANF data

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

- X A. Use FARMS to identify low-income students
- ___ B. Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable
- ___ C. Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
- ___ D. Use comparable poverty data from a different source, such as scholarship applications
- ___ E. Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area (proportionality)
- ___ F. Community Eligibility Provision (CEP)

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)
Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I, Part A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty, including middle and high schools.
2. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.
3. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average or (b) the district-wide grade span poverty averages for the respective grade span groupings.
- 4.

CHECK below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

_____ **Percentages** -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**

X **Grade span grouping/district-wide percentage**-- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

_____ **35% rule** -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**

_____ **Grade-span grouping/35% rule**-- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

_____ **Special Rule:** Feeder pattern for **secondary schools**. Using this method, a school system may project the number of low-income children in a **secondary school** based on the average poverty rate of the elementary school attendance areas that feed into the school. (ESEA section 1113 (a)(5)(B)). **Complete Tables 7-3 and 7-4.**

_____ **New Exception as of 2017-2018:** An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). **Complete Tables 7-6.2.**

_____ **District-wide and school percentage below 35% rule**-- District-wide percentage is below 35% then any school above 35% are eligible for services. Schools must be served in rank order of poverty, **but not below district-wide percentage**. Title I, Part A funds may run out before serving all schools above 35%. (ESEA section 1113 (c)(2)(A)). **Complete Tables 7-3 and 7-5.**

NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

Note also re:

Feeder Patterns in Maryland:

In COMAR, Secondary School is defined as the following COMAR 13a.09.10.02B(34):

(34) "Secondary school" means an educational program that:

(a) Is provided by a teacher to students in any one or consecutive sequence of grades 9—12;

(b) Consists of instruction in English language arts, mathematics, science, social studies, and other curricular areas required for earning a secondary school diploma.

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN (PreK*-12)

The LEA may rank schools using the district wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2019 to complete this table along with the **September 30, 2020** enrollment data (or allowable waiver poverty measure).

Points of Clarification:
***Pre-K Students are counted as ONE child**

<u>13,441.00</u>	/	<u>37,333.00</u>	=	<u>36.00%</u>
Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2020) or allowable waiver measure of poverty		Total LEA Student Enrollment (September 30, 2020) or allowable waiver measure of		District Wide Average (percentage) of Low-Income Children

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging)

Grade span groupings are determined by how the school system organizes its schools. For example, if the district has elementary schools serving grades PreK-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Prek-6, K-8, 6-9) **the school system may include a school in the grade span in which it is most appropriate.** Based on the data source(s) noted in Table 7-1 and the district wide average in Table 7-3 **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span	Total Grade Span Enrollment of Low Income Students	/	Total Grade Span Enrollment	District-wide grade span poverty average
Write Grade Span in Spaces Below				
Elementary (PreK-5)	6597	/	17018	38.76%
Middle (6-8)	3188	/	8913	35.77%
High (9-12)	3656	/	11402	32.06%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION-- FOR SCHOOL SYSTEMS THAT SERVE SCHOOLS BELOW 35% DISTRICT -WIDE POVERTY (125% RULE)

“125 percent rule”: If an LEA serves any school below 35 percent poverty, section 1113(c)(2)(A) of the ESEA requires the LEA to allocate an amount for each low-income child in each participating Title I school that is at least 125 percent of the LEA’s allocation per low-income child, except that the per-pupil amount for the served school with the lowest poverty rate may be less due to the amount of funds remaining.

N/A - HCPS does not service schools below 35%	N/A	N/A
Local Educational Agency Title I, Part A Allocation (Taken from Table 7-9.1). This should match # on C-1-25	/ The number of low-income children in the LEA as determined using the poverty measure selected by the LEA	= Per Pupil Amount

Note

Table 7-6.1 CONTINUED ELIGIBILITY (aka grandfather)

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. This provision applies to a newly ineligible school and not to an eligible school that has fallen in the poverty ranking compared to the previous year's ranking and does not receive a Title I allocation from its LEA because the LEA allocates its Title I funds to other eligible schools with higher poverty percentages. LIST below any school(s) that the school system will serve for one additional year.

To qualify for continued eligibility, a school must have a lower poverty level than the district-wide poverty average or fall below 35% poverty as qualification is based upon the LEA's selection in Table 7-2.

Name of School(s)	MSDE School ID	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A	N/A	N/A	N/A

Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY

Ranking High Schools - ESEA Exceptions to the Ranking Requirement

Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B).

List the high schools that the LEA is choosing to serve under this exception.

Name of School(s)	MSDE School ID Number	Poverty Percent
N/A	N/A	N/A

Table 7-6.3 Year of data exception: Newly opened and significantly expanded charter schools

Newly Expanded Charter Schools- ESEA Exceptions to the Year of Data Requirement

If applicable, list the Charter Schools that the LEA is choosing to serve under this exception. The LEA must determine such a school’s Title I allocation based on current year data and provide the school its allocation within five months of the school’s opening or expansion.
 (ESEA section 4306(a); 34 C.F.R. 76.792(a)).

Name of Charter School(s)	MSDE School ID Number		Poverty Percent
N/A	N/A	N/A	N/A

Table 7-7

TITLE I SKIPPED SCHOOLS

LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.

Follow the directions in the Skipped School Addendum.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1118 (c);

2. The school is receiving supplemental funds from other State and local sources that are spent according the requirements of section 1114 and 1115;

3. The funds expended from such other sources equal or exceed the amount that would be provided by Title I, Part A.

Number of Skipped Schools:

1

Note: The completed 2020-2021 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application. LEA must submit a copy of the approved request letter.

Note: Center for Educational Opportunity is a non-attende area school, hence 0 private school students would attend the school.

Skipped School FY20 FY21 Allocation Worksheet (Compensatory Funds only--No Federal Funds)

LEA 12 - Harford County

Local School System

Note: 1/2 day Pre-K equals .5 FTE

Notations	D	E	F	G	H	I	J	K	L
Code as 1,2,3, or 4	MSDE Sch ID #	Skipped Public School Name (Must rank order by Percent of Poverty highest to lowest)	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/20)/waiver	Number of Low Income- Public School Children (as of 10/31/20)/waiver	FTE Low Income Public School Children (10/31/20)/waiver	Per Pupil Allocation (PPA)	Local/State Allocation to Skipped Public Schools (J x K =L)
1	4	120292	Center of Educational Opportunity	7-12	83.78%	148	124	\$140.16	\$17,379.84
2					#DIV/0!				\$0.00
3					#DIV/0!				\$0.00
20					#DIV/0!				\$0.00
		Total				124	124.0		\$17,379.84
									Table 7-7 Skipped

Table 7-8 EQUITABLE SERVICES

COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR)

1.a: Determining Proportional Share for Equitable Services				
20	/	4,241	=	0.00471586890
Total # of private school children from low income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number report in Title I Allocation Worksheet Column N)		Total # of public school children from low-income families in Title I public School plus private school children from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N)		Proportion of reservation
0.00471586890	x	6,274,295.00	=	29,588.80
Proportion of reservation *** 20 Private School students generated funds for the 2021-2022 school year. In order to ensure all line items within equitable services divide correctly into full cents, HCPS Title I office intended to give more (5 cents) than the minimum required.		Total Title I Allocation (Use # from C 125)		Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation				
29,588.80	x	1.500568%	=	444
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		For Parent Involvement		Proportional share available to parents of private school participants
1.c: Remaining for Instruction, Professional Development and Administration				
29,588.80	-	444	=	29,144.80
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		Proportional share available to parents of private school participants		Proportional share for instruction, Professional Development, administration and/or other allowable services

1.d: If using funds for PD, subtract amount for agreed upon PD				
29,144.80	-	400	=	28,744.80
Remaining for instruction, Professional Development and Administration (Table 7-8, line 1c)		Agreed amount of Professional Development (determined during consultation)		Proportional share remaining for instruction and administration
1.e: If using funds for administration, subtract amount for agreed upon administration				
28,744.80	-	4790.8	=	23,954.00
Remaining for instruction and administration		Agreed amount of Administration (determined during consultation)		Proportional share remaining for equitable services instruction

1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)								
<table border="1" style="margin: auto;"> <tr> <td colspan="2">Points of Clarification</td> </tr> <tr> <td colspan="2">This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts</td> </tr> </table>					Points of Clarification		This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts	
Points of Clarification								
This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts								
23,954.00	/	20	=	\$ 1,197.70				
Remaining proportional share for instruction (Table 7-8, line 1e)		Number of private school studnets. (Use the total number reported in the Title I Allocation Worksheet, Column N)		PPA Allocation for eligible private school students				

	DETAILED BUDGET DESCRIPTION	Calculation	Total
Parent & Family Engagement	Parent & Family Engagement Instruction Activities & Workshops	\$22.20 / student x 20 students	\$444.00
Professional Development	PD Workshops & PD Materials	\$20.00 / student x 20 students	\$400.00
Administration	3rd Party Provider Admin Fees - HCPS Title I Office enters into a third-party contract (Catapult Learning) to provide services to eligible private school students. Based upon our contract with Catapult, Admin Fees include; "Costs the CONTRACTOR incurs to administer the program, including, but not limited to, salaries and fringe benefits of the Director, assistants, supervisors, and support staff, special capital expenses, rent and utilities, office equipment and supplies, postage and mailings, telephone, travel, professional development for Title I teachers and supervisors who are employees of the CONTRACTOR, and the CONTRACTOR fee (profit)."		
	3rd Party Provider Admin Fees		\$4,790.80
Instructional	Per Pupil Allocation - HCPS Title I Office enters into a third-party contract (Catapult Learning) to provide services to eligible private school students. Based upon our contract with Catapult, Per Pupil Allocation includes; • <u>Teachers' salaries, including fringe benefits.</u>		
	St. Joan of Arc School - 8 Students (2 – HXES, 0 – MAES, 1 – EDES, 1 – DFES, 0 – WPES, 2 – BFES, 2 – GLES, 0 – RIES, 0 – JOES, 0 – HDES)	8 students x \$1,197.70	\$9,581.60
	Trinity Lutheran - 4 Students (0 – HXES, 0 – MAES, 0 – EDES, 1 – DFES, 2 – WPES, 0 – BFES, 0 – GLES, 1 – RIES, 0 – JOES, 0 – HDES)	4 students x \$1,197.70	\$4,790.80
	Baltimore County Private Schools – 7 Students (0 – HXES, 0 – MAES, 0 – EDES, 1 – DFES, 2 – WPES, 0 – BFES, 0 – GLES, 2 – RIES, 2 – JOES, 0 – HDES)	7 students x \$1,197.70	\$8,383.90
	Cecil County Private Schools – 1 Student (0 – HXES, 0 – MAES, 0 – EDES, 0 – DFES, 0 – WPES, 0 – BFES, 0 – GLES, 0 – RIES, 0 – JOES, 1 – HDES)	1 students x \$1,197.70	\$1,197.70
Total Equitable Share			\$29,588.80

4a	Required: Education for Homeless Children and Youth	\$41,401.46	* All Homeless Expenditure plans were discussed during the HCPS Title I Homeless Meeting on Wednesday, August 11, 2021. Further breakdown of line items are found in the detailed budget narrative. *In consultation with HCPS Pupil Services Office and HCPS Title I Office services are coordinated for homeless children through communication of: 1) Identifying student needs; 2) Discussion of allowable expenses; and 3) Defining appropriate expenditures (McKinney Vento/Title I). HCPS Pupil Services Office allocates McKinney Vento funds for use of transportation expenses and supplies/materials for homeless children. HCPS Title I Office allocates Title I funds for:		
	Supplies and Materials		Books, Papers, Pencils, Calculators, Book bags, and other additional materials needed for school on an as needed basis = \$2,500.00	\$2,500.00	
	School Uniforms		Clothing including Shirts, Dresses, and Pants on an as needed basis = \$2,500.00	\$2,500.00	
	Homeless Liaison Instructional Supplies to support students experiencing homelessness year round		Child Hygiene Kits, Feminine Hygiene Kits, Backpack kits with school supplies = \$6,401.46	\$6,401.46	
	Camp Wonder Supplies - Supplies for Summer Camp Wonder. "Camp Wonder" is a summer outdoor environmental literacy program @ Harford Glen for our county's homeless students. Only these students will be eligible to attend the camp.		Backpacks, Books, Notebooks, Amazon Fire Tablets, Sunglasses, Markers, plastic cups, glue, sunscreen = \$15,000.00	\$15,000.00	
	Camp Wonder Transportation		(10 buses x 2 trips / day x \$150 / trip x 5 days)	\$15,000.00	
4b	Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento). Required Attachment if Applicable- Include a job description.	\$175,859.73	1.0 FTE Homeless Liaison Position	1.0 Central Support Homeless Liaison * Salary = \$119,406.53 * Fixed Costs = \$36,389.95	155,796.48
			Additional Instructional Support to Homeless students in Middle and High Schools to receive additional instructional support after school for those students failing to meet educational standards		\$20,063.25
			* Staff members to assist HS students with filling out the FAFSA forms for college. (\$50 / hour x 70 hours of support time) = \$3,500.00 * Teachers to provide Middle and High School Homeless students with additional after school support (\$50 / hour x 1 hour / week for 10 weeks for 30 students) = \$15,000.00 * Fixed Costs = \$1,563.25		
4c	Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her	\$0			
5	Optional: Education for Foster Children	\$0			
	Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care/Programs, June 2018, Question (Required Attachment if Applicable- Include a description of how the LEA calculated the excess cost of providing transportation for Foster Care students. In the				
Total Mandatory Set Asides		\$295,418.02			

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST reserve** funds for certain services.
LEAs may reserve funds for district-wide instructional and professional development programs.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.

Total Reservation		\$ 6,274,295 Taken from the C-1-25			
	Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total	
5	District-wide Title I Instructional Program(s)	Special Programs (Salary / Fixed)			
		Summer Instructional Planning for Teachers - Salary	(25 hours x 40 teachers x \$50.00 / hour) = \$50,000.00	\$50,000.00	
		Summer Instructional Planning for Teachers - Fixed	(\$50,000 x 8.45% FICA & W/C) = \$4,225.00	\$4,225.00	
		1.0 Title I Teacher Specialist - Family Support - Salary	1.0 FTE = \$74,498.61	\$74,498.61	
		1.0 Title I Teacher Specialist - Family Support - Fixed	1.0 FTE Benefits, Insurance FICA & W/C = \$18,045.72	\$18,045.72	
		1.0 Title I Therapeutic Counseling Interventionist - Salary	1.0 FTE = \$61,964.47	\$61,964.47	
		1.0 Title I Therapeutic Counseling Interventionist - Fixed	1.0 FTE Benefits, Insurance FICA & W/C = \$35,698.40	\$35,698.40	
		10.0 Central Support - Math Positions - Salary	10.0 FTE Salaries x ~\$81,772.96 Average / FTE = \$817,729.61	\$817,729.61	
		10.0 Central Support - Math Positions - Fixed	10.0 FTE Benefits, Insurance FICA & W/C x ~\$35,364.04 / FTE = \$353,640.42	\$353,640.42	
		17.0 Central Support - Flex Positions - Salary	17.0 FTE Salaries x ~\$79,421.95 Average / FTE = \$1,350,173.06	\$1,350,173.06	
		17.0 Central Support - Flex Positions - Fixed	17.0 FTE Benefits, Insurance FICA & W/C x ~\$39,132.12 / FTE = \$665,246.05	\$665,246.05	
		10.0 Central Support - Teacher Specialist Positions - Salary	10.0 FTE Salaries x ~\$78,498.71 Average / FTE = \$764,987.05	\$764,987.05	
		10.0 Central Support - Teacher Specialist Positions - Fixed	10.0 FTE Benefits, Insurance FICA & W/C x ~\$35,735.31 / FTE = \$357,353.06	\$357,353.06	
		Special Programs - Supplies			
		Title I School Readiness Early Intervention Program - Supplies	Math manipulatives, dry erase boards, reading manipulatives, crayons, plastic scissors, books, mailing envelopes, etc = \$6,000.00	\$6,000.00	
		Special Programs - Other			
		Title I School Readiness Early Intervention Program Mileage - Other	Mileage for 2 employees to travel to 7 different buildings = \$2,000.00	\$2,000.00	
6	District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA	Staff Development (Salary / Fixed)			
		Central Support Professional Development (Year-long Planning for Title I School-based Teachers) - Salary	(200 teachers x 10 hours x \$25 / hour) = \$50,000.00	\$50,000.00	
		Central Support Professional Development - Fixed	(\$50,000 x 8.45% FICA & W/C) = \$4,225.00	\$4,225.00	
		Parent Involvement Event / Teacher Participation / Training - Salary	(20 teachers x ~1.33 hours / event x 3 events x \$25.00 / hour) = \$2,000.00	\$2,000.00	
		Parent Involvement Event / Teacher Participations / Training - Fixed	(\$2,000.00 x 8.45% FICA & W/C) = \$169.00	\$169.00	
Total Districtwide Set Asides		\$4,617,955.45		\$4,617,955.45	

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST reserve** funds for certain services.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) .		Only costs for administering and oversight of the Title I Program may be charged to this reservation (e.g. technical assistance around Title I program requirements and fiscal compliance). LEAs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation. District-level Administration: Include a job description for all centrally-funded district-level administration positions			
		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
7	Staff	\$572,733.48	Inst. Admin. & Supv. (Salary / Fixed)		
			Mid-Level Salaries (4.0) - Salary		
			Supervisor - Title I	1.0 FTE = \$130,478.59	\$130,478.59
			Coordinator - Title I	1.0 FTE = \$115,894.83	\$115,894.83
			Assistant Supervisor - Title I	1.0 FTE = \$111,491.88	\$111,491.88
			Office Secretary IV	1.0 FTE = \$54,599.47	\$54,599.47
			Mid-Level Salaries (4.0) - Fixed		
			Supervisor - Title I	1.0 FTE Benefits, Insurance FICA & W/C = \$59,911.14	\$51,911.14
			Coordinator - Title I	1.0 FTE Benefits, Insurance FICA & W/C = \$28,213.49	\$28,213.49
			Assistant Supervisor - Title I	1.0 FTE Benefits, Insurance FICA & W/C = \$47,865.29	\$47,865.29
			Office Secretary IV	1.0 FTE Benefits, Insurance FICA & W/C = \$32,278.79	\$32,278.79
			Other - Contracted Services	\$2,000.00	Inst. Admin. & Supv. (Contracted Services)
		Contracted Services (data collection / survey software) - including survey monkey subscription, remark scanner software and services = \$2,000.00		\$2,000.00	
Supplies	\$5,735.88	Inst. Admin. & Supv. (Supplies)			
		Central Office Supplies/Materials to support data collection/evaluation of student academic program in Reading/Math in ten Title I schools. (books, printer toner, paper, printing, mailing costs) = \$5,735.88		\$5,735.88	
Other	\$21,000.00	Inst. Admin. & Supv. (Other)			
		Other (conferences, journals, mileage) • Mileage for Personnel = \$3,000.00 • ESEA Conference = (5 Central Office Personnel x \$3,000.00) = \$15,000.00 • MD Common Ground Spring Conference (1 Central Office Personnel x \$3,000.00)		\$21,000.00	
Equipment	\$1,800.00	Inst. Admin. & Supv. (Equipment)			
		Central Office Equipment to support positions (2 Laptops x \$900.00 / laptop \$1,800.00)		\$1,800.00	
Indirect	\$158,401.64	Business Support (Transfers)			
		Indirect Costs - 2.59% (\$6,274,295.00 - (\$6,274,295.00 / 1.0259)		\$158,401.64	
Total Administrative Reservations		\$761,671.00			\$761,671.00

Table 7-9 LEA RESERVATIONS FOR CSI AND Title I TSI SCHOOLS FROM TITLE I ALLOCATION

LIST the amount of reservations set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each school as a Required Attachment, if applicable. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.

LIST of Comprehensive Support and Improvement (CSI) Schools		Total Reservations	CSI School (List each school on a separate line)	Total Amount of Allocation	DETAILED BUDGET DESCRIPTION	Calculation	Total
8	Does the LEA provide additional Title I Part A funds to support CSI Schools?	\$0					
	YES ___ NO <u>X</u>						
LIST of Targeted Support and Improvement (TSI) Schools		Total Reservations	TSI School (List each school on a separate line)	Total Amount of Allocation	DETAILED BUDGET DESCRIPTION	Calculation	Total
9	Does the LEA provide additional Title I Part A funds to support Title I TSI Schools?	\$0					
	YES ___ NO <u>X</u>						
Total LEA Reservation		\$0					\$0

List the **2020-2021** CSI school(s) and the total amount each school received from the 7% set aside from Title I, Part A Funds (1003).

LIST of Comprehensive Support and Improvement (CSI) Schools	CSI School (List each school on a separate line)	Total Amount of Allocation
	The LEA has CSI Schools YES ___ NO <u>X</u>	
Total		\$0.00

Link for School Improvement Resource Hub
<https://www.marylandresourcehub.com/>
<https://www.marylandresourcehub.com/csi-tsi-schools>

List the **2020-2021** TSI school(s) and the total amount each school received from the LEA District Level set aside (**not federal funds**)

	LIST of Targeted Support and Improvement (TSI) Schools	TSI School (List each school on a separate line)	Total LEA district level set aside	DETAILED BUDGET DESCRIPTION	Calculation	Total
	The LEA has TSI Schools: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Aberdeen Middle School	\$0.00			
		Darlington Elementary School	\$0.00			
		Edgewood High School	\$0.00			
		G. Lisby Elementary School	\$0.00			
		Havre de Grace High School	\$0.00			
		Magnolia Elementary School	\$0.00			
		Magnolia Middle School	\$0.00			
		Youth's Benefit Elementary School	\$0.00			
		Total	\$0.00			\$0.00

Link for School Improvement Resource Hub
<https://www.marylandresourcehub.com/>
<https://www.marylandresourcehub.com/csi-tsi-schools>

Table 7-10**BUDGET SUMMARY -- CALCULATION OF PER PUPIL ALLOCATION (PPA)**

1	Total Title I Allocation (Use amount shown on C-1-25)	----	\$ 6,274,295.00
2	Equitable share total reported in Table 7-8	minus	\$ 29,588.80
3	Mandated set-asides total reported in Table 7-9.1	minus	\$ 295,418.02
4	District-wide Reservations total reported in Table 7-9.2	minus	\$ 4,617,955.45
5	Administration total reported in Table 7-9.3	minus	\$ 761,671.00
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	\$ -
7	Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount. <i>(LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i>	equals	\$ 569,661.73

Table 7-11 ESTIMATE OF TITLE I CARRYOVER
(Annually as of September 30)

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15 month expenditure period (e.g., July 1, 2020-September 30, 2021)

REMOVED WAIVER INFORMATION

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated.. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LEA is unable to obligate all funds within the timeframe in a responsible manner. Under those circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the LSS must consult with appropriate private school officials. (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I 2020-2021 allocation: **\$6,088,558.00**
- The estimated amount of Title I funds the school system will carryover: **350,000**
1. The estimated percentage of carryover Title I funds as of September 30, 2021 : **5.75%**
- THIS IS A PROJECTION**

Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation

Yes No

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$6,274,295.00	AMENDED BUDGET #		REQUEST DATE	10/13/21
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23002		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2021	TO	9/30/2023

FROM _____ TO _____

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						\$158,401.64	158,401.64
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	\$412,464.77	2,000.00	5,735.88	21,000.00	1,800.00	0.00	443,000.65
203-205 Instruction Categories							
Prog. 01 Regular Prog.			\$60,981.33	\$17,175.50			78,156.83
Prog. 02 Special Prog.	\$3,210,942.80	17,300.00	248,757.05	2,000.00	0.00	29,588.80	3,508,588.65
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	180,140.00	\$31,994.88	7,877.32	65,500.00			285,512.20
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.	\$119,406.53						119,406.53
208 Student Health Services							0.00
209 Student Transportation		27,400.00					27,400.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				\$1,653,828.50			1,653,828.50
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	3,922,954.10	78,694.88	323,351.58	1,759,504.00	1,800.00	187,990.44	6,274,295.00

Finance Official Approval	Jennifer Birkelien		10/14/2021	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Sean Bulson, Ed.D.		10/15/2021	410-588-5202
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

HCPS Title 1 - Budget Narrative - FY '22

Category / Object	Item	Description / Calculation	Sub Total	Total																																				
		Salary & Wages																																						
Administrative 02-16	Salary	• Mid-Level Admin Salaries (4.0 Positions) - (4.0 Positions) \$412,464.7700	\$412,464.77																																					
	Fixed	Fixed Costs \$160,268.7100	\$160,268.71	\$572,733.48																																				
Special Programs 03-02	Salary	• Central Support Personnel Salaries <ul style="list-style-type: none"> • 1.0 Title I Therapeutic Counseling Interventionist \$61,964.47 • 1.0 Title I Teacher Specialist - Family Support \$74,498.61 • 10.0 Central Office Support - Math \$817,729.61 • 17.0 Central Office Support - Flex \$1,350,173.06 • 10.0 Central Office Support - Title I Teacher Specialist \$764,987.05 	\$3,069,352.80																																					
	Fixed	• Fixed Costs: <u>\$1,429,983.65</u>	\$1,429,983.65	\$4,499,336.45																																				
Homeless Students - Spec Prgms 03-02	Optional Reservation (Salary)	• Central Support Homeless Support Programs																																						
		• Staff members to assist HS students with filling out the FAFSA forms for college. (\$50 / hour x 70 hours of support time) \$3,500.00	\$3,500.00																																					
		• Teachers to provide Middle and High School Homeless students with additional after school support (\$50 / hour x 1 hour / week for 10 weeks for 30 students) \$15,000.00	\$15,000.00																																					
	Fixed	• Fixed Costs: <u>\$1,563.25</u>	\$1,563.25	\$20,063.25																																				
Special Programs 03-02	Salary	• Title I Paid teacher specialists to participate in summer instructional planning for Title I responsibilities. (25 hours x 40 teachers x \$50.00 / hour) (Central Support) \$50,000.00	\$50,000.00																																					
	Fixed	• Fixed Costs: <u>\$4,225.00</u>	\$4,225.00	\$54,225.00																																				
Special Programs 03-02	Salary	• Before/After School Interventions (School Allotment) (See School Budget Narratives)																																						
		<table border="0"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>HCES</td> <td>(100.00%)</td> <td>\$16,640.00</td> </tr> <tr> <td>MAES</td> <td>(100.00%)</td> <td>\$1,300.00</td> </tr> <tr> <td>WPES</td> <td>(94.86%)</td> <td>\$0.00</td> </tr> <tr> <td>EDES</td> <td>(93.41%)</td> <td>\$7,150.00</td> </tr> <tr> <td>DFES</td> <td>(79.31%)</td> <td>\$15,400.00</td> </tr> <tr> <td>BFES</td> <td>(74.15%)</td> <td>\$13,130.00</td> </tr> <tr> <td>GLS</td> <td>(71.43%)</td> <td>\$4,420.00</td> </tr> <tr> <td>RIES</td> <td>(64.27%)</td> <td>\$3,800.00</td> </tr> <tr> <td>HDES</td> <td>(53.22%)</td> <td>\$0.00</td> </tr> <tr> <td>JOES</td> <td>(53.17%)</td> <td>\$11,250.00</td> </tr> <tr> <td align="right" colspan="2">Total:</td> <td>\$73,090.00</td> </tr> </tbody> </table>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	HCES	(100.00%)	\$16,640.00	MAES	(100.00%)	\$1,300.00	WPES	(94.86%)	\$0.00	EDES	(93.41%)	\$7,150.00	DFES	(79.31%)	\$15,400.00	BFES	(74.15%)	\$13,130.00	GLS	(71.43%)	\$4,420.00	RIES	(64.27%)	\$3,800.00	HDES	(53.22%)	\$0.00	JOES	(53.17%)	\$11,250.00	Total:		\$73,090.00	\$73,090.00	
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																																						
HCES	(100.00%)	\$16,640.00																																						
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Total:		\$73,090.00																																						
	Fixed	• Fixed Costs: \$6,176.110000	\$6,176.11	\$79,266.11																																				

Staff Development 05-09	Contracted Services	<ul style="list-style-type: none"> Contracted Services to Support School-based Initiatives (School Allotment) (see School Budget Narratives). <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>HCES</td> <td>(100.00%)</td> <td>\$0.00</td> </tr> <tr> <td>MAES</td> <td>(100.00%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(94.86%)</td> <td>\$7,333.00</td> </tr> <tr> <td>EDES</td> <td>(93.41%)</td> <td>\$7,000.00</td> </tr> <tr> <td>DFES</td> <td>(79.31%)</td> <td>\$7,000.00</td> </tr> <tr> <td>BFES</td> <td>(74.15%)</td> <td>\$0.00</td> </tr> <tr> <td>GLS</td> <td>(71.43%)</td> <td>\$0.00</td> </tr> <tr> <td>RIES</td> <td>(64.27%)</td> <td>\$3,600.00</td> </tr> <tr> <td>HDES</td> <td>(53.22%)</td> <td>\$0.00</td> </tr> <tr> <td>JOES</td> <td>(53.17%)</td> <td>\$7,061.88</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$31,994.88</td> </tr> </tbody> </table>	School	Poverty	Amount	HCES	(100.00%)	\$0.00	MAES	(100.00%)	\$0.00	WPES	(94.86%)	\$7,333.00	EDES	(93.41%)	\$7,000.00	DFES	(79.31%)	\$7,000.00	BFES	(74.15%)	\$0.00	GLS	(71.43%)	\$0.00	RIES	(64.27%)	\$3,600.00	HDES	(53.22%)	\$0.00	JOES	(53.17%)	\$7,061.88	Total:		\$31,994.88	\$31,994.88	\$31,994.88
		School	Poverty	Amount																																				
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JOES	(53.17%)	\$7,061.88																																						
Total:		\$31,994.88																																						
<ul style="list-style-type: none"> Staff Development PD Consultant Fees 																																								
		Total Contracted Services		\$51,294.88																																				
		Supplies																																						
Administrative 02-16	Supplies	<ul style="list-style-type: none"> Central Office Supplies/Materials to support data collection/evaluation of student academic program in Reading/Math in ten Title I schools. (books, printer toner, paper, printing, mailing costs) 	\$5,735.88	\$5,735.88																																				
Regular Programs 04-01	Supplies	<ul style="list-style-type: none"> Parent Involvement Funds (Required Reservation 1% (plus an additional 0.25%) - Based on PPA). Other items to support Parent Involvement activities in nine schools (School Allotment) (see School Budget Narratives). <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>HCES</td> <td>(100.00%)</td> <td>\$6,257.20</td> </tr> <tr> <td>MAES</td> <td>(100.00%)</td> <td>\$7,419.87</td> </tr> <tr> <td>WPES</td> <td>(94.86%)</td> <td>\$14,234.35</td> </tr> <tr> <td>EDES</td> <td>(93.41%)</td> <td>\$4,061.86</td> </tr> <tr> <td>DFES</td> <td>(79.31%)</td> <td>\$7,438.27</td> </tr> <tr> <td>BFES</td> <td>(74.15%)</td> <td>\$2,977.68</td> </tr> <tr> <td>GLS</td> <td>(71.43%)</td> <td>\$3,822.00</td> </tr> <tr> <td>RIES</td> <td>(64.27%)</td> <td>\$3,522.54</td> </tr> <tr> <td>HDES</td> <td>(53.22%)</td> <td>\$4,852.31</td> </tr> <tr> <td>JOES</td> <td>(53.17%)</td> <td>\$3,895.25</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$58,481.33</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Materials for correspondence to parents Pamphlets/Posters to communicate educational events to parents Postage for parent communication 	School	Poverty	Amount	HCES	(100.00%)	\$6,257.20	MAES	(100.00%)	\$7,419.87	WPES	(94.86%)	\$14,234.35	EDES	(93.41%)	\$4,061.86	DFES	(79.31%)	\$7,438.27	BFES	(74.15%)	\$2,977.68	GLS	(71.43%)	\$3,822.00	RIES	(64.27%)	\$3,522.54	HDES	(53.22%)	\$4,852.31	JOES	(53.17%)	\$3,895.25	Total:		\$58,481.33	\$58,481.33	\$58,481.33
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HDES	(53.22%)	\$4,852.31																																						
JOES	(53.17%)	\$3,895.25																																						
Total:		\$58,481.33																																						
		<ul style="list-style-type: none"> PI Regional Training - (Harford Glen / EL Family Night) - Supplies (Central Office Support) - Supplies for PI Training events to be held at Harford Glen Education Center and EL Family Nights to support student learning (Central Office Support) 	\$2,500.00	\$2,500.00																																				
				\$2,500.00																																				

Staff Development 05-09	Other	<ul style="list-style-type: none"> Professional Development Funds to support professional development programs/activities (School Allotment) (see School Budget Narratives) <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>HCES</td> <td>(100.00%)</td> <td>\$6,000.00</td> </tr> <tr> <td>MAES</td> <td>(100.00%)</td> <td>\$12,500.00</td> </tr> <tr> <td>WPES</td> <td>(94.86%)</td> <td>\$2,500.00</td> </tr> <tr> <td>EDES</td> <td>(93.41%)</td> <td>\$0.00</td> </tr> <tr> <td>DFES</td> <td>(79.31%)</td> <td>\$20,500.00</td> </tr> <tr> <td>BFES</td> <td>(74.15%)</td> <td>\$2,500.00</td> </tr> <tr> <td>GLES</td> <td>(71.43%)</td> <td>\$10,500.00</td> </tr> <tr> <td>RIES</td> <td>(64.27%)</td> <td>\$4,100.00</td> </tr> <tr> <td>HDES</td> <td>(53.22%)</td> <td>\$2,500.00</td> </tr> <tr> <td>JOES</td> <td>(53.17%)</td> <td>\$4,400.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$65,500.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Conferences, professional Travel 	School	Poverty	Amount	HCES	(100.00%)	\$6,000.00	MAES	(100.00%)	\$12,500.00	WPES	(94.86%)	\$2,500.00	EDES	(93.41%)	\$0.00	DFES	(79.31%)	\$20,500.00	BFES	(74.15%)	\$2,500.00	GLES	(71.43%)	\$10,500.00	RIES	(64.27%)	\$4,100.00	HDES	(53.22%)	\$2,500.00	JOES	(53.17%)	\$4,400.00	Total:		\$65,500.00	\$65,500.00	\$65,500.00
School	Poverty	Amount																																						
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HDES	(53.22%)	\$2,500.00																																						
JOES	(53.17%)	\$4,400.00																																						
Total:		\$65,500.00																																						
		Total Other		\$105,675.50																																				
		Equipment																																						
Administrative 02-16	Equipment	<ul style="list-style-type: none"> Central Office Equipment to support positions (2 Laptops x \$900.00 / laptop) 	\$1,800.00	\$1,800.00																																				
		Total Equipment		\$1,800.00																																				
		Student Personnel Services																																						
Homeless Students - Student Personnel Svcs 207	Optional Reservation (Salary)	<ul style="list-style-type: none"> Central Support Homeless Liaison Salaries <ul style="list-style-type: none"> 1.0 Central Support Homeless Liaison 	\$119,406.53	\$119,406.53																																				
	Fixed	<ul style="list-style-type: none"> Fixed Costs: 	\$36,389.95	\$155,796.48																																				
		Student Personnel Services		\$155,796.48																																				

		Student Transportation			
Student Transportation 209		Student Transportation to Support School-based Initiatives (School Allotment) (see School Budget Narratives).			
		<u>School</u>	<u>Poverty</u>	<u>Amount</u>	
		HCES	(100.00%)	\$0.00	
		MAES	(100.00%)	\$0.00	
		WPES	(94.86%)	\$0.00	
		EDES	(93.41%)	\$0.00	
		DFES	(79.31%)	\$6,400.00	
		BFES	(74.15%)	\$4,000.00	
		GLES	(71.43%)	\$0.00	
		RIES	(64.27%)	\$2,000.00	
		HDES	(53.22%)	\$0.00	
		JOES	(53.17%)	\$0.00	
		Total:		\$12,400.00	\$12,400.00
Homeless Students - Student Transportation 209		In consultation with HCPS Homeless Liaison and HCPS Title I Office services are coordinated for homeless children through communication of:			
		HCPS Title I Office allocates Title I funds for:			
		Transportation for Camp Wonder Students - "Camp Wonder" is a summer outdoor environmental literacy program @ Harford Glen for our county's homeless students. Only these students will be eligible to attend the camp. (10 buses x 2 trips / day x \$150 / trip x 5 days)			
				\$15,000.00	\$15,000.00
					\$15,000.00
		Total Student Transportation			\$27,400.00
		Business Support			
Business Support	Indirect Costs	• Indirect Costs - 2.59%			
		\$6,274,295.00 - (\$6,274,295.00 /1.0259)			
				\$153,066.58	\$158,401.64
		Total Business Support			\$158,401.64

		Private Schools		
Special Programs	Transfer	Per Pupil Allocation		
		St. Joan of Arc School - 8 Students (2 – HXES, 0 – MAES, 1 – EDES, 1 – DFES, 0 – WPES, 2 – BFES, 2 – GLES, 0 – RIES, 0 – JOES, 0 – HDES)		
		\$9,581.60	\$9,581.60	
		Trinity Lutheran - 4 Students (0 – HXES, 0 – MAES, 0 – EDES, 1 – DFES, 2 – WPES, 0 – BFES, 0 – GLES, 1 – RIES, 0 – JOES, 0 – HDES)		
		\$4,790.80	\$4,790.80	
		Baltimore County Private Schools – 7 Students (0 – HXES, 0 – MAES, 0 – EDES, 1 – DFES, 2 – WPES, 0 – BFES, 0 – GLES, 2 – RIES, 2 – JOES, 0 – HDES)		
		\$8,383.90	\$8,383.90	
		Cecil County Private Schools – 1 Student (0 – HXES, 0 – MAES, 0 – EDES, 0 – DFES, 0 – WPES, 0 – BFES, 0 – GLES, 0 – RIES, 0 – JOES, 1 – HDES)		
		\$1,197.70	\$1,197.70	
		• Parent Involvement	\$444.00	\$444.00
• Professional Development	\$400.00	\$400.00		
• Administrative Fees	\$4,790.80	\$4,790.80		
			\$29,588.80	
		Total Private Schools		\$29,588.80
		Total		\$6,274,295.00

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Memorandum of Understanding (MOU)
Inter-Departmental
Harford County Public Schools
"Title I Staff Certification and Licensure Management"
2021-2022

Purpose:

1. To support inter-departmental partnerships that work to improve outcomes for children and families in Harford County Public Schools.
2. This MOU sets forth the conditions of the collaborative relationship between and among departments.

Parties of the Memorandum of Agreement:

Within Harford County Public Schools (HCPS):

- Director of Human Resources
- Office of Title I -Supervisor

In order to provide inter-departmental support of the Title I grant management, the above departments agree to the following:

- To work together effectively to manage and maintain Staff Certification and Licensure Management requirements under the Title I grant.
- To communicate on an as needed basis with topics or issues related to the management of Staff Certification and Licensure under the Title I grant.
- To ensure that 100% of Title I teachers and paraprofessionals meet the Staff Certification and Licensure requirements.
- To coordinate services and eliminate barriers to the Staff Certification and Licensure Management process.
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit the Title I Staff Certification and Licensure Management process.

Memorandum of Understanding between the following departments collaborating in Harford County Public Schools to support Title I grant management.

Department: **Human Resources**

Chantress J. Baptist

Chantress J. Baptist (Jul 22, 2021 14:30 EDT)

Director of Human Resources – Office of HR

DATE:

Jul 22, 2021

Bradley Palmer

Bradley Palmer (Jul 22, 2021 16:40 EDT)

Supervisor – Office of Title I

DATE:

Jul 22, 2021



MEMORANDUM OF UNDERSTANDING

Between Harford County Public Schools and Service Partners in the
Judith P. Hoyer Early Child Care and Education Enhancement Grant

School Year 2021-2022

Harford County Public Schools

HCPS and the following service partners have agreed to this MOU to continue the implementation of a comprehensive and coordinated Judy Center Program in the Magnolia School District in Harford County for children from birth through age five. The Magnolia Judy Center (MJC) will begin July 1, 2021 and continue through June 30, 2022. HCPS will be responsible for the overall management of the proposed MJC through a coordinator in collaboration with the Steering Committee comprised of representatives from each of the service partners listed below. HCPS is committed to include all kindergarten children, prekindergarten children, and families in the MAES district into the MJC, and participation by all MAES early childhood faculty and staff. HCPS and its' service partners are contributing significant in-kind services to the MJC proposal and requested funding will be used both to fill service gaps and to enhance existing services. MJC Service Partners shall not be present at any Judy Center activity unless the service partners' staff are in the presence of HCPS staff and/or MJC staff. All undersigned parties agree to serve on the MJC Steering Committee to assure coordinated services and to continue this partnership beyond this grant period.

General Terms

Whereas any party may withdraw from this this MOU at any time for any reason. The MOU shall be effective July 1, 2021 and terminate June 30, 2022.

Family Education Rights and Privacy Act (FERPA) and FERPA regulations.

- (a) MJC Service Partner acknowledges that the services to be provided pursuant to this MOU involve a HCPS function for which HCPS would otherwise use employees.
- (b) Service Partner acknowledges that HCPS will provide to Service Partner or Service Partner will create records which contain personally identifiable information pertaining to students and which may or will constitute "educational records" within the meaning of FERPA and its implementing regulations found at 20 United States Code (USC) 1232g and 34 Code of Federal Regulations (CFR) 99, *et seq.*, respectively.

- (c) Service Partner agrees not to disclose or redisclose any educational records to any other person or entity, obtained or created pursuant to this MOU.
- (d) Service Partner is prohibited from using such educational records for any purpose other than in furtherance of this MOU.

Glossary of Terms

BOY – Beginning of year
 CFR - Code of Federal Regulations
 CYS - Aberdeen Proving Ground Child and Youth and Services
 DENTAC - Dental Activity Program
 EMRC - Empowering Minds Resource Center,
 EOY – End of year
 FERPA - Family Education Rights and Privacy Act
 HCPL - Harford County Public Library
 HCPS - Harford County Public Schools
 IEP – Individual Education Program
 IFSP - Individualized Family Service Plan
 LICC - Local Integrated Coordinating Council
 MA – Medical Assistance
 MAES - Magnolia Elementary School
 MJC - The Judy Center Program at Magnolia Elementary School
 MOU - Memorandum of Understanding
 MSDE – Maryland State Department of Education
 NAEYC - National Association of the Education of Young Children
 NECPA - National Early Childhood Program Accreditation
 PLUSS - Preschool Learning and Using Social Skills
 PRP - Psychiatric Rehabilitation Program
 SEFEL – Social and Emotional Foundations for Early Learning
 USC - United States Code
 WIC – Women Infants Children

SERVICE PARTNER OBLIGATION

Aberdeen Proving Ground Child and Youth and Services (CYS) will:

1. Enter into agreement with the Magnolia Judy Center (MJC) on July 1, 2021.
2. Any party may terminate this binding agreement as deemed necessary without penalty.
3. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
4. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.

5. Provide data that discloses how many children within the MAES catchment area are receiving services.
6. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and CYS teacher as needed.
7. Participate in the Rolling Reader Program once a month through the Harford County Public Library (HCPL).
8. Collaborate and provide continuing participation in the SEFEL project.
9. Participate in the Dental Activity Program, DENTAC, through the Aberdeen Proving Ground Dental Clinic to go over proper dental hygiene with students.
10. Inform parents of children with at-risk behaviors thru the Multi-disciplinary Inclusion Action Team process to the appropriate agencies.
11. Provide referrals to the MJC of families that live in the MJC catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
12. Collaborate with MJC to coordinate care to families that reside in the MAES catchment area from six weeks through five years of age.
13. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
14. Participate in MJC professional development opportunities.
15. Attend Child Care Provider Workshops sponsored by the MJC.
16. Provide quality, year-round, wrap around childcare for MJC families.
17. Continue to follow the National Association of the Education of Young Children (NAEYC) guidelines to maintain the CYS staff's certification and provide copies of operating certificate/license.
18. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personal identifiable information to all other agencies is maintained.
19. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Aberdeen Proving Ground Federal Credit Union:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. MJC will referral families living in the MAES catchment area to the Aberdeen Proving Ground Federal Credit Union.
3. Provide financial education services to MJC families living in the MAES school catchment area to support parents with opening a saving/checking account and financial counseling.
4. Provide the 'M3 Money Club' Program to kindergarten age children through 6th grade that will provide financial literacy.
5. Participate in MJC Community Outreach: MJC Fall Festival and MAES Wellness Night.
6. Promote MJC activities/events on Aberdeen Proving Ground Federal Credit Union's Facebook page.

Abilities Network/Project ACT:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. The JC will provide a representative to the Project Act Advisory Board quarterly meetings.
3. Provide Early Childhood Mental Health to the preschool programs that are partnered with the MJC as needed.
4. Provide a variety of technical assistance and trainings to early educators that are partnered with the MJC on the topics of Language/Literacy, Math and Social/Emotional Skills as needed.
5. Provide individual supports to providers who are partnered with the MJC as well as group sessions that address Language/Literacy, Math and Social/Emotional Skills.
6. Participate in MJC Community Outreach: distribute marketing material to childcare providers, partner with the MJC to provide an open house-training session in the spring of 2022 that gives childcare providers who are partnered with the MJC three hours of Core of Knowledge training.
7. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Catholic Charities Early Head Start will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. The Judy Center Coordinator will participate in Early Head Start's Policy Council Meetings.
4. The Judy Center Coordinator will participate in the Early Head Start's Health Service Advisory Committee Meetings.
5. Provide data that discloses how many children within the MAES catchment area are receiving services.
6. Provide referrals to the MJC of Early Head Start families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age. The MJC will provide referrals to Early Head Start for MJC families that have children younger than 3 years of age to provide High-Quality Child Care Services.
7. Continue to maintain and follow the Level 5 publication in Maryland EXCELS guidelines to maintain the Early Head Start staff's certification and provide copies of certification when publication has been renewed.
8. The MJC will support Early Head Start in the MSDE Accreditation Process as needed.
9. Provide a transition activity in the spring of 2022 with MRDC HS and HCPS Infants & Toddlers to support parents in the transition process.
10. Administer developmental, behavioral, speech, hearing and vision screenings to all children and refer children in need of further assessment to outside agencies.

11. Participate in the MJC Community Outreach Plan: MJC Fall Festival, MAES Well Night, and MJC's Community Baby Shower.
12. Invite the MJC staff to Early Head's activities: BOY Orientation in August, Harvest Feast during the fall and EOY Picnic in the spring of 2022.
13. Collaboratively plan, implement, and participate with partners in parent workshops such as the Parent Café.
14. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
15. Participate in HCPS's professional development opportunities as appropriate.
16. Invite the MJC staff on home visits in the spring of 2022 to help connect families living in the MAES catchment area to the MJC on a family needs basis.
17. Allow the MJC staff to present the MJC concept annually (January 2022) to the Early Head Start staff so the Early Head Start staff can help connect families living in the MAES catchment area to the MJC.
18. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record.
19. Provide monthly activities with dates and times so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Creative Journey's Learning Center will:

1. Provide a representative to the monthly MJC Program Committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC Service Coordination meetings as needed to discuss concerns and assistance with families as need.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher, and Creative Journey's teacher.
5. Participate in the Book Deposit Program through the HCPL.
6. Administer American Academy of Pediatric Developmental Checklist to all children and refer children in need of further assessment to outside agencies.
7. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
8. Collaborate with MJC to coordinate care to families that reside in the MAES catchment area from six weeks through five years.
9. Collaboratively plan, implement, and participate with all partners in family education and socialization program as appropriate.
10. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
11. Participate in professional development opportunities sponsored by HCPS and the MJC as appropriate.
12. Provide before and after school transportation for MAES school aged children throughout the 2021/2022 school year as needed.

13. Provide quality, year-round, wrap around childcare for MJC families.
14. Continue to maintain a Level 3 in the Maryland EXCELS to maintain Creative Journey staff's certification and provide copies of renewed certificate when applicable.
15. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same
16. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Empowering Minds Resource Center, EMRC will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide care coordination to referred MJC children and families with a diagnosis and Medicaid.
4. Provide a PRP to referred MJC children and families with a diagnosis and Medicaid to mental health services (within this program EMRC will provide each client an individual coordinator to oversee treatment plans.)
5. Explore opportunities for EMRC to bring awareness through parent workshops on what is trauma and the effects of trauma.
6. Participate in the MJC's/MAES Fall Festival and Wellness Night.
7. Provide referrals to the MJC to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
8. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
9. Provide data that discloses how many children with in the MAES catchment area are receiving services.
10. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same

Harford Community Action Agency will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide "Community Case Management" to MJC families, which is a holistic approach to meeting family needs across all departments of the organization.
4. Allow the MJC staff to come and speak about the MJC concept with the Harford Community Action Agency staff so the staff can help connect families living in the MAES catchment to the MJC (July/August and January 2022).

5. Provide referrals to the MJC that will connect MJC families to needed resources. The MJC will provide referrals to the HCAA that will connect families to needed resources. Each agency will share qualitative data to ensure families are being met in both programs.
6. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to HCAA and keep a record when referring a family. The MJC will ensure a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to MJC and keep a record when referring a family.
7. Provide Mobile Food Pantry once a month on Tuesdays from 12:00-2:00pm at the Harford County Public Library in Edgewood so MJC families can have access to food.
8. Provide Magnolia Elementary School a food pantry for MJC families to access as needed.
9. Participate in the MJC's Fall Festival and Wellness Night held at Magnolia Elementary.
10. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
11. Provide one parent workshop that will occur weekly for six weeks in the spring of 2022, *Shopping for and Preparing Food on a Budget*, to families living in the MAES catchment area either at Magnolia Elementary School or in the community.
12. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Harford County Department of Social Services will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Continue to cooperate with planning, review and revision activities and provide time for staff training as need is determined, subject to available time and resources.
4. Enroll eligible MJC families in services to protect children and vulnerable adults; and to support healthy functioning of individuals and families as needed and meets agency's criteria.
5. Investigate reports of child abuse or neglect and provide child safety services due to abuse and/or neglect as referred cases meets agency's criteria.
6. Offer temporary care for MJC children whose parents are unwilling or unable to care for them as they meet agency's criteria.
7. Offer the following parent programs to MJC families: Safe Start, Nurturing Parenting and Family Preservation as they meet agency's criteria.
8. Make referrals to MJC to promote developmentally appropriate care and education for MJC families with children younger than five years of age. The MJC will refer families to HCDSS as needed.
9. Allow the MJC staff to present bi-annually the MJC concept during Thursday morning meetings and in home-based staff meetings so staff can help connect families living in the MAES catchment to the MJC.
10. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.

11. Participate in the MJC/MAES Wellness Night.

Harford County Health Department will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Will provide and oversee that all educational requirements are met so staffing is updated with current credentials and or license renewals.
4. Provide assistance to MJC families enrolling in health insurance/Medicaid through the Health Department's Maryland Children's Health Program.
5. Offer navigation of services and resources to MJC families through Care Coordination Plus Program.
6. Provide assistance to MJC families enrolling in the Healthy Families Program.
7. Coordinate dental clinic services and resources to MJC children and siblings under 20 years old and pregnant moms with MA who are enrolled in Maryland Healthy Smiles.
8. Provide dental screenings for children 6 months of age and older at the MJC as needed: MJC summer program, Prekindergarten and Kindergarten Sealant Program during the school year 2021/2022.
9. Provide referrals to the MJC through WIC, School Based Health Centers, Family Planning, Immunizations, Care Coordination Plus, Healthy Families, MEGAN's Place and the Dental Clinic to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
10. Provide transportation to all medical appointments to eligible MJC children and parents through the MA Transportation Program.
11. Provide wellness and acute care services to MJC children and siblings by a nurse practitioner through the School Based Health Centers at MAES.
12. Accept MJC payment assistance for MJC families who need birth certificates. (Each birth certificate is \$25.00).
13. Allow MJC staff to present the MJC concept bi-annually to the following programs: School Based Health Centers, Family Planning, Immunizations, Care Coordination Plus, Healthy Families, WIC, and MEGAN's Place all located at the Woodbridge Station.
14. Participate in the MJC/MAES Fall Festival and Wellness Night.
15. Explore the possibilities to coordinate monthly playgroups at WIC and MEGAN's Place.
16. Distribute MJC marketing materials to families who live in the MAES catchment area as identified through the MAES attendance area map.
17. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.
18. Provide date, time, and flyers of community wide outreach events to MJC for distribution to MJC/MAES families.
19. MJC will promote all Health Department services (Dental care, WIC, Breastfeeding clinic, etc.) at MJC and MAES events.

Harford County Public Library will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Participate in the MJC Community Outreach Plan: Fall Festival and MAES Wellness Night.
3. Provide curriculum-based Story Time for children birth through 5 years of age and their parents/caregivers at the library weekly focusing on all the learning domains: social/emotional, language/literacy, math, science, fine/gross motor, health well-being, fine arts, and social studies.
4. Provide the Rolling Reader (Library on Wheels) Program to visit the Title 1 School Readiness Program at Deerfield Elementary School and the MRDC Head Start Program for the children in the MAES catchment area.
5. Summer reading program
6. Provide a 'Kick Off' for the 1,000 Books Before K Program at the MJC in the Fall and then provide an end of the year celebration for participation at the Edgewood Library in the Spring. MJC will follow up monthly with families with incentives for logging in books (jc new reading log)
7. Provide the 'Preschool Traveling Library' programs to the MJC childcare partners.
8. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
9. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as needed.

HCPS Birth to 5 Program (Infants & Toddler's Program and Preschool Special Education) will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide data that discloses how many children within the MAES catchment area are receiving services.
3. Provide referrals to the MJC of children who qualify or do not qualify for the services of Infants and Toddlers to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
4. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families as needed.
5. Collaborate with MJC to coordinate care for families that reside in the MAES catchment area from birth through five years of age.
6. Allow MJC staff to present the MJC concept to Infant & Toddlers staff so they can help connect families living in the MAES catchment area to the MJC.
7. Participate in the MJC/MAES Community Outreach activities: MJC Fall Festival, MAES Wellness Night, MJC Annual Baby Shower.
8. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.

9. Provide a single point of entry for referrals of Infants and Toddlers suspected to have delays in development, atypical development, or a diagnosed condition that puts them at-risk for developmental delays.
10. HCPS will offer a continuum of service delivery models for students who are eligible for special education in services in the MAES catchment area (e.g. Community Support, Learning Together, Early Learner, Co-Taught Prekindergarten).
11. Offer families an opportunity to apply to the PLUSS Program for children living in the MAES catchment area.
12. Offer home visit opportunities for students who receive services through the Early Learners program due to eligibility.
13. Provide opportunities for trainings on special education topics for teachers, para educators and child care providers who work with children living in the MAES catchment area.
14. Collaborate with MAES and the MJC to help with transitioning incoming prekindergarten students with IEPs.
15. Provide evaluations and assessments of Infants and Toddlers to determine eligibility for early intervention services.
16. Provide early intervention services as indicated on each child's IFSP or Extended IFSP living in the MAES catchment area.
17. Utilize Family Support Network services to provide information to families regarding community services such as local support groups, workshops, MJC playgroups and advocacy groups.
18. Partner with MJC to support and service children in the MJC playgroups throughout year who receive services through Infants & Toddlers.
19. Share monthly activities with MJC coordinator to disburse among families served by both programs.
20. Invite the MJC coordinator to all scheduled LICC meetings.
21. Invite the MJC staff to Infants and Toddlers social events such as social gatherings, picnics, and the annual winter celebration.

Kinder Care Learning Center will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher, and Kinder Care teacher.
5. Participate in Sharing the Gift Program through the Harford County Public Library.
6. Administer Brigance developmental assessment to all children and refer children in need of further assessment to outside agencies.
7. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger

than five years of age. The MJC will refer children to Kinder Care Learning Center as needed.

8. Coordinate with MJC and Kinder Care Learning Center to coordinate care to families that reside in the MAES catchment area from six weeks through five years of age.
9. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
10. Participate in HCPS's professional development opportunities as appropriate.
11. Provide before and after school transportation for MAES school-aged children throughout the 2021/2022 school year.
12. Provide quality, year-round, wrap around childcare for MJC families.
13. Continue to follow the NAEYC guidelines to maintain Kinder Care Learning Center staff's certification and provide copies of operating certificate/license.
14. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.
15. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

Maryland Physician Care:

1. Provide a representative to the monthly MJC Program Committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC Service Coordination meetings as needed to discuss concerns and assistance with families.
3. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
4. The MJC will provide referrals to Maryland Physicians Care of families that have children younger than five years of age to provide access to quality health insurance.
5. Provide support to access/obtain quality health insurance to children younger than five years of age and their families living in the MAES catchment area.
6. Provide the Pacify App Service through Maryland Physician Care for MJC women who are pregnant and postpartum so they will have 24/7 access to a lactation specialist, nurse consultation and/or sign up for case-management as needed.
7. Provide the My Virtual MPC App Service through Maryland Physician Care so MJC families can have telehealth access from 9am-9pm; 7 days a week with an Emergency Room Doctor to address mild to moderate health symptoms in the privacy of their own home.
8. Provide free dental through Denta Quest and free vision through Superior Vision to children younger than five years of age and their families living in the MAES catchment area.
9. Provide case management through Maryland Physicians Care as needed to MJC families who have underlying conditions to support and establish a health care plan.
10. Provide mental health support/referrals as needed to MJC families through Optum Health Insurance to MJC families that qualify for Maryland Physicians Care.

11. Participate in the MJC's Family Activities such as the MJC Fall Festival, MAES Wellness Night, MJC Community Baby Shower and Parent Cafes.
12. Allow the MJC to participate in Maryland Physicians Care Health Clinics as a community outreach event to provide an opportunity to meet new families.
13. Provide monthly flyers so the MJC coordinator can create one master calendar/newsletter that has all the activities/resources in the catchment areas for the month as applicable.

Miss D's Child Care will:

1. Provide a representative to the monthly MJC Program Committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC Service Coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Administer developmental and behavioral Assessments (Ages and Stages) to all children and refer children in need of further assessment to outside agencies.
5. Participate in the MJC vision and hearing screenings at the MJC and follow up with the MJC children that needed further evaluation.
6. Participate in the MJC dental screening at the MJC and follow up with the MJC children that needed further evaluation.
7. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age. The MJC will refer children to Miss. D's Child Care as needed.
8. Coordinate with MJC to coordinate care to families that reside in the MAES catchment area from six weeks through five years.
9. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
10. Participate in HCPS's professional development opportunities such as the Essential Practices in Early Childhood.
11. Collaborate and participate in articulation meetings between HCPS prekindergarten teachers, kindergarten teachers and other child care providers that are MJC partners.
12. Provide quality, year-round, wrap around childcare for MJC families.
13. Participate in HCPL Monthly Story Time.
14. Continue to maintain Maryland EXCELS Level 3 and continue towards reaching Level 5 and provide the publication certificate for each published level. The MJC will support Miss. D's Child Care in reaching a Level 5 in Maryland EXCELS.
15. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.
16. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month as schedule.

MRDC Head Start will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Provide ongoing training for staff to use Teaching Strategies Gold Assessment as well as all Head Start required training such as child abuse and neglect.
5. Seek MSDE Accreditation for the Head Start center in the MAES catchment area. The Judy Center will support Head Start by participating in classroom observations, team meetings and uploading content into the MSDE Accreditation Database.
6. Seek Maryland EXCELS Level 3 for Head Start centers in the MAES catchment area by the end of the 2021/2022 SY. The Judy Center will support Head Start as needed in moving up to Level 3 in Maryland EXCELS.
7. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and Head Start teachers two times a year: once in the fall and once in the spring.
8. Provide transitional plan for incoming kindergarteners: explore the possibility off allowing the Head Start children to come to MAES to tour the school and meet the kindergarten and prekindergarten teachers.
9. Administer the Brigance for developmental, behavioral, and social/emotional screenings to all children and refer children in need of further assessment to outside agencies.
10. MRDC Head Start: Edgewood location will provide referrals to the MJC. The MJC will refer MJC families to MRDC Head Start with age eligible children.
11. Allow the MJC staff to present the MJC concept to the Head Start staff annually so the staff can help connect families living in the MJC catchment to the MJC.
12. Collaboratively plan, implement, and participate with partners in family engagement and parent workshops such as the Parent Café.
13. Participate in the MJC Community Outreach Plan: prekindergarten and kindergarten registration which will be Friday May 6, 2022.
14. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
15. Participate in HCPS's professional development opportunities as needed. The MJC will provide a professional development calendar for the SY2021/2022.
16. The MJC will support with the implementation of SEFEL in the MRDC classrooms as needed.
17. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.

HCPS Title I will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall

direction of the project as described in the original grant application and the continuation grant proposal.

2. Collaborate with the MJC to provide activities/events to increase family engagement opportunities such as quarterly Family Engagement meetings, Wellness Night, Stream Night, Literacy events and Prekindergarten Transition Activity.
3. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month.
4. The MJC will refer eligible children living in the MAES catchment area to HCPS Title 1 School Readiness Program.
5. The MJC will provide summer transition activities such as playgroups and home visits with the incoming prekindergarten students, for students five and younger living in the MAES catchment area.

Villa Maria Community Resources of Harford County will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. The MJC will provide a representative to its quarterly Safe Start meetings.
3. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
4. Provide behavioral and mental health services to referred MJC children and their families through Villa Maria Community Resources to those with Medicaid.
5. Provide early intake/screenings and assessments to MJC families with children three through five years of age for therapy services.
6. Provide the Safe Start Program to referred MJC families who are at risk for abuse and neglect, and to those who would benefit from behavioral management and parenting techniques.
7. Provide referrals to the MJC to promote developmentally appropriate care and education for MJC families with children younger than five years of age. The MJC will provide referrals to Villa Maria Community Resources.
8. Allow the MJC staff to present the MJC concept to Villa Maria Community Resource Staff so they can help connect families to resources as needed.
9. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
10. Provide data that discloses how many children within the MAES catchment area are receiving services.
11. Explore the possibility with MJC staff offering 1 training to HCPS prekindergarten and kindergarten teachers on mental health topics mindfulness for the adult.
12. Explore the possibility with MJC staff to offer 2 trainings to MJC families on mental health topics such as social/calming anxiety in the fall and screen time in January 2022.

Windsor Valley Community Center/Springboard will:

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall

direction of the project as described in the original grant application and the continuation grant proposal.

2. Provide a representative to the MJC service coordination meetings as needed to discuss concerns of assistance with families.
3. Provide affordable and market rate apartments to MJC families in need.
4. Provide space in the community center to allow Villa Maria to service MJC children and families on mental health topics.
5. Provide residents monthly with locally grown vegetables, canned goods, non-perishable items, literature, and recipes for healthy eating habits for themselves and their families.
6. Provide new residents with a welcome basket that includes a full list of programs at Windsor Valley, tips for housekeeping and a few cleaning supplies.
7. Provides residents with a Community Care Closet that has cleaning supplies, personal items, diapers, clothing, and cleaning supplies as needed.
8. Provide space in the community for humanitarian organization that conducts outdoor weekly community impact programs (character building, innovative techniques, and community engagement) to the youth and their families
9. Continue to implement the Windsor Workforce Resource Program that provides aid in employment, skills, training, and certifications.
10. Provides Spring Board Opportunities App that allows residents access to all Windsor Valley programs, community resources and vital information to all residents.
11. Provide reading programs and partnership with the Lit and Glow Club to school age children living in the Windsor Valley Community to foster language and literacy skills.
12. Provide tutoring programs for school age children living in the Windsor Valley Community.
13. Provide after care programing for school age children living in the Windsor Valley Community.
14. Provides Notary Services to Windsor Valley residents and its community partners.
15. Provide space for the MJC to conduct family engagement activities for children younger than four years of age and their parents/guardians to build school readiness skills.
16. Provide a space weekly for the MJC to set up a satellite office to help build relationships between the MJC and the residents at Windsor Valley.
17. Participate in the HCPS summer meals program so children under the age of 18 years can have a healthy lunch throughout the summer.
18. Refer residents that have children younger than five years old to the MJC by using the MJC interest card so families can be enrolled in the MJC.
19. Provide a monthly meeting space for the MJC service coordination, MJC program committee meeting and the early childhood advisory council meeting.
20. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as needed.

Y Journey's in Early Childhood Development-Belcamp will:

1. Provide a representative to the monthly MJC Program Committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.

2. Provide a representative to the monthly MJC Service Coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and Y Journey's teacher as needed.
5. Collaborate and provide continuing participation in the Trauma Inform SEFEL project.
6. Administer the Frog Street Assessment to children prekindergarten and younger and refer the children in need of further assessment to outside agencies.
7. Refer to the MJC families that live in the MJC catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
8. Collaborate with MJC to coordinate care for families that reside in the MJC catchment area from six weeks through five years.
9. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
10. Participate in professional development opportunities sponsored by Harford County Public Schools as needed.
11. Provide quality, year-round, wrap around childcare for MJC families.
12. Continue to follow the NECPA guidelines to maintain Y Journey's staff certification.
13. Continue to work in the Maryland EXCELS program to reach a Level 5 and provide certification of publication for each Level.
14. Implement the Prekindergarten Expansion Grant virtually.
15. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.
16. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

COVID-19 Related Provisions:

- 1) Due to the COVID Pandemic Restrictions the planned services may not be available or provided. We will re-evaluate as the county re-opens and the COVID Restrictions are lifted.
- 2) If HCPS grants permission to a service partner for an activity on HCPS property, the service partner will need to submit a COVID-19 safety plan to HCPS risk management for review.
- 3) HCPS employees are required to follow HCPS protocols for COVID-19 safety and for virtual services at all times, including participation in a service provider sponsored activity.

Memorandum of Understanding

Between Harford County Public Schools and Service Partners
in the Judith Hoyer Early Child Care and Education Grant

Signatures of Collaborating Agencies

Stacie Umbarger

[Stacie Umbarger \(Jun 17, 2021 14:29 EDT\)](#)

Stacie Umbarger
Aberdeen Proving Ground Child & Youth Services

Don Lewis, CEO
Aberdeen Proving Ground Federal Credit Union

Morgan Horvath

[Morgan Horvath \(Apr 29, 2021 16:27 EDT\)](#)

Morgan Horvath, Program Manager
Abilities Network - Project Act

Kaylene Richardson

[Kaylene Richardson \(Apr 30, 2021 14:57 EDT\)](#)

Kay Richardson, Education Manager
Catholic Charities/ Early Head

Patricia Nelson

[Patricia Nelson \(May 5, 2021 09:56 EDT\)](#)

Patricia Nelson, Director
Creative Journey's Child Care

Melissa Romano

[Melissa Romano \(Apr 29, 2021 16:26 EDT\)](#)

Melissa Romano
Early Intervention through HCPS Special Education

Samyia Jackson, LMSW

[Samyia Jackson, LMSW \(May 3, 2021 11:23 EDT\)](#)

Samyia Jackson, Program Director
Empowering Minds Resource Center

Pamela Craig

[Pamela Craig \(May 3, 2021 07:32 EDT\)](#)

Pamela Craig, Executive Director
Harford Community Action Agency

Jerome Reyerson

[Jerome Reyerson \(Apr 30, 2021 12:27 EDT\)](#)

Jerome Reyerson, Director
Harford County Department of Social Services

David Bishai

[David Bishai \(Apr 29, 2021 16:47 EDT\)](#)

Dr. David Bishai, Health Officer
Harford County Health Department

Mary Hastler

Mary Hastler, CEO
Harford County Public Library

Carol Byrne

[Carol Byrne \(Apr 29, 2021 16:56 EDT\)](#)

Carol Byrne, Center Director
Kinder Care Learning Center

Darryl Gray

[Darryl Gray \(Apr 29, 2021 16:30 EDT\)](#)

Darryl Gray
Maryland Physician Care,
Community Engagement Coordinator

Danielle Pritchett

[Danielle Pritchett \(Apr 29, 2021 16:33 EDT\)](#)

Danielle Pritchett
Miss D's Childcare


[Allison J. Keough \(May 3, 2021 15:40 EDT\)](#)

Allison Keough, Director
MRDC Head Start


[Bradley Palmer \(May 3, 2021 09:21 EDT\)](#)

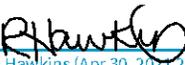
Brad Palmer, Grant Administrator Title 1
Harford County Public School Title 1


[Karen Haughey \(Apr 29, 2021 16:29 EDT\)](#)

Karen Haughey, LCSW-C
Administrator Behavioral Health Services
Catholic Charities of Baltimore


[Lynette L. Melvin-Barmer \(Apr 29, 2021 16:21 EDT\)](#)

Lynette Barmer
Windsor Valley Community Center/Spring Board


[Randi Hawkins \(Apr 30, 2021 20:58 EDT\)](#)

Randi Hawkins, Assistant Director of Preschool
Y Journey's in Early Childhood Development, Belcamp


[Sean Bulson \(Apr 29, 2021 16:35 EDT\)](#)

Sean W. Bulson, Ed.D., Superintendent of Schools
Harford County Public Schools

Signature: 
[Bonnie Mitrega \(Jun 16, 2021 10:04 EDT\)](#)

Email: Bonnie.Mitrega@hcps.org

Memorandum of Agreement (MOA)
Inter-Departmental
Harford County Public Schools
"Title I Financial Management"
SY 2021-2022

Purpose

1. To support inter-departmental partnerships that work to improve outcomes for children and families in Harford County Public Schools.
2. This MOA sets forth the conditions of the collaborative relationship between and among departments.

Parties of the Memorandum of Agreement:

Within Harford County Public Schools (HCPS)

- Office of Finance – Grants Accountant
- Office of Title I – Assistant Supervisor

In order to provide inter-departmental support of the Title I grant management, the above departments agree to the following:

- To work together effectively to manage and maintain financial management of the Title I grant.
- To communicate on an as needed basis with topics or issues related to the management of the Title I grant.
- To ensure that Title I expenditures are appropriate and supplemental, and that supplanting of Title I funds does not take place.
- To coordinate services and eliminate barriers to the financial management process.
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit the Title I financial management process.

Memorandum of Agreement between the following departments collaborating in Harford County Public Schools to support Title I grant management.

Department: **Office of Finance**



Jennifer Birkelien (Jul 19, 2021 16:31 EDT)

Grants Accountant



Thomas Webber (Jul 19, 2021 16:32 EDT)

Assistant Supervisor of Title I

Jul 19, 2021

Date

Jul 19, 2021

Date

Memorandum of Agreement (MOA)
Inter-Departmental
Harford County Public Schools
“ESSA Requirements”
SY 2020-2021

Purpose:

1. To support inter-departmental partnerships that work to improve outcomes for children and families in Harford County Public Schools.
2. This MOA sets forth the conditions of the collaborative relationship between and among departments.

Parties of the Memorandum of Agreement:

Within Harford County Public Schools (HCPS):

- Office of Equity and Cultural Proficiency- Supervisor
- Office of Title I - Supervisor

In order to provide inter-departmental support of the Title I grant management; the above departments agree to the following:

- To work together effectively to reduce and eliminate disproportionate impact of school discipline.
- To communicate on an as needed basis with topics or issues related to equity and cultural proficiency.
- To coordinate services and eliminate barriers to the access of Title I students
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit all students.

Memorandum of Agreement between the following departments collaborating in Harford County Public Schools to support Title I students and families.



HCPS Office of Equity and Cultural Proficiency – Supervisor

Date 2/11/2021

Brad Palmer

HCPS Office of Title I - Supervisor

Date 2/11/2021

**Memorandum of Agreement (MOA)
Inter-Departmental
Harford County Public Schools
"ESSA Requirements Under Title I
SY 2020-2021**

Purpose:

1. To support inter-departmental partnerships that work to improve outcomes for children and families in Harford County Public Schools.
2. This MOA sets forth the conditions of the collaborative relationship between and among departments.

Parties of the Memorandum of Agreement:

Within Harford County Public Schools (HCPS):

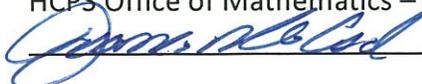
- Office of English Language Arts- Supervisor
- Office of Mathematics-Supervisor
- Office of Early Childhood-Coordinator
- Office of Title I - Supervisor

In order to provide inter-departmental support of the Title I grant management; the above departments agree to the following:

- To work together effectively to manage and maintain student requirements under the ESSA - Title I.
- To communicate on an as needed basis with topics or issues related to the management of Students under the Title I grant.
- To coordinate services and eliminate barriers to the access for our Title I students.
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit all Title I Students.
- Maintain the compliance of all Title I TS in Literacy, TS in Mathematics, and TS in Early Childhood positions in performing duties outlined in job descriptions.

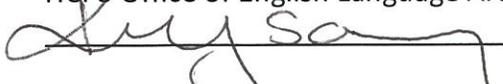
Memorandum of Agreement between the following departments collaborating in Harford County Public Schools to support Title I and the Office of Curriculum & Instruction.

HCPS Office of Mathematics – Supervisor



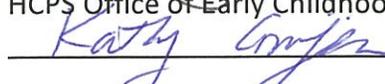
Date 7/13/20

HCPS Office of English Language Arts- Supervisor



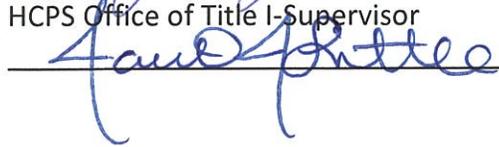
Date 7/13/20

HCPS Office of Early Childhood-Coordinator



Date 7/15/20

HCPS Office of Title I-Supervisor



Date 8/20/20

**Memorandum of Agreement (MOA)
Inter-Departmental
Harford County Public Schools
"Homeless Support and Management"
SY 2021-2022**

Purpose

1. To support inter-departmental partnerships that work to improve outcomes for children and families in Harford County Public Schools.
2. This MOA sets forth the conditions of the collaborative relationship between and among departments.

Parties of the Memorandum of Agreement:

Within Harford County Public Schools (HCPS)

- Homeless Liaison
- Office of Title I – Supervisor

In order to provide inter-departmental support of the Title I grant management, the above departments agree to the following:

- In order to provide inter-departmental support of the Title I grant management, the above departments agree to the following:
- To work together effectively to manage and maintain Homeless Students requirements under the Title I grant.
- To communicate on an as needed basis with topics or issues related to the management of Homeless Students under the Title I grant.
- To coordinate services and eliminate barriers to the access Title I funds for Homeless Students.
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit Homeless Students.

Memorandum of Agreement between the following departments collaborating in Harford County Public Schools to support Title I grant management.

Department: **Student Support Services – Homeless Liaison**

Pamela M. Smith

Pamela M. Smith (Aug 11, 2021 12:21 EDT)

Student Support Services –
PPW / Homeless Liaison

Aug 11, 2021

Date

Bradley Palmer

Bradley Palmer (Aug 11, 2021 13:19 EDT)

Supervisor of Title I

Aug 11, 2021

Date

Educational Stability Memorandum of Agreement

This Memorandum of Agreement is entered into by Harford County Public Schools and Harford County Department of Social Services, collectively referred to as the “Parties” and individually as “Party”. The Parties agree as follows:

I. PURPOSE

The purpose of this Agreement is to establish joint procedures by which the Parties will support the educational stability, school enrollment, transportation, and opportunity for school success of students in foster care, consistent with the requirements set forth in federal and State laws and regulations.

II. STATUTORY AUTHORITY

- A. Every Student Succeeds Act, 20 U.S.C §6301 (ESSA)
- B. Fostering Connections to Success and Increasing Adoptions Act, 20 U.S.C. §6312(c)(5) (Fostering Connections)
- C. Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA)
- D. Education Article §7-101(b)(2)(ii)
- E. Human Services Article §1-201(c)

III. BACKGROUND

Whereas, ESSA, Fostering Connections, FERPA, and related State laws and regulations require public school systems and local departments of social services to work together to support the educational stability and success of children in foster care; and

Whereas, these laws provide that when a student is initially placed in foster care or changes out-of-home placements, the student may remain in the school of origin and receive transportation to that school, unless changing schools is in the student’s best interest;

Whereas, if there is a determination that it is in the student’s best interest to change schools, the student is entitled to enroll immediately in the school serving the out-of-home placement’s geographic attendance area;

Whereas, these laws also direct public school systems and local departments of social services to monitor and support the educational stability and success of students in foster care in other ways,

including ensuring the prompt transfer of school records and the maintenance and sharing of school records in accordance with FERPA.

IV. DEFINITIONS

- A. **Academic school year** – The period beginning on the first day of school for students in August or September and ending with the last day of school for students in June.
- B. **Additional transportation costs** – The difference between what HCPS otherwise would spend to transport the student to the school serving the geographic attendance area of the out-of-home placement and what HCPS must spend to transport the student from the out-of-home placement to the school of origin.
- C. **Best interest determination** – HCDSS’ decision regarding whether or not it is in the best interest of the student to remain in the school of origin or to transfer to a new school, taking into consideration the multiple factors specified in COMAR 07.02.11.12.
- D. **Business day** – Monday through Friday, except for federal/state or school calendar holidays when schools and central offices are open for business but students are not required to attend.
- E. **Child welfare agency (CWA)** - A local department of social services created or continued in a county or in Baltimore City under § 3-201 of the Human Services Article.
- F. **Enroll/Enrollment** – Attending classes and participating fully in school activities.
- G. **Foster care** –
 - a. 24 hour substitute care for children placed away from their parents or guardians and for whom the CWA has placement and care responsibility.
 - b. Foster care includes, but is not limited to, placements in foster family homes, homes of relatives through kinship care, group facilities, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.
 - c. For the purpose of this agreement, Foster care would not include placement of a child in any of the following placements: a detention facility; a forestry camp; a training school; a State-owned and State-operated facility that accommodates more than 25 children; or any other facility operated primarily for the detention of children who are determined to be delinquent.
- H. **HCPS foster care liaison and HCDSS point of contact (POC)** – Staff people designated to work with HCPS and HCDSS, respectively, in connection with the identification, enrollment, and provision of support to students who are in foster care.

- I. **Immediate** – As promptly as possible, without delay
- J. **Local zoned school** – School serving the catchment area of the student’s out-of-home placement.
- K. **Out-of-home placement** – Location where HCDSS places the child when in foster care.
- L. **Pupil Personnel Worker** – HCPS administrator authorized to enroll students into school
- M. **School day** – any day, including a partial day, that children are in attendance at school for instructional purposes.
- N. **School of origin** – The school the student attended prior to placement in out-of-home care or the school in which the student was last enrolled. School of origin also includes feeder schools the student has not yet attended, but was zoned to attend, public prekindergarten, and public charter schools.

V. DETERMINATION AND NOTIFICATION OF BEST INTEREST DECISION

A. Basic Procedure

1. When a student is placed in foster care or the out-of-home placement changes, the HCDSS point of contact or caseworker will immediately notify the HCPS Pupil Personnel Worker (PPW) assigned to the student’s school of origin.
2. This notification prompts the need for a best interest determination regarding whether the student will remain at the school of origin or whether the student will change schools.
3. The presumption is that the student will remain in the school of origin so that the student may benefit from school stability and educational continuity.
4. The best interest determination must occur within five (5) business days of the student’s placement in foster care or the change of the out-of-home placement.
5. HCDSS shall seek HCPS’ input in the best interest decision through the PPW and other school of origin representatives, as necessary, such as a school counselor, classroom teacher, school social worker, school psychologist, special education coordinator, coach, or other representative from an extracurricular activity in which

the student is involved, as well as a representative from the HCPS Transportation Department.

6. HCDSS shall consider the student's preference in making the best interest decision, if appropriate.
7. HCDSS shall make all reasonable efforts to include in the best interest determination process people who are able to contribute relevant information to the best interest determination made under this section, unless doing so would create undue delay in placement. Individuals who have knowledge of the student may include, but not be limited to: the parent; current and prior custodians; the student's attorney; parent surrogate for educational decisions, if applicable; and any other significant person who has knowledge of the student.
8. Participation in the best interest determination process may occur through in-person meetings, phone calls, teleconferences, emails or other electronic means.
9. The student shall remain enrolled in the school of origin until a best interest decision is made. The transportation of the student to the school of origin during that time period is the responsibility of HCDSS.

B. Factors to Assess to Determine the Student's Best Interest for School Placement

In determining the student's best interest for school placement, HCDSS shall, in consultation with HCPS, consider the factors set forth in COMAR 07.02.11.12, and as set forth in the **Best Interest Determination Form, School Enrollment of Student in Out-of-Home Placement**, which is attached hereto.

C. Documentation and Notification

1. The HCDSS caseworker shall document the best interest determination on the Best Interest Determination Form, and include a copy in the student's case file in the statewide automatic child welfare information system. Additional documentation in the case file should include the best interest factors considered, participants involved in the collaborative process, and the school placement decision. A copy of the Best Interest Determination Form shall be sent to the PPW that participated in the decision.

2. Documentation of the best interest determination shall be maintained in both the HCDSS case file and the HCPS student record.
3. Once HCDSS makes the best interest determination, the HCDSS caseworker must notify the PPW of the decision. The PPW will complete and upload an application to the Special Admissions database and initiate a transportation request form (TRSS) to the Transportation Department, if school of origin transportation is needed.

D. Best Interest Determinations Made by HCPS Prior to December 10, 2017

- a. If HCPS determined prior to December 10, 2017, that it was in the student's best interest to continue to attend the school of origin, the decision will remain in effect until HCDSS determines that it is no longer in the student's best interest to attend the school of origin.
- b. HCPS and HCDSS will follow the transportation procedures set forth in Section VII of this Agreement.

VI. SCHOOL ENROLLMENT IF IN THE STUDENT'S BEST INTEREST TO ENROLL IN THE SCHOOL SERVING THE OUT-OF-HOME PLACEMENT'S GEOGRAPHIC ATTENDANCE AREA

- A. After receiving notification from the HCDSS case worker that it is not in the best interest of the student to remain at the school of origin, the PPW will alert the new school of the pending enrollment of the student.
- B. The HCDSS caseworker, or another person who is authorized to enroll the student, must enroll immediately the student in the local zoned school serving the out-of-home placement.
- C. The zoned school serving that area must enroll the student immediately, even if the student does not have the entire school record at the time of enrollment. Only the following documentation is required at the time of enrollment:
 1. Documentation that the child is in foster care, including
 - (a) The parts of the most recent court order establishing legal custody or a letter on the letterhead of the placement agency that has custody of the child explaining that the child is in foster care; and

(b) A written statement of the address of the out-of-home placement. The written statement need not be in the form of a lease, utility bills, etc.

2. Identification of the person who is authorized to enroll the student, including:
- (a) Documentation that identifies the person as a HCDSS caseworker, or someone else authorized to enroll a child; and
 - (b) Photo identification.

D. The zoned school is responsible for promptly obtaining the student's educational records from the school of origin. HCDSS shall promptly present any additional required documentation after enrolling the student.

VII. TRANSPORTATION TO THE SCHOOL OF ORIGIN IF THE STUDENT REMAINS ENROLLED IN THE SCHOOL OF ORIGIN

HCDSS agrees to reimburse HCPS for additional transportation costs, and HCPS agrees to provide transportation to a student who remains enrolled in the student's school of origin pursuant to a best interest determination as follows:

- A. If HCDSS determines that it is in the student's best interest to remain in the school of origin, HCPS shall establish the most appropriate and cost-effective transportation for the student to remain enrolled there.
- B. HCPS will provide transportation to the student's school of origin during the academic year for the duration of the student's time in an out-of-home placement, as long as HCDSS finds that it continues to be in the student's best interest to attend the school of origin.
- C. For students whose out-of-home placement is in a group facility, HCDSS will advise HCPS if transportation to school is provided and funded by the facility.
- D. Within two (2) school days of learning that, pursuant to the best interest decision, a student in foster care will remain enrolled in the school of origin, HCPS will advise HCDSS of the transportation plan for the student.
- E. HCPS will arrange and implement the student's transportation to the school of origin within five (5) school days of learning of the best interest decision.
- F. HCPS will examine existing transportation options available for the student, including incorporating the student into an existing bus route, modifying an existing bus route,

use of public buses, use of transportation routes provided through other school systems, private transportation services, or other no-cost or low-cost options.

- G. HCPS will assess whether the student is entitled to transportation services under another entitlement, including as a related service under Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, or some other locally funded program. If the student is entitled to receive transportation services through another entitlement, HCPS will provide and fund such transportation services.
- H. HCDSS will not be charged for additional costs for students whose school of origin is a countywide programs to which within-county transportation is otherwise provided (e.g. John Archer, HTHS, AEP, magnet programs). This exception does not apply to students attending regional programs (e.g. Classroom Support Program, S.T.R.I.V.E.).
- I. When HCPS has exhausted all appropriate no-cost options and transportation of a student to his or her school of origin will require “additional costs,” HCDSS will assess whether resources are available for foster parents or other custodians to provide transportation with mileage reimbursement or other adult ride share to the school or to a stop on an existing bus route.
- J. HCPS will verify to the HCDSS that the transportation plan for a particular student is the most appropriate and cost-effective by completing the **Transportation Plan Form, Attending School of Origin From Out-of-Home Placement**, which is attached hereto.
- K. If HCDSS determines that it is more cost effective for HCDSS to arrange and implement transportation, and it chooses to assume such responsibility, HCDSS will notify HCPS in writing of its decision. HCPS will document the arrangement on the **Transportation Plan Form, Attending the School of Origin From Out-of-Home Placement**, which is attached hereto, and include the written notification from HCDSS. HCDSS will request reimbursement from HCPS for monies that HCPS would have otherwise spent on transportation.
- L. In the five (5) school days during which HCPS is developing and implementing a transportation plan for the student to attend his or her school of origin, interim transportation will be provided by HCDSS to reduce delays for the student in foster care while transportation is being put into place. Interim transportation will be addressed during the best interest determination.

- M. For each student in foster care remaining at the student's school of origin, HCDSS will reimburse HCPS for any additional costs incurred for the transportation of each student to that student's school of origin provided that HCPS produces an invoice proving such additional costs associated with each student, indicating clearly the period of time each student was transported to that student's school of origin.
- N. At the end of each fiscal year quarter, HCPS will invoice HCDSS for transportation costs and HCDSS will pay bills within 30 days of receipt.
- O. HCDSS will provide a contact for billing purposes, including a name, address, telephone number, and email address to ensure that bills are directed to the proper individual and are paid promptly.
- P. HCPS' Superintendent or designee may allow a student who exits foster care (through reunification with a parent, guardianship, custody to a relative/nonrelative, or adoption) before the end of an academic year and relocates to a home outside of the school of origin's catchment area to remain in the school of origin if requested by the student's parent or guardian, so long as transportation is provided by the parent or guardian, or the Parties agree, in writing, to provide and pay for the student's transportation.

VIII. DISPUTE RESOLUTION

It is the responsibility of HCDSS and HCPS to collaborate in determining the child's best interest for school enrollment and to resolve any conflict concerning the school enrollment determination. Whenever possible, HCDSS and HCPS will attempt to informally resolve any enrollment dispute involving a child in foster care. HCDSS and HCPS will pursue the formal dispute resolution procedures below when informal resolution is not possible, or when informal resolution would result in disruptions to the child's education.

If HCPS and HCDSS representatives cannot come to an agreement on the child's best interest determination:

- The child will remain in the school of origin pending the resolution of the disagreement;
- HCPS will provide transportation or advise HCDSS if it is unable to do so and HCDSS will arrange for safe and timely transportation;

- HCPS' Foster Care Liaison and HCDSS' Assistant Director of Services will confer to discuss an appropriate resolution. Representatives from HCPS' Title 1 Office will be invited as needed;
- If agreement cannot be reached regarding school placement, HCDSS will be considered the final decision maker in determining school placement.

IX. COLLABORATION

Quarterly, HCDSS' Assistant Director of Services and HCPS' Foster Care Liaison will coordinate a meeting with one another and with additional staff from each agency as necessary. The purpose of these meetings is to:

- Review the status of implementation of this policy over the preceding quarter, and develop strategies to address any implementation or compliance challenges
- Plan ongoing training on the implementation of this policy, and strategies to support the academic success of students in out-of-home care

X. INFORMATION SHARING AND CONFIDENTIALITY

Consistent with the requirements of FERPA, HCPS will provide information to HCDSS relating to the school enrollment and school performance of students in foster care, including information relating to attendance, grades, and school disciplinary action. Such information sharing ensures that each student's educational needs are met and also improves the academic outcomes for these students. Pursuant to FERPA, HCDSS has the authority to access the student's information without obtaining consent from the student in question or the student's parent. HCDSS will re-disclose information only to the extent necessary to address the student's education needs, as provided in FERPA. Pursuant to §1-201(c) of the Human Services Article, all information shared between the Parties is strictly confidential and shall not be re-disclosed, divulged, nor made known to any other party, without appropriate authorization. Violation of this provision is subject to prosecution.

This Agreement shall be effective on the date it is fully executed and shall be effective for five (5) years from that date. The Parties may agree to modify the Agreement at any time by written consent.

XI. AMENDMENTS OR MODIFICATIONS

Each Party expressly reserves the right to alter, vary, modify or waive any provision of the Agreement provided that such alteration, variation, modification, or waiver shall be valid when reduced to a written document which has been duly signed by each and every signatory to the original of this Agreement or the successor in office.

XII. TERMINATION

Either Party may terminate this Agreement with sixty (60) calendar days advance written notice to the other.

Authorization by HCPS Point of Contact:

Bernard Hennigan 12/12/2017
(Signature) (Date)

Bernard Hennigan Director of Student Services
(Printed Name) (Title)

Authorization by HCDSS Director:

Jerome M. Jefferson 12/13/17
(Signature) (Date)

Jerome M. Jefferson DIRECTOR - HARFORD COUNTY
(Printed Name) (Title)
DEPARTMENT OF SOCIAL SERVICES

Webber, Thomas

From: Hennigan, Bernard
Sent: Tuesday, February 20, 2018 2:00 PM
To: Webber, Thomas; Richards, Steve
Subject: Signed MOU
Attachments: Foster Care MOU.pdf

We finally received the fully executed MOU for foster care. Keep for your files. I will send to MSDE.

*Bernard Hennigan
Director of Student Services*

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Bel Air, MD 21014
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www.HCPS.org

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Memorandum of Agreement (MOA)
Inter-Departmental
Harford County Public Schools
"Support of Students in Foster Care"
SY 2021-2022

Purpose

1. To support inter-departmental partnerships that work to improve outcomes for children and families in Harford County Public Schools.
2. This MOA sets forth the conditions of the collaborative relationship between and among departments.

Parties of the Memorandum of Agreement:

Within Harford County Public Schools (HCPS)

- Foster Care Support Liaison
- Office of Transportation - Director
- Office of Title I – Assistant Supervisor

In order to provide inter-departmental support of the Title I grant management, the above departments agree to the following:

- To work together effectively to manage and maintain support of students in foster care requirements under the Every Student Succeeds Act (ESSA).
- To communicate on an as needed basis with topics or issues related to the support of students in foster care.
- To coordinate transportation services to ensure service to the school of origin is established within a reasonable amount of time for students in foster care requesting transportation.
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit students in foster care.

Memorandum of Agreement between the following departments collaborating in Harford County Public Schools to support Title I grant management.

Department: **Student Services – Foster Care Support Liaison**

Buzz Williams

Buzz Williams (Jul 19, 2021 08:54 EDT)

Supervisor of Pupil Personnel

Jul 19, 2021

Date

Department: **Office of Transportation**

Cathy Bendis

Cathy Bendis (Jul 19, 2021 08:53 EDT)

Director of Transportation

Jul 19, 2021

Date

Thomas Webber

Thomas Webber (Jul 19, 2021 08:57 EDT)

Assistant Supervisor of Title I

Jul 19, 2021

Date

Memorandum of Agreement (MOA)
Inter-Departmental
Harford County Public Schools
“ESSA Requirements – EL Student Support and Management”
SY 2020-2021

Purpose:

1. To support inter-departmental partnerships that work to improve outcomes for children and families in Harford County Public Schools.
2. This MOA sets forth the conditions of the collaborative relationship between and among departments.

Parties of the Memorandum of Agreement:

Within Harford County Public Schools (HCPS):

- Office of ESOL- Supervisor
- Office of Title I - Supervisor

In order to provide inter-departmental support of the Title I grant management, the above departments agree to the following:

- To work together effectively to manage and maintain EL Students requirements under the ESSA - Title I and Title III.
- To communicate on an as needed basis with topics or issues related to the management of EL Students under the Title I and Title III grants.
- To coordinate services and eliminate barriers to the access of Title I and Title III funds for EL Students.
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit EL Students.

Memorandum of Agreement between the following departments collaborating in Harford County Public Schools to support Title I and Title III grants collaboration.

HCPS Office of ELL and World Languages – Supervisor
Date

HCPS Office of Title I - Supervisor
Date

Memorandum of Agreement (MOA)
Inter-Departmental
Harford County Public Schools
“Title I Instructional Technology”
SY 2021-2022

Purpose

1. To support inter-departmental partnerships that work to improve outcomes for children and families in Harford County Public Schools.
2. This MOA sets forth the conditions of the collaborative relationship between and among departments.

Parties of the Memorandum of Agreement:

Within Harford County Public Schools (HCPS)

- Office of Curriculum – Supervisor of Instructional Technology
- Office of Title I – Assistant Supervisor

In order to provide inter-departmental support of the Title I grant management; the above departments agree to the following:

- To work together effectively to manage and maintain Title I grant technology requirements.
- To communicate on an as needed basis with topics or issues related to the management of the Title I grant.
- To coordinate services and eliminate barriers to the technology use of Title I students.
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit Title I students.

Memorandum of Agreement between the following departments collaborating in Harford County Public Schools to support Title I grant management.

Department: **Curriculum Office**

Martha Barwick

Martha Barwick (Jul 26, 2021 07:12 EDT)

Supervisor of Instructional Technology

Jul 26, 2021

Date

Thomas Webber

Thomas Webber (Jul 26, 2021 07:15 EDT)

Assistant Supervisor of Title I

Jul 26, 2021

Date

Memorandum of Agreement (MOA)
Inter-Departmental
Harford County Public Schools
“Title I / Office of Technology”
SY 2021-2022

Purpose

1. To support inter-departmental partnerships that work to improve outcomes for children and families in Harford County Public Schools.
2. This MOA sets forth the conditions of the collaborative relationship between and among departments.

Parties of the Memorandum of Agreement:

Within Harford County Public Schools (HCPS)

- Office of Technology – Endpoint Services Team Leader
- Office of Title I – Assistant Supervisor

In order to provide inter-departmental support of the Title I grant management; the above departments agree to the following:

- To work together effectively to manage and maintain Title I grant technology requirements.
- To communicate on an as needed basis with topics or issues related to the management of the Title I grant.
- To coordinate services and eliminate barriers to the technology use of Title I students.
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit Title I students.

Memorandum of Agreement between the following departments collaborating in Harford County Public Schools to support Title I grant management.

Department: **Office of Technology**


Jason Wilkinso (Jul 20, 2021 10:03 EDT)

Endpoint Services Team Leader


Thomas Webber (Jul 20, 2021 10:09 EDT)

Assistant Supervisor of Title I

Jul 20, 2021

Date

Jul 20, 2021

Date

Harford County Public Schools (HCPS)

Component 1 – Staff Credentials and Certification (SCC) Internal Controls 2021-2022 *(as of 7/27/21)*

Special Note: All of the following processes and procedures apply to both school-wide and targeted assistance Title I schools as agreed upon by HCPS HR and HCPS Title I Office.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
PREFACE			<p>These processes and procedures are based on the new ESSA regulations that replace the previous term “Highly Qualified” (effective 7/1/16). SCC status verification, for the purposes of this document, will mean that teachers (not paras) are “<i>certified and licensed</i>” to teach in the state of MD. In addition to the ESSA regulations, the following requirements will be instituted by HCPS (as agreed upon by HR and Title I):</p> <ul style="list-style-type: none"> • No conditional teachers will be assigned to Title I schools. • No miss assigned teachers (teachers teaching a grade outside of their certification) will be permitted within a Title I school. 		
1 New Hires	Initial Interview of potential New Title 1 Educator (teacher or paraprofessional)	Title 1 Principals	Principals will interview candidates supplied by the HCPS Human Resources (HR) for any openings. If the principal chooses to hire the candidate, then HR will verify SCC status. If the principal does not want to hire the candidate, no further action taken.	June – August and/or through-out the school year	
	New Title 1 Educator is Selected for Hire	Aretha Young, HR Brad Palmer, Title 1	Once a new candidate is selected by the principal, Aretha Young and Brad Palmer will verify SCC status. If the candidate meets SCC status, a hiring offer will be communicated by HR. If the candidate is not SCC, the candidate and the principal will be notified, and the selection process will continue until an SCC candidate is hired.	June – August and/or through-out the school year	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
2 SCC Monitoring Teachers/Par a	Verification of SCC by Principals	Title 1 Principals Brad Palmer, Title 1	The Verification Attestation Form will be completed by Title 1 Principals confirming that all teachers within their building are SCC.	Beg. of the school year / on-going, if needed	
	Parent Right to Know Letter and Information of Performance Level of Student	Superintendent (authors letter) Title 1 Principals Brad Palmer, Title 1 Barb Weiczynski, Title I	<ul style="list-style-type: none"> • Parent Right to Know letter sent at the beginning of each year to all Title I schools. • Schools distribute in to all students during materials pick-up or in backpacks as applicable. • Schools post to Title I website and to multiple dated communications. • The attestation for the distribution of the Parent Right to Know letter (English/ Spanish) will be completed by the Title I Office, once the letter is distributed to the schools. School documentation will prove distribution to all students in a multi-communication format. • The HCPS Office of Accountability prints the <u>MSDE Student Assessment Report</u> (reading/math) and distributes them to schools. Schools then distribute to students to be taken home (Backpack, TakeHome Folder, or other method used to disseminate written information to parents). • Due to COVID-19; alternative distribution methods will be implemented as needed. 	Beg. of the school year	
	On-going Review of SCC status of new and existing educators	Title 1 Principals Aretha Young, HR Brad Palmer, Title 1	An HR/Title I mtg will be held at the beginning of each school year. Also, an MOU will be signed at the beginning of each school year to ensure that effective Title I SCC is maintained. Sample records will be reviewed for SCC document support, including school-based staff/faculty rosters. Educators found to be Non-SCC will begin the process established for addressing Non-SCC educators. Grade/position assignments will also be reviewed during both data pulls to ensure that teachers are not moved to a non-SCC position.	Data review in August and January, periodically throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
	Process for Addressing Non-SCC Educators in Title 1 Schools	Title 1 Principals Title 1 Educator Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. The Non-SCC educator and their principal will be notified of the Non-SCC status and the reason for being Non-SCC via letter from Aretha Young, HR. 2. A meeting will be held with the educator after the letter is received, with the principal and Supervisor of Title 1. The SCC Verification Form will be completed. 3. Principal will send a Parent Letter within 4 weeks of the date that the educator was determined to be Non-SCC. A copy of the letter will be sent to Brad Palmer, Title 1 and Aretha Young. 4. The Executive Director of Elementary Schools will be notified of the Non-SCC determination. 5. If an educator is determined to be Non-SCC, the Executive Director of Elementary Schools will take action to have an SCC educator reassigned. 	On-going on a case by case basis throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
3 SCC Monitoring- Long term Substitutes	Process for Maintaining SCC Title 1 Long Term Substitutes for Teachers and Paraprofessionals	Title 1 Principals Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Principals will notify Brad Palmer-Title 1 when a long-term substitute is needed, preferably with as much advanced notice as possible. 2. Principal will send a Parent Letter (Parents' Right to Know) within 4 CONSECUTIVE weeks of the date that the full-time educator was replaced by the long term substitute. A copy of the letter will be sent to Brad Palmer, Title 1 and Aretha Young, HR 3. Brad Palmer –Title 1 will work with HR to find SCC substitutes for the vacancy. 4. Brad Palmer-Title 1 will research and communicate a list of viable SCC substitutes to the principals for interviewing. 5. The principal will interview and make an offer for hiring, or will reject the candidate. 6. The process will continue until an SCC substitute is hired or there are no more SCC substitutes available. 7. If there are no SCC substitutes available, then a Non-SCC substitute will fill the vacancy. 8. The principal and Brad Palmer-Title 1 will continue to search for SCC substitutes to replace the Non-SCC substitute. 9. As a double check, the staffing list for Title 1 schools will be reviewed two times per year to review any long term substitutes. 	On-going on a case by case basis throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
			10. A Home & Hospital teacher falls under the substitute heading, as long as the student remains enrolled at the school and the H&H teacher is working under the direction of the SCC classroom teacher (plans, work, grading, etc).		
4. SCC Monitoring- Private School & Charter School	Process for Maintaining SCC Status of Private School and Charter School Teachers Servicing Title I Students	Aretha Young, HR Brad Palmer, Title I Thomas Webber, Title I	<ol style="list-style-type: none"> 1. Private School or Charter School tutors will be selected based on their SCC status. 2. Brad Palmer and Thomas Webber will work with the Third-Party Contractor (if services are not provided by LEA) and the Charter Schools to find SCC tutors to hire. 3. Thomas Webber will review each tutors SCC qualifications and make the final SCC determination. 4. The SCC tutor will sign a contract with HCPS and will confirm that they remain SCC as a condition of their employment. <p style="text-align: center;">Or</p> <ol style="list-style-type: none"> 1. A Private Vendor will be contracted to provide Title 1 services to qualifying Title 1 or Charter School students, and will verify and maintain SCC status of their employees who work with Title 1 students. Thomas Webber review tutors SCC at the beginning of each year. 	Beginning of the School Year	

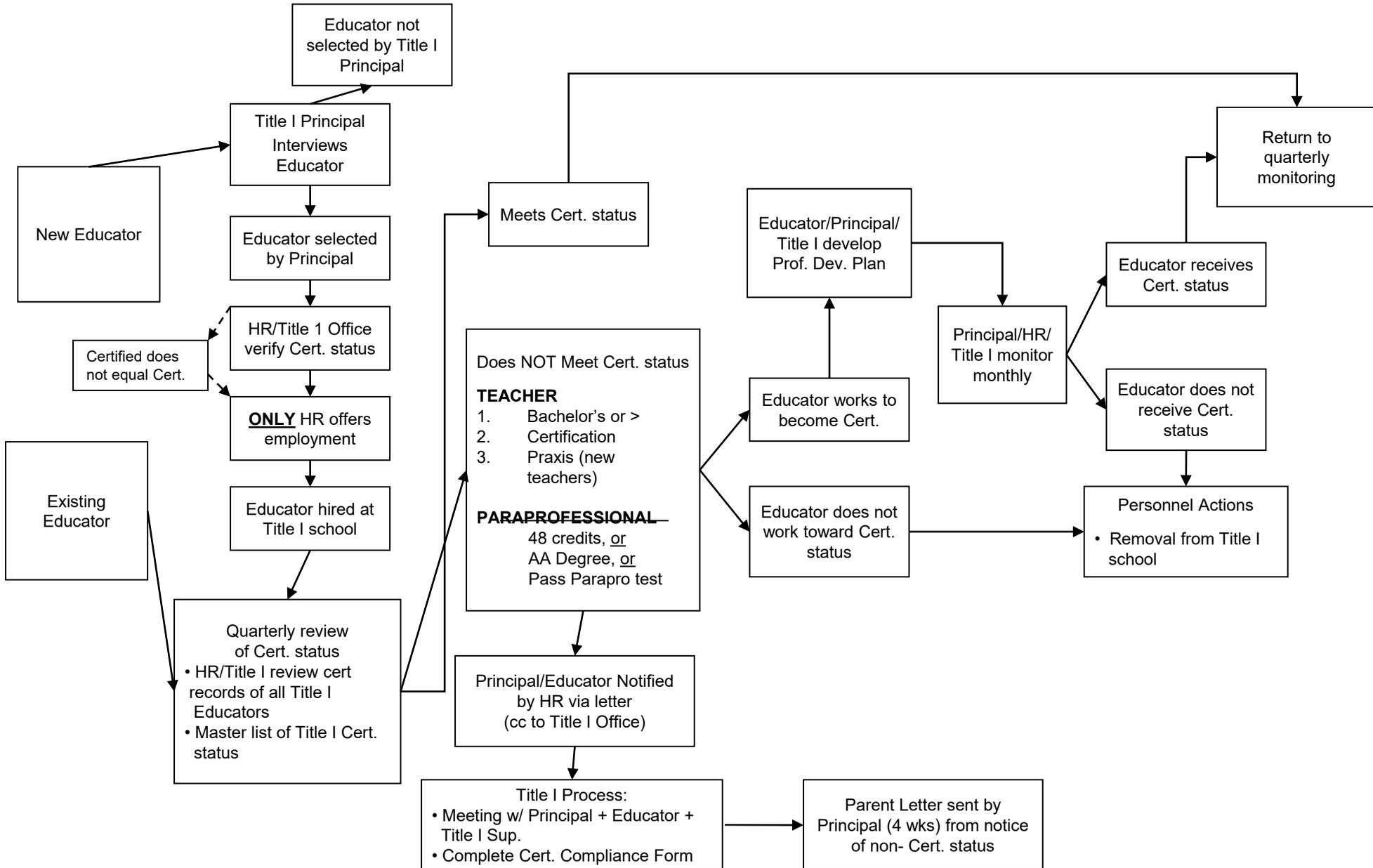
Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
5 Internal Transfers	Process for ensuring that internal transfers at the end of the school year remain compliant with SCC requirements	Title 1 Principals Aretha Young, HR Brad Palmer, Title I	<ol style="list-style-type: none"> 1. Principals will complete the “Grade Level Change-Internal Transfer” form in early May and return to Brad Palmer. 2. Brad Palmer and Aretha Young will review the list from each school and consult with Aretha Young if there are any questions. 3. Principals will receive the completed “Grade Level Change-Internal Transfer” in early June with the approval or denial of the internal transfers. 	<p>May of each year</p> <p>June of each year</p>	
6 Role of the Paraprofessional	Process for ensuring that instructional Paraprofessionals work under the direct supervision of and within close proximity with an SCC teacher	Title 1 Principals Title 1 Teachers Title 1 Paraprofessionals Title 1 Teacher Specialists Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Training to ensure that all Title 1 school-based staff understand the role of the instructional paraprofessional, training will occur as follows: <ol style="list-style-type: none"> a. Principals will be trained/informed annually by Brad Palmer (SAN) b. Teachers will be trained annually by Title 1 Teacher Specialists (SAN) c. Paraprofessionals will be trained annually by Title 1 teacher specialists (SAN) 2. Title 1 Principals will ensure that instructional paraprofessionals are working under the direct supervision of and within proximity with an SCC teacher by: <ol style="list-style-type: none"> a. Informal observations b. Formal observation and evaluation process c. In-school professional development 3. The Title 1 Office will ensure that instructional paraprofessionals are working under the direct supervision of and within proximity with an SCC teacher by: <ol style="list-style-type: none"> a. Title 1 Principal meetings b. Analysis of the formal teacher observations and evaluations c. Walkthrough audit by Title I Office 	<p>Annually – Beginning of the school year</p> <p>On-going</p> <p>On-going</p>	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
6 Role of the Paraprofessional (contd.)	Process for ensuring that instructional Paraprofessionals work under the direct supervision of and within close proximity with an SCC teacher	Title 1 Principals Title 1 Teachers Title 1 Paraprofessionals Title 1 Teacher Specialists Aretha Young, HR Brad Palmer, Title 1	4. The Title I Office will ensure that paraprofessionals are not being used as substitutes for classroom teachers. <ul style="list-style-type: none"> a. Inform/train principals b. Walkthrough audits by Title I Office 	On-going	
7 TAS Teachers – Non substitute assignment	Process for ensuring that TAS teachers are not used as substitute for regular teachers.	Title I TAS Principals Title I TAS Teacher Specialist Title I Central Office Personnel	1. The TAS Principals and TAS Title I Teacher Specialist will ensure that TAS teachers are not assigned as substitutes for regular teachers. <ul style="list-style-type: none"> a. Principals will oversee at the school b. TAS Teacher Spec will oversee at the school 2. The Title I Central Office Personnel will ensure that TAS teachers are not assigned as substitutes for regular teachers. <ul style="list-style-type: none"> a. Train principal and Teacher Spec b. Perform informal walk-throughs to ensure compliance. c. Verify against payroll 	On-going	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
<p>8</p> <p>LEA has a system in place to identify and address Disparities that result in low-income students and minority students being taught by 1. Ineffective, 2. Inexperienced, or 3. out of field teachers at a higher rate than other students (Reg 3-Section 1111(g)(1)(B) and Section 1112(b)(2))</p>	<p>Process for identifying and addressing any Disparities.</p>	<p>Title I Principals Title I Central Office Personnel HCPS Coordinator of Teacher Induction HCPS Manager of Equity and Assurance HCPS Office of HR – Staffing Personnel HCPS Office of Technology – Programmer / Analyst</p>	<ol style="list-style-type: none"> 1. Data will be collected in June of each school year, to be analyzed for the following year, in the areas of: Ineffective, Inexperienced, or out of field Teachers across HCPS 2. Teacher Data will be pulled by HRIS Analyst. 3. Student Class data will be pulled by Programmer / Analyst 4. Data will be reviewed by Title I Supervisor, specifically examining demographics breakdowns and percentages of Title I schools. 5. Annual meetings will be held with HCPS Coordinator of Teacher Induction, and the HCPS Office of HR to review data and gather input to address the issues. 6. If inequity is determined, steps will be taken at the LEA and school level to address the inequity, if possible, and/or strategies and activities (e.g., new teacher trainings and supports) will be implemented to mitigate the inequity. 	<p>Annually</p>	

Harford County Public Schools – SY 2021-2022

Flowchart for Maintaining Staff Certification Status of Title I Educators (Teachers and Paraprofessionals)



**Harford County Public Schools – Title I
 Status of Teachers & Paraeducators
Title 1 Schools 2021-2022
 (as of 9/24/21)**

Teachers

As of Date	Total # Teachers *	# of Non-Certified Teachers	% of Title I Teachers – Certified
9/24/21	454.6	0	100 %

* - All teachers eligible for consideration under new Staff Certification criteria

Paraprofessionals

As of Date	Total # of Parapros *	# of Non- Qualified Parapros	% of Title I Parapros – Qualified
9/24/21	114	0	100%

* - All paraprofessionals eligible for consideration under Qualified criteria

PROCEDURE TITLE: STRATEGIES TO ATTRACT TEACHERS THAT MEET APPLICABLE STATE CERTIFICATION STANDARDS AND LICENSURE REQUIREMENTS TO TITLE 1 AND OTHER HIGH NEED SCHOOLS		
ADOPTION/EFFECTIVE DATE: OCTOBER 1, 2013	MOST RECENTLY AMENDED: APRIL 12, 2019	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

I. Purpose

The purpose of these procedures is to set forth specific practices designed to attract teachers, that meet applicable state certification and licensure requirements, to Title 1 and other high need schools.

II. Definitions

Title 1 means 20 U.S. Code section 6311-6339.

III. Procedures

- A. Description of current practices the school district implements to attract teachers, that meet applicable state certification and licensure requirements, to Title 1 and other high need schools follows.
1. Marketing and outreach strategy which include various media outlets to inform potential teachers about opportunities available in the district. The Internet is used to post employment opportunities and allow prospective teachers to complete applications.
 2. Simplification of the hiring process. The application process occurs online and is less cumbersome and time consuming than the paper/pencil application.
 3. Formation of Partnerships with local colleges and universities to recruit teachers, that meet applicable state certification and licensure requirements.
 4. There is a Minority Recruiting Plan in place.

5. Support by the HCPS Human Resources Office regarding the Federal Loan Forgiveness Program for teachers working in high-need schools.
6. Referral of candidates who express an interest in Title 1 or “challenging” schools to principals of those schools.
7. Establishment of a Comprehensive Teacher induction program which supports teachers new to HCPS. Activities, included in this program are designed to encourage reflective practice, building instructional repertoire, and maximize student achievement.
8. Active recruitment of teachers, that meet applicable state certification and licensure requirements, through superior mentorship programs, professional development, supportive leadership, learning communities, and teacher collaboration opportunities.
9. Orientation designed for teachers new to Title 1. Participating teachers learn research-based strategies and techniques for communicating and developing relationships with parents, children, and families from poverty; recognize the unique responsibilities and benefits of teaching in a Title 1 school; and network with new colleagues.

B. Review Process

The Human Resources office continuously reviews whether changes need to be made to the current teacher hiring process so as to assure that teachers who are hired meet all applicable state certification and licensure requirements before being assigned to Title 1 and other high need schools.

Approved By:



Sean W. Bulson, Ed.D.
Superintendent of Schools

Procedure Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE
Adopted 10/01/2013		
Amended 06/20/2016		
Amended 04/12/2019		

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME Bradley Palmer	JOB POSITION OF LAST EDITOR/DRAFTER Supervisor of Title 1
PERSON RESPONSIBLE Thomas Webber	JOB POSITION OF PERSON RESPONSIBLE: Assistant Supervisor – Title 1
DESIGNEE NAME	DESIGNEE POSITION
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.



DISPARITY CHART

Disparities of low-income & minority students being taught by inexperienced, ineffective, and out of field teachers

Instructions: Provide data used to identify disparities (2020-2021). The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White).

Inexperienced Teachers

	<i>Inexperienced teachers teaching Minority Students</i>		<i>Inexperienced teachers teaching non-Minority</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>Title I</i>	308	43.4%	83	40.7%
<i>Non-Title I</i>	401	56.6%	121	59.3%
<i>Difference</i>	-93	-13.1%	-38	-18.6%

Ineffective Teachers – No Teachers were identified as Ineffective within HCPS during the 2020-2021 School year.

	<i>Ineffective teachers teaching Minority Students</i>		<i>Ineffective teachers teaching non-Minority</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>Title I</i>	0	N/A	0	N/A
<i>Non-Title I</i>	0	N/A	0	N/A
<i>Difference</i>	0	N/A	0	N/A

Out of Field (OOF) Teachers – 5 Teachers were teaching students Out of Field, in a Non-Title I HCPS School during the 2020-2021 School Year.

	<i>Out-of-field teachers teaching Minority Students</i>		<i>Out-of-field teachers teaching non-Minority</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>Title I</i>	0	0.0%	0	0.0%
<i>Non-Title I</i>	15	100.0%	5	100.0%
<i>Difference</i>	-15	-100.0%	-5	-100.0%

Harford County Public Schools
Component B – Schoolwide Programs 2021-2022

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date /Notes
Appropriation of Title I Funds	Title I Supervisor, Title I Assistant Supervisor, Office of Finance	Title I Office and Office of Finance work closely to ensure all funds for Title I schools are effectively appropriated with ongoing weekly contact between both departments.	Ongoing July 1, 2021	
Appropriation of Title I Funds	Title I Supervisor, Title I Assistant Supervisor, Office of Finance	Title I Office and Office of Finance communicate weekly to ensure the coordination of funds.	Ongoing July 1, 2021	
Staff development – 4 School-wide components	Title I Office	Title I Office provides continuous staff development, on the 4 School-wide components, to Title I Teacher Specialists	Ongoing July 1, 2021– June 30, 2022	
Staff development – 4 School-wide components	Title I Teacher Specialists	Through the facilitation of the Title I Teacher Specialists, school performance and achievement teams will address and discuss the 4 school wide components during , school performance and achievement team meetings	Ongoing July 1, 2021 – June 30, 2022	
School-wide component checklist incorporated SPA	Title I School Performance and Achievement Teams	The School-Wide Component Matrix is incorporated into each school’s Title I SPA (School Performance and Achievement) plan The School wide Component Matrix details each of the 4 School wide Components and on which page they are found. The School wide component checklist is essentially included in each School’s SPA plan.	Ongoing	
Peer Review Process	Title I School Performance and Achievement Teams	During the Peer Reviews, each school is assigned a Teacher Specialist that will review and provide feedback on the school’s SPA plan. This will occur at a	October – December Completed before December 20, 2021	

		Teacher Specialist meeting facilitated by the Title I Coordinators.		
Peer Review Process	Title I Teacher Specialists	The Title I Teacher Specialist will provide written feedback using the Peer Review Feedback form. If any of the 4 School-Wide components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the SPA plan will come second.	December, 2021	
Peer Review Process	Title I School Performance and Achievement Teams	After this review, the Title I Teacher Specialist will provide their school's feedback at the next SPA meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed. A copy of all feedback will be provided to the Title I Coordinators.	Revisions due December, 2021	
Peer Review Process	Title I Coordinators	After the Title I SPA plan Peer Review, Title I Coordinator will review all School Improvement Plans and Peer Review Schoolwide component checklist feedback forms to ensure completion of Title I School Wide components If any SPA plans did not adequately address any of the 4 School-Wide components. The central Title I Office will review the SPA plan, offer suggestions, and meet with ILT and SIT to ensure the components are addressed.	Late January, 2022	

Schoolwide Plan Review— Evidence Based Strategies	Title I Office, Office of Accelerated Learning and Intervention	The Title I Office and the Office of Accelerated Learning and Intervention will discuss evidence-based strategies paid for using Title I funds.	Ongoing July 1, 2021 – June 30, 2022	
Ongoing Review of 4 School-wide Components	Title I School Performance and Achievement Teams	School Performance and Achievement Teams review 4 components to ensure implementation.	Ongoing July 1, 2021 – June 30, 2022	
Ongoing Review of 4 School-wide Components	Title I Office, Title I School Performance and Achievement Teams	Title I principals and teacher specialists maintain binders/bins that are divided into the 4 components. Evidence of each component is filed and maintained. Title I Coordinators monitors and reviews all evidence on a quarterly basis. Title I principals meet periodically to discuss progress and student needs. Title I Teacher Specialists meet with Title I Coordinators on a quarterly basis to discuss additional support, if needed.	Ongoing July 1, 2021 – June 30, 2022	
Onsite Internal Program Review Audit	Title I Office, Title I School Performance and Achievement Teams	For the 2020-2021 School Year, the Title I Office will conduct Internal Review Audits for each of the Title I Schools in the Fall of 2020. Purpose of the audit review is to ensure that schools develop schoolwide programs that use the flexibility provided to them by law to improve the academic achievement of all students in the school by including the four components in all schoolwide programs. After the internal audit, schools receive an internal program review audit letter and a	December-January	

		summary document. Notification of compliance and/or findings are shared at this time. If required, corrective action plans will be developed.		
Ongoing Review of 4 School-wide Components	Title I Office, Title I ILT, Title I School Performance and Achievement Teams	Title I Coordinators meet with ILT (Instructional Leadership Team), SPA team (School Performance and Achievement) to review ongoing implementation of the 4 components.	Ongoing July 1, 2021 – June 30, 2022	
School-wide Plan—review and revise with parents and representatives of the school community	Title I Office and Title I School Performance and Achievement Teams	Annually review and revise Schoolwide Plans with Parents and representatives of the school community <ul style="list-style-type: none"> • SPA plans can be accessed via school website • Parents are provided with SPA plans at a glance • Parents are invited to attend and participate in SPA Team meetings 	Ongoing July 1, 2021 – June 30, 2022	
Schoolwide Plan—The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs	Title I Office (School Readiness Program, MAES Judy Center, HCPS Office Early Childhood	Title I Coordinators annual review the Title I School Readiness Program, Title I Office jointly participates in monthly Judy Center meetings to consolidate resources for assisting preschool children in the transition from early childhood programs to local elementary school programs	Ongoing July 1, 2021 – June 30, 2022	

PROCEDURE TITLE: STUDENT DISCIPLINE		
ADOPTION/EFFECTIVE DATE: 09/11/2014	MOST RECENTLY AMENDED: 09-01-2017	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Students		

I. Purpose

Purpose of this procedure is to establish definitions, criteria and process relating to the discipline of students.

II. Definitions

- A. In-school suspension means the exclusion within the school building of a student from the student's regular educational program for up to but not more than ten school days in a school year for disciplinary reasons by the school principal.
- B. Short-term suspension means the removal of a student from school for up to but not more than 3 school days for disciplinary reasons by the principal.
- C. Long-term suspension means the removal of a student from school for a time period between 4 to 10 school days for disciplinary reasons by the principal.
- D. Extended suspension means the exclusion of a student from the school for a specified period of time between 11 and 45 school days by the superintendent or his/her designee.
- E. Expulsion means the exclusion of the student from the student's regular school program for 45 school days or longer.

III. Interventions and Supports

- A. The superintendent/designee will ensure staff receives training and resources to implement this procedure.
- B. Through the school improvement process schools will analyze school discipline data and develop strategies to address student needs.
- C. When students demonstrate behavioral infractions, school administrators will ensure that disciplinary consequences include opportunities for students to

understand the nature of the behavioral infractions and how to avoid future violations.

IV. Offenses

The school principal has the right and authority to discipline students including suspension* and referral to the superintendent of schools for further action for offenses including but not limited to:

- class cutting
- tardiness
- truancy
- alcohol
- inhalants
- drugs
- tobacco
- firearms
- other guns
- other weapons
- physical attack on a teacher
- verbal or physical threat to teacher, staff or other adults
- physical attack on a student
- verbal or physical threat to a student
- fighting
- causing serious bodily injury
- extortion
- sexual attack
- sexual harassment
- sexual activity
- arson/fire
- false alarms/bomb threats
- explosives
- disrespect
- insubordination
- harassment
- bullying
- classroom disruption
- inciting or participating in a disturbance
- academic dishonesty/cheating
- inappropriate use of telecommunications
- theft
- trespassing
- unauthorized sale or distribution
- vandalism/destruction of property
- refusal to obey school rules
- acts that disrupt or disturb the normal operations of the school
- acts that jeopardize the safety or security of students, employees or others
- use or possession of any inhalation device unless permitted by Board Policy, a 504 Plan or an Individualized Education Program ("IEP") (including, but not limited to, a vaping device, hookah pipe or e-cigarettes).

* Students who commit attendance related violations are subject to school-based disciplinary consequences, but may not receive out-of-school suspension.

V. General Procedures

- A. School administrator will investigate any alleged violation of school policies or rules in a timely manner and complete the applicable incident report.
- B. If, at the conclusion of the investigation, the school administrator finds that there has been a disciplinary offense, consequent action will be in accordance with the provisions of this procedure.
- C. Disciplinary offenses committed by student that would constitute violation of criminal law if committed by an adult will be reported to appropriate law enforcement officials.
- D. All data from incident reports will be entered into the student records management system.
- E. Copies of disciplinary referrals describing a student's behavioral violation and correspondence to parents will be kept in a discipline file and maintained as part of the student's educational record
- F. Discipline will be administered using a range of consequences
 1. Administrators shall administer discipline in a progressive manner as appropriate by imposing, without limitations, the following consequences:
 - a. Conference with the parent, student and school administrator
 - b. Referral to the school counselor or other student services personal for appropriate intervention
 - c. Suspension of bus transportation
 - d. Behavior contracting
 - e. Detention or Saturday morning detention
 - f. Exclusion from regular school activities
 - g. Removal of privileges to participate in extracurricular activities including sports, clubs, rehearsals, performances, etc.
 - h. School intervention, in- and out-of school suspension, or expulsion.
 2. When determining an appropriate consequence for a violation, administrators will consider:
 - a. The nature and severity of the incident.

- i. Whether the offense posed an imminent threat of serious harm to the health and safety of oneself or others.
- ii. Whether the offense interfered with the rights, privileges, or property of others.
- iii. Whether the student has engaged in chronic and extreme disruption of the educational process
- iv. Whether the violation would be considered a criminal offense if committed by an adult.

- b. The student's previous violations, consequences, and/or interventions for the same or related offenses.
- c. The relationship between the offense and the consequence.
- d. The age of the student.
- e. Any specific consequences set forth in other system policies or procedures.
- f. Any relevant information provided by the parent.
- g. Any other relevant information.

VI. Suspension and Expulsion

- A. Under Maryland law, school principals have the authority to suspend students for improper conduct for periods of 10 school days or less. Suspensions of longer than 10 school days are within the authority of the superintendent of schools or his/her designee. Md. Code Ann., Ed., Art. 7-305 and COMAR 13A.08.01.11 set forth the procedure to follow in the event of a short term suspension, extended suspension or expulsion.
- B. The Superintendent may deny attendance to any student who is currently expelled or on extended suspension from another school system for a length of time equal to that expulsion or extended suspension. Also, information relating to the discipline of a student, including information on an expulsion of a student, will be forwarded to another school system upon request.
- C. Students enrolled in Pre-Kindergarten through Second Grade may not be suspended or expelled except as provided in paragraph D below.
- D. Students enrolled in Pre-Kindergarten through Second Grade may be suspended,
 - a. for a period not greater than five (5) school days if the school administration, in consultation with the school psychologist or other mental health professional, determines there is an imminent threat of serious harm to other students or staff that

- cannot be reduced or eliminated through intervention and supports; or
- b. if required by federal law.

VII. Behavior Which Has Taken Place Off School Property

- A. Students may be disciplined, including suspension or expulsion, for behavior which has taken place off school property and/or beyond the school day. If the behavior is determined by the principal to impact the educational environment of the school, the safety and/or welfare of other students and/or staff, and/or the maintenance of school order and discipline, the principal may suspend the student for up to ten school days. If the nature and severity of the off-school property behavior warrants it, the principal may refer the student to the office of the Superintendent of Schools with the recommendation for further disciplinary action. If the Superintendent concurs with the findings of the principal, an extended suspension/expulsion may be imposed.
- B. Behavior which has taken place off school property and/or beyond the school day for which a student may be subject to school disciplinary procedures includes, but is not limited to: committing or attempting to commit murder, rape, assault with a deadly weapon, a serious assault, robbery, threat or extortion, arson, distribution and/or sale of controlled dangerous substances or alcohol, other criminal actions, or other actions which could be subject to criminal prosecution by law enforcement or juvenile authorities whether prosecution has or does take place.

VIII. Minimum Education Services

- A. Each student suspended or expelled out-of-school who is not placed in the Alternative Education Program shall receive daily classwork and assignments from each teacher which shall be reviewed and corrected by teachers on a weekly basis and returned to the student; and
- B. Each principal shall assign a school staff person to be the liaison between the teachers and the various students on out-of-school suspension or expulsion and to communicate weekly about classroom assignments and school related-issues by phone or e-mail with those out-of-school students and their parents.

IX. Restitution

If a student is determined to have violated these discipline policies or a school regulation and in the course of that violation damaged or destroyed school property or the property of another on school property, the principal shall require the student or the student's parent to make restitution. Restitution amounts will be

pursued as permitted by law. The principal may assign the student to a school work project if the principal determines that this is an appropriate means to provide restitution for all or a part of the damage to property.

X. Offenses Subject to Referral

Students shall receive a ten day suspension and referral to the superintendent of schools with the recommendation for further disciplinary action for certain offenses including, but not limited to, the offenses listed below. Variations from these guidelines may occur after consultation with the Superintendent's designee, Director of Student Services or appropriate school executive director.

A. Drug/alcohol-related offenses (See Section XI)

1. Possession or use of a controlled dangerous substance, alcohol, an inhalant or other intoxicant, or to be in possession of paraphernalia or a substance misrepresented to be a controlled dangerous substance or alcohol.
2. Sale, distribution, or transference of a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant, paraphernalia or substance misrepresented to be a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia.
3. Second violation of possession/use of over-the-counter medication and prescription medication.

B. Verbal or Physical Threat on Staff - Verbal or physical conduct, whether intentional or unintentional, which places a school employee in reasonable fear of a physical attack as defined below whether or not such physical attack occurs.

C. Physical attack - Intentional harmful or offensive physical touching of a school employee; or touching, whether intentional or unintentional, of a school employee who is intervening in a fight or other disruptive activity.

D. Dangerous Weapons - Possession or using an object which reasonably could cause physical harm or injury to a person, or an object which is represented to be and a reasonable person would conclude was a dangerous weapon and for which there is no reasonable or legitimate cause for the student to possess or use on the property of the Harford County Public Schools, or a school sponsored activity.

Dangerous weapons shall include, but are not limited to, the following: a firearm of any kind, whether loaded or unloaded, operable or inoperable, including any object which is a look-alike of a firearm, even though

incapable of operation; knives of any kind (including, but not limited to, a switchblade knife, a star knife, a dirk knife, a hunting knife); a straight razor; a spiked glove, spiked wristband, or spiked ring; metal knuckles; nunchaku; explosive devices; chemical mace, household chemicals, tear gas, or pepper spray.

Firearm means:

1. any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
2. the frame or receiver of any weapon described above;
3. any firearm muffler or firearm silencer;
4. any explosive, incendiary, or poison gas, including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device;
5. any weapon which will, or which may be readily converted to, expel a projectile by the action of a propellant, and which has any barrel with a bore of more than one-half inch in diameter;
6. any combination of parts either designed or intended for use in converting any device into any destructive device described in the two preceding examples, and from which a destructive device may be readily assembled.

Further, in compliance with the Gun-free Schools Act of 1994 and Section 7-305 of the Annotated Code of Maryland, a student who has been determined by the expelled for a minimum of 365 consecutive days. The Superintendent may specify, on a case-by-case basis a shorter period of expulsion for a student expelled under the provisions of the Gun-Free Schools act of 1994. Any student suspended for bringing a firearm onto school property shall not be permitted to enroll in the Alternative Education Program. Students served under an IEP or 504 plan may not be subject to this provision.

- E. Arson/Fire - Attempting to, aiding in, or setting fire to a building or other school property.
- F. Serious Bodily Injury - Bodily injury which involves (1) substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of a function of a bodily member, organ or mental faculty.
- G. Sexual Attack - Physical sexual attack on a staff member or student.

H. False Alarm/Bomb Threat - The conveyance of threats or false information concerning the placement of explosive or destructive substances. Initiating a report warning of a fire or other catastrophe without cause in person, by phone or portable communication device. Misuse of 911. Discharging a fire extinguisher.

XI. Student Possession, Use or Transference of Controlled Dangerous Substances

The Board of Education of Harford County is committed to promoting and providing a drug-free academic environment for all students and providing appropriate safeguards with respect to the administration of prescription medication and over-the-counter products, and believes that collaboration with parents and the larger committee is essential to achieving a drug-free environment. School system efforts to deter the use of alcohol and other drugs by students will include a comprehensive program designed to inform students of the negative effects of alcohol and other drug use, to provide parents referral information on evaluation and treatment services related to student use of alcohol and other drugs, as well as appropriate consequences for students who violate this policy.

A. Definitions

1. Controlled Dangerous Substance (CDS) - Controlled dangerous substances include, but are not limited to, the substances listed in Title 5 of the Criminal Law Article. In addition, substances including medicine not registered with the school nurse, which are intended, implied, or reasonably perceived to produce the same or similar effects as substances listed in Title 5 are also regarded as controlled dangerous substances.
2. Medicine - Any preparation used in treating disease or illness. This includes prescription and over-the-counter drugs.
3. Inhalant or other intoxicant - any compound or substance (such as glue and solvents) which may cause a loss of self-control or inebriation.
4. Paraphernalia – items which are commonly used for the purpose of the ingestion of drugs. Typical paraphernalia would include but are not limited to: pipes for the smoking of marijuana, manufactured paper, homemade clips or wire-formed devices used for holding marijuana "roaches," gelatin capsules, measuring spoons, scales, strainers, and other items as defined by law.
5. Substance Misrepresented - A substance which a student leads others to believe is a controlled dangerous substance, implies is a controlled dangerous substance, or will produce the effects of a controlled dangerous substance.

6. Transference - To pass to another person or to make reasonably available to another person a controlled dangerous substance or medicine or alcohol or paraphernalia or a substance misrepresented to be a controlled dangerous substance.
-
- B. A student who has been found to be either in possession of or to be using a controlled dangerous substance, alcohol, an inhalant or other intoxicant, or to be in possession of paraphernalia or a substance misrepresented to be a controlled dangerous substance or alcohol may be suspended for ten school days by the principal and referred to the office of the Superintendent of Schools for further disciplinary action. If the Superintendent concurs with the findings of the principal, an extended suspension or expulsion will be imposed after considering the nature and severity of the behavior and other factors related to the student's school record. In addition, the appropriate police agency will be notified promptly.

If the parent(s) and the student agree to participate in a substance abuse evaluation at the Harford County Mental Health and Addictions/Adolescent Addiction Services and agree to follow the recommendations for treatment made as part of that evaluation, at no cost to the Harford County Public Schools, the Superintendent of Schools will reduce the length of the suspension which would otherwise be imposed. This option will not be offered for transference of a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia or substance misrepresented to be a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia.

Further, this option is contingent upon the continuing availability of funding to the Harford County Mental Health and Addictions/Adolescent Addiction Services to enable that agency to provide this service.

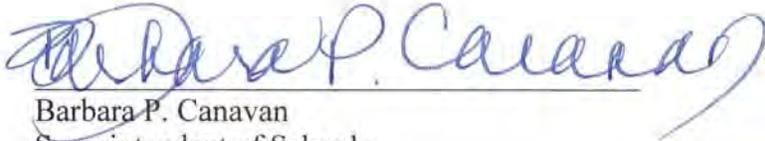
- C. Any offense for the actual transference of a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia or substance misrepresented to be a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia will result in a ten-day suspension of the student by the principal and a referral to the office of the Superintendent of Schools with the recommendation for further disciplinary action. If the Superintendent concurs with the findings of the principal, the Superintendent may extend the suspension or expel the student after considering the nature and severity of the behavior and other factors related to the student's school record. In addition, the appropriate police agency will be notified promptly.

D. Over-the-Counter and Prescription Medications

Students are not permitted to possess or use over-the-counter medication on school buses or on school property, except as permitted by Board of Education Policy 02-0047-000, Possession and Self-Administration of Medication. Violations of this policy will result in disciplinary action to the student, with a parent conference available immediately to clarify this policy.

- E. When a student is determined to be in violation of HCPS drug and alcohol policies, parent(s) and the student will be provided with information regarding available resources in the community and encouraged to seek appropriate evaluation and treatment for the student.

Approved By:



Barbara P. Canavan
Superintendent of Schools

PROCEDURE

Procedure Action Dates		
ACTION	DATE	ACTION DATE
Adopted	9/2/14	
Amended	9/11/14	
Amended	11/17/15	
Amended	09-01-17	

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: Bernard Hennigan	JOB POSITION OF LAST EDITOR/DRAFTER: Director of Student Services
PERSON RESPONSIBLE: Patrick P. Spicer	JOB POSITION OF PERSON RESPONSIBLE: General Counsel
DESIGNEE NAME:	DESIGNEE POSITION:

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

POLICY TITLE: STUDENT DISCIPLINE		
ADOPTION/EFFECTIVE DATE: 6/11/1990	MOST RECENTLY AMENDED: 7/21/14	MOST RECENTLY REAFFIRMED: 04/10/2017
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Students		

I. PURPOSE

The purpose of this policy is to set forth the position and philosophy of the Board regarding student discipline.

II. DEFINITION

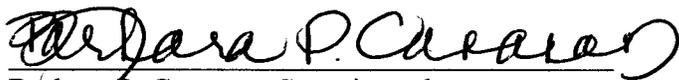
- A. Expulsion: Means the exclusion of the student from the student's regular school program for 45 school days or longer.
- B. Suspension: Means the exclusion of a student from the student's regular program for a designated period of school days.
- C. Student Misconduct: Any act or omission by a student while under the control or supervision of HCPS or at other times in accordance with Section III. B. below, which violates, Board policies, Harford County Public School Student Disciplinary Procedures, Harford County Public School procedures generally, school rules; or, violates criminal law; or, would violate criminal law had the student been an adult.

III. Statement of Policy

- A. The Board commits to an approach to the discipline of students who have committed acts of misconduct which:
 - 1. maintains order, safety and discipline necessary for effective learning;
 - 2. fosters, teaches and acknowledges positive behavior;
 - 3. keeps students connected to school so they may graduate and be career ready;

4. allows for discretion in imposing discipline;
 5. addresses ways in which educational and counseling needs of a suspended student may be met;
 6. uses expulsion and suspension as discipline when other disciplinary actions have been used without success or would be insufficient given the nature and extent of the misconduct in question.
- B. Acts of students which occur when students are not subject to the control and supervision of Harford County Public Schools including acts occurring off campus, shall be subject to discipline if such acts reasonably could or have jeopardized the safety of any member of the school community or the school environment or disrupted the educational process.
- C. The Superintendent shall issue such procedures as may be required to implement this policy.

Board Approval Acknowledged By:



Barbara P. Canavan, Superintendent
Board of Education of Harford County

Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	6/11/1990	Amended	6/10/1996	Reaffirmed	04/10/2017
Amended	7/8/1991	Amended	4/14/1997		
Amended	5/10/1993	Reaffirmed	4/22/2002		
Amended	6/12/1995	Amended	7/21/14		

Responsibility for Policy Maintenance & References	
LAST EDITOR/DRAFTER NAME: Unknown	JOB POSITION OF LAST EDITOR/DRAFTER: Unknown
PERSON RESPONSIBLE:	JOB POSITION OF PERSON RESPONSIBLE:
DESIGNEE NAME: N/A	JOB POSITION OF DESIGNEE: N/A
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: School Administration - .02.08.024	

LEGAL REFERENCES¹

All references are set forth in the Policy.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

**Harford County Public Schools
Title I Component C
2021-2022**

Section	Activity	Names/ Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
TAS transition to Schoolwide Assurance 1	MSDE Assurance 1 The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program (Required Attachment #1 and #4)	TAS Principal, Coordinator of Title I Title I Teacher Specialist (TS)	1.LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program 2. Other documentation to support the LEA has implemented its written process, if applicable. 3. Develop Transition Plan	August 2021		
Assurance 1a.	1a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program	TAS Principal, Coordinator of Title I Title I TS	1.Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program 2.A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. 3.SAN and SANE documents for the following evidence of planning and LEA technical assistance: *Planning meetings and lists of participants that show stakeholder participation in decision making *Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community	NA		

			<p>members on the programmatic and compliance requirements of a Schoolwide program</p> <ul style="list-style-type: none"> *Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents, and should work in coordination with the School Improvement Team) *Meeting schedule *Communications, including emails, communication log, notices on web pages, etc. <p>4. Documentation showing the results of the implementation of the LEA planning process and its recommendation for each school that is to become a Schoolwide Program.</p>			
<p>1b. Year Long Planning Option:</p>	<p>The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2021–2022 School Year to a Schoolwide Program beginning in the 2022-2023 School Year using the yearlong planning process described by MSDE.</p>	<p>TAS Principal, Coordinator of Title I Title I TS MSDE POC</p>	<p>1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program</p> <p>2. A copy of the letter from the LEA to MSDE of the school’s intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program.</p> <p>3. SAN/SANE documents for the following evidence of planning and LEA technical assistance:</p> <ul style="list-style-type: none"> *Planning meetings *Lists of participants that show stakeholder participation in decision making *Whole-school improvement orientation meetings for school community, including training for 	<p>August 2021</p>		

			<p>school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program</p> <p>*Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents should work in coordination with the School Improvement Team)</p> <p>*Meeting schedule</p> <p>*Plan approval process</p> <p>*Communications, including emails, communication log, notices on web pages, etc.</p> <p>4. LEA Process for Approving a Targeted Assistance School Transition Plan.</p> <p>5. At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE.</p>		
<p>Eligible Children are identified</p>	<p>MSDE Assurance 2- 2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic</p>	<p>TAS Principal, Coordinator of Title I</p>	<p>1. Weighted selection criteria</p> <p>*Data sources for multiple selection criteria (by school)</p> <p>2. Master ranking (all students ranked showing most needy students served by grade and subject area)</p> <p>3. Targeted Assistance teachers and para schedules with matching student roster</p> <p>4. Service delivery model</p> <p>5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.)</p>	<p>By Sept 1</p>	<p>1. TAS Selection Criteria document Updated July, 2021</p> <p>2. TAS Selection Criteria document updated July, 2021</p> <p>3. Master List of ranked students</p>

	<p>achievement standards, including how students are ranked using multiple academic selection criteria.</p>		<p>6.Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting</p> <p>7. School master schedules</p> <p>8. Exit criteria by school</p> <p>9. Other documentation to support the LEA has implemented its written process, if applicable. LEA School-level Monitoring:</p> <p>1.Evidence of implementation of the LEA School-level Monitoring Plan must include: *SAN from program monitoring *Program monitoring tool(s) *Program monitoring feedback reports *Email communication</p> <p>2.LEA schedules with dates for regular review for each Title I Targeted Assistance Program.</p>		<p>created September, 2021 5. School Schedules created: August, 2021</p>
<p>Components of a TAS program</p>	<p>MSDE Assurance 3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components:</p>	<p>TAS Principal, Coordinator of Title I,</p>	<ol style="list-style-type: none"> 1. Use program’s resources to help eligible children meet the state’s challenging academic standards; 2. Use methods and instructional strategies to strengthen the academic program of the school; 3. Coordinate with and support the regular educational program which may include services to 		<p>See Document “LEA Monitoring Plan”</p> <p>Targeted Assistance Program Checklist</p>

			<p>preschool children in the transition from early childhood programs;</p> <ol style="list-style-type: none"> 4. Provide Professional Development; 5. Strategies to increase the involvement of parents of eligible children; 6. If appropriate and applicable, coordinate with Federal, State, and local programs; 7. Each Title I Targeted Assistance School will provide the LEA assurances that it will: 8. (i) help provide an accelerated, high quality curriculum; 9. (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and 10. (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. <p>11.</p>			
<p><i>Components of a Targeted Assistance School Program</i></p>	<p>MSDE Assurance 4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and</p>	<p>TAS Principal, Coordinator of Title I, Title I TS</p>	<ol style="list-style-type: none"> 1.LEA schedules with dates for regular review for each Title I Targeted Assistance Program 2.SAN documentation of data review meetings 			

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	programs are revised if necessary to provide additional assistance to eligible children.		3.Documentation of program adjustments based on data review and progress monitoring 4.Student progress monitoring (evidence of progress/lack of progress)			
<i>TAS Principal Training</i>	Ensure TAS Principal are up to date and knowledgeable of all TAS requirements	TAS Principal, Supervisor of Title I Coordinator of Title I	1. Meetings with TAS principals	Monthly	Ongoing	1. See document "LEA Monitoring Plan"
<i>TAS Teacher Specialist Responsibilities</i>	Ensure TAS Teacher Specialist is fulfilling their Job Responsibilities	TAS Teacher Specialist	1. Meetings with TAS Title I Teacher Specialist	Ongoing	Ongoing	• See document Job Description "Teacher Specialist"
<i>TAS Components</i>	Staff development – TAS components	Title I Office	Title I Office provides continuous staff development, on all TAS components, to Title I Targeted Assistance Teacher Specialist	Ongoing	July 1, 2021 – June 30, 2022	
<i>TAS Components</i>	Staff development – TAS components	Title I Teacher Specialist	Schools receive staff development from Title I Teacher Specialist, embedded within these staff development sessions are the components of a TAS program	Ongoing	July 1, 2021 – June 30, 2022	
<i>TAS Components</i>	TAS component checklist	Title I SPA Team	The TAS Component Matrix is incorporated into each school's Title I	Ongoing	July 1, 2021 – June 30, 2022	

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	incorporated SIP		SPA (School Performance/Achievement Plan), The TAS Component Matrix details each of the TAS Components and on which page they are found. The TAS component checklist is essentially included in each School's SPA Plan.		
<i>Peer Review</i>	Peer Review Process	Title I SPA Team	During the Peer Reviews, each school is assigned a partner school and a partner school advisee. The "partner school advisee" visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The "partner school advisee" will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the SPA team will review the other school's SPA Plan. During each school's review of the partner school's SPA, the TAS Component Checklist, will be checked to ensure that all components are in each school's plan. Each SIT member will provide specific feedback on the School wide component checklist.	November	November
<i>Peer Review</i>	Peer Review Process	Title I Teacher Specialist	The Title I Teacher Specialist will gather the written checklist feedback from their school and will report out an overview of their school's feedback during the Peer Review. Written feedback will be provided as well. If any of the TAS components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the	December	December, 2021

Revised 7/16/2021

			SPA Plan will come second.		
<i>Peer Review</i>	Peer Review Process	Title I SPA Team	After the Title I SPA Peer Review, the Title I Targeted Assistance Teacher Specialist will provide feedback during their school's next SPA meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed. A copy of all feedback will be provided to the Title I Supervisor.	Revisions Due December, 2021	December, 2021
<i>Peer Review</i>	Peer Review Process	Title I Coordinator	After the Title I SPA Peer Review, Title I Coordinator will review all SPA Plans and Peer Review TAS Components checklist feedback forms to ensure completion of Title I School Wide components, completed by December 15. If any SPA Plans did not adequately address any of the TAS components. The central Title I Office will review the SPA Plan, offer suggestions, and meet with ILT and SPA Team to ensure the components are addressed.	December	December, 2021
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I SPA Teams	SPA Teams review TAS components to ensure implementation.	Ongoing	July 1, 2021 – June 30, 2022
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I SPA Team	Title I principals and Targeted Assistance Teacher Specialist maintain binders/bins that are divided into the TAS components. Evidence of each component is filed and maintained. The Title I supervisor monitors and reviews all evidence on a quarterly basis. Title I principals meet monthly to discuss progress and student needs.	Ongoing	July 1, 2021 – June 30, 2022

Revised 7/16/2021

			Title I Targeted Assistance Teacher Specialist meet with Title I Supervisor on a quarterly basis to discuss additional support, if needed.		
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I SPA Team	For the 2021-2022 School Year, the Title I Office will conduct a Program Review. Purpose of the review is to provide support and guidance to the school to ensure 100% of the Title I program review requirements.	Early November	
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I ILT, Title I School SPA Team	Title I Supervisor, Assistant Supervisor, and Coordinator meet with ILT (Instructional Leadership Team), SPA Team to review ongoing implementation of the TAS components.	Ongoing	July 1, 2021– June 30, 2022
<i>Review of Title I Equipment and Materials</i>	Maintenance and Oversight of TAS Equipment and Materials	Title I Teacher Specialist, Riverside ES Principal & Financial Secretary, Title I Office	<ol style="list-style-type: none"> 1. Budget Narrative Approval for all materials 2. Required School-based Inventory of all Materials <ul style="list-style-type: none"> • All Materials are identified with security label provided by Title I Office • Inventory of Material is monitored by Title I Office • Inventory of Materials are post TAS school Title I Financial Sharepoint site 	Ongoing	<ol style="list-style-type: none"> 1. Inventory Updated on an ongoing basis September, 2021- June, 2022

**Harford County Public Schools
Action Plan for Component D– Parent Involvement 2021-2022**

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 1. Parent and Family Engagement	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	PI Policy and Procedures will be shared via LEA website, <u>Title I Facebook</u> page, distribution through student backpacks, shared at Family Involvement Meetings and copies placed in the office. LEA will post PI Policy and Procedures on Website and <u>Title I Facebook</u> page. LEA will utilize Title 1 District level parent involvement policy/plan requirements checklist .	August	
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	LEA will send Policy and Procedure survey and cover letter to Schools.	August	
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	Schools will send PI Cover Letter and Survey to all parents in newsletter . Schools will send evidence back to LEA.	September	
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	PI Policy and Procedures will be shared at Fall FIT (Family Involvement Team) meetings. Survey will be handed out.	October	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	LEA will review & write up Survey results of PI Policy & Procedures. LEA will determine if changes need to be made to PI Policy or Procedure.	December	
Assurance 1. Parent and Family	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Coordinator of Title I will attend family engagement events at Title I schools.	Ongoing	
Assurances 1 & 5. Parent and Family	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA holds four TS (Title I Teacher Specialist) Meetings during the 20-21 SY.	Ongoing	
Assurance 4. Parent and Family BC2	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA coordinates Central Parent Trainings during the 20-21 SY.	21-22 SY	
Assurance 4. Parent and Family Engagement BC4	LEA coordinates parental involvement strategies.	Jake Little Coordinator of Title I	LEA will review the existing generic MOA's to be used with various groups.	Ongoing	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 4 Parent and Family Engagement BC4	LEA coordinates parental involvement strategies.	Jake Little Coordinator of Title I	LEA will continue partnerships with Mountain Christian, HCEF, EPICENTER in Edgewood & Aberdeen, and Harford Community Action Agency.	May	
Assurance 3. Parent and Family Engagement	Distribution of Funds at LEA Level	Jake Little, Coordinator of Title I	LEA will distribute the Title I Satisfaction Survey (Question 39).	June	
Assurance 1. Parent and Family Engagement	School Level Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	<p>School Level Family Engagement Plan is jointly developed with parents.</p> <p>Parents participate and develop the SPA (School Performance and Achievement) plan as a functioning member of the team.</p> <p>Parent Feedback forms are filled out at FIT Meetings concerning their review of the School Level Parent Family Engagement Plan are required.</p>	March-June	
Assurance 1. Parent and Family Engagement	School Level Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	<p>The School Level Parent Engagement Plan is distributed to parents of Title I students.</p> <p>School must provide information to LEA concerning how the School Level PI Plan is distributed.</p>	Fall	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 3. Parent and Family Engagement	Distribution of Funds at School Level	Jake Little Coordinator of Title I	<p>Parents of Title I Students are involved in the decisions regarding the spending of the parent involvement funds at the school level.</p> <p>SANE documentation or surveys from FIT meetings pertaining to parent input into spending of school-based parent involvement funds.</p>	March-May	
Assurance 4 Parent and Family Engagement BC	LEA Provides Technical Assistance and Oversight into required meeting	Jake Little Coordinator of Title I	<p>Records that all 2020-2021 Title I schools conducted an annual parent meeting.</p> <p>SANE documentation from back-to-school nights that parents conducted as an annual parent meeting.</p>	Aug./September Back To School Nights	
Assurance 4. Parent and Family Engagement BC4	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	<p>Provide assistance to parents in understanding the state's academic content standards and student achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement</p> <p>Schools need to provide the "Topic List" of things discussed with the accompanying sign-in sheet.</p>	Fall	
Assurance 4 Parent and Family Engagement BC1	LEA Provides Technical Assistance and Oversight	Jake Little Coordinator of Title I	Develop additional slides for back-to-school power point presentation . Topics will include; State's Academic Content Standards, Student Academic Content Standards, State and	August	

	into required meeting		Local Assessments, Requirements of Title I, Parent Monitoring of student progress (Edline 3,4,5 & Report Cards K,1,2)		
Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 5. Parent and Family Engagement BC2	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Coordinator of Title I attends FIT meetings and coordinates Professional Development on content specific standards for Reading and Math as requested by parents.	Ongoing	
Assurance 5. Parent and Family Engagement	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA will monitor schools through internal program review to ensure requests by parents are met, accommodated, and there is adherence.	December-January	
Assurance 1 Parent and Family Engagement	LEA Provides Technical Assistance and oversight	Jake Little Coordinator of Title I	Schools will ensure school-parent compacts are developed jointly with parent input.	March-June	
Assurance 5 Parent and Family Engagement BC2	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA will encourage literacy events which will support student learning. LEA will encourage schools to use funds during Teacher Specialist meetings .	Ongoing	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 4 Parent and Family Engagement BC 5	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Information is shared in a format parents can understand	On-going	
Assurance 4 Parent and Family Engagement BC6	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Provide other reasonable support for PI activities, as parents may request	On-going	
Assurance 4 Parent and Family Engagement Accessibility E.	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	On-going	
Policy Involvement 1.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	Schools convene an annual meeting , at convenient times, to inform parents of the school’s role and requirements in implementing Title I, and the right of parents to be involved?	August- September	
Policy Involvement 2.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	Schools offer a flexible number of meetings, such as morning and evening.	On-going	
Policy Involvement 4.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	Parents/families will be provided timely information about school programs.	On-going	

Updated 8/9/2021

Policy Involvement 5.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency.	On-going	
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PROCEDURE TITLE: TITLE 1 PARENT INVOLVEMENT		
ADOPTION/EFFECTIVE DATE: MAY 1, 2009	MOST RECENTLY AMENDED:: JUNE 20, 2016	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

I. Purpose

The purpose of this procedure is to set forth procedures to implement the Board's Parent/Community Involvement Policy with a specific focus on Title 1 parent involvement.

II. Definitions

- A. **Title 1** means 20 U.S. Code section 6311-6339.
- B. **Parental Involvement** means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:
1. That parents play an integral role in assisting their child's learning.
 2. That parents are encouraged to be actively involved in their child's education at school.
 3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
 4. The carrying out of other activities, such as those described under Title 1.

III. Procedures

- A. HCPS shall be governed by the definition of parental involvement. Its Title 1 schools shall carry out programs, activities and procedures in accordance with such definition.
- B. The Title 1 Parent Involvement Procedures shall be implemented to establish a strong and effective system of parent involvement within the

Title 1 schools, and to establish standards and criteria thereto. HCPS agrees to implement the following statutory requirements:

1. HCPS shall plan and put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title 1 programs.
2. HCPS shall incorporate this district wide parental involvement plan into its LEA plan developed under Title 1.
3. In carrying out the Title 1, Part A parental involvement requirements to the extent practicable, HCPS and its schools shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of students deemed homeless and parents of migratory children, including providing information and school reports required under Title 1 through streamline communication to ensure the connection between school and parent.
4. If the LEA plan for Title 1, Part A, is not satisfactory to the parents of participating children, HCPS shall submit any parent comments with the plan when HCPS submits the plan to the State Department of Education.
5. HCPS shall involve the parents of participating children served in Title 1, Part A schools in decisions about how the one percent of Title I, Part A funds set aside for parental involvement is spent, and shall ensure that not less than 95 percent of the one percent set aside goes directly to the schools.
6. This procedure applies to all identified Title 1 schools (school-wide or targeted assistance status) and students deemed homeless within Harford County Public Schools.

C. Implementation

1. HCPS shall provide multiple communications to disseminate information to parents including county and state Parental Information. Annual input from parents shall be solicited on the HCPS Website (Title 1 link) pertaining to the HCPS Master Plan.
2. HCPS shall invite Title 1 parents on a bi-annual basis to develop and revise the HCPS Master Plan to ensure joint development of

the district-wide parental involvement policy under Title 1. Additionally, parents shall be invited to assist in an annual revision of the Home/School Compact.

3. HCPS shall invite Title 1 parents from each school in the district to serve on the school improvement team with the task of developing Title 1 school improvement plans and parent involvement procedures as well as convey to the parents their right to be involved.
4. HCPS shall provide technical assistance, and other support to assist Title 1, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
5. HCPS' central Title 1 Office shall
 - a. Enhance awareness of faculty and staff at each school site on (1) how to involve the parents in a way that makes the parent feel as an equal partner in their child's academic success and (2) the significance of parents' influence on their child's academic success.
 - b. Enhance awareness of faculty and staff at each school site on the importance of streamlining communication between home and school, ensuring, to the extent possible, that the information sent home is in a language and form that parents can understand.
 - c. Provide materials and training to help parents with their child's academic achievement.
 - d. Schedule regular meetings with parents at each school site, encouraging participation to become an active participant in their child's learning process.
 - e. Visit the school sites regularly to assure the policies and plans are being implemented.
 - f. Develop and disseminate a district-wide and school-wide calendar of Parental Involvement activities.
6. HCPS shall coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies

with the School Readiness programs supported by the Pre-Kindergarten Program, the Full-Day Kindergarten Program, the Maryland State Curriculum, the Pre-Kindergarten programs for children with disabilities and other programs/activities to encourage and support parents in participating in the education of their children.

7. HCPS shall conduct, with the involvement of parents, an ongoing evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title 1, Part A schools. The evaluation shall include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) by:
 - a. Conducting an annual Regional Title 1 Parent Survey Evaluation from each Title 1 school, which is compiled at the Central Title 1 Office and the Office of Accountability. Data from the survey shall be provided to schools for review and shall be disseminated to school communities. As a result of the survey data, changes shall be instituted.
 - b. Assisting in the growth and development of parent groups at each school site.
 - c. Providing copies of the Title 1 Parent Involvement Procedure at each school and on each school's web page for parents' to view.

8. HCPS shall use the findings of the evaluation regarding its parental involvement procedure and activities to design strategies for more effective parental involvement, and to revise, if necessary (with parent involvement) its district parental involvement policy to:
 - a. Make recommendations to each participating school to integrate the changes in their respective school level parent involvement plans.
 - b. Provide suggestions for incorporating parent involvement as they relate to school improvement.

9. Capacity Building

HCPS shall build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement through the following activities.

a. HCPS shall, with the assistance of its Title 1, Part A schools, provide assistance to parents of children served by HCPS or school, to develop better understanding through parent workshops, conferences and classes. HCPS shall hold an annual meeting for Title 1 parents to provide information on:

- 1) the State's academic content standards
- 2) the State's student academic achievement standards
- 3) the State and local academic assessments including alternate assessments
- 4) the requirement of Title 1, Part A
- 5) how to monitor their child's progress
- 6) how to work with educators

10. HCPS' central Title 1 Office provides assistance, funding, and materials for parents in the following areas:

- a. Maryland State Department of Education/NCLB sponsored workshops
- b. MSA scoring/data meetings/workshops
- c. Training on progress monitoring and assessments for their child.
- d. The role of the Title 1 Family Liaison
- e. Parental Rights Booklets

11. HCPS shall, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, to foster parental involvement. Support shall be provided in the following areas:

- a. HCPS' central Title 1 Office provides funding for materials to help parents work with their children in the following programs:
 - 1) SIPPS – Reading Intervention
 - 2) Success Maker - Math Intervention
 - 3) I Station - Reading Intervention
 - 4) Harcourt – HCPS Reading Core Curriculum
 - 5) Everyday Math - HCPS Math Core Curriculum
 - 6) Technology-Use of computer programs
 - 7) Summer Jumpstart program

12. HCPS shall educate the entire school staff on how to communicate and work with parents as equal partners and how to coordinate parent programs between parents and schools, by:
 - a. Coordinating in-service at each school site
 - b. Meeting regularly with Family Involvement Team (FIT) at each school site
 - c. Meeting with School Improvement Team (SIT) at each school site
 - d. Meeting with Principals and Instructional Facilitators at each school site
 - e. Meeting with Family Liaisons and Title 1 Teacher Specialists at each school site
 - f. Providing input at school improvement team meetings on professional development for staff
 - g. Providing opportunities on a quarterly basis (or bi-annually) for parents to have input on Principal meetings, New Teacher Orientation, Title 1 Parent Conference, etc.
 - h. Planning and implementing the Annual Parent Involvement Training for parents and staff which shall be held in the fall of each year

13. HCPS shall take the following actions to ensure that information related to the school/parent programs, meetings, and other activities is sent to the parents of children in an understandable format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.
 - a. HCPS' central Title 1 Office shall provide school related documents, to the extent possible, for parents in a language and form they can understand by sending press

releases, newsletters, and systematic calendars to parents.

- b. HCPS' central Title 1 Office shall provide translation for documents, to the extent possible, for parents. Interpreters at parent meetings shall be provided, if needed.
- c. HCPS' central Title 1 Office supports the efforts of the ELL Office throughout the county.

14. Discretionary LEA Title 1 Parent Involvement Plan Components

HCPS in consultation with its parents, may choose to undertake to build parents' capacity for involvement in the school and school system, and to support their children's academic achievement, through the following discretionary activities listed under Title 1.

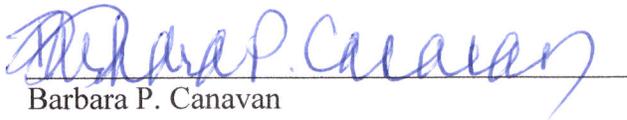
- a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- b. Providing necessary literacy training for parents from Title 1, Part A funds, if HCPS has exhausted all other reasonably available sources of funding.
- c. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- d. Training parents to enhance the involvement of other parents.
- e. Maximizing parental involvement in their children's education by arranging school meetings at a variety of times (evenings, weekends, daytime) and locations (off-site in the community), or conducting in-home conferences between teachers who work directly with participating children and parents who are unable to attend conferences at school.
- f. Adopting and implementing model approaches to improving parental involvement.
- g. General Educational Development (GED) program for parents-partnership with Harford Community College

- 15. Continuing a district wide parent advisory council to provide advice on all matters including those related to parental involvement in Title 1, Part A programs.

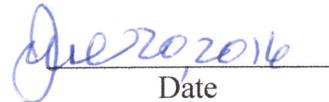
PROCEDURE

16. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
 - a. Hold annual meeting to convey components of Title 1
 - b. Meet quarterly with non-public schools to monitor Title 1 schools
17. Providing other reasonable support for parental involvement activities under Title I as parents may request.
18. Maintain Parental Information Resource Centers (PIRCs) at each Title 1 school site with flexible hours of operation for parent use.

Approved By:



Barbara P. Canavan
Superintendent of Schools



Date

PROCEDURE

Procedure Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	05/01/2009				
Revised	07/11/2013				
Revised	06/20/2016				

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: Brad Palmer	JOB POSITION OF LAST EDITOR/DRAFTER: Supervisor – HCPS Title 1 Office
PERSON RESPONSIBLE: Jacob Little	JOB POSITION OF PERSON RESPONSIBLE: Coordinator – HCPS Title I Office
DESIGNEE NAME:	DESIGNEE POSITION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

TÍTULO DEL PROCEDIMIENTO: PARTICIPACIÓN PARENTAL TÍTULO 1		
FECHA DE ADOPCIÓN/ VIGENCIA: 1 DE MAYO DE 2009	MODIFICACIÓN MÁS RECIENTE: 20 DE JUNIO DE 2016	CONFIRMACIÓN MÁS RECIENTE:
CATEGORÍA DE RESUMEN DEL MANUAL DE POLÍTICA/PROCEDIMIENTO:		

I. Objeto

El objeto de este procedimiento es establecer los procedimientos para implementar la Política de la Junta de Participación de Padres/Comunidad con un enfoque específico en el Título 1 participación de los padres.

II. Definiciones

- A. **Título 1** se refiere al Título 20, sección 6311-6339 del Código de los Estados Unidos.
- B. **Participación Parental** se refiere a la participación de los padres en una comunicación regular, significativa y bidireccional que involucre el aprendizaje académico del alumno y otras actividades escolares, para asegurar lo siguiente:
 - 1. Esos padres juegan un papel integral en la asistencia del aprendizaje de los niños.
 - 2. Se anima a esos padres a tener una participación activa en la educación del niño en la escuela.
 - 3. Esos padres son aliados integrales en la educación de su hijo y están incluidos, según corresponda, en la toma de decisiones y en los comités de asesoramiento para ayudar en la educación de sus hijos
 - 4. La realización de otras actividades, tales como las que se describen en el Título 1.

III. Procedimientos

- A. Las Escuelas Públicas del Condado de Harford (HCPS, según su sigla en inglés) se regirá por la definición de participación parental. Sus escuelas del Título 1 desarrollarán programas, actividades y procedimientos de acuerdo con tal definición.
- B. Los Procedimientos de Participación Parental del Título 1 se deberán implementar para establecer un sistema fuerte y efectivo de participación parental entre las

escuelas del Título 1, y para establecer estándares y criterios al respecto. HCPS está de acuerdo en implementar los siguientes requisitos normativos:

1. HCPC deberá planificar y poner en operación programas, actividades y procedimientos para involucrar a los padres en todas sus escuelas con los programas del Título 1.
2. HCPS deberá incorporar este plan de participación parental de todo el distrito en su plan LEA desarrollado en el marco del Título 1.
3. Para satisfacer los requisitos de la participación parental de la Parte A del Título 1 en la medida en que resulte practicable, HCPS y sus escuelas deberán brindar todas las oportunidades para la participación de los padres con conocimientos limitados de inglés, de los padres con discapacidades, los padres de los alumnos considerados en situación de calle y los padres de niños inmigrantes, entre ellas, suministrar información y los informes escolares requeridos conforme el Título 1 a través de canales de comunicación para garantizar la conexión entre la escuela y los padres.
4. Si el plan LEA para la Parte A del Título 1, no resulta satisfactorio para los padres de los niños participantes, HCPS deberá enviar todos los comentarios de los padres juntamente con el plan cuando HCPS envíe este último al Departamento de Educación del Estado .
5. HCPS deberá involucrar a los padres de los niños que participan en las escuelas incluidas en la Parte A del Título 1 en las decisiones respecto de la manera en que se gasta el uno por ciento de los fondos de la Parte A del Título 1, reservado a la participación parental, y deberá asegurar que no menos del 95 por ciento del uno por ciento reservado vaya directamente a las escuelas.
6. Este procedimiento se aplica a todas las escuelas identificadas en el Título 1 (todas las escuelas o en condición de asistencia específica) y a los alumnos considerados en situación de calle dentro de las Escuelas Públicas del Condado de Harford.

C. Implementación

1. HCPS deberá suministrar múltiples formas de comunicación para distribuir la información a los padres, incluida la Información Parental del condado y del estado. En el Sitio Web de HCPS (vínculo Título 1) que corresponde al Plan Maestro de HCPS se deberán solicitar los comentarios anuales de los padres.

2. HCPS deberá invitar dos veces por año a los padres del Título 1 a desarrollar y revisar el Plan Maestro de HCSP para garantizar un desarrollo conjunto de la política de participación parental en todo el distrito en el marco del Título 1. Además, se deberá invitar a los padres a asistir a una revisión anual del Convenio Hogar/Escuela.
3. HCSP deberá invitar a los padres del Título 1 de cada escuela del distrito a prestar servicio en el equipo de mejora escolar con la tarea de desarrollar los planes de mejora de las escuelas del Título 1 y los procedimientos de participación de los padres, como así también para transmitir a los padres su derecho a involucrarse.
4. HCPS deberá brindar asistencia técnica y otros tipos de apoyo para asistir en la planificación e implementación efectiva de las actividades de participación parental en las escuelas de la Parte A del Título 1, para mejorar los logros académicos y el rendimiento escolar.
5. La Oficina Central del Título 1 de HCPS deberá
 - a. Mejorar la concientización de los docentes y el personal de cada establecimiento escolar respecto de (1) cómo involucrar a los padres de manera de hacerles sentir que tienen una participación igual en el éxito académico de su hijo y (2) la significación de la influencia de los padres en el éxito académico de sus hijos.
 - b. Mejorar la concientización de los docentes y el personal de cada establecimiento escolar sobre la importancia de los canales de comunicación entre el hogar y la escuela, y garantizar, en la medida de lo posible, que la información que se envía al hogar esté en un lenguaje y un formato que los padres puedan comprender.
 - c. Brindar materiales y capacitación para ayudar a los padres con el logro académico de sus hijos.
 - d. Programar reuniones regulares con los padres en cada establecimiento escolar, alentando la participación para que se conviertan en un participante activo en el proceso de aprendizaje de sus hijos.
 - e. Visitar regularmente los establecimientos escolares para garantizar la implementación de las políticas y los planes.
 - f. Desarrollar y distribuir un calendario de actividades de Participación Parental en todo el distrito y en todas las escuelas.
6. HCSP deberá coordinar e integrar las estrategias de participación parental

de la Parte A del Título 1 con las estrategias de participación parental de los Programas de School Readiness respaldados por el Programa de Pre-Jardín de Infantes, el Programa de Jardín de Infantes de Jornada Completa, el Plan Curricular del Estado de Maryland, los programas de Pre-Jardín de Infantes para niños con discapacidades y otros programas/actividades para alentar y respaldar la participación de los padres en la educación de sus hijos.

7. HCPS deberá llevar a cabo una evaluación constante, con la participación de los padres, de los contenidos y la efectividad de este plan de participación parental en la mejora de la calidad de sus escuelas de la Parte A del Título 1. La evaluación deberá incluir la identificación de barreras que impidan una mayor participación de los padres en las actividades de participación parental (prestando particular atención a los padres con dificultades económicas, que tengan alguna discapacidad, conocimientos limitados de inglés, alfabetización limitada o se encuentren dentro de algún grupo racial o étnico minoritario). Esto debe realizarse de la siguiente manera:
 - a. Llevar a cabo una Encuesta anual de Evaluación Regional de Padres del Título 1 de cada escuela del Título 1, que sea compilada en la Oficina Central del Título 1 y en la Oficina de Control. Los datos de la encuesta deberán suministrarse a las escuelas para su revisión y deberán distribuirse en las comunidades escolares. Como resultado de los datos de la encuestas, se deberán implementar cambios.
 - b. Ayudar al crecimiento y desarrollo de los grupos de padres en cada establecimiento escolar.
 - c. Suministrar copias del Procedimiento de Participación Parental del Título 1 en cada escuela y en cada sitio web de la escuela para que los padres puedan verlo.

8. HCPS deberá utilizar los resultados de la evaluación respecto de sus procedimientos y actividades de participación parental para diseñar estrategias para una participación parental más efectiva y para revisar, en caso de que sea necesario (con la participación de los padres) su política de participación parental del distrito para:
 - a. Hacer recomendaciones a cada escuela participante para integrar los cambios en los planes de participación parental a nivel escolar respectivos.
 - b. Brindar sugerencias para incorporar la participación parental en la medida en que se relacionen con la mejora escolar.

9. Construcción de Capacidad

HCPS deberá construir la capacidad de las escuelas y los padres para una fuerte participación parental a fin de garantizar la participación efectiva de los padres y para respaldar la colaboración entre la escuela, los padres involucrados y la comunidad para mejorar los logros académicos de los alumnos a través de las siguientes actividades.

a. HCPS deberá, con la asistencia de sus escuelas de la Parte A del Título 1, brindar asistencia a los padres de los niños que reciben los servicios de HCPS o la escuela, para desarrollar un mejor entendimiento a través de talleres de padres, conferencias y clases. HCPS deberá organizar una reunión anual para padres del Título 1 para brindar información sobre lo siguiente:

- 1) los estándares del contenido académico del Estado
- 2) los estándares de los logros académicos de los alumnos del Estado
- 3) las evaluaciones académicas locales y del Estado, incluidas las evaluaciones alternativas
- 4) los requisitos de la Parte A del Título 1
- 5) cómo monitorear el progreso de los niños
- 6) cómo trabajar con los docentes

10. La Oficina Central de Título 1 de HCPS brinda asistencia, fondos y materiales para los padres en las siguientes áreas:

- a. Talleres patrocinados por el Departamento de Educación del Estado de Maryland/NCLB
- b. Calificación/datos/reuniones/talleres MSA
- c. Capacitación en el monitoreo del progreso y evaluaciones para sus hijos.
- d. El papel del Enlace Familiar del Título 1
- e. Folletos sobre Derechos Parentales

11. HCPS deberá, con la asistencia de sus escuelas, brindar los materiales y la capacitación para ayudar a los padres a trabajar con sus hijos para mejorar los logros académicos de los niños, tales como capacitación en alfabetización y el uso de la tecnología para fomentar la participación parental. Se deberá brindar apoyo en la siguientes áreas:

- a. La Oficina Central del Título 1 de HCPS suministra fondos para materiales para ayudar a los padres a trabajar con sus niños en los siguientes programas:

- 1) SIPPS - Intervención en Lectura
 - 2) Success Maker - Intervención en Matemática
 - 3) I Station - Intervención en Lectura
 - 4) Harcourt - Plan Curricular Central de Lectura de HCPS
 - 5) Everyday Math - Plan Curricular Central de Matemática de HCPS
 - 6) Tecnología - Uso de programas de computación
 - 7) Programa de Verano Jumpstart
12. HCPS deberá instruir a todo el personal escolar respecto de la manera de comunicarse y trabajar con los padres en igualdad de condiciones y el modo de coordinar los programas de los padres entre los padres y las escuelas de la siguiente forma:
- a. Coordinar un servicio interno en cada establecimiento escolar
 - b. Reunirse regularmente con el Equipo de Participación Familiar (FIT) en cada establecimiento escolar
 - c. Reunirse con el Equipo de Mejora Escolar (SIT) en cada establecimiento escolar
 - d. Reunirse con los Directores y los Facilitadores de Instrucción en cada establecimiento escolar
 - e. Reunirse con los Especialistas de Enlace Familiar y Docentes del Título 1 en cada establecimiento escolar
 - f. Brindar comentarios en las reuniones del equipo de mejora escolar sobre desarrollo profesional para el personal
 - g. Brindar oportunidades trimestralmente (o dos veces por año) para que los padres reciban comentarios de las reuniones del Director, Orientación para los Nuevos Maestros, Conferencias para Padres del Título 1, etc.
 - h. Planificar e implementar la Capacitación Anual de Participación Parental para los padres y el personal, que deberá llevarse a cabo en otoño todos los años
13. HCPS deberá tomar las siguientes medidas para garantizar que la información relacionada con los programas escuela/padres, las reuniones y otras actividades sea enviada a los padres de los niños en un formato comprensible, con formatos alternativos previa solicitud, y en la medida que sea factible, en un lenguaje que los padres puedan comprender.
- a. La Oficina Central del Título 1 de HCPS deberá suministrar a los padres, en la medida que sea posible, la documentación relacionada con la escuela en un lenguaje y formato que estos puedan comprender, mediante comunicados de prensa, boletines y calendarios sistemáticos.

- b. La Oficina Central del Título 1 de HCPS deberá suministrar a los padres la traducción de los documentos, en la medida en que sea posible. Se brindarán intérpretes en las reuniones, si fuera necesario.
 - c. La Oficina Central del Título 1 de HCPS respalda los esfuerzos de la Oficina de ELL en todo el condado.
14. Componentes discrecionales de LEA del Plan de Participación Parental del Título 1

HCPS, previa consulta con sus padres, podrá elegir hacerse cargo de la construcción de la capacidad de los padres para involucrarse en la escuela y el sistema escolar, y para apoyar a sus hijos en los logros académicos a través de las siguientes actividades discrecionales indicadas en el marco del Título 1.

- a. La participación de los padres en el desarrollo de la capacitación para maestros, directores y otros docentes para mejorar la efectividad de esa capacitación.
 - b. Brindar la capacitación y los conocimientos para los padres de la Parte A fondos, del Título 1, en el caso de que HCPS haya agotado todas las fuentes razonablemente disponibles de recursos.
 - c. Pagar los gastos razonables y necesarios asociados con las actividades de participación parental, incluidos los costos de transporte y del cuidado de los niños, para permitir a los padres participar en las reuniones relacionadas con la escuela y las sesiones de capacitación.
 - d. Capacitar a los padres para mejorar la participación de otros padres.
 - e. Maximizar la participación parental en la educación de sus hijos mediante la organización de reuniones escolares en una serie de oportunidades (por la tarde, en los fines de semana, por la mañana) y lugares (fuera del establecimiento en la comunidad) o conferencias internas entre maestros que trabajan directamente con los niños participantes y los padres que no pueden asistir a las conferencias en la escuela.
 - f. Adoptar e implementar estrategias modelo para mejorar la participación parental.
 - g. El Programa de Desarrollo Educativo General (GED) para participación de padres con el Harford Community College
15. Continuar con un consejo asesor de padres de todo el distrito para brindar asesoramiento en todos los temas, incluidos aquellos relacionados con la participación parental en los programas de la Parte A del Título 1.
16. Desarrollar los roles adecuados para las organizaciones y negocios

PROCEDIMIENTO

basados en la comunidad en las actividades de participación parental, incluidas las organizaciones religiosas.

- a. Organizar reuniones anuales para transmitir los componentes del Título 1
 - b. Reunirse trimestralmente con las escuelas privadas para monitorear las escuelas del Título 1
17. Proporcionar otros apoyos razonables para las actividades de participación parental en el marco del Título 1 que los padres puedan solicitar.
 18. Mantener Centros de Recursos de Información Parental (PIRC) en cada establecimiento escolar del Título 1 con horarios flexibles de operación para uso por parte de los padres.

Aprobado por:

Barbara P. Canavan
Superintendente de Escuelas

Fecha

PROCEDIMIENTO

Fechas de las Medidas del Procedimiento					
MEDIDA	FECHA	MEDIDA	FECHA	MEDIDA	FECHA
Adoptada	05/01/2009				
Revisada	07/11/2013				
Revisada	06/20/2016				

Responsabilidad por Mantenimiento del Procedimiento y Referencias	
NOMBRE DEL ÚLTIMO EDITOR/REDACTOR: Brad Palmer	PUESTO DE TRABAJO DEL ÚLTIMO EDITOR/REDACTOR: Supervisor – Oficina del Título 1 de HCPS
PERSONA RESPONSABLE: Jacob Little	PUESTO DE TRABAJO DE LA PERSONA RESPONSABLE: Coordinador – Oficina del Título 1 de HCPS
NOMBRE DE LA PERSONA DESIGNADA:	PUESTO DE LA PERSONA DESIGNADA:
NÚMERO DE PROCEDIMIENTO ANTES DEL 1 DE NOVIEMBRE DE 2005:	

REFERENCIAS LEGALES¹

Las referencias se detallan en el Procedimiento.

¹ Todas las referencias son a leyes o reglamentos específicos del Gobierno Federal o de Maryland. Las referencias se brindan para mayor comodidad y solo con fines informativos; no deben considerarse exhaustivas ni impiden a las Escuelas Públicas del Condado de Harford invocar otras leyes o reglamentos en respaldo de una política.

Schools and families will work to build knowledge to better help our students achieve.

HCPS will work cooperatively with families and staff through workshops, conferences, and classes to discuss an array of topics affecting our students.

Title I office will provide assistance, funding and materials for families and staff related to providing academic assistance to our children in and out of school.

The school district will work with families and staff to provide materials and training in regards to specific programs designed to help students succeed in school.

The school district will work with families and staff to communicate effectively and work as equal partners.

The school district will make sure that information sent to families is in an understandable format.

.....

To see the original documents
Go to HCPS.org,
click on Title I Schools
under the Parents Tab
Scroll down to General Info

Harford County Public Schools
A.A. Roberti Building
102 S. Hickory Avenue
Bel Air, MD 21014

Participating Schools

Tara Dedeaux, Principal
Bakerfield Elementary
36 Baker St., Aberdeen, MD

Gregory Lane, Principal
Deerfield Elementary
2307 Willoughby Beach Rd.
Edgewood, MD

Cynthia Ross, Principal
Edgewood Elementary
2100 Cedar Dr., Edgewood, MD

Christine Langrehr, Principal
George D. Lisby Elementary at Hillsdale
810 Edmund St., Aberdeen, MD

Christina Douglas, Principal
Halls Cross Roads Elementary
203 E. Bel Air Ave., Aberdeen, MD

Jennifer Gasdia, Principal
Havre de Grace Elementary
600 S. Juniata St., Havre de Grace, MD

Earl Gaskins, Principal
Joppatowne Elementary
407 Trimble Road, Joppa, MD

Audrey Vohs, Principal
Magnolia Elementary
901 Trimble Rd., Joppa, MD

Marc Hamilton, Principal
Riverside Elementary
211 Stillmeadow Drive, Joppa, MD

Ron Wooden, Principal
William Paca/Old Post Road Elementary
2706 Old Philadelphia Rd., Abingdon, MD



Title I in Harford County Public Schools Mission Statement

The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.

We believe in:

- Implementing research-based instructional practices
- Utilizing additional resources in instruction
- Involving parents and community



Harford County Public Schools Office of Title I

Parent and Family Engagement District Plan

2021-2022

Parent and Family Engagement Plan

Purpose: To establish a strong commitment between communities, families, and Harford County Public Schools (HCPS) in supporting the school environment.

Purpose: The Title I Family Engagement procedure is completed to build a strong and effective system of family involvement in HCPS in order to break down barriers that allow greater participation from our families.

HCPS will support an effective system of family and community involvement in schools by involving parents, family members and communities. (Board of Education Meetings, Community forums)

HCPS will promote and help schools with meaningful effective partnerships among schools and parents. (Office of Community Engagement, Cultural Proficiency Council)

HCPS will inform and involve families in school activities. (HCPS/School Websites, Facebook, Classroom Dojo)

HCPS will promote open and on-going communication. (Public/Community Forums)

HCPS will support family engagement in student learning. (Board of Education Meetings, PTA Meetings, Family Engagement Meetings)

HCPS will promote and assist volunteering in schools. (Public/Community Forums)

The school district will plan activities for family engagement with Title I schools. (STEM Night, College Fairs)

The school district will plan activities for family engagement with Title I schools. (College Fairs)

The school district will provide opportunities for all parents to participate, such as parents with limited English and parents with disabilities. (Language Line, Trusted Translations Inc.)

The school district will submit any comments that are not satisfactory to HCPS Title I Office. (Email, Facebook)

The school district will involve families in the decision of how the one percent of funds set aside for family engagement is spent. (Title I School Satisfaction Survey, Family Engagement Team Meetings)

The Title I Office will work with staff at each school on how to involve parents as equal partners and the importance of communication between home and school. (School Counselor, Teacher Specialists, Building Administrators, Social Workers, ESOL Teachers)

The Title I office will provide materials to parents, if needed, on how to help support their child in school. (Family Engagement Team Meetings, Conference Day and Back-to-School Nights)

The Title I Office will schedule meetings with families, encouraging them to stay involved in their child's education. (Regional Parent Trainings, Family Engagement Meetings)

The Title I Office will visit the schools often to make sure plans are being implemented. (School Based Program Review, Walkthroughs)

The Title I Office will ensure that parental involvement activities are located on district-wide and school-wide calendars. (HCPS Communications Office)

We will provide multiple communications of information to families. (Newsletters, Phone Calls, HCPS Title I Website, Postcards, Facebook)

We will invite Title I families to work with the school performance and achievement team. (A team that develops School Performance & Achievement Plan)

We will provide help with effective family engagement activities. (Teacher Specialist Meetings, School Performance & Achievement Team Meetings)

We will support family engagement in Pre-K and K-5 in regards to Maryland 's College and Career-Ready Standards. (What students work on at each grade level). (Parent Meetings, Conference Day, Grade Level Events in Reading and Math)

We will conduct ongoing evaluation of the parent involvement plan. (Family Engagement Meetings, Title I Website)

[Exit](#)

HCPS Parent/Family Engagement Plan Survey 2020-2021

HCPS Parent/Family Engagement Plan.

Title 1 Parents,

Please review the HCPS Parent/Family Engagement Plan and indicate your response below, ([View Brochure](#) / [View Procedure](#)). Thank You

1. Please indicate which Title 1 school your child/children attend.

- Bakerfield Elementary School
- Edgewood Elementary School
- Deerfield Elementary School
- George D. Lisby Elementary School @ Hillsdale
- Hall's Crossroads Elementary School
- Havre de Grace Elementary School
- Magnolia Elementary School
- Riverside Elementary School
- Wm Paca/Old Post Elementary School
- Other School

*** 2. The "HCPS Parent/Family Engagement Plan" describes how HCPS involves parents, families, and community members in student's learning and educational activities.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
-

Not Sure

*** 3. The “HCPS Parent/Family Engagement Plan” describes how HCPS will promote and encourage meaningful effective partnerships**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

*** 4. The “Title I Parent/Family Engagement Plan” meets my needs as a Title I Parent.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

*** 5. The “Title 1 Parent/Family Engagement Plan” provides me with opportunities to participate in decision making within my child’s school.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

*** 6. The “Title 1 Parent/Family Engagement Plan” provides for an effective system of parent involvement.**

- Strongly Agree
- Agree

- Disagree
- Strongly Disagree
- Not Sure

*** 7. The “Title 1 Parent/Family Engagement Plan” builds the school and parent capacity for strong parental involvement.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

8. Identify reasons (barriers) that might prevent you and/or other parents from participating in your child’s school experiences?

9. Please provide any comments or suggestions that you feel will help to improve the “Title 1 Parent/Family Engagement Plan”.

Done



[Exit](#)

Encuesta sobre el plan de participación de padres / familias de HCPS 2020-2021

Plan de participación de padres / familias de HCPS.

Título 1 Padres,

Por favor revise el Plan de Participación de Padres / Familia de HCPS e indique su respuesta a continuación, ([Ver el Folleto](#) / [Procedimiento de Vista](#)). Gracias

1. Por favor indique a qué escuela del Título 1 asisten sus hijos.

- Bakerfield Escuela primaria
- Edgewood Escuela primaria
- Deerfield Escuela primaria
- George D. Lisby Escuela primaria @ Hillsdale
- Hall's Crossroads Escuela primaria
- Havre de Grace Escuela primaria
- Magnolia Escuela primaria
- Riverside Escuela primaria
- Wm Paca/Old Post Escuela primaria
- Otra escuela

*** 2. El "Plan de participación de padres / familias de HCPS" describe cómo HCPS involucra a los padres, a las familias y a los miembros de la comunidad en el aprendizaje y las actividades educativas de los alumnos.**

- Totalmente de acuerdo
- De acuerdo
- Discrepar

- Muy en desacuerdo
- No estoy seguro

*** 3. El "Plan de participación de padres y familias de HCPS" describe cómo HCPS promoverá y alentará asociaciones significativas y efectivas**

- Totalmente de acuerdo
- De acuerdo
- Discrepar
- Muy en desacuerdo
- No estoy seguro

*** 4. El "Plan de Compromiso de Padres / Familia de Título I" satisface mis necesidades como un Título I de Padres.**

- Totalmente de acuerdo
- De acuerdo
- Discrepar
- Muy en desacuerdo
- No estoy seguro

*** 5. El "Plan de Participación de Padres / Familia del Título 1" me brinda la oportunidad de participar en la toma de decisiones dentro de la escuela de mi hijo.**

- Totalmente de acuerdo
- De acuerdo
- Discrepar
- Muy en desacuerdo
- No estoy seguro

*** 6. El "Plan de Participación de Padres / Familia del Título 1" proporciona un sistema efectivo de participación de los padres.**

—

- Totalmente de acuerdo
- De acuerdo
- Discrepar
- Muy en desacuerdo
- No estoy seguro

*** 7. El "Plan de Participación de Padres / Familia del Título 1" construye la capacidad de la escuela y de los padres para una fuerte participación de los padres.**

- Totalmente de acuerdo
- De acuerdo
- Discrepar
- Muy en desacuerdo
- No estoy seguro

8. Identifique las razones (barreras) que podrían evitar que usted y otros padres participen en las experiencias escolares de su hijo.

9. Proporcione cualquier comentario o sugerencia que considere que ayudará a mejorar el "Plan de participación de padres / familias del Título 1"

Harford County Public Schools Title I Parent Involvement Policy &

Title I Parent Involvement Procedures

Survey Results

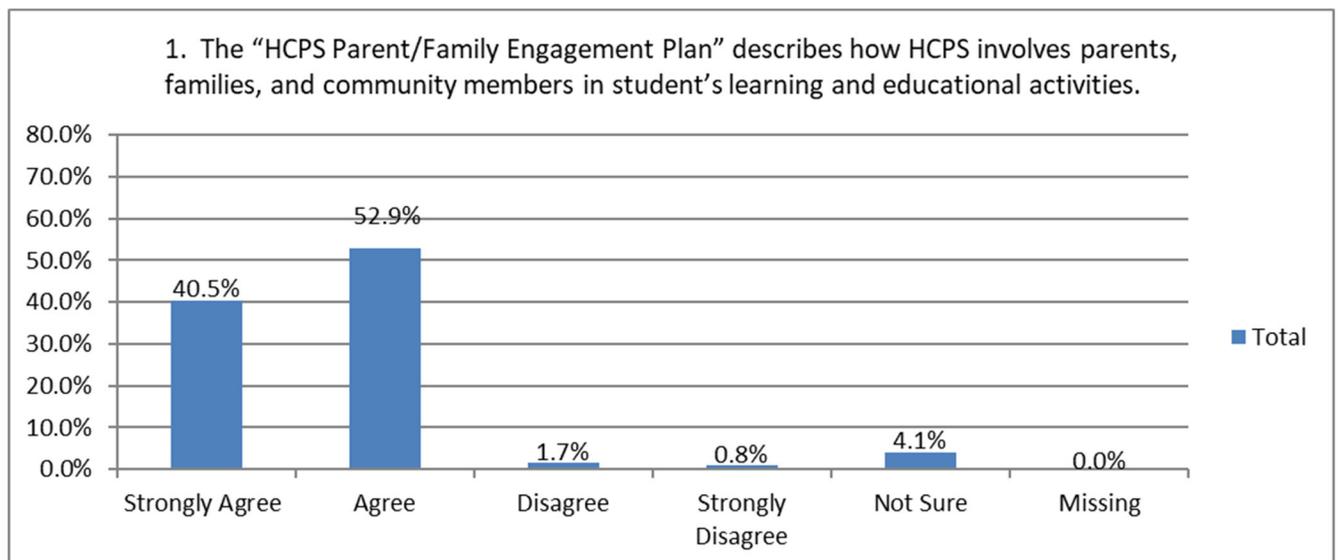
2020-2021

Title I parents were given the opportunity to review, online, the HCPS Parent Involvement Policy and the HCPS Title I Parent Involvement Procedures. They were then asked to complete a survey. Data was compiled and it is presented below:

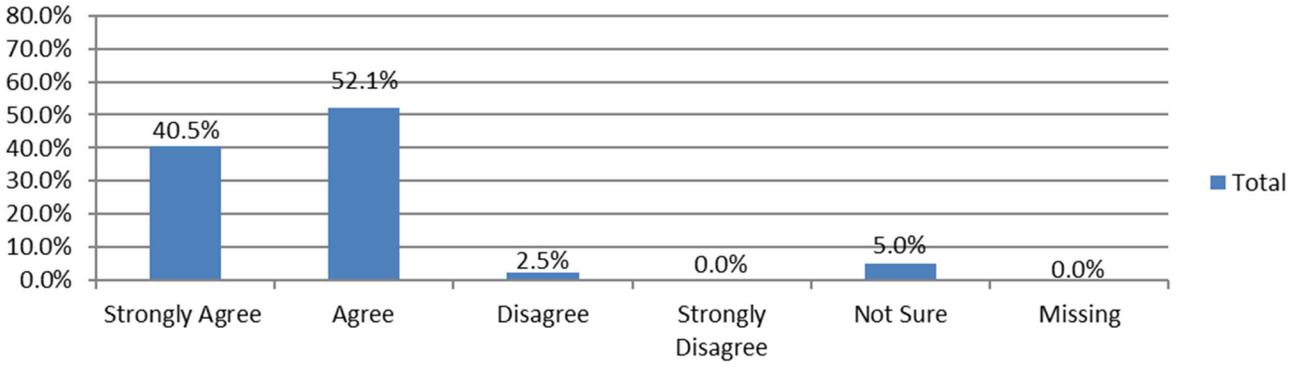
To date we have received 121 survey responses from all 9 Title I Schools.

Overall the survey respondents felt that the current HCPS Parent Involvement Policy describes how HCPS involves parents, families, and community members in student's learning and educational activities, (93.4% strongly agreed or agreed). They felt the document describes how HCPS will promote and encourage meaningful effective partnerships (92.6%).

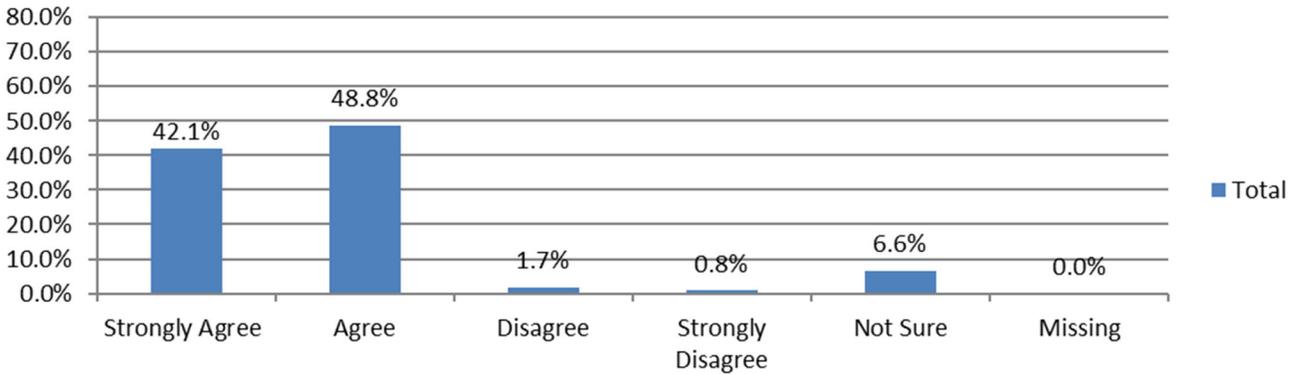
The survey respondents felt that the current HCPS Title I Parent Involvement Procedures met their needs as a Title I parent, (90.9% agreed or strongly agreed) and provided them with opportunities to participate in decision making within their child's school, (87.6%). The survey respondents felt the HCPS Title I Parent Involvement Procedures provided for an effective system of parent involvement (90.9%). They felt the document itself builds the school and parent capacity for strong parental involvement, (89.3%).



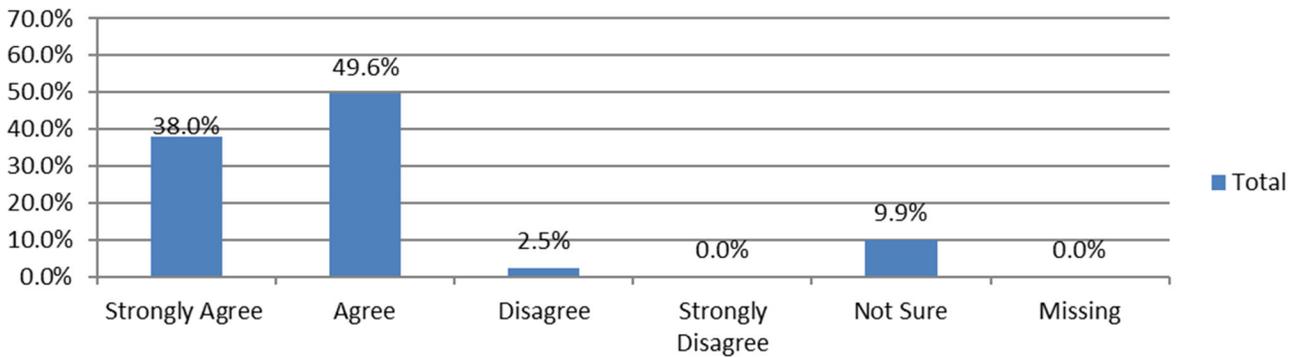
2. The "HCPS Parent/Family Engagement Plan" describes how HCPS will promote and encourage meaningful effective partnerships.



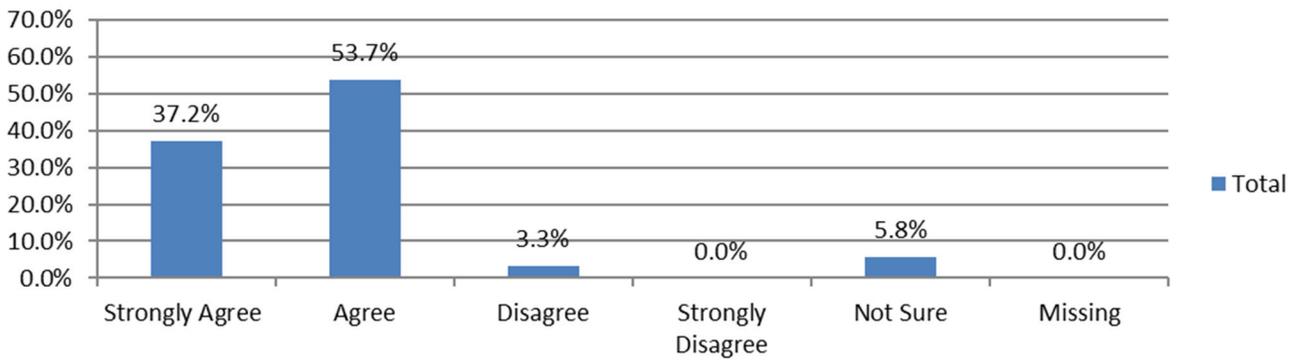
3. The "Title I Parent/Family Engagement Plan" meets my needs as a Title I Parent.



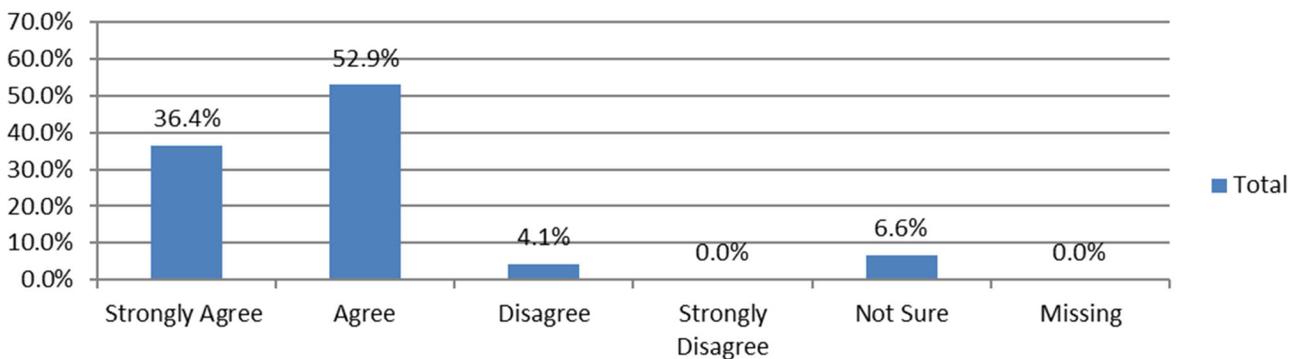
4. The "Title 1 Parent/Family Engagement Plan" provides me with opportunities to participate in decision making within my child's school.



5. The "Title 1 Parent/Family Engagement Plan" provides for an effective system of parent involvement.



6. The "Title 1 Parent/Family Engagement Plan" builds the school and parent capacity for Strong parental involvement.



2020-2021

Bakerfield Elementary

Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- For those parents that work 10-12 hours it is difficult to always be able to participate in functions.

Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- No responses

Deerfield Elementary

Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- **Language sometimes prevents me from becoming more involved with my child's activities. (Spanish Survey)**
- Because we are virtual, it is hard to stay focused on anything besides there school work. Maybe a class on handling stress during the pandemic that involves teachers and how to lighten the load on parents, especially working single parent households.
- Schedule Conflict, access to internet, access to transportation, lack of childcare, unaware of resources available, language barrier, technology barrier (laptop, smart phones, internet)
- Barriers that might prevent me, and/or other parents from participating fully in our child's school experience is that most parents work, and sometimes when the school have activities it may be around the time the parents have to work. Also, if the parents have more than one child, the time may not permit for the parent/parents to be at both locations at the same time especially if the time is the same for the event/s. Another issue may be understanding clearly what is needed from the parent/s, for example, not all parents are fully aware of certain things or expectations from the school. Make materials clear and understandable for people who are not fully understanding of the system and how it is operated.
- Depending on Schedule
- Work schedule
- No barriers x 2
- Right now, COVID and my job. I'm an ICU nurse and I'm exhausted.
- I don't remember seeing anything regarding the above questions. We recently moved to Harford County, and did not come from a title 1 school.

- Since all this pandemic started I haven't stop working actually doing more hours since some associates stop  working cause of the fear of COVID
- I am disabled due to lupus so it is difficult for me to ambulatory at times.

Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- Maybe a school morning announcement once a week/daily video, instead of tons of emails and phone calls. Using direct tools to get messages out.
- The Parent/Family Engagement Plan is a brief overview of what HCPS is doing. It lacks specific details and action steps. It lists the offices and events but that is it. How do I know what was done in the past, what is currently happening? Is there a Strategic Action Plan that provides specific steps that are being done. There can be a link to a more detailed action plan or a website/page that has a detailed.
- **As mentioned above, making materials clear and understandable for parents who may not fully understand the system and the expectations. Not every parent is fully acclimated. Perhaps have an informational night where you can explain, and also for parents to ask questions on how exactly you would like their involvement. Some children in the school are first generation for their families going to an American school. I am not sure what else I can add, but this is just some of my thoughts.**
- none
- Although providing a high level overview of the Title I offices involvement with the school there is not a lot of detail in this pamphlet
- No clue what it is. Please send an email with additional information.
- I don't have any suggestions actually thank you very much for having the learning center for me it's an awesome help and good experience for my kids.

Edgewood Elementary

Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- Work
- Work different hours
- Maybe working late
- Work and all this digital stuff

Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- No responses

George D. Lisby Elementary

Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- No responses

Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- No responses

Hall's Cross Roads Elementary

Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- **Language (Spanish Survey)**
- If any, work
- Work hours
- Multiple sites to sign in to.
- I have two other children that I take care of myself there dad help sometimes and he don't live with me
- Internet, Transportation, Work schedule
- Currently covid-19 is a barrier for all of us obviously. Work schedule can also conflict with school events at times.
- None
- Husbands Work schedule and college classes for myself.

Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- None x 3
- We love Hall's Cross Roads!

Havre de Grace Elementary

Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- None
- Work schedule, Younger siblings at home
- Virtual learning has really affected us. I really don't see why the small group needed for in person meetings concerning the child involved with an IEP can't meet.
- Timing if commitments
- Covid 19 and hours
- During virtual learning, it would be difficult for a parent to participate if they are working outside of the home.
- Time of day, covid-19
- Transportation, Younger children, Time constraints due to employment
- Younger siblings who need care during school events

Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- None x 2
- I like the fact some IEP teachers are trying to meet with students the one day they are attending school. However, I see no reason why we are not in school more than one day. Students needing IEP help suffer more with virtual learning, in my opinion, than those who do not need special services.
- Keep up the good work!
- Love it all and all of you! Love, Kate Denny

Magnolia Elementary

Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- None x 2
- He's not really focus
- We have no child care for our younger children. As well as no help from family or friends.

Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- N/A

- I love these activities

Riverside Elementary

Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- No Barriers

Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- No Feedback

William Paca/Old Post Road Elementary

Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- **The language several families do not speak English. (Spanish Survey)**

- Work

- So I don't give my child the answer. He's In the third grade and there's a lot to do in a short amount of time. Be as it may when he's writing and get stuck I help by asking questions and guide him so he can write a full page. In math he needs more of the visual learning and taking step by step instructions and I help with the first couple of problems and then let him do the rest by himself. Stuff like this shouldn't be a problem when this is a good opportunity to get more one on one time to help the child learn and understand better. Especially if the parent has the time and wants to be involved. I understand we as parents should not give the answers but guiding to help get there so the child learns right should not be an issue. So they don't get left behind and not know what they are suppose to be learning.

- Schedule conflicts may interfere, but never completely prevent me from sharing in school experiences.

- Currently the issues involved are around the COVID planning. How to safely teach and handle situations in school. It might not be the school or staff 100% its more the district and at this time no parents have any say. The Hybird plan is a joke and honestly a risk to everyone involved adding much stress to the staff in the buildings. I do not see how children will learn this way.

Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- **The language several families do not speak English. (Spanish Survey)**

- What I said in number 8

- I love it.

- Allowing parents truly to speak up and be heard. Listened to and respected. Not just them but teachers too

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Harford County Public Schools
Component E: Equitable Services
Internal Controls

The HCPS Title I Office is committed to providing equitable services to eligible private school students, teachers, and parents. These services and other benefits will be comparable to the services and other benefits provided to the public school children and teachers participating in Title I programs. The HCPS Title I Office will assess, address, and evaluate the needs of private school students and teachers. The system will spend the required proportional share ensure identified students receive services.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
End of Year / Affirmation of Consultation Meeting	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Initial consultation meeting. 1. Determine data source for counting eligible students. (Identifying pool of eligible students is private school responsibility.) 2. Identify multiple, educationally related criteria for choosing students. (LEA responsibility.) 3. Discuss academic goals of eligible students, appropriate assessments. 4. Solicit views on service delivery options, including “pooling” or consolidating funds option. 5. Discuss size and scope of services, the proportion of funds, and how the proportion will be determined 6. Determine services for parents and teachers of participating students. 7. Inform private school officials of the HCPS Title I, Part A, complaint procedure. 8. Collect signed affirmation form private school officials. 9. Determine equitable services amount based on number of eligible students and proportion of funds. 10. Identify students to participate (served).	End of 2021 School Year	various	5/20 – Trinity 6/2 – St. Joan
Dispute Resolution	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	HCPS Title I, Part A complaint procedure will be utilized to ensure all issues or concerns are attempted to be resolved, before escalation to the State Ombudsman. HCPS Title I Office believes open, honest, and fair communication between private schools should occur at all times. HCPS Title I Office strives to ensure understanding and agreement with all private schools.	July – June, 2021/2022		This complaint procedure is shared with each private school during the Affirmation of Consultation meeting
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Work with other counties / states to sign MOU’s and exchange money for students who generated funds from the previous school year.	July – June, 2021/2022		

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Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Contact Finance Grants Accountant to ensure additional accounts are created to allow for the deposit of incoming out of county funds. Ensure Catapult is aware these costs must be broken out on the monthly invoices.	August 2021	On-going Will be set up when invoice is created.	HCPS is giving funds to CCPS (1 students). HCPS is receiving no funds from CCPS (0 students). HCPS is giving funds to BCPS (7 students). HCPS is receiving no funds from BCPS (1 students).
Renew Third Party Contract	Sara Harvey, Purchasing Agent Catapult Learning	Sign Renewal of Third Party Contract if necessary. Discuss upcoming year's contract. Review any changes.	June 2021		7/20 – Contract renewal was process for 2021-2022 School year.
Discuss Third Party Contract	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Discuss upcoming year's contract. Review any changes. This meeting and the fact that the Affirmation of Consultation meetings have already taken place will ensure that services to private school students start at the beginning of the school year.	August 2021	August 10, 2021	8/10/21 - Review contract, discuss expect PPA amounts available for each private school for upcoming year.
Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber, Assistant Title I Assistant Supervisor	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan. The type of assessment used, and the expectations defined to measure the effectiveness of the Title I program will be included.	August 2021	August 10, 2020	8/10/21 - The annual progress rubric will be discussed & disseminated in our meeting.
Meet with Third Party vendor to discuss enhanced Fiscal Monitoring.	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Meet with Third Party Vendor in order to ensure additional information is included in invoices, including the need to break down all purchases.	August 2021	August 10, 2021	8/10/21 - Discuss Last Year's Results, Contract, Expectations, Implementation of Program, PD, Program Fees, administrative Fees, and enhanced Fiscal Monitoring.
Transmit Affirmation of Consultation Agreement to State Ombudsman	Thomas Webber, Assistant Title I Assistant Supervisor MSDE Title I State Ombudsman	Transmit Affirmation of Consultation Agreement to State Ombudsman. The signed Affirmation of Consultation will be transmitted to the Ombudsman before the start of the school year. If any issues or disagreements occur during the May/June Affirmation of Consultation meetings, HCPS Title I Office will work closely with Private Schools to de-escalate issues before state ombudsman is involved.	October 2021	TBD	The Affirmation of Consultation Agreements are sent with the HCPS Local ESSA Consolidated Strategic Plan

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Check on Status of Program	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Speak with each of the administrators to ensure that services to private school students have started at the beginning of the school year.	Late August / Early September.	TBD	Will send out a welcome email & amount of funds generated after meeting with 3 rd Party Provider														
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor	Currently no Title I funds are used to purchase equipment. No Equipment is allowed to be purchased for use in Private Schools. Regardless, equipment inventory and audit will take place each year during school year.	Ongoing		Equipment Inventory check will take place during 1 st quarter meetings														
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Any materials purchased by Catapult are reviewed by Title I Office to ensure Educational Supplies / Materials are appropriate and supplemental before payment is made. All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities.	Ongoing		Material Inventory as well as Title I Property labels are checked during quarterly meetings with private schools.														
Title I Storage of Equipment or Materials	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities. If school are continuing services through the next year, during the 4 th quarter meeting, discussion are held as to how the materials should be stored, or if they should be picked up by Title I Office. At beginning of school year, materials are re-inventoried to ensure completeness.	Ongoing		Material Inventory are discussed during quarterly meetings with private schools.														
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	<p>Exchange Funds with Baltimore County, Baltimore City, and Cecil County (as applicable)</p> <table border="1" data-bbox="695 1078 1440 1312"> <thead> <tr> <th colspan="3">Student Generator Information</th> </tr> <tr> <th>County</th> <th># of HCPS Students attending (Monies to be sent)</th> <th># of Out-of-County Students (Monies to receive)</th> </tr> </thead> <tbody> <tr> <td>Cecil County</td> <td>1</td> <td>0</td> </tr> <tr> <td>Baltimore City</td> <td>0</td> <td>0</td> </tr> <tr> <td>Baltimore County</td> <td>7</td> <td>1</td> </tr> </tbody> </table>	Student Generator Information			County	# of HCPS Students attending (Monies to be sent)	# of Out-of-County Students (Monies to receive)	Cecil County	1	0	Baltimore City	0	0	Baltimore County	7	1	September, 2021 – June, 2022	
Student Generator Information																			
County	# of HCPS Students attending (Monies to be sent)	# of Out-of-County Students (Monies to receive)																	
Cecil County	1	0																	
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Baltimore County	7	1																	

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
<p>Communicate with Third Party vendor to develop the management plan.</p>	<p>Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning</p>	<p>The Third Party Vendor In consultation with HCPS, will implement the management plan that was developed for their program. The required elements of the plan include:</p> <ul style="list-style-type: none"> A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting. B. Consulting with the HCPS Title I Office before proceeding with any changes to the program. C. A discussion of methods of quality control for products and general operational performance. D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff. E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information. F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included. G. Submission of a plan to assess annual progress using a HCPS generated rubric. H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide. I. Time for required Harford County Public Schools approval before initiating work on key events or tasks. <p>Include plan to assess annual progress to HCPS for review and approval with October Management Plan.</p> <hr/> <p>HCPS Annual Evaluation Report</p>	<p>August – September</p>		<p>This discussion will take place during August 2021, 3rd-Party meeting along with various phone calls during the months of August and Early September.</p>

		<p>Develop the criteria for the annual evaluation which will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 		
Identify students who will generate the funds	Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Private Schools will identify which students for the 2021-2022 School Year will generate the funding for the 2022-2023 School Year. Low-income status will be used to determine number of low-income families.	September, 30	
Parent Involvement Activities Plan	Representative, Catapult Learning	Third Party Vendor will develop a plan to provide parental involvement activities. This plan will be due to the HCPS Title I Office by October 1, 2021. The Title I Office will ensure the PI is meeting the needs of the Title I Participants and only serviced Title I students and their families are invited to participate.	October 1, 2021	
Professional Development Activities Plan	Representative, Catapult Learning	Third Party Vendor will submit a plan to develop a plan to provide Professional Development activities. This plan will be due to the HCPS Title I Office by October 1, 2021. The Title I Office will ensure the PD is meeting the needs of the Title I Participants and is not general in nature.	October 1, 2021	
Initial Management Plan	Representative, Catapult Learning	Third Party Vendor will prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables. This plan will be due to the HCPS Title I Office by October 1, 2021	October 1, 2021	
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit the first of three Student Serviced List as well as the Teacher Schedules as per contract.	October 15, 2021	

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Identify Student's Generating Funds for next year.	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other Maryland LEAs. Send letters to these LEAs and any surrounding LEA. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December	Ongoing -	
Alert other states about out of state students	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other states, not Maryland. Send letters to these state Title I Offices. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December	Ongoing -	
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, and Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Review the evaluation results of the 2020-2021 Title I program. Explain to Private Schools the assessments which will be used to measure the effectiveness of the Title I program and what constitutes progress. • Review the address-eligible September 30th student list, discuss plan to determine student poverty rates. • Explain to Private Schools how the Title I program will be modified if expected standards/benchmarks have not been met. These measures will include; working with 3rd Party provider to examine student attendance and ensure students are receive necessary instruction. Re-working schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Title I Materials – Schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. • Review PD and PI Opportunities. All PD & PI must meet the needs of the Title I participants and not be general in nature. 	Mid/Late October 2021	TLCS – TBA SJA – TBA	

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RFP	Thomas Webber, Title I Assistant Supervisor	Start RFP process for third party contractor when applicable	October/ November		RFP just completed. Year 2 of 5 year (Yearly Renewable RFP).
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Discuss poverty data results with private school officials and estimated instructional funds generated based upon proportionality • Yearly Equipment inventory – Currently no Title I funds are used to purchase equipment, but all schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. 	Jan 2022		Scheduled: TLCS – TBA SJA – TBA
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit, the second of three Student Serviced List as well as the Teacher Schedules as per contract.	January 15, 2022		TBD - Received 2 nd Student Services List
Federal HCPS Programs Consultation meetings	Representatives, HCPS Grant Leaders, Thomas Webber, Title I Assistant Supervisor	Invite eligible private schools to the federal programs informational meeting for upcoming school year	Mid-January, 2022		TBD - Letters sent out in December 2021. Two Meetings are scheduled. <ul style="list-style-type: none"> • January TBD, 2022 • February TBD, 2022
Parent, teacher, & administrator surveys	Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	Distribute parent, teacher, & administrator surveys for Title I program satisfaction/effectiveness	February / March 2022		

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Meet with New, Interested Private Schools	Thomas Webber, Title I Assistant Supervisor	Identify private schools that indicated intent to participate in the program for the upcoming year	February / March 2022		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance 	March /April 2022	TLCS – TBD SJA – TBD	
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit, the Final of three Student Serviced List as well as the Teacher Schedules as per contract.	April 15, 2022		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2022		Year 2 of 5 year (Yearly Renewable RFP).
End of School year Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Conduct Initial consultation meeting for following school year if applicable. 	May / June 2022	TLCS – TBD SJA – TBD	

<p>End of Year Evaluation</p>	<p>Representative, Catapult Learning</p>	<p>Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:</p> <ul style="list-style-type: none"> A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting the student academic achievement standards or the alternative standards. B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use. C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement. D. An evaluation of professional development activities conducted for eligible non-public school staff members. E. Special problems encountered and solutions applied or anticipated. 	<p>Mid-July, 2022</p>		
<p>HCPS Annual Evaluation Report</p>	<p>Thomas Webber</p>	<p>Title I Office will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 	<p>Late July, 2022</p>		

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE HARFORD COUNTY PUBLIC SCHOOLS
AND
BALTIMORE COUNTY PUBLIC SCHOOLS**

This Memorandum of Understanding is made this day on the **first of August 2021**, by and between the Harford County Public Schools and Baltimore County Public Schools (each a "Party" and both are "the Parties"), as follows.

WHEREAS, the Parties are local education agencies within the meaning of § 1117 of the Elementary and Secondary Education School Act of 1965 found at 20 U.S.C. § 6320 ("the Statute"); and,

WHEREAS, the Parties are required, pursuant to the Statute, to provide "Equitable Services," as more fully described in the Statute, to students who qualify for such services, pursuant to the Statute, but which students reside in the jurisdiction of one Party but who attend a nonpublic school in the jurisdiction of the other Party; and,

WHEREAS, pursuant to the Statute, the Parties will provide Equitable Services pursuant to a contract (the "Contract") with a third-party contractor ("the Contractor"); and,

WHEREAS, the Parties desire that costs incurred by them for the provision of Equitable Services, as provided for herein, shall be reconciled one to the other after the conclusion of the 2022-2023 school year.

NOW, WHEREFORE the Parties agree as follows.

1. TERM

The term of this MOU shall begin on **August 1, 2021**, and end on **June 30, 2023**, unless sooner terminated in accordance with this MOU. The Parties may renew this agreement for an additional term upon written agreement.

2. OBLIGATIONS OF THE PARTIES

During the term of the MOU, the Parties shall perform the following obligations: (a) enter into a Contract with an appropriately qualified contractor to provide instructional services, which services may involve in-person instruction, virtual instruction, or a hybrid of both; and (b) evaluate the Contractor's services pursuant to grant requirements.

A. The Parties' respective Title I Offices shall:

- a. Designate a contact person for Title I services for eligible students attending private school(s).
- b. Consult with private school officials from private schools located within their LEA where children who reside in the other LEA attend. The consultation will include all required consultation topics in Section 1117(b)(1) of ESSA related to the provision of Title I services.
- c. **Provide by March 2, 2022**, to one another a list of the addresses and grades of private school children from low-income families who reside within the boundaries of one LEA and attend a private school within the boundaries of the other.

- d. From the list in I.A. c., certify the number of private school children who live in their LEA attendance area and generate Title I funds.
- e. Determine and reserve the amount of funding generated for instruction based on the per pupil allocation for the eligible Title I public school students that would otherwise be attending within the boundaries of its LEA, and any applicable reservation, the amount of funding generated for parent involvement activities, and, if applicable, the amount of funding generated for professional development for the classroom teachers of Title I participating students and provide that information to the other LEA.
- f. Notify each other as to whether there are students who reside in one LEA attendance area and are eligible (i.e., meet selection criteria) to receive Title I services.
- g. Retain all documents related to b, c, d, and e above during the term of this MOU and for three years after termination or expiration.

B. The LEA providing the Title I services to students who reside in the other LEA shall:

- a. Meet all requirements under Section 1117 of the ESSA regarding the provision of Title I services.
- b. Maintain all documentation related to those services.
- c. Retain all accounts and records relating to this MOU during its term and for three years after termination or expiration.

3. RECONCILIATION OF COSTS

Costs incurred by one Party for the provision of Equitable Services to students who reside in the jurisdiction of the other Party shall be reimbursed by the latter Party to the Party which incurred the costs.

4. DOCUMENTATION AND RECORD KEEPING

During the term of this MOU and for three (3) years thereafter, each Party shall, and require that its Contractor shall: (1) maintain complete and accurate books and records regarding its business operations relevant to (i) the calculation of amounts payable pursuant to this MOU and each Party's Contract with its Contractor, and (ii) any other information relevant to the Party's and its Contractor's compliance with the terms and conditions of this MOU and the Contract; and (2) upon a Party's request, make such books and records, as well as any of its employees, agents, affiliates, or subcontractors who might reasonably have information related to such records, available during normal business hours for inspection and audit by the other Party or its authorized representative, provided that the requesting Party shall: (i) provide the responding Party with reasonable prior notice of any audit; (ii) undertake an audit no more than once per calendar year, except for good cause shown; and (iii) conduct or cause to be conducted such audit in a manner designed to minimize disruption of the responding Party's normal business operations.

5. EMPLOYEES

- a. With regard to any employee who may visit schools where students are provided Equitable Services or who may otherwise interact with such students the Parties shall:
 - i) Ensure that such employee has or will undergo prior to any activity related to this MOU, a criminal background check which meets the requirements of Part 5 of § 5

of Title V of the Family Law Article of the Maryland Code.

- b. The Parties shall prohibit any of their employees from visiting any school where Equitable Services are provided or interacting with any students who are provided Equitable Services under this MOU if such employee has been convicted of, pled guilty or *nolo contendere* to any of the following crimes.
 - i) A sexual offense in the third or fourth degree under § 3-307 or §3-308 of the Criminal Law Article of the Maryland Code or an offense under the laws of another state that would constitute an offense under § 3-307 or §3-308 of the Criminal Law Article if committed in Maryland;
 - ii) Child sexual abuse under §3-602 of the Criminal Law Article, or an offense under the laws of another state that would constitute child sexual abuse under § 3-602 of the Criminal Law Article if committed in Maryland; or
 - iii) A crime of violence as defined in §14-101 of the Criminal Law Article, or an offense under the laws of another state that would be a violation of § 14-101 of the Criminal Law Article if committed in Maryland, including: (1) abduction; (2) arson in the first degree; (3) kidnapping; (4) manslaughter, except involuntary manslaughter; (5) mayhem; (6) maiming; (7) murder; (8) rape; (9) robbery; (10) carjacking; (11) armed carjacking; (12) sexual offense in the first degree; (13) sexual offense in the second degree; (14) use of a handgun in the commission of a felony or other crime of violence; (15) child abuse in the first degree; (16) sexual abuse of a minor; (17) an attempt to commit any of the crimes described in items (1) through (16) of this list; (18) continuing course of conduct with a child under §3-315 of the Criminal Law Article; (19) assault in the first degree; (20) assault with intent to murder; (21) assault with intent to rape; (22) assault with intent to rob; (23) assault with intent to commit a sexual offense in the first degree; and (24) assault with intent to commit a sexual offense in the second degree.
- c. The Parties shall prohibit any of their employees from entering any school or its premises if such employee is registered as a sex offender pursuant to section 11-704 of the Criminal Procedure Article of the Maryland Code.
- d. The Parties agree that they must, with respect to any employee that may provide services or otherwise perform any duty with respect to this MOU, comply with Section 6-113.2 of the Education Article of the Maryland Code.

6. AGREEMENTS WITH CONTRACTORS

The Parties shall enter into Contracts with a Contractor who provides Equitable Services for the Party which include the following provisions.

- a. A provision which requires that the Contractor shall, prior to providing Equitable Services for the Party,
 - i) shall have any employee of the Contractor undergo a criminal history check;
 - ii) shall provide a copy of the results of said criminal check to the Party which contracted with the Contractor

- b. A provision which permits the Party, in its sole discretion and based on the results of the criminal background check, to reject any employee of the Contractor from providing Equitable Services or otherwise interacting with the students of such Party.
- c. A provision which requires that the Contractor agree and acknowledge that the Contractor is prohibited from assigning any of its employees to provide Equitable Services to or otherwise interact with any student if such employee has been convicted of, pled guilty or *nolo contendere* to any of the following crimes.
 - i) A sexual offense in the third or fourth degree under § 3-307 or §3-308 of the Criminal Law Article of the Maryland Code or an offense under the laws of another state that would constitute an offense under § 3-307 or §3-308 of the Criminal Law Article if committed in Maryland;
 - ii) Child sexual abuse under §3-602 of the Criminal Law Article, or an offense under the laws of another state that would constitute child sexual abuse under § 3-602 of the Criminal Law Article if committed in Maryland; or
 - iii) A crime of violence as defined in § 14-101 of the Criminal Law Article, or an offense under the laws of another state that would be a violation of §14-101 of the Criminal Law Article if committed in Maryland, including: (1) abduction; (2) arson in the first degree; (3) kidnapping; (4) manslaughter, except involuntary manslaughter; (5) mayhem; (6) maiming; (7) murder; (8) rape; (9) robbery; (10) carjacking; (11) armed carjacking; (12) sexual offense in the first degree; (13) sexual offense in the second degree; (14) use of a handgun in the commission of a felony or other crime of violence; (15) child abuse in the first degree; (16) sexual abuse of a minor; (17) an attempt to commit any of the crimes described in items (!) through (16) of this list; (18) continuing course of conduct with a child under §3-315 of the Criminal Law Article; (19) assault in the first degree; (20) assault with intent to murder; (21) assault with intent to rape; (22) assault with intent to rob; (23) assault with intent to commit a sexual offense in the first degree; and (24) assault with intent to commit a sexual offense in the second degree.
- d. A provision which requires that the Contractor acknowledge and agree that it is prohibited from assigning any of its employees to provide Equitable Services, interact with any student or be present on school grounds or premises if the employee is registered as a sex offender pursuant to §11 704 of the Criminal Procedure Article of the Maryland Code.
- e. A provision which requires the Contractor to acknowledge and warrant that, with respect to any employee that it assigns to provide Equitable Services or otherwise interact with any student, the Contractor has complied with §6 - 113.2 of the Education Article of the Maryland Code.

- f. A provision which requires that the Contractor complies in all respects with the Federal Education Rights Privacy Act ("FERPA") and its many regulations and COMAR Title 13A.08.02.

7. **CONFIDENTIALITY OF STUDENT RECORDS**

- a. Each Party shall, and each Party shall require that its Contract shall, comply with all federal, state, Baltimore County, and Harford County laws and regulations applicable to this MOU regarding data collection, privacy, and security, including but not limited to the requirements of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations (34 C.F.R. part 99), the Children's Online Privacy Protection Act (COPPA), 15 U.S.C. § 6501-6505, and its implementing regulations (16 C.F.R. § 312, et seq.), the Protection of Pupil Rights Amendment, (PPRA) 20 U.S.C. § 1232(h) and its implementing regulations (34 C.F.R. § 98.1 et seq.), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Pub. L. 104-191, and its implementing regulations (45 CFR part 160 and 164), the Individuals with Disabilities Education Act, and its implementing regulations (34 C.F.R. §§ 300.610 - 300.626 and 34 C.F.R. §§ 303.400 - 303.417), the Maryland Student Privacy Act of 2015, Md. Ed. Code Ann. § 4-131, Code of Maryland Regulations (COMAR) 13A.08, as well as applicable Baltimore County Board of School Commissioners and Harford County Board of School Commissioners policies and administrative regulations.
- b. Each Party acknowledges that for the purposes of this MOU, each Party and its Contractor will be designated as a "school official" with "legitimate educational interests" in the other Party's education records, as those terms have been defined under FERPA and its implementing regulations, and the receiving Party agrees to abide by the FERPA limitations as well as those limitations established by state law and regulation, including Code of Maryland Regulations (COMAR) 13A.08.02, and requirements imposed on school officials. Each Party will use student records only for the purpose of fulfilling its duties under this MOU for the other Party's benefit, and will not share such data with or disclose it to any third party except: as provided for in this MOU; to the Contractor (provided that the Contract with the Contractor contains data provisions at least as stringent as this MOU); as required by law; or as authorized in writing by the disclosing Party.
- c. With respect to Children's Online Privacy Protection Act (COPPA), 15 U.S.C. § 6501-6505, the Parties acknowledge that COPPA permits each Party (and the Contractor), acting in the role of "parent," to provide required consents regarding personal information of students who are under the age of 13, where such consent is limited to the collection of personal information from students for the educational use and benefit of each Party and does not extend to any commercial purpose. Each Party acknowledges that it and the Contractor, an "operator" under COPPA, relies on this form of consent under this MOU. Each Party and each Contractor will provide the other Party all notices required under COPPA, to ensure that the disclosing Party in providing its COPPA consent, has full information and assurance that each Party and the Contractor's practices comply with COPPA.
- d. Access to Confidential Information
 - 1. To assist a Party and its Contractor in its work under this MOU, a Party may disclose to the other Party and its Contractor, either in writing or orally, records or information which the disclosing Party deems to be proprietary and/or confidential (hereinafter,

"Confidential Information"). For purposes of this MOU, Confidential Information is any information or data labeled or identified as confidential in this MOU or at the time of disclosure. This definition and the obligations of this provision shall not extend to any information that: (i) a Party or its Contractor possesses prior to acquiring it from the disclosing Party; (ii) becomes available to the public or trade through no violation by a Party or its Contractor; or (iii) is developed by the Party or its Contractor independently of and without reliance on confidential or proprietary information provided by the disclosing Party.

2. Confidential Information also includes any and all "Personally Identifiable Information" regarding a Party's students, parents/guardians, employees, or others in any medium, including but not limited to any user-generated content that a Party's students, parents/guardians, employees, or others ("School Users") input to access or use the Party's or its Contractor's deliverables, products, and/or services (e.g., log-in information or responses to assessment questions), as well as "Metadata." Metadata includes but is not limited to: information about how long a School User took to perform a task; information about how long a School User's mouse hovered over an item; keystroke data; location data; or other data about the School User's use of a Party's or Contractor's deliverables, products, and/or services that has not been stripped of all direct and indirect identifiers.
3. Confidential Information shall be maintained in confidence during the term of the MOU and thereafter, except to the extent that it is required to be either disclosed or protected from disclosure by law, regulation or judicial or administrative process. The Party and Contractor shall use the Confidential Information solely for the purposes of the MOU. Each Party and its Contractor shall protect the Confidential Information from any data security breach, loss, theft, or disclosure using a commercially reasonable care commensurate with the sensitivity of the Confidential Information that in no circumstances is less than the degree of care that a Party and its Contractor uses to protect its own confidential information. Each Party and its Contractor agree to assist the other Party in maintaining the privacy of Confidential Information as may be required by all federal, state, Baltimore County, and Harford County laws and regulations applicable to the MOU including but not limited to the requirements listed above.
4. Neither Party nor its Contractor shall permit unauthorized access to the Confidential Information to any individual or entity at any time or provide Confidential Information to any person, party, or organization ineligible or prohibited from receiving such information pursuant to any federal, state, Baltimore County, or Harford County laws or regulations applicable to the MOU including but not limited to the requirements listed above.
5. In the event that a Party or its Contractor is required by law, regulation, or judicial or administrative process to disclose any Confidential Information, the Party or its Contractor will promptly notify the other Party in writing, if permitted by law, prior to making any such disclosure in order to facilitate the disclosing Party's seeking of a protective order or other appropriate remedy from the appropriate body. Should the proprietary or confidential status of any such information be disputed, the Parties agree to work in good faith to reach a mutually satisfactory disposition.
6. To the extent that Confidential Information includes Personally Identifiable Information regarding School Users, a Party may require additional data sharing

protocols, as agreed in writing by the Parties, prior to its disclosure to a Party or Contractor. Each Party and Contractor also agrees to comply with the re-disclosure limitations set forth in FERPA, including in 34 C.F.R. § 99.33, and shall not authorize access to Confidential Information to any of its employees, agents, affiliates, and subcontractors, or to any auditor, unless such employee, agent, affiliate, subcontractor, or auditor (i) requires such access in order to allow a Party and the Contractor to provide the deliverables, products, and/or services set forth in the MOU or to fulfill the Party's and Contractor's obligations under the MOU; and (ii) has signed a non-disclosure agreement no less restrictive than the terms of the MOU that will (a) prohibit the such individual or entity from using any Confidential Information for any purpose other than providing the contracted service to, or on behalf of a Party or Contractor; (b) prohibit the individual or entity from disclosing any Confidential Information provided by a Party or the Contractor to third parties; (c) require the individual or entity to implement and maintain strict security procedures and practices that, at a minimum, comply with industry standards for data security; and (d) require the individual or entity to promptly notify the Party or Contractor if the individual or entity becomes aware of any unlawful access to any Confidential Information stored on its equipment or facilities resulting in loss, disclosure, or alteration of Confidential Information. Such non-disclosure agreements shall be made available for inspection, upon demand, to the requesting Party. Each Party and the Contractor agrees to remind (in writing) individuals or entities who cease working with the Party or Contractor of their non-disclosure obligations at the time of departure, and to terminate the network access of such individuals or entities at the time of separation.

7. Notwithstanding any other provision of the MOU, each Party and/or School User, as appropriate, retain all right, title, and interest in and to the Confidential Information provided by the disclosing Party and/or School Users. Neither the recipient Party or Contractor, nor any successor, acquires rights in the Confidential Information, other than the rights the disclosing Party grants to the recipient Party and/or Contractor to perform the work contemplated in the MOU. If the Contractor becomes subject to dissolution or insolvency, a Party's and Schools Users' Confidential Information will not be considered an asset or property of the Contractor. A disclosing Party reserves the right to demand the prompt return of any Confidential Information at any time and for any reason whatsoever. The disclosure of Confidential Information to the recipient Party and/or Contractor shall not be construed as a grant of any right or license with respect to the information other than for the purposes set forth in the MOU.
8. Each Party's Contract with a Contractor shall include confidentiality provisions at least as stringent as are contained in this MOU.

8. DATA DISSEMINATION

For purposes of publicity, advertising or news release, in any form or medium, the Parties shall confer with one another regarding the time, manner and content of appropriate data dissemination, results of studies or reports or other materials and each shall consent to such dissemination.

9. NO INDEMNIFICATION

Neither Party shall assume any obligation to indemnify, hold harmless, pay attorneys' fees or damages that may arise from or in any way be associated with the performance or operation of this MOU. Furthermore, the liability of the Parties shall be governed by the terms and provisions of

the applicable Tort Claims Act. This provision shall not be construed as a waiver of either Party's rights under the doctrine of sovereign immunity, if applicable.

10. APPLICABLE LAW

This MOU shall be construed according to Maryland law and subject to the jurisdiction of Maryland courts in either Baltimore County or Harford County.

11. COMPLIANCE WITH LAWS

Both Parties shall comply with all federal and state law and regulation applicable to the services to be rendered under this MOU. Any violation of such laws or regulations shall constitute a breach of this MOU and shall entitle the nonbreaching Party to terminate the MOU immediately via written notice to the other Party.

12. NONDISCRIMINATION

Neither Party shall, in its conduct and performance under this MOU, discriminate against any employee, applicant for employment, independent professional or any other person because of race, color, religious creed, ancestry, national origin, age, sex, sexual orientation, sexual identity, or disability. Each Party shall comply with all state and federal laws prohibiting discrimination in hiring or employment opportunities. In the event of a Party's noncompliance with this non-discrimination clause or with any such laws, the other Party may terminate or suspend this agreement in whole or in part, and the offending Party may be declared temporarily ineligible for further contracts. Each Party reserves the right to impose any and all other legal sanctions and remedies available for violating this clause.

13. QUALIFICATIONS OF SERVICE PROVIDERS

In the event services to be provided by either Party must, by law or regulation, be provided by individuals who are licensed under certified parties shall require that their Contractors assign only individuals to provide such services who are licensed and certified in accordance with law to provide services in question.

14. TERMINATION FOR CONVENIENCE

Either Party may terminate this MOU by giving the other Party written notification thereof at least 10 days prior to such termination.

15. ENTIRE AGREEMENT

This MOU constitutes the entire and full understanding between the Parties and neither Party shall be bound by any representations, statements, promises or agreements not expressly set forth herein.

16. CONTRACT MONITOR

Communications required by this MOU shall be between each Party's Contract Monitor who are as follows:

For the Baltimore County Public Schools

Melanie Webster, Purchasing Manager

Baltimore County Public Schools
6901 North Charles Street, Building E
Towson, MD 21204

c: Margaret-Ann F. Howie, Esq.
General Counsel
Baltimore County Public Schools
6901 North Charles Street, Building C
Towson, MD 21204

c: Michele Stansbury Title I
Baltimore County Public Schools
105 W Chesapeake Ave
Towson, Maryland 21204

For the Harford County Public Schools

Sean W. Bulson, Ed.D., Superintendent
Harford County Public Schools
102 South Hickory Avenue
Bel Air, MD 21014

c: Bradley Palmer, Title I Supervisor
Harford County Public Schools
102 South Hickory Avenue
Bel Air, MD 21014

The parties hereby evidence their agreement to the above terms and conditions by having caused this MOU to be executed

BALTIMORE COUNTY PUBLIC SCHOOLS

HARFORD COUNTY PUBLIC SCHOOLS

Baltimore County Public Schools
6901 North Charles Street
Towson, MD 21204

Harford County Public Schools
102 South Hickory Avenue
Bel Air, MD 21014

BY: Darryl L. Williams, Ed.D.

BY: Sean Bulson, Ed.D.

Superintendent/ Designee Name

Superintendent/ Designee Name

Darryl L. Williams 8/19/21
Superintendent / Designee Signature

Sean Bulson Aug 25, 2021
Sean Bulson (Aug 25, 2021 14:55 EDT)
Superintendent / Designee Signature

APPROVED FOR LEGAL FORM AND SUFFICIENCY*
(Subject to Execution by a Duly Authorized
Superintendent of the Board
of Education of Baltimore County)

[Signature]
*Approval of Legal and Sufficiency
Does not Convey Approval or Disapproval
Of the Substantive Nature of this Transaction.
Approval is Based Upon Typeset Document –
All Modifications Require Re-Approval.

MOU-905-22 Harford County Public Schools

Final Audit Report

2021-08-25

Created:	2021-08-25
By:	Thomas Webber (thomas.webber@hcps.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAdVVC6toYO5wmT2vwF6vx6SGqK0ekkSBJ

"MOU-905-22 Harford County Public Schools" History

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July 27, 2021

During the 2020-2021 school year, 1 Title I eligible, Harford County Public School student was determined to be attending a Cecil County Public Schools' Title I serviced private school. Funds have been generated for this student and the Cecil County Public Schools' Title I Office agrees to provide Title I services any Title I eligible Harford County student attending a Cecil County Public Schools' Title I serviced private school and is in need of services, during the 2021-2022 School Year.

Harford County Public School Title I Office will transfer funds to Cecil County (based on Harford County's agreed upon generated Instructional PPA, Professional Development, & Parent Involvement) to provide Title I Services. Harford County relinquishes all (assessing, monitoring, evaluation, etc.) responsibilities to Cecil County in providing equitable services.

Students from Harford County, attending Cecil County Title I serviced Private Schools

Student Address	Grade	Harford County Attendance Area
319 Seattle Slew Pl, Havre de Grace, MD 21078	03	Havre de Grace ES

During the 2020-2021 school year, 0 Title I eligible, Cecil County Public School student were determined to be attending a Harford County Public Schools' Title I serviced private school.

As the 2021-2022 School Year progresses, the Harford County Public Schools' Title I Office and the Cecil County Public Schools' Title I Office agree to continue the Equitable Services dialog concerning which private school students may generate funds for the 2022-2023 school year.

Thomas Webber
Thomas Webber (Jul 27, 2021 13:30 EDT)

Harford County Title I Representative

Tony Petinga
Tony Petinga (Jul 27, 2021 13:28 EDT)

Cecil County Title I Representative

Jul 27, 2021
Date

Jul 27, 2021
Date

Equitable Services MOU Harford Cecil 2022

Final Audit Report

2021-07-27

Created:	2021-07-27
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Status:	Signed
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Harford County Public Schools (HCPS)
Education of Homeless Children and Youth Internal Controls 2021-2022 *(as of 7/27/21)*

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
PREFACE			These processes and procedures are based on the new ESSA regulations that replace the previous term “NCLB” requirements (effective 7/1/16). Because of the financial nature of Component F, duplicate procedures have remained in Component H – Fiscal for the management & oversight of homeless funds.		
1. Homeless Funds – Allowable and Access	Access to Reserve Funds - All Schools (Homeless)	Supervisor-Title 1 Asst. Supervisor -Title 1 HCPS Homeless Coordinator HCPS Pupil Personnel Workers Title I Office – Admin Support Secretary	<p>1. The reserve funds for Homeless (\$5,000 for the 2021 Budget) were placed in the budget and can be accessed by PPWs for ALL homeless students in HCPS.</p> <ul style="list-style-type: none"> • Central Homeless Funds - \$5,000 to be used among ALL HCPS schools. The set aside amount is determined based upon analysis of historic fund usage in previous years and the historic number of HCPS homeless students. Process is done at the annual meeting with the HCPS Title I Supervisor and the HCPS Homeless Coordinator. • Purpose: Provide allowable items for identified homeless students. Homeless transportation funds will be supplied, as needed, by the Office of Student Services. (see Allowable Items section below). • How to access: Contact Title 1 Office prior to the expense. An email confirmation will be sent from Title 1 Office with the Access to Homeless Funds form completed by the PPW. The completed form is sent to Title 1 Office for approval. 	On-going	Summer 2021

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
			<ol style="list-style-type: none"> 2. Summer Camp for Homeless Students – Summer 2021 <ul style="list-style-type: none"> • \$30,000 will be allotted for the camp to include expenses related to buses, food, staffing, supplies and materials. • See full description of budget and camp summary in the Fiscal Component. 3. Homeless Programs <ul style="list-style-type: none"> • \$30,000 will be dedicated to supplies, materials and staffing to support programs to assist homeless students in meeting academic standards. To include: shelter tutorial programs, school-based after school programs, and parent outreach. 4. Clear delineation between the Homeless-Title 1 Funds and the McKinney-Vento Act funds managed by the HCPS Office of Student Support Services is made to avoid improper use of the two funding sources. 5. Consultation with HCPS Homeless Liaison is done to provide input into funding amount, purpose of funding and communication with PPWs. 6. See MOA for 2020-2021 	August of each year.	

<p>2 Homeless Funds – Use and Monitoring of Funds</p>	<p>Fiscal monitoring of Homeless Expenses</p>	<p>Supervisor-Title 1 Asst. Supervisor -Title 1 HCPS Homeless Coordinator HCPS Pupil Personnel Workers Title I Office – Admin Support Secretary</p>	<p>Homeless fund use will be limited to HCPS PPW and personnel designated by the HCPS Title I Supervisor. Funds will be used only for the allowable purposes. Monitoring of the Homeless funds will be done as follows:</p> <ol style="list-style-type: none"> 1. Access to Homeless Funds form is completed. 2. Purchase is made by HCPS Title I secretary in collaboration with the PPW making the request. 3. Purchase is entered on HCPS Title I spreadsheet under a separate tracking tab. 4. The date, description, \$ amount and account number are all entered. 5. A running balance, based on the established \$ amount, will be kept. 6. Monthly updates will be reported to the Title I Supervisor. 7. If the Homeless funds are running low or are depleted completely, the Title I Supervisor will contact the HCPS Homeless Coordinator to develop a plan of action (e.g., request for additional funds through amendment, use of Carryover funds, request through other agencies or community partners, etc.). 	<p>On-going</p>	
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Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
3. Homeless Funds – Allowable Items/Use	Allowable items to be charged as Title I Homeless Expenses	Supervisor-Title 1 Asst. Supervisor -Title 1 HCPS Homeless Coordinator HCPS Pupil Personnel Workers Title I Office – Admin Support Secretary	<p>Only allowable items/use will be permitted with the use of Title I Homeless Funds. Examples of allowable uses include:</p> <ul style="list-style-type: none"> • Items of clothing necessary to meet a school’s dress or uniform requirement or to participate in physical education classes; • Student fees that are necessary to participate in the general education program; • Personal school supplies such as backpacks and notebooks; • Birth Certificates, Immunizations, Food, Medical and dental services, eyeglasses and hearing aids; • Counseling services to address anxiety related to homelessness that is impeding learning; • Outreach services to students living in shelters, motels, and other temporary residences; • Extended learning time (before and after school, Saturday classes, summer school) or tutoring services, especially in shelters or other locations where homeless students live; • Parental involvement specifically oriented to reaching out to parents of homeless students; and • Fees for AP and IB testing, college entrance exams such as SAT or ACT, and GED testing for school-age students. 	Updated as directed by MSDE	

**SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION
SY 2021-2022**

I certify the following shelters provide assistance to homeless families, children and youth. The Local Educational Agency's Homeless Education Coordinator/Liaison is in regular contact and communication with the shelter director and staff to coordinate efforts for school enrollment and participation for all students.

Local Educational Agency: LEA 12 – Harford County Public Schools

Homeless Education Coordinator/Liaison: <u>Pamela Smith</u>	<u>410-588-5278</u>	
Name	Phone	Cell

Homeless Education Coordinator / Liaison's Email: Pamela.Smith@hcps.org

NAME OF SHELTER/CONTACT PERSON	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED
Harford Family House Alison Chapman achapman@harfordfamilyhouse.org Amy Onorato – Interim aonorato@harfordfamilyhouse.org	53 E. Bel Air Avenue Aberdeen, MD 21001 (410) 273-6700	Transitional Housing 51 students
SARC, Inc. Alison Imhoff aimhoff@sarc-maryland.org	20 N. Main Street P.O. Box 1207 Bel Air, MD 21014 (410) 836-8431(office) / (410) 836-8430 (24-hour hotline)	Safe House Placed in hotels due to COVID-19 6 students
Anna's House Michelle Geiger mgeiger@cc-md.org	607 N. Tollgate Road Bel Air, MD 21014 (667) 600-2844	Transitional Housing Placed in hotels due to COVID-19 5 students

Pamela Smith

Signature - Homeless Education Coordinator/Liaison

7/15/2020

Date

**Harford County Public Schools
Harford County Department of Social Services
Students in Foster Care Procedure Document**

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Collaboration	HCPS Office of Student Services, HCPS Transportation Representative, Title I Supervisor, HCDSS Representatives	Each LEA that receives Title I funds must develop and implement, in collaboration with the State or local child welfare agency, procedures to provide, arrange, and fund transportation to maintain students in foster care in their schools of origin, as long as it is in the child’s best interest by December 10, 2017. (section 1112(c)(5)(B) of the ESEA)	On going		
	Steve Richards, Cathy Bendis, Brad Palmer, Thomas Webber, Jerry Reyerson, Jill Latteri, Tawana Nolan; Jay Staab	Hold Semi-Annual meetings with HCPS Pupil Services, HCPS Transportation, HCPS Title I Office, Harford County DSS (HCDSS) representatives.	Summer Fall Winter Spring	Meeting Dates: 7/19/2016, 9/14/2016, 11/4/2016, 12/6/2016, 2/15/2017, 4/7/2017, 7/18/2017, 10/18/2017, 11/20/17, 12/1/2017, 2/27/2018, 5/27/2018; 11/8/2018. 11/7/2019- Cancelled. 12/9/2019 – MSDE Foster Care Liaison Meeting, 4/16/2020 – Cancelled. 10/28/2020	
	HCPS Director of Student Services, HCPS Director of Transportation, HCPS Title I Supervisor, HCDSS Director	MSDE / DHS Educational Stability Interagency Agreement (MOA) relating to collaborative efforts to support students in foster care in Harford County. MOA between HCPS and HCDSS will be used to clarify the roles and responsibilities of each division to further support students in foster care. (<i>Foster Care Interagency Agreement MOA.pdf</i>)	Fall	12/12/2017 & 12/13/2017, MOA signed. 11/8/2018 – Reviewed for end date. 10/28/2020 - Reviewed	

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Child Placement	HCPS Office of Student Services, HCPS Transportation Representative, HCDSS Representatives	<p>Best interest determination for foster care student school placement will follow the existing procedure established between HCPS and HCDSS. (<i>Foster Care Flowchart rev 11-20-17.pdf</i>)</p> <p>The procedure is as follows:</p> <ul style="list-style-type: none"> • DSS determines child’s foster care placement status. • DSS representative contacts HCPS Pupil Personnel Worker (PPW) at the child’s current HCPS home school to discuss the child’s information and determine the child’s school of best interest for school placement. Transportation will be contacted for additional input. Transportation will advise HCDSS whether it is / is not, able to transport the student in question by school bus. • If HCPS Transportation advises HCDSS that it cannot transport a student by school bus, a rationale will be provided. HCDSS will arrange for safe and timely transportation. • PPW and DSS representative will maintain source documents related to school placement, best interest determination, and transportation decisions. (<i>Best Interest Determination Form rev 11-6-17.pdf & Transportation Plan Rev 11-6-17.pdf</i>) • PPW completes HCPS Electronic Transportation Request Form for McKinney-Vento Homeless services for student to receive transportation to school of origin (if applicable). • PPW completes and uploads a special admissions application. 	ongoing		

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Child Placement (continued)	HCPS Office of Student Services, HCPS Transportation Representative, HCDSS Representatives	<p>Multiple student-centered factors are considered when determining a student’s best interest determination, but transportation costs should NOT be a factor. The best interest determination must be based on all factors, including:</p> <ul style="list-style-type: none"> • Appropriateness of the current educational setting. • Proximity to the school in which the child is enrolled at the time of placement. • Child should be consulted if appropriate, and others who have meaningful relationships with and additional pertinent information about the child. • Reasonable ride time for the child. 			
	HCPS Title I Supervisor	Title I Supervisor will be notified, as needed, of foster care placement decisions, if costs are incurred.			
Dispute Resolution	HCPS Office of Student Services Representative, HCDSS Representatives	<p>If HCPS representative and HCDSS representatives can’t come to an agreement on the child’s best interest determination;</p> <ul style="list-style-type: none"> • A child should remain in their school of origin, while awaiting a decision to reduce the number of school moves. • While any such dispute is pending, HCPS Transportation will advise HCDSS if it can transport a student by school bus, if not a rationale will be provided and HCDSS will arrange for safe and timely transportation. • HCPS Director of Student Services / designee and HCDSS Assistant Director of Child Welfare / designee will meet, on a case by case basis, to discuss an appropriate resolution. Representatives from HCPS Title I Office will be invited as needed. • Given this coordination, the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of students in foster care. • However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (reference <i>Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015</i>). 			

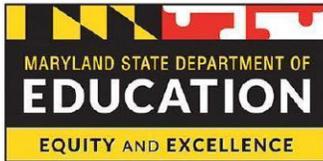
Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Transportation Costs	HCPS Transportation Office, HCPS Title I Office, HCDSS Office	Students in foster care needing transportation to their schools of origin will expeditiously-receive that transportation in accordance with section 475(4)(A) of the Social Security Act.	Ongoing		
	HCPS Title I Office, HCDSS Office	Transportation is an allowable use of federal funds, both under the Title IV-E of the Social Security Act and Title I of the ESEA.	Ongoing		
	HCPS Transportation Office, HCDSS Office	HCDSS will access Title IV-E funding when applicable for all students in foster care who meet Title IV-E eligibility. If the student is ineligible for Title IV-E funds, then additional funds will be utilized. Any “above and beyond” costs incurred in providing transportation to the school of origin will be provided based upon the following cost guidelines: <ul style="list-style-type: none"> • HCDSS will reimburse HCPS for the “above and beyond” costs of transporting students in foster care. 	Ongoing		
	HCPS Transportation Office, HCDSS Office	“Above and beyond” costs will be initially covered by HCPS Transportation office and reimbursed at the end of each quarter, by HCDSS.	Ongoing		
	HCPS Transportation Office, HCDSS Office	At the end of the quarter, the HCPS Transportation Office, will compile all student additional transportation costs for students in foster care and make that report available to all interested parties. This document will be the basis for the cost establish above. HCDSS Office will reimburse the HCPS Transportation Office at the agreed upon guidelines. Title I will review all student additional transportation costs for students in foster care to determine Title I funding eligibility criteria to contribute any funding for this purpose.	9/30, 12/31, 3/31, 6/30		

**Harford County Public Schools
Action Plan for Component H. English Learners 2021-2022**

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Component H English Learners Assurance 1	Parent Notification Letter	Jake Little Coordinator of Title I Chandra Krantz Office of World Languages Title I Teacher Specialist ELL Teachers	Joint meeting between World Languages office and Title I to discuss parent notification letter. Joint meeting between Title I TS and ESOL Teachers (If Needed) to discuss process for securing signatures and holding on to documentation of parent notification letters.	August, 2021	
Component H English Learners Assurance 1	Parent Notification Letter	Jake Little Coordinator of Title I	Title I will monitor dated copies of completed English and translated version of parent notification letter with parent signature on either English or translated version are complete, accurate, and up to date.	Fall, 2021	
Component H English Learners Assurance 2	Using Title I funds to support Collaboration with federal, state, and local programs	Jake Little Coordinator of Title I Title I Teacher Specialists	Title I will meet with TS, explaining that Title I funds can be utilized to better support the needs of your ELL students and families.	Ongoing	
Component H English Learners Assurance #3	Office of Accountability shares report card with Title I schools	Jake Little Coordinator of Title I Office of Accountability Office of World Languages	The LSS (Office of Accountability and Office of World Languages) will provide access to the Maryland online report card to be shared with our EL families. ELL Teachers and Title I TS will share the number and percentage of English Learners achieving English language proficiency (WIDA) during a School-Based Performance and Achievement meeting	Fall & Spring, 2021-2022	

<p>Component I. Assurance 1</p>			<p>SAN for Meetings, e.g., between School and LEA Staff</p> <p><i>Written Summary of Findings of Analyses</i></p> <p>A written process for implementing the school level Title I TSI plan including: <i>The Office of Title I will meet with schools to discuss the new component of TSI and it's assurances.</i> <i>The school will develop a process for implementing a TSI plan an embed in the SPA plan</i></p> <ol style="list-style-type: none"> 1.Evidence-based strategies that are aligned with findings of the Needs Assessment and Resource Inequities Analyses 2.Communications with LEA departments and partnerships with entities outside the LEA 3.List of staff and organizations involved in plan development 4.SAN/SANE Documentation from meetings, training, staff development 5.Communications Logs, emails, etc. 6.Copies of formal agreements, contracts, etc. <p>Evidence of Stakeholder involvement, which must include:</p> <ol style="list-style-type: none"> 1.SAN/SANE 2.Communication logs <p><i>The schools will submit TSI plans to the Office of Title I for review.</i></p>	<p>September, 2021</p> <p>September, 2021</p> <p>September, 2021</p>	
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<p>Component I. Assurance 1</p>			<p>Documentation for monitoring and evaluating Title I TSI school plans:</p> <p><i>The Office of Title I will monitor and evaluate school plans through participation in SPA meeting, Meetings with schools, participation in triennial student growth meetings and internal audits.</i></p> <p>1. Analysis of academic progress of identified student groups, and timelines that include: Written Monitoring tool(s) and schedule Summary Results of Assessments Procedure for making changes in Strategies/Interventions based on growth in the identified student group(s) needs, if applicable</p> <p>2. Other documentation to support the LEA has implemented its written process, if applicable</p>	<p>July 2021- June, 2022</p>	
<p>Component I. Assurance 2</p>	<p>2. The LEA ensures it has a written process for determining how it will allocate additional Title I and local/other funds set aside for each Title I TSI School, if applicable.</p>	<p>Jake Little Coordinator of Title I Title I Teacher Specialist Title I Principal</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <p>1. If applicable, written process for determining allocation of additional Title I funds to schools 2. SAN from meetings e.g.: Finance Office Staff to develop budget 3. Emails, communication logs 4. Other documentation to support the LEA has implemented its written process, if applicable.</p> <p><i>At this time, we are not allocating additional funds to TSI Schools.</i></p>	<p>July-June 2022</p>	



Karen B. Salmon, Ph.D.
State Superintendent of Schools

June 21, 2021

Mr. Bradley Palmer
Supervisor, Title I
Harford County Public Schools
A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014

Dear Mr. Palmer:

Thank you for your letter, and the subsequent discussion with Mr. Thomas Webber concerning the request for approval from the Maryland State Department of Education (MSDE) to designate the Center for Educational Opportunity (CEO) as a "Skipped School" for Title I purposes during the 2021-2022 school year. CEO is coded as a school that is eligible for Title I services, and has a poverty rate that exceeds 75%.

The Every Student Succeeds Act of 2015 (ESSA) includes a "skipping" provision that permits the school system not to use Title I funds to serve an eligible Title I school that has a higher percentage of low-income students than other schools if the school meets the following conditions:

1. The school meets the comparability requirements of ESSA;
2. The school is receiving supplemental funds from other state and local sources that are spent according to the basic requirements of Title I schools; and
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Your request letter demonstrated that CEO is eligible to receive Title funding due to its rank order, and the school's purpose to serve academically needy students. The information in the letter also shows that students in CEO generate State and local funding that far exceeds the per pupil allocation that would be generated if the school were designated as a Title I school.

Based on the information provided in this letter, MSDE approves that the Center for Educational Opportunity operate as a skipped school for school year 2021-2022 for Title I purposes. The MSDE Title I Point-of-Contact for Harford County Public Schools, Dr. Mary Cross, may be contacted by email at mary.cross@maryland.gov or by telephone at (410) 767-0281 if you have questions regarding this request.

Sincerely,

Paula Harris

Paula M. Harris, M.Ed.
Director, Title I Program Improvement and Family Support Office
PMH/MMC/TK

c: Mrs. Shanna Edmond
Mary M. Cross, Ph.D.

Title I Skipped Schools' Addendum for SY 2021-2022
Maryland State Department of Education

Title I Skipped Schools' Addendum SY 2021-2022



Local Education Agency: LEA 12 – Harford County Public School

Signature/ Date: *Brad Palmer* 7/26/2021

Title I Supervisor: Brad Palmer

Fiscal Representative: Jennifer Birkelien

This addendum should be submitted according to the established MSDE timelines for the Title I Application and the LEA Consolidated Strategic Plan. Please contact your MSDE specialist if you have specific questions regarding this addendum.

LEAs are reminded they must notify MSDE and receive written approval before planning to skip Title I eligible schools within a district’s ranking scheme.

Proof of comparability must be submitted to MSDE with the Comparability Report and the LEA must ensure the schools will be comparable on this addendum. (The skipped schools must be treated as Title I schools when running comparability report).

The Title I Skipped Schools Excel worksheet must be completed and submitted to MSDE with this addendum. The allocation worksheet requires the LEA to identify each skipped school’s code. See table below:

Code	School Type	Description
1	Regular School (State school codes 12, 13, 15, 16)	A public elementary/secondary school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum.
20	Vocational Education School	A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations.
30	Special Education School	A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities.
40	Alternative Education School	A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.

Section A: Code 1 (12, 13, 15, and 16 Schools) - Regular Schools

1. Provide a full description (in narrative form) of the Title I- like services in each Code 1 school. The descriptions must be submitted to MSDE with this addendum. These services must be targeted to specific students or used to provide instructional reform throughout the school. (Note: Title I- like means the schools must meet the requirements of Section 1114 or 1115).
2. Attach documentation in which additional State or local funding was approved for Code 1 schools. (Note: Additional funding for these schools that are skipped must appear as separate fund codes that can be tracked to each skipped school).

Section B: Code 20, Code 30, and Code 40 Schools

1. Describe the process used to calculate the additional State and local funds to derive the PPA reported on the Skipped School Allocation Worksheet for schools identified as Code 20, Code 30 and Code 40.

Skipped School Addendum – Harford County Public Schools (HCPS) July 2021

Skipped School: Center for Educational Opportunity (CEO)

MSDE School Code: 40 - Alternative School

Title I Skipped Schools' Addendum: Section B, Code 40

Background

A written "Approval Request" was sent to Paula M. Harris M.Ed., Director of MSDE Title I and School Improvement on May 10, 2021 by Brad Palmer, HCPS Supervisor of Title I requesting Title I "skipped school" status for the Center for Educational Opportunity (CEO) within HCPS for the 2021-2022 school- year. Approval was granted by Ms. Harris in a letter dated June 21, 2021. HCPS is prepared to include the CEO in the Fall 2021 Comparability Report as a Title I school.

Skipped School Requirements – Section B

Describe the process used to calculate the additional State and local funds to derive the PPA reported on the Skipped School Allocation Worksheet for schools identified as Code 20, Code 30 and Code 40.

For FY '22, the following table was used to allocate Title I funds and determine each school's PPA, including the CEO, in the FY '22 Attachment 7:

Public School Name Harford County Public Schools	Public School Grade Span	10/31/2020 Percent of Poverty	Total Enrollment 9/30/2020	Students Low Income 10/31/2020	Students Low Income FTE 10/31/2020	Per Pupil Allocation (PPA)	Public School Allocation
HALLS CROSS ROADS ES	PREK-5	100.00%	429	429	429.0	\$152.35	\$65,358.15
MAGNOLIA ES	PREK-5	100.00%	517	517	517.0	\$150.83	\$77,979.11
WM PACA/OLD POST RD ES	PREK-5	94.86%	836	793	793.0	\$141.69	\$112,360.17
EDGEWOOD ES	PREK-5	93.41%	349	326	302.0	\$141.53	\$42,742.06
CEO	7-12	83.78%	148	124	0.0	\$140.16	\$17,379.84
DEERFIELD ES	PREK-5	79.31%	720	571	571.0	\$137.12	\$78,295.52
BAKERFIELD ES	PREK-5	74.15%	383	284	284.0	\$136.35	\$38,723.40
GEORGE D LISBY ES AT HILLSDALE	PREK-5	71.43%	420	300	300.0	\$134.07	\$40,221.00
RIVERSIDE ES	PREK-5	64.27%	445	286	286.0	\$133.31	\$38,126.66
HAVRE DE GRACE ES	PREK-5	53.22%	575	306	289.0	\$132.54	\$38,304.06
JOPPATOWNE ES	PREK-5	53.17%	536	285	285.0	\$131.76	\$37,551.60

The CEO, if included as a Title I school, would receive a PPA total amount of \$17,379.84. As a “skipped school”, HCPS will meet or exceed will provide supplemental local funds to the CEO for the 2021-2022 school-year that would exceed the actual PPA funding that would be provided through Title I PPA funding.

The supplemental local funds provided to the CEO are exclusively dedicated to support a school-based Community Schools Specialist. The Community Schools Specialist been working in the CEO for the past few years, under the Community Schools grant. For the 2021-2022 school year, CEO is no longer eligible for the Community Schools grant. The HCPS local budget includes full funding of the supplemental state and local funds to support Community Schools Specialist position. Total HCPS budget for supplemental local funds for the CEO for the 2021-2022 SY totals \$100,000.00 (see the HCPS Budget Report on the following page). The total HCPS budgeted amount for supplemental funds to the CEO exceeds the PPA amount that the CEO would have received as an eligible Title I school. Monthly updates to the financial report will be made by the HCPS Office of Finance and the HCPS Office of Title I.

BOARD OF EDUCATION OF HARFORD COUNTY
 FUND BUDGET REPORT FOR 2021-2022
 FOR THE PERIOD ENDED July 1, 2021

CENTER FOR EDUCATIONAL OPPORTUNITY - Community Schools Specialist
 SUPPLEMENTAL LOCAL FUNDING

ACCOUNT NUMBER	BUDGETED ACCOUNT NAME	BUDGETED AMOUNT	EXPENDITURES	ENCUMBERANCES/ COMMITMENTS	BALANCE
51100	SALARIES - OTHER	\$66,764.65	\$0.00	\$0.00	\$66,764.65
54685	BENEFITS & FICA/WORKERS COMP	\$36,993.29	\$0.00	\$0.00	\$36,993.29
	TOTAL	\$103,757.94	\$0.00	\$0.00	\$103,757.94
			0.00%		
FY'22 Budget		\$17,379.84			
FY'21 Carryover		TBD			
Actual Needed		\$17,379.84			

Harford County Public Schools
Title I Component I – Fiscal Requirements Internal Controls 2021-2022 (as of 7/26/21)

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
1. Equipment	Purchase of Title 1 Equipment (Equipment will be defined as a movable or fixed object with a minimum dollar value of \$5,000 and a shelf-life greater than one year-MSDE/HCPS Financial Reporting Manual)	Title 1 Principals or designee	Purchase of all HCPS equipment (including Title 1 equipment) should be done in consultation with the HCPS Purchasing Office to determine contracts and bid information. A Purchasing Agent will assist in all equipment purchases.	On-going	7/2021–6/2022	As Budget Narratives Released, Form 2's are created to purchase Equipment
	School-based Inventory of Title 1 Purchased Equipment NOTE: As of FY 11, the minimum dollar amount designating equipment will be changed to \$5,000 per item with a life span of > 1 year, unless the item is deemed “sensitive” (the threshold will then be \$500)	Title 1 Principals or designee	<ol style="list-style-type: none"> 1. All equipment purchased with Title 1 funds must be labelled with a Title I Barcode label and included on a school-based equipment inventory (do not include leased equipment). Private school inventories are to be kept by Title I Office. The inventory should include the name of the item, budget year purchased, purchase amount, Title I Barcode Label, Service Tag Code, and location. 2. The equipment inventory is posted on a secure HCPS SharePoint site specifically designed for the Title 1 Office. 3. Access to the SharePoint site is limited to: Title 1 Principals, Title 1 School Financial Secretaries & Supervisor-Title 1. Yearly email is sent to principals to determine who should have access to school’s SharePoint site. 	On-going	7/2021 – 6/2022	Principal Designees are identified by each school.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
1. Equipment	Purchase of Title 1 Computer Guidelines (“sensitive” items with a \$500.00 or greater amount). Student Computers / Laptops, Teacher Computers / Laptops, Tablets.	Title 1 Supervisor, Asst. Supervisor – Title 1	<p>Title I purchased student computers / laptops, teacher computers / laptops, tablets can be purchased as long as the purchase meets the supplemental funds rules and it meets the following guidelines:</p> <ul style="list-style-type: none"> • Purchase of student computing devices, above and beyond what is purchased with BOE funds. • Purchase of core instructional teacher computing devices, above and beyond what is purchased with BOE funds. • Purchase of Title I paid teacher-computing devices, above and beyond what is purchased with BOE funds. • Purchase of special education instructional teacher computing devices to better serve our Title I students. (BOE or Special Education does not make individual computing device purchases for special educators. In 5/24/2017 discussion with Technology 1-2 BOE Desktop Computers are assigned to each classroom. Hence if the teacher is moving rooms, the desktop stay and the teacher moves. The computer name is given as the Room name. Special Educators in this case are assigned to a room and the room may contain 1-2 desktops, thus the 3-5 special educators would have to share a desktop.) 	On-going	7/2021 – 6/2022	These guidelines are checked before any new purchase it made.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
1. Equipment (Contd.)	Central Title I Oversight of School-based Inventory of Title 1 Purchased Equipment	Asst. Supervisor – Title 1	<ol style="list-style-type: none"> The Central Title I entire equipment inventory must be kept up to date with new purchases and disposal of old/inoperative equipment. Central Title 1 Office – 100% full school-based Equipment Inventory will be completed annually. Central Title I Office – 100% school-based Equipment Inventory of newly purchased equipment will be completed as the equipment is implemented. 	On-going		<u>100% Inventory</u> March – December (Every Other Year) <u>Newly Purchased</u> Inventoried within 2 weeks of arrival.
	Labeling of Title 1 Equipment	Title 1 Principals or designee; Title 1 Supervisor, Asst. Supervisor – Title 1	All equipment purchased with Title 1 funds must be labeled clearly with “Title 1 Barcode Label” and the school/department name.	On-going		Checked during each Equipment Inventories
	Disposal of Title 1 Equipment	Title 1 Principals or designee Title 1 Supervisor, Asst. Supervisor – Title 1 Purchasing Supervisor	All equipment purchased with Title 1 funds that have become damaged or inoperative must be disposed of following HCPS Purchasing Manual <u>and</u> EDGAR regulations (see attached).	On-going		Information is received from Office of Technology and HCPS Assigned Technician
	Safeguard of Equipment	Title 1 Principals or designee Title 1 Supervisor, Asst. Supervisor – Title 1	<ol style="list-style-type: none"> All Title I purchased equipment will follow the HCPS procedures for safeguard and storage of equipment: <ul style="list-style-type: none"> Keep locked with limited access Keep in location that prevents moisture or water damage Limit access with sign-in/out of equipment Keep current inventory of items Safeguards will be the responsibility of the principal (on-going) and the Title I Office (check for safeguards during annual equipment inventory) 	On-going		Checked during each Equipment Inventories

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
1. Equipment (Contd.)	Maintenance of Equipment	Title 1 Principals or designee HCPS Assigned Technician	1. The responsibility for on-going and preventative maintenance of Title I purchased equipment is the HCPS Assigned Technician (assigned by the HCPS Office of Technology). Principals are to follow established guidelines and procedures for maintenance and repair of Title I equipment and will communicate directly with the AT.	On-going		HCPS Assigned Technician will contact if any Title I purchased equipment is in need of repair.
	Equipment Leased using Title 1 Funds	Title 1 Principals or designee Purchasing Supervisor	1. Contact the Purchasing Office for all equipment lease agreements. 2. School must maintain the original equipment lease contract at the school. 3. Equipment contracts and leases will be monitored by the principal and will be included in Central Title 1 Office – Field Audits.	On-going		None as of 07/01/2021
	Transfer of Title 1 Equipment	Title 1 Principals or designee Title 1 Supervisor, Asst. Supervisor – Title 1	1. Title 1 purchased equipment may not be transferred to non-Title 1 schools or departments. 2. Title 1 purchased equipment may be transferred from one Title 1 school to another Title 1 school. a. Equipment inventories must be adjusted to reflect the transfer. 3. Any Title 1 equipment transfers must first receive authorization from the Title 1 Supervisor.	On-going		No Title I purchased equipment has been transferred to Non-Title I Schools. Equipment Inventories are up to date.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
1. Equipment (Contd.)	Title 1 Equipment Consideration when a Title 1 School no longer meets the criteria for Title 1 status.	Title 1 Principals or designee Title 1 Supervisor Purchasing Supervisor	<ol style="list-style-type: none"> 1. All equipment purchased with Title 1 funds must be inventoried when the school no longer qualifies as a Title 1 School. 2. The Title 1 Supervisor and the principal will review the Title 1 Equipment Inventory list. 3. All inoperable Title 1 equipment will be disposed of following HCPS procedures. 4. All operable Title 1 equipment will be reassigned to other Title 1 schools at the direction and discretion of the Title 1 Supervisor. 5. All reassigned Title 1 equipment will be added to the new school's Equipment Inventory list. 	Upon Notice of Non-Title 1 Status		None as of 07/1/2021
	Title I Property Records	Title 1 Supervisor or designee	<ol style="list-style-type: none"> 1. Maintain an on-going purchase/disposal record of all Title I equipment with the following information provided: <ul style="list-style-type: none"> • Location, description, model, serial number, purchase date, purchase price, source of funding, percent of Title I funded, title holder, sensitive equipment, condition of item, date of disposal 2. Align with annual Equipment Inventory 	Ongoing Update with purchases and disposals		Full listing of all Title I purchased equipment is kept up to date at central Title I Office location.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring	Central SharePoint – Title 1 School Budget Spreadsheets	Title 1 Principals Title 1 School Financial Secretaries Supervisor-Title 1	<ol style="list-style-type: none"> 1. All 10 Title 1 schools and the Central Office have their FY '22 Title 1 Discretionary Budget (account unit budget amounts) spreadsheets (Excel) posted on a secure HCPS SharePoint site specifically designed for the Title 1 Office. 2. Access to the SharePoint site is limited to: Title 1 Principals, Title 1 School Financial Secretaries & Supervisor-Title 1. School based personal ONLY have access to their own school's Excel spreadsheet on the SharePoint site. Yearly email is sent to principals to determine who should have access to school's SharePoint site. 3. Title 1 School Financial Secretaries will enter expenditures onto the Excel spreadsheet for their school as the expenses are incurred. 4. The SharePoint site and Excel spreadsheet can be viewed through any HCPS networked computer. 5. Information included on the HCPS SharePoint site is included in automatic data saves once per week by the HCPS OTIS. 	On-going		10/1 - FY'22 Discretionary Budget posted.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Weekly/Monthly Monitoring of Title 1 Expenditures	Supervisor-Title 1 & Assistant Supervisor Title 1, HCPS Grant Accountant Executive Director of Elementary Schools	<ol style="list-style-type: none"> 1. Title 1 school budgets are monitored by the Supervisor-Title 1 & Assistant Supervisor Title 1, through the Sharepoint site on a weekly and monthly basis. 2. Weekly review includes verification of spending pace, check of correct account unit assignments, check of correct object account assignment, check for accuracy of data entry, check for appropriate spending and check on Parent Involvement spending. 3. A follow-up email is sent weekly to the principal and the financial secretary at each school with the findings for the week. A more formal monthly review is completed by the Asst. Supervisor-Title 1 to include “balancing” of school spreadsheet with the Office of Finance Lawson Program, determine discrepancies, communicate discrepancies to school, monitor spending pace, monitor account unit balances, report monthly summary statement and send summary statements (to principal, financial secretary, Supervisor-Title 1, Grant Accountant and Executive Director of Elementary Schools). 	Weekly and Monthly		<p>Title I school budgets are reviewed on a weekly basis.</p> <p>Monthly Review between school and Lawson is completed, results are emailed to each school with follow-up taking place on a regular basis.</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)			<p>4. Asst. Supervisor-Title 1 and the HCPS Grant Accountant (as needed the Supervisor of Finance) meet on an as needed basis to address issues, problems, journal entries, PCard accounts, appropriate expenses and other. Constant phone, personal and email contact is made. Personnel, time+effort, inventory, written financial procedures and equipment procedures are discussed, as well.</p> <p>- See MOA for 2020-2021</p> <p>5. The HCPS Grant Accountant also provides total monthly budget printouts from Lawson (meeting if necessary) to the Asst. Supervisor-Title 1.</p>			See MOA
	Internal Audit of Schools for Compliance with Title I Programmatic Requirements	Title 1 Principals Title 1 Teacher Specialists, Supervisor - Title 1 & Title 1 Compliance Coordinators	<p>HCPS Title I Compliance Coordinators (CC) will lead and facilitate the internal audit for each of their four schools. Title I Internal Audit Procedure Document of Schools for Compliance will be used to facilitate the internal audit.</p> <ul style="list-style-type: none"> School wide & Parent Involvement Programmatic Components will be reviewed. 			
	Bi-Annual Field Audits of Title 1 Schools – Title 1 Funds Only	Title 1 Principals Title 1 School Financial Secretaries, Supervisor - Title 1 & Assistant Supervisor Title 1	Bi-Annual Field Audits will be conducted by the Supervisor or Assistant Supervisor - Title 1 on-site at a Title 1 school for the purpose of auditing the financial management of the Title 1 Budget. A customized Field Audit Document is used as the primary audit tool (see attached). The Field Audit Document is approved for use by the HCPS Grants Office	Bi-Annual		<p><u>Winter Audit FY'21 & FY'22</u> <u>Charges:</u> TBA - December 2021</p> <p><u>Summer Audit FY'22/ FY'21 CO</u> TBA - June 2022</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Bi-Annual Field Audits of Title 1 Schools – Title 1 Funds Only (Contd)	Title 1 Principals Title 1 School Financial Secretaries, Supervisor - Title 1 & Assistant Supervisor Title 1	<p>A Field Audit is conducted “at a time determined” by the Supervisor or Assistant Supervisor - Title 1 on-site at a Title 1 school for the purpose of auditing the financial management of the Title 1 Budget. Additional Field Audits will be conducted when a distinctive issue has arisen during the monthly monitoring of the school-based Title I budget or a more thorough audit may be conducted (See section on CAP). A customized Field Audit Document is used as the primary audit tool (see attached). The Field Audit Document is approved for use by the HCPS Office of Finance. Summary reports of the Field Audits are copied to the principal, financial secretary, Supervisor-Title 1, Executive Director of Elementary Schools, Grant Accountant and the Supervisor-Office of Finance.</p> <p>The Field Audit will focus on the following areas:</p> <ul style="list-style-type: none"> • Principal's expenditure approval process used. • Hard copy receipt present. Receipt includes; purchase amount, date, and vendor name. • Hard copy documentation matches Share Point spreadsheet information and Lawson data • Expenditure matches budget narrative, is reasonable, and posted to the correct account. • Purchased item physically observed and incorporated into the classroom. • P-Card receipt included in the P-Card folder and assigned to the correct acct. number • Completed SAN(E) documentation matches special programs pay form. • PI Purchased Food items include Purchase Audit Compliance Checklist and SANE Documentation • Responded to email request for SAN documentation with allowable and appropriate documentation. 	As Needed		

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Oversight Funds – Children in Foster Care	Supervisor-Title 1, Asst. Supervisor – Title 1 Director-Student Services, Director-Transportation, Directory-Harford County DSS	<p>Title I Office will hold annual meetings with HCPS Pupil Services, HCPS Transportation, Harford County DSS (HCDSS) representatives to ensure additional transportation costs for student in Foster Care are being tracked under a separate account line.</p> <p>On December 10, 2017, the responsibility for best interest decision-making and for payment of the transportation costs for a child to attend the school of origin shifted to HCDSS.</p> <p>As of December 10, 2017, HCDSS has been reimbursing the school system for additional transportation costs for student in Foster Care.</p> <p>These meetings are designed to engage all stakeholders in understanding the law and expectations.</p> <p>Title I will continue the oversight of funds and ensure the regulations concerning transportation for students in Foster Care are being followed.</p> <ul style="list-style-type: none"> • Consultation with HCPS Foster Care Liaison & HCPS Director of Transportation is done to ensure regulations are being met. • See MOA for 2021-2022 	On-going	10/21	<p>SAN Documentation will be saved.</p> <p>10/21/21 – HCDSS & HCPS scheduled to meet.</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Oversight Funds – ELL Students and Families	Supervisor-Title 1, Asst. Supervisor – Title 1 Director-Student Services, Title I Compliance Coordinators	<p>Title I Office will meet and coordinate with World Languages Office to ensure parent notification letter is meeting standards.</p> <p>Title I Office will ensure Parent Notification Letter is received by families, by monitoring dated copies of completed English and translated version of parent notification letter with parent signature on either English or translated version are complete, accurate, and up to date.</p> <p>Title I will meet with Title I Teacher Specialists, to inform them that Title I funds can be utilized to better support the needs of the schools’ ELL students and families.</p> <p>The LSS (Office of World Languages) provides ELL teachers with WIDA data in the month of May. Data shared with ELL families through a myriad of ways.</p> <p>ELL Teachers will share the number and percentage of English Learners achieving English language proficiency during a School-Based Performance and Achievement meeting.</p> <p>Title I will continue the oversight of funds and ensure the regulations concerning transportation for students in Foster Care are being followed.</p> <ul style="list-style-type: none"> • See MOA for 2021-2022 	On-going		<p>J. Little met with C. Krantz (World Languages Supervisor) TBA</p> <p>10 EL school-based audits completed by J. Little between TBA</p> <p>J. Little met with Title I Teacher Specialists to discuss EL & parent notification letters. TBA</p> <p>J. Little to meet with P. Snyder (Accountability Office) TBA</p> <p>To begin Spring, 2022</p> <p>J. Little met with C. Krantz again for follow-up on TBA</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Identifying Parent Involvement (PI) Expenditures within the Title 1 School budget.	Title 1 Principals Title 1 School Financial Secretaries Supervisor - Title 1 Asst. Supervisor – Title 1	<p>Title I Funds for PI are included as a targeted line item within the Master Plan-Title I Application. 100% of the total PI Allotment will be spent at the school-level. The process for allotting the funds to schools is as follows:</p> <ul style="list-style-type: none"> • Each school is given a % of the PI (based on their poverty % rank from the total budget). Use and purpose for the PI funds is determined as a school team and included in the Budget Narrative for approval. • Mid-year and end of year goals are targeted for each school to ensure that the Parent Involvement expenses are being assigned. Use of PI funds is included in Budget Narratives. • Documentation of the PI expenditures will be done on a separate SharePoint Excel spreadsheet for each school and a running balance of Parent Involvement expenses is calculated on the SharePoint Excel spreadsheet – Summary document for each school. • LEA expectations for schools is to involve parents in the decision making process for use of PI funds (meetings, surveys, etc.) • <u>Any</u> shared PI expenses will be evenly divided among the 10 schools and applied to each schools’ PI allotment (e.g., annual Parent Involvement Conference) <p>Parent Involvement expenditures will be monitored by the Supervisor & Assistant Supervisor - Title 1 as part of the weekly and monthly reviews, as well as the possible Field Audits.</p>	On-going		PI Expenditures are reviewed on a weekly and monthly basis.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Supplemental Funds vs. Supplanting	Title 1 Principals Title 1 School Financial Secretaries HCPS Grant Accountant Executive Director of Elementary Schools Supervisor - Title 1, Asst. Supv. - Title 1	<p>Title 1 Funds/Staffing will be used as supplemental funds/staffing to the operating funds and staffing allotments supplied by HCPS. The HCPS “<i>Supplement Not Supplant Requirements for Federally Funded Programs</i>” Procedure is in place. This includes the following procedures that are in place to insure that Title 1 Funds/Staffing are to be used as supplemental resources to the LSS’s funding/staffing allocations:</p> <ol style="list-style-type: none"> 1. The Budget Office for HCPS allocates operating funds to all schools on a per pupil allocation (PPA) basis, regardless of Title 1 status. 2. The Budget Office for HCPS allocates staffing to all schools on an “equity weighted per pupil” staffing calculation, regardless of Title 1 status. <ol style="list-style-type: none"> a. The staffing allocation is checked semi-annually by position control budget analyst to ensure all schools are following allocation guidelines. 3. Other Federal and State grants will be examined to ensure that these additional grants do not supplant Title I funds, ie. Kirwan funding. This monitoring will take place in collaboration with Director of Budget, the Grants Accountant, and the Title I Office. 4. Title 1 Principals, school financial secretaries, curriculum supervisors and the Executive Director of Elementary Schools are aware of the supplemental vs. supplanting issue when considering purchases and staffing placement. 5. Weekly and monthly reviews of Title 1 school budgets, and Field Audits by the Supervisor-Title 1 monitor expenditures for supplanting issues. Corrective action can be taken immediately. 6. All equipment and major text book purchases are managed through the Office of Purchasing in consultation with the Supervisor-Title 1. 7. Time and Effort (T+E) forms will be required for all Title 1 paid employees whose salary is split with another funding source. However, single cost objective positions (single job) with multiple funding sources and working in a school-wide Title 1 school should not be required to complete T+E logs. Full or partially Title 1 funded personnel will need to complete the semi-annual certification. The forms will be collected and signed by the school principal and forwarded to the Title 1 Central Office for filing. 8. HCPS Grant Accountant monitors Title 1 purchases for supplanting. – See MOA 	On-going		<p>Supplemental Funds vs. Supplanting discussion take place with Principals during various Principal meetings and reviewed during weekly and monthly checks of School-based spending.</p> <p>The HCPS “<i>Supplement Not Supplant Requirements for Federally Funded Programs</i>” Procedure was created on 3/1/2018. Most recently amended on 9/4/2019</p> <p>October 2021 – Semi-annual check by position control budget analyst to ensure all schools are following allocation guidelines to take place during comparability meeting.</p> <p>June, 2022 –Semi-annual check – emailed response from position control budget analyst – All staffing is currently within the guidelines.</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Corrective Action Plan (CAP)	Title 1 Principals Title 1 School Financial Secretaries, Supervisor - Title 1 & Assistant Supervisor - Title 1, Title I Compliance Coordinators, Executive Director of Elementary Schools, Office of Finance (fiscal items, if needed)	<p>During any Title I Monitoring, (e.g., Equipment, Internal Audits, Budget Monitoring, Building Walkthroughs, etc...), or from other sources, if a discrepancy/issue is suspected a more comprehensive audit will be completed. The scope of the comprehensive audit will be determined by the Title I Supervisor. If discrepancy/issue(s) are found (decision of the Title I Supervisor), a Corrective Action Plan (CAP) will be instituted for the school to address and correct the discrepancies/issues found. The CAP includes:</p> <ul style="list-style-type: none"> • A template for the CAP is on file. • Dates and timeline for the CAP will be determined by the Title I Supervisor with input from the principal. • A letter and summary reports of the CAP are sent to the principal by the Title I Supervisor. • Principal/school will be responsible for developing the specific corrective action(s) needed to meet the CAP by the established timeline. (Title I Office will only provide general guidelines for completion during CAP) • Failure of the school to complete or comply with the CAP will precipitate contacting MSDE Title I Office or Federal Title I authorities for further guidance on a non-compliant Title 1 School. Possible “freezing” of the Title I discretionary funds at the school may be necessary. • CAP is expected to be completed during the established timeline. Timeline may be adjusted, as needed, by the Title I Supervisor. • When CAP is completed, a letter will be sent to the principal by the Title I Supervisor notifying of completed CAP and release of Corrective Action status. • Any follow-up from the CAP will be established and communicated by the Title I Supervisor, as deemed appropriate. To possibly include, further review corrective action items, training of school staff, etc. • As needed, adjustments to these guidelines will be made at the discretion of the Title I Supervisor. 	TBD	TBD	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year)	Preliminary Budget Planning-School Based	Title 1 Principals School SIT Teams to include parents Supervisor-Title 1, Assistant Supervisor - Title 1	<ol style="list-style-type: none"> 1. Principals along with school teams will analyze school needs and determine a plan for fiscal allocations for the new fiscal year beginning July 1st. Specific needs as outlined in the School Performance and Achievement (SPA) Plan will be the focus for planning. Expense categories will be assigned a “priority” rather than a dollar amount. Individual SPA members (including teachers, parents and community members) will meet to provide input into the budget planning process. SANE documentation by the school will be expected to ensure parent input (meetings, surveys, etc.) 2. Principals will be provided with a Preliminary Budget Planning survey to be completed and forward to Supervisor of Title 1. 3. The Supervisor of Title 1 will review all Preliminary Budget Planning survey info and will use when creating the overall budget. 	Dec, '21		
	Preliminary Budget Planning-Master Plan	Title 1 Principals Superintendent of Schools for HCPS Executive Director of Elementary Schools Supervisor-Title 1 Assistant Supervisor - Title 1	<ol style="list-style-type: none"> 1. Preliminary Budget Planning forms will be reviewed and principals will provide further input. 2. Input on content and fiscal budgeting will be obtained from the Executive Director of Elementary Education using survey format. HCPS goals and objectives will be discussed to ensure that the Title 1 Budget/Master Plan align with county and state goals. 3. Initial Title 1 county allotment will be obtained from MSDE at the annual MSDE Title 1 Conference. 4. “Method for Qualifying Eligible Title 1 Schools Attendance Areas” will be examined and final determination will be made in collaboration with the HCPS Superintendent and the HCPS Title 1 Office. Choices include: <ol style="list-style-type: none"> a. Percentage b. Grade Span c. 35% Rule d. Grade-span/35% Rule e. Special Rule 	Jan '22		

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year) (Contd.)	Budget Planning – Title 1 Budget/ Master Plan	Title 1 Principals Position Control Supervisor for HCPS HCPS Grant Accountant Executive Director of Elementary Schools Supervisor-Title 1, Assistant Supervisor - Title 1	<ol style="list-style-type: none"> 1. Initial Title 1 county allotment will be used to create FY Budget. 2. Updated list of “Paid Title 1” employees will be obtained from Position Control supervisor for HCPS, along with personnel position changes from the Executive Director of Elementary Education. 3. The Supervisor of Title 1 will identify and confirm all private school students being serviced 4. Supervisor of Title 1 will create a preliminary budget to be used as the data source for the Title I Application MSDE document. Information from all stakeholders will be used when creating the preliminary budget. 5. The Supervisor of Title 1 and Title I staff will complete the Title I Application MSDE document. 6. The HCPS Grant Accountant will use the preliminary budget figures to create the FY budget in the Lawson program. 7. Consideration will be given to the following variable components that impact the budget throughout the preliminary period: <ol style="list-style-type: none"> a. Title 1 schools in improvement, CSI, and TSI <ol style="list-style-type: none"> i. TSI - At this time no funds reserved for TSI school, if funding is reserved, then funds will be distributed equitably among schools based upon the number of under performing subgroups. ii. CSI – if applicable, funds will be distributed equitably among qualifying schools. b. Report of PARCC scores c. County in school improvement d. Title 1 Paid employees leaving after July 1st e. Adjustments to the allocation from MSDE f. Changes in the number of private school students serviced by Title 1 g. Method for Qualifying Eligible Title 1 Schools Attendance Areas h. Changing needs at the qualifying Title 1 schools (attendance rezoning, demographic changes, community emergencies, staffing changes, PARCC scores) 	March '22	March ?? & ??, 2022	March, 2022 – preliminary MSDE allocation will be used to create FY'23 budget and complete the Title I Application MSDE document as it becomes available.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year) (Contd.)	Budget Planning – School-Based Title I Narratives	Title 1 Principals, Executive Director of Elementary Schools, Executive Director of Curriculum and Assessment, Supervisor-Title 1, Asst. Supv. – Title 1	<ol style="list-style-type: none"> 1. Based upon Title I School Staffing Meeting, school-based budget narratives will be released to schools. 2. School-based budget narratives will be reviewed by the Title I Office for “allowable and allocable”. 3. Each school-based budget narrative will undergo a HCPS Instructional Leadership review to ensure content-based programs and plans are meeting school-based instructional needs. Title I Supervisor will sit in on reviews to ensure no supplanting takes place. 	April		March ??, 2022 Released Budget Narratives to Title I Principals. Due date April ??, 2022 These are checked for appropriateness and to ensure no supplanting.
	Budget Planning – Title I Application	Executive Director of Elementary Schools Supervisor-Title 1, Asst. Supv. – Title 1	<ol style="list-style-type: none"> 1. Preliminary school-based budget figures will be used as data for the Title I Application. 2. All data will be collected and entered on the Title I Application by the Supervisor of Title 1 and the Supervisor of Title 1 with consultation from the MSDE Title 1 Contact, the Executive Director of Elementary Education and the Title 1 Principals. 3. The time frame (with exact dates) for the submission of the Title I Application will be adhered to for successful submission of the document. 	May - June		Early June - Receive input from HCPS Instructional Leadership Review team.
	Final Budget Planning	Title 1 Principals HCPS Grant Accountant Supervisor-Title 1, Asst. Supv. – Title 1	<ol style="list-style-type: none"> 1. Title 1 Principals will finalize their Budget Allocation plan, after review of HCPS Instructional Leadership review team, by submitting any required changes of the Title 1 Budget Narrative from each school The final Budget Narrative will include a detailed listing of expenses and their description. 2. Title 1 schools will be able to access the new fiscal budget funds beginning on October 1st. The funds will be accessible and spent down to \$0 by September 30th of the following year (15 months). 3. Expenditures will be monitored by the Supervisor of Title 1 or designee, and the HCPS Grant Accountant on a monthly basis. 	June / July		July, 2022–Due date for Title I Principals to submit their Finalized FY’23 Budget Narratives based upon release of MSDE Title I FY’23 Funding.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year) (Contd.)	Carry Over Budget	Title 1 Principals HCPS Grant Accountant Supervisor-Title 1	<ol style="list-style-type: none"> 1. An estimate of the projected Carryover Budget from the previous year along with preliminary purposes will be included in the Title I Application. 2. The Carryover amount will be less than 15% of the original budget by September 30th. 3. The actual Carryover amounts will be available after September 30th. 4. The Carryover amounts will be reallocated to Title 1 students. 5. Principals will provide a “budget narrative” for how they want the funds spent. The Title 1 Supervisor and the Executive Director of Elementary Schools will have final approval of the school’s requested budget for the Carryover funds. 6. The plan for Carryover funds will be revised and the funds redistributed. 7. A Budget Amendment will be completed, if necessary. 8. Carryover expenditures will be monitored by the Supervisor of Title 1 and the HCPS Grant Accountant on a monthly basis. 9. The Carryover expenditures will be spent to \$0 by June 30th (24 month fiscal budget). 	Nov / Dec		<p>November – Final Carryover amounts are determined by HCPS Grant Accountant and Title I Supervisor. Funds will be re-allocated back to Title I Schools to support Title 1 Student. MSDE Carryover report submitted on time.</p> <p>November 10, 2021 Released Budget Narratives to Title I Principals. Due date Nov 24, 2021</p>
	Mid-Year Amendment	Title 1 Principals HCPS Grant Accountant Supervisor-Title 1	<ol style="list-style-type: none"> 1. Mid-Year Amendments is the first and <u>only</u> amendment that will occur for each Fiscal Year budget. 2. Schools must identify changes to current Budget Narrative. 3. Any changes to Salary account units must include consideration of the Fixed Costs. 4. Any change is checked to ensure account unit balance does not go below \$0.00. 5. All changes are checked again all schools and Central Title I Office. 6. A Budget Amendment will be completed, if necessary. 7. All expenditures will be monitored by the Supervisor of Title 1 and the HCPS Grant Accountant on a monthly basis. 	Feb / March		<p>2/?/2022 Released Amendment Worksheets to Title I Principals. Due date 2/?/2022.</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year) (Contd.)	Calculation of Per Pupil Allocation (PPA) – Public Schools	HCPS Grant Accountant Supervisor-Title 1, Assistant Supervisor – Title I	<ol style="list-style-type: none"> 1. Determine Poverty ranking of all schools from 10/31 FARM report and 9/30 enrollment from HCPS. 2. HCPS has established that annual Title I eligibility will be made based on: <ol style="list-style-type: none"> A. FaRMS % rate cutoff; B. Grade Span. (elementary, middle, high). 3. The Superintendent, in consultation with the Title I Supervisor, will sign off on the final annual Title I eligibility. 4. Determine “Total Low Income FTE” enrollment number for all Title 1 eligible schools. 5. Determine PPA: <ol style="list-style-type: none"> a) Rank 1 school is 100%, each following school is less than the next highest school. b) Each schools’ PPA will be multiplied by their “Total Low Income FTE” to reach each <u>schools’</u> allocation amount. c) PPA calculations using ranking formula in 5.a will be adjusted to reach exactly the Total “Public School Allocation”. d) Total Public School Allocation target \$ amount is determined by the following: Total Allocation – admin costs – required reservations – central office support – private school allocation = Total Public School Allocation. e) Each schools’ total Public School Allocation will be reduced by each schools’ total “school-based salaries + fixed costs” (paid Title 1 employees). The remaining amount of allocation will be budgeted into expense categories (e.g., supplies, contract services, etc.) based on school-based decisions (see Preliminary Budget and Budget Narrative). 	Apr- Aug		<p>Final 9/30 Enrollment counts received on: 11/??/2021</p> <p>10/31 FaRMs counts received on: 11/??/2021</p> <p>-Issues due to COVID on determining this number. Waiting for MSDE finalization.</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year) (Contd.)	Calculation of Proportional Share for Equitable Services – Private Schools	HCPS Grant Accountant Supervisor-Title 1, Assistant Supervisor – Title I	<ol style="list-style-type: none"> 1. Actual number of address eligible Title 1 Private School students will be submitted to the Assistant Title 1 Supervisor. September 30th counts will be used, as they are in HCPS. 2. Family Income Surveys will be created and disbursed for each address eligible Title 1 Private School student. 3. Income Eligible Title 1 Private School students will have their public “Title 1 home school” identified (public school that the private student would attend if they attended public school in HCPS). 4. Total # of private school children from low-income families including those going to schools in other LEAs residing in Title I School attendance area will be divided by (/) Total # of public school children from low-income families in Title I public schools plus private school children from low-income families. School PPA for HCPS. 5. This percentage will be used to determine the proportional share of funds to take “Off the top” of the total Title I, Part A allocation. 6. The Proportional Share will then be split into agreed upon amounts for; PI, PD, Admin, & Instructional Share. 	April- May		Sept 30 – list of address eligible Title 1 Private School students received.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
4. Purchase Approval Process	Authorization and approval process for school-based purchases using Title I funds (special programs and parent involvement expenses)	Title 1 Principals Title 1 School Financial Secretaries HCPS Grant Accountant Executive Director of Elementary Schools Supervisor-Title 1	NOTE: See attached document entitled “HCPS Office of Title I – Finance Expenditure Approval Process” for specific/detailed directions.	On-going		
	Contracts with Title I	Title 1 Principals Title 1 School Financial Secretaries HCPS Grant Accountant Executive Director of Elementary Schools Supervisor-Title 1 Purchasing Office	<ol style="list-style-type: none"> 1. ALL contracts with Third Party Vendors over the final price of \$1,000 will be handled by the Title I Office for the submission to Purchasing Office for creation and final approval. This process includes ALL school-based vendor agreements using Title I funds. 2. School Principals will submit desired vendor and dates to the Title I Office at least three months prior to services being rendered. Principals will be notified periodically through the process and will receive the final approval by the Title I Office in writing. 3. All support documentation from the school will be submitted after services are completed. 4. The Title I Office will process payment to the vendor once services have been completed. 	On-going		All school-based contracts with Third Party Vendors are screened by the central Title I Office and passed through to the Purchasing Office for creation and final approval
	Additional Spending Tracking – Transportation Invoices	Assistant Supervisor-Title 1	Title I Transportation database has been created to track each internal HCPS Bus Trip paid for with Title I funds. This information is used to provide additional layer of checks and balances.	On-going		

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
5. Teacher Pay Approval Process	Review of Supplemental Teacher Pay	Title 1 Principals Title 1 School Financial Secretaries HCPS Grant Accountant Executive Director of Elementary Schools Supervisor-Title 1 HCPS Director of Finance	Schools are responsible for documenting Sign-in, Agenda, Notes / Artifacts (SAN), for all Title I supplemental teacher instructional planning pay. A standardized cover sheet will be used by all schools. This process is subject to auditing by central Title I office for compliance. NOTE: See attached document entitled “HCPS Office of Title I – Finance Expenditure Approval Process” for specific/detailed directions.			
	Additional Spending Tracking – Supplemental Teacher Pay	Assistant Supervisor-Title 1	Title I Weekly Pay database has been created to track each teacher’s supplemental pay paid for with Title I funds. This information is used to provide an additional layer of checks and balances.	On-going		
6. Use of Tech Devices			<u>NOTE:</u> See attached supplemental document entitled “Action Plan – Federal Use of Technology Devices 2021-2022” for specific/detailed directions.			Fiscal Component – Requirements

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
7. Time and Effort	Review Time and Effort Personnel Activity Reports Requirements	Supervisor, Pupil Personnel Workers Title I Coordinator Assistant Supervisor – Title I	At the beginning of the year Central Title I representative will meet with each Title I paid staff member that needs to fill out Time and Effort Personnel Activity Reports (PARSs). Title I requirements and expectations will be reviewed.	July 1	7/1/2021 – Meeting occurred with Homeless Liaison, PPW Supervisor, Title I Office to review expectations and requirements	
	Review Time and Effort Personnel Requirements	Supervisor, Pupil Personnel Workers Title I Coordinator Assistant Supervisor – Title I	Central Title I representative will work with Homeless Liaison to fill out and sign “Employee Work schedule for 2021-2022 School Year”. Central Title I representative will state expectations for submittal of bi-weekly “Time & Effort PAR Hourly” document.	July 1	7/1/2021 – Employee Work Schedule was completed and signed.	
	PARs Monitoring	Title I Coordinator Assistant Supervisor – Title I	On a Bi-weekly basis Central Title I representative will review “Time & Effort PAR Hourly” document, to ensure proper signatures and monitor percentage split of work being performed between funding sources.	Ongoing		Bi-Weekly
	Monthly PARs Monitoring	Title I Coordinator Assistant Supervisor – Title I	On a Monthly basis Central Title I representative will review and monitor percentage split of work being performed between funding sources to ensure personnel are not maintaining a variance greater than 10%.	Ongoing		Monthly
	Semi-Annual PARs Monitoring	Title I Coordinator Assistant Supervisor – Title I	On a Semi-annual basis Central Title I representative will review and monitor percentage split of work being performed. Amount worked is greater than 50%, then additional funds will be allocated to reflect true amount worked between funding sources.	Ongoing		Semi-annually

HARFORD COUNTY PUBLIC SCHOOLS

POSITION DESCRIPTION

TITLE: Pupil Personnel Worker
REPORTS TO: Supervisor of Pupil Personnel Services
DEPARTMENT: Student Support Services

POSITION SUMMARY:

To work with students, parents, school personnel, and public and private agencies to enable the student with special needs to secure, to the maximum of his or her ability, the benefits of an education, so that he or she can function in society.

ESSENTIAL FUNCTIONS:

These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

1. Provides, in coordination with other services and administrative personnel, assistance to staff and parents in providing for the student's basic needs.
2. Assists the student, through individual and group processes, to assume responsibility for his/her actions, to achieve self-understanding, and to resolve conflict.
3. Assists in the identification of students with adjustment problems by studying all available information, by observing the student in the classroom and during other activities, and by visiting the student's home and consulting with the parents, school staff, and community agencies.
4. Serves as liaison between the school and home.
5. Serves as a member of the Student Services Team and, as necessary, the Individualized Education Program (IEP) and 504 Plan Committee in the schools to which assigned.
6. Maintains a case record on each referred student; coordinates the activities of all persons working with the student.
7. Explains school programs and interprets school policies to students, parents, school staff, and community personnel.
8. Presents testimony and recommendations at court hearings.
9. Investigates special admissions and withdrawal of students, school residency, and requests for student transfers.
10. Coordinates services to affect an appropriate program for the student with special educational needs, including home and hospital teaching services.
11. Gathers and maintains student data for accounting purposes.
12. Assists with the placement of students in state/private schools and institutions; assists in determining school placement and programs for students returning from other institutions.
13. Coordinates the home instruction program as assigned, including the review of those cases requiring Local Education Agency (LEA) supervisors.
14. Assists with the interpretation and enforcement of the attendance policy for the Harford County Public School System.
15. Assists in the referral of child neglect and child abuse cases to proper legal authorities.
16. Serves as a member of the regional crisis intervention team.
17. Serves as the student's advocate in selected cases of suspension, expulsion, and withdrawal.
18. Assists in the formulation, implementation, and supervision of programs and services for at-risk students.
19. Serves as an educational representative on community agency advisory committees.
20. Provides assistance in the development and implementation of in-service activities and programs to facilitate optimal development of all students.

POSITION DESCRIPTION

Page 2 of 2

Pupil Personnel Worker

21. Recommends policy and/or practices and the changes to them which are needed.
22. Serves as the Superintendent's designee for suspension conferences as assigned.
23. Serves as Homeless Liaison for the school system as assigned.

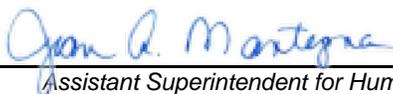
OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Master's degree from an accredited college or university with coursework related to:
 - a. school law;
 - b. counseling methods;
 - c. early childhood or adolescent psychology;
 - d. multi-cultural issues;
 - e. family systems/dynamics;
 - f. delivery of pupil personnel services and programs;
 - g. abnormal psychology or juvenile delinquency; and/or,
 - h. educational assessment interpretation.
- Hold or eligible for a Maryland Advanced Professional Certificate (APC) with a Pupil Personnel Worker endorsement.
- Proficient in the use of computer technology, including Microsoft Office Suite software programs.
- Excellent interpersonal and oral/written communication skills.
- Excellent planning and organizational skills.
- Successful teaching or related experience in a public school setting.

Approved: _____


Assistant Superintendent for Human Resources

Date: _____

April 24, 2020

Signature date of previous version:

10/22/2016

Homeless Liaison Duties

DEFINITION:

In addition to the duties of a pupil personnel worker, provides pupil personnel services in the area of homelessness and appeals of homelessness and school choice. Performs other duties as required.

EXAMPLES OF DUTIES:

Ensures that homeless children and youth identified by school personnel are immediately enrolled by personnel and receive the educational services to which they are entitled.

Ensures that parents and guardians are informed of educational and related opportunities and of their rights under the McKinney-Vento Homeless Education Act (McKinney-Vento).

Assists with mediating disputes that arise over enrollment, school selection, and services.
Assists families to ensure that enrollment disputes are mediated expeditiously and that parents and unaccompanied youth are fully informed of their transportation rights.

Trains school-based personnel and student services personnel in the identification, enrollment, and service of homeless children and youth, related homeless education issues, as well as HCPS procedure and policy.

Offers annual training to county agencies having regular contact with homeless families, including but not limited to, shelter staff personnel, social service agencies, and other community agencies.

Disseminates information explaining the rights of homeless students under McKinney-Vento, including contact information for appropriate personnel.

Reviews the case management of homeless students provided by pupil personnel workers to determine that such students are promptly identified, immediately enrolled, and receive educational services in accordance with McKinney-Vento.

Coordinates and manages the provision of tutoring for homeless students.

Develops partnerships with the business community to support educational opportunities for homeless children, youth, and their families.

Collaborates with the Maryland State Department of Education (MSDE) Homeless Education Coordinator. Provides homeless student data to MSDE.

Maintains contact and communication with the directors of all Harford County shelters that serve children and youth.

Manages grant funds directly related to the Office of Homeless Education.

Participate in the planning and presentation of pupil personnel worker staff meetings and training sessions regarding homelessness.

PROCEDURE TITLE: Supplement not Supplant Requirements for Federally Funded Programs		
ADOPTION/EFFECTIVE DATE: March 1, 2018	MOST RECENTLY AMENDED: September 4, 2019	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

I. Purpose

The purpose of this procedure is to set forth specific criteria to ensure that Federal Funds add to (supplement) and do not replace (supplant) state and local funds.

II. Definitions:

- A. Federal Funds: Any federal funds received by an local education agency (LEA) from a direct or secondary grant issued by an agency of the U.S. Government.
- B. School Allocated Operating Funds: Funds allocated equitably to each HCPS school for the purpose of instructional support to the school (e.g., materials of instruction, instructional equipment, etc.).
- C. School Staffing Allocations: Staffing allocated equitably to each HCPS school for the purpose of instructional support to the school.
- D. Comparability Report: Annual report under Title I, Part A (federal grant for improving the academic achievement of economically disadvantaged students) requirements that compare staffing allocations of HCPS non-Title I schools with HCPS Title I schools to ensure that staffing is allocated equitably, before federal Title I funds are utilized to supplement school staffing at Title I schools.
- E. Title I: means Title I of the Strengthening and Improvement of Elementary and Secondary School law at 20 U.S. Code section 6311-6339.

III. Procedures

- A. Although the definition may change from statute to statute, supplement, not supplant provisions basically require that recipients of grants of Federal Funds use state or local funds for all services required by state law, State Board of Education (SBOE) rule, or local policy and prohibit state or local funds from being diverted for other purposes in circumstances where Federal Funds are available. Federal Funds shall supplement—add to, enhance, expand, increase, extend—the programs and services offered with

state and local funds. Federal Funds shall not be used to supplant—take the place of, replace—the state and local funds used to operate those programs and services.

- B. Federal Funds shall not be used to provide services that would be supported with state or local funds in the absence of Federal Funds.
- C. All HCPS funded school allocations are approved annually as part of the HCPS Operating Budget. State and local funds are not distributed to schools based on the Federal Funds the schools will receive. The amount of Federal Funds that a school may receive has no weight in the decision regarding the amount of state or local funds a school may receive.
- D. The methodologies for distributing state and local funds are as follows:
 - 1. School Staffing Allocation— Allocations are based upon FTE (Full Time Equivalency) positions. The following class size calculations are used as guidelines to establish staffing at the school level.
 - a. Elementary School
 - i. Pre-Kindergarten Classes (2 Staff Members / 20 Students Class Session)
 - ii. Primary (Kindergarten – Grade 2) Classes
 - 1. School FARMS Rate (0.0 – 50.0%) – 1 staff member / 25 students
 - 2. School FARMS Rate (50.1 – 75.0%) – 1 staff member / 23 students
 - 3. School FARMS Rate (75.1 – 100.0%) – 1 staff member / 21 students
 - iii. Intermediate (Grade 3 – Grade 5) Classes
 - 1. School FARMS Rate (0.0 – 50.0%) – 1 staff member / 30 students
 - 2. School FARMS Rate (50.1 – 75.0%) – 1 staff member / 27 students
 - 3. School FARMS Rate (75.1 – 100.0%) – 1 staff member / 24 students
 - b. Secondary School – 1 staff member / 20 students

2. School Allocated Operating Funds – all allocation funds are distributed at the same level of funding per student. (Based upon a “weighted per pupil” funding calculation). The total amount of funding is based upon the total number of students enrolled per school.
- C. Review Process - To ensure no Federal Funds are supplanting school allocations, the following methodologies shall be used:
1. The yearly comparability report shall be used to monitor school staffing to ensure no Federal Funds are used to supplant state and local funds.
 2. The HCPS Office of Finance shall use the individual school’s “Report of Expenditures” to ensure all per pupil allocations are in the same amount based upon the total number of students enrolled per school. (Based upon a “weighted per pupil” funding calculation).
 3. The HCPS Budget Office position control budget analyst shall semi-annually review each individual school’s current staffing to ensure the staffing allocation matches the School Staffing Allocation referenced above. (Based upon an “equity weighted per pupil” staffing calculation)

Approved By:



Sean W. Bulson Ed.D.
Superintendent of Schools



Date

PROCEDURE

Procedure Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	March 1, 2018				
Amended	October 10, 2018				
Amended	September 4, 2019				

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME Bradley Palmer	JOB POSITION OF LAST EDITOR/DRAFTER Supervisor of Title 1
PERSON RESPONSIBLE: Thomas Webber	JOB POSITION OF PERSON RESPONSIBLE Assistant Supervisor - Title 1
DESIGNEE NAME:	DESIGNEE POSITION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

HARFORD COUNTY PUBLIC SCHOOLS

POSITION DESCRIPTION

TITLE: Supervisor of Compensatory Education

REPORTS TO: Associate Superintendent of Curriculum, Instruction, and Assessment

POSITION SUMMARY:

To administer Title I programs for Harford County Public Schools.

ESSENTIAL FUNCTIONS:

These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

1. Administers and supervises the Title I Program for Harford County Public Schools.
2. Keeps informed about related federal and state programs which expand and enhance public school offerings and services for identified students.
3. Investigates new legislation which may provide funds for added services to the students and schools.
4. Provides the necessary follow-up and service to existing projects such as ECIA Title I and State Compensatory Education.
5. Maintains current and readily available fiscal, personnel, and evaluation records of past and present projects.
6. Evaluates the state projects as required.
7. Disseminates project information, as appropriate, to the staff and public at large.
8. Prepares for the Superintendent of Schools periodic reports concerning the school system's involvement with the Title I and State Compensatory Education projects.
9. Initiates requisitions for the purchase of supplies, materials, and equipment.
10. Prepares, in consultation with parents, teachers, paraeducators, and central office administrators, the Title I and State Compensatory Education projects for submission to the Superintendent of Schools, the Board of Education of Harford County, and the Maryland State Department of Education for approval.
11. Observes, analyzes, reports on, and assists in the performance of teachers in the Title I schools.
12. Participates in the observation and evaluation of Title I teacher specialists.
13. Reviews and monitors school-level project improvement plans.
14. Disseminates successful strategies for serving educationally disadvantaged children from local, state, and national resources.
15. Supervises the planning and coordination of workshops and training sessions for parents in each Title I school.
16. Supervises the development and use of instructional reinforcement materials for parents to use in the home.
17. Supervises the activities of the Title I teacher specialists.
18. Plans, conducts, and coordinates staff development programs to promote improvements in the performance of Title I and State Compensatory Education Program staff.
19. Serves as a resource to the School Improvement Team for issues pertaining to the Title I Program.

POSITION DESCRIPTION

Page 2 of 2

Supervisor of Compensatory Education

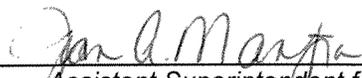
OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Master's degree from an accredited college or university.
- Must hold an Advanced Professional Certificate with an Administrator I endorsement.
- Five years of successful teaching and/or administrative experience.
- Proficient in the use of computer technology including Microsoft Office Suite software programs.
- Excellent planning and organizational skills.
- Excellent interpersonal and oral/written communication skills.

Approved: _____


Assistant Superintendent for Human Resources

Date: _____

3/7/2011

Signature date of previous version:

5/2004

HARFORD COUNTY PUBLIC SCHOOLS

POSITION DESCRIPTION

TITLE: Coordinator of Title I
REPORTS TO: Supervisor of Compensatory Education
DEPARTMENT: Curriculum, Instruction and Assessment
POSITION SUMMARY:

To coordinate the development of the Title I Instructional Program (school-wide or targeted assistance) at all Title I schools. Responsible for the coordination of all school-based Title I services, programs and compliance.

ESSENTIAL FUNCTIONS:

These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

1. With the collaboration of the principal, leads the development and implementation of the Title I program (school-wide/targeted assistance) at the school.
2. Coordinates, monitors and evaluates the parent involvement program to include providing information to parents regarding requirements of the No Child Left Behind Act, e.g., AYP reports, school report cards, the Parents' Right to Know Clause, and the Dispute Resolution Policy.
3. Oversees and monitors the Title I Extended Instructional Programs (EIP) to ensure program goals are being met with regards to student achievement as outlined in the School Improvement Plans and vendor contracts (includes summer, extended day and in-school EIPs).
4. Assists schools in creating, managing and implementing supplemental Title grants (FOCUS and Approaching Target).
5. Attends Title I school team meetings and school events as a means to support schools.
6. Coordinates duties and collaborates with both the Title I Family Liaisons and Title I Teacher Specialists.
7. Ensures audit readiness and regulatory compliance for all school-based Title I components.
8. Works flexible schedule, including evenings.

OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Master's degree or equivalency from an accredited college or university.
- Hold or be eligible for a Maryland Advanced Professional Certificate with endorsements in elementary education and Administrator I.
- Five years of successful teaching experience at the elementary level.
- Demonstrated leadership in Title I programming.
- School-based administrator experience preferred.
- Excellent written and oral communication skills.

Approved: 
Assistant Superintendent for Human Resources

Date: 4/7/2015

Signature date of previous version:

4/2/2015

HARFORD COUNTY PUBLIC SCHOOLS

Job Description

TITLE: Title I Assistant Supervisor
REPORTS TO: Supervisor of Compensatory Education
DEPARTMENT: Curriculum and Instruction

POSITION SUMMARY: This position will perform a dual role of data coordination and financial management for Title I.

ESSENTIAL FUNCTIONS:

These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

Data Coordination:

1. Develops effective and efficient data collection instruments for Title I schools.
2. Collects and analyzes data as requested, prepares reports and maintains records.
3. Collaboratively creates and maintains a longitudinal data tracking system.
4. Provides data necessary and participates in the annual preparation of continuation of the Title I grant and other state/federal grants; as well as providing any federal/state reports.
5. Assists teachers and administrators in the interpretation of data.
6. Collaborates with data personnel in the Office of Technology and Information Systems (OTIS) and the Office of Accountability in the reporting function and the longitudinal database.
7. Supports monitoring of data for Supplemental Educational Services (SES) when needed for a Title I school.
8. Collaborates with the Human Resources Office to analyze and manage teacher quality data for compliance with No Child Left Behind (NCLB).
9. Coordinates with teachers, other instructional staff, and administrators in Title I schools to ensure individual employees comply with the requirements of NCLB.

Financial Management:

1. Provides financial data and consults with school leadership on a monthly basis in Title I schools.
2. Prepares Attachment 7 budget work and supporting financial tables and attachments for the Master Plan.
3. Prepares any amendments relative to Title I and related grants.
4. Collaborates with the HCPS Office of Finance and the Budget Office relating to actual and Title I expenditures.

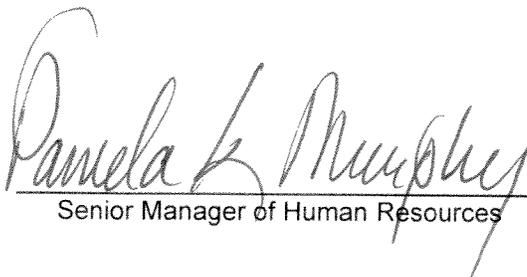
OTHER RESPONSIBILITIES:

Performs other work-related duties as assigned.

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Bachelor's degree from an accredited college or university in education, business, data management, or a related field.
- Five years of successful experience in a related area.
- Experience in data collection, management, data analysis, database management systems, SQL.
- Experience with state and federal grant administration and/or implementation.
- Experience with financial management preferred.
- Excellent written and verbal communication skills.
- Excellent interpersonal skills.

Approved: _____


Senior Manager of Human Resources

Date: 6/15/07

HARFORD COUNTY PUBLIC SCHOOLS

POSITION DESCRIPTION

TITLE: Office Secretary IV
REPORTS TO: Designated Administrator or Principal
DEPARTMENT: Central Office or School-Based

POSITION SUMMARY:

To provide administrative support and perform clerical duties which require initiative, discretion and independent judgment; organizes, coordinates, and maintains records and information.

ESSENTIAL FUNCTIONS:

These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

1. Prepares and manages electronic and printed correspondence.
2. Creates, composes, edits, and manipulates documents using a word processing program.
3. Creates, edits, and manipulates files utilizing a spreadsheet program.
4. Creates and manipulates computer-based graphics.
5. Creates, edits, and manipulates files utilizing a database management program.
6. Drafts and updates forms, letter templates, and commonly used documents.
7. Establishes, maintains, and modifies complex and comprehensive mailings, records, and filing systems.
8. Compiles information and develops reports using basic research techniques and statistical analysis involving an understanding of departmental programs, policies, and procedures.
9. Arranges and confirms appointments, exercising judgment concerning priorities.
10. Organizes and coordinates meetings, conferences, and travel arrangements.
11. Responsible for complex bookkeeping records involving grants, contracts, or appropriations; reviews requested expenditures.
12. Gathers information, offers input, and updates office management procedures as needed.
13. Signs various types of correspondence, requisitions, etc. on behalf of supervisor, as directed.
14. Coordinates and schedules the admission of visitors.
15. Offers input to correct grammatical and mechanical form on correspondence, as appropriate.
16. Communicates effectively with the public, staff, students, and parents as applicable.

OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

POSITION DESCRIPTION

Page 2 of 2

Office Secretary IV

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- High school diploma or GED.
- Four years of successful clerical experience.
- Demonstrated proficiency in Microsoft Office software programs.
- Excellent written and verbal communication skills.
- Able to maintain the confidentiality of information.
- Excellent interpersonal skills; customer-service oriented.
- Excellent planning, organizational, and time-management skills.

Approved: _____


Senior Manager of Human Resources

Date: _____

5/11/10

Signature date of previous version:

04/09/1999

WORKSHEET - TITLE I FY '22 PARENT INVOLVEMENT ALLOCATION CALCULATION (as of 7/27/2021)

FY '22 Parent Involvement Allocation Amount **\$72,156.83**

\$6,274,295.00

PUBLIC School Name	Public School Grade Span	10/31/2021 Percent of Poverty	CEP School	Total	Students Low Income	Total Low Income	Per Pupil Allocation (PPA)	Parent Involvement Allocation *
				Enrollment 9/30/2020	FARMS / CEP 10/31/2019	FTE 10/31/2020		
HARFORD COUNTY PUBLIC SCHOOLS								
HALLS CROSS ROADS ELEMENTARY	PREK-5	Yes	100.00%	429	429	429.0	\$19.30	\$8,279.70
MAGNOLIA ELEMENTARY	PREK-5	Yes	100.00%	517	517	517.0	\$19.11	\$9,879.87
WM PACA/OLD POST RD ELEM	PREK-5	Yes	94.86%	836	793	793.0	\$17.95	\$14,234.35
EDGEWOOD ELEMENTARY	PREK-5	Yes	93.41%	349	326	302.0	\$17.93	\$5,414.86
DEERFIELD ELEMENTARY	PREK-5	Yes	79.31%	720	571	571.0	\$17.37	\$9,918.27
BAKERFIELD ELEMENTARY	PREK-5	No	74.15%	383	284	284.0	\$17.27	\$4,904.68
GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	Yes	71.43%	420	300	300.0	\$16.99	\$5,097.00
RIVERSIDE ELEMENTARY	PREK-5	No	64.27%	445	286	286.0	\$16.89	\$4,830.54
HAVRE DE GRACE ELEMENTARY	PREK-5	No	53.22%	575	306	289.0	\$16.79	\$4,852.31
JOPPATOWNE ELEMENTARY	PREK-5	No	53.17%	536	285	285.0	\$16.65	\$4,745.25
				5210	4097	4056.0	TOTAL	\$72,156.83
							Difference	\$0.00

FY '22 Regular Title 1 Allocation - School-based Budget Narrative

School: Bakerfield Elementary School

Title 1 FY '22 Allotment: \$38,723.40

as of June 2021

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)	Provide 1 full day sub per quarter for teachers to meet and plan instruction (11 subs x \$130 / day x 8 days= \$11,440.00) Substitute coverage to support School Improvement Process Data Analysis (11 sub days x \$130 / day = \$1,430.00) Inclusive of providing sub coverage for teachers to meet with ELL families to review WIDA scores (2 subs x \$130 / day = \$260.00)	Planning with the Title 1 teacher will provide job embedded professional development and will help to support the creation and implementation of high quality lessons and units.	\$13,130.00	34%	
	Contracted Serv	05-02	52170 (Other)	Technology licenses to support engagement with families: Reading A to Z \$200.00 X 3 classes= \$600.00 Science A-Z \$200.00 Animoto Subscription= \$100.00	Online technology will be used to enhance school based instruction.	\$900.00	2%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Materials to support reading and math instruction- \$2,144.93	Items will be used to support daily instruction	\$2,144.93	6%	
			53710 (PBIS-Other)			\$0.00	0%	
	Other	05-02	54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
Equipment	05-02	55170 (Other)			\$0.00	0%	\$16,174.93	
Student Transportation	Student Transportation	09-90	52300 (Buses)	Transportation for grade levels to take education field Trips (7 Trip Grades / PBIS Trip x ~\$571.42 / grade level = \$4,000) PK- Farm, K- Farm, 1st- Zoo, 2nd - MD Science Center, 3rd-Aquarium, 4th- FT. McHenry, 5th- Philadelphia/DC	Field trips are designed to enhance the daily instruction of classrooms.	\$4,000.00	10%	\$4,000.00

Staff Development	Salary	03-09	51170 (Other)	Before school or after school planning for teachers to plan for instruction of students each week (\$25 / hour x 1 hr / week x 19 teachers x 29 weeks = \$13,775.00)	On-going, job-embedded professional development opportunities for faculty and staff will build capacity and increase student achievement.	\$13,775.00	36%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	[No In-person conferences that can't be fully reimbursed (Conference Approval required, of course) or no registration for future in person conferences that can't be fully reimbursed.] ----- Principal to attend National ESEA Conference (\$2,500.00)	Professional opportunity to grow and learn from others in the Title 1 world by attending sessions that support school improvement initiatives.	\$2,500.00	6%	\$16,275.00
Fixed Costs					\$2,273.47	6%	\$2,273.47	
Total						100%	\$38,723.40	
Difference						0.00		

Parent Involvement Allocation = **\$4,904.68**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																		
Reg Programs	Supplies	04-01	53170 (Other)	Parent event mailings and supplies - \$500.00 Materials to build capacity of parents through training and family events- \$2,477.68	Building Instruction Capacity with families so they can better support their children's academic achievement.	\$2,977.68																																				
		04-01	53710 (PBIS-Other)			\$0.00	0%																																			
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Family Involvement Meetings</td> <td>50</td> <td>\$1.00</td> <td>4</td> <td>\$200.00</td> </tr> <tr> <td>Family Nights</td> <td>200</td> <td>\$1.00</td> <td>2</td> <td>\$400.00</td> </tr> <tr> <td>Honor Roll Breakfasts</td> <td>300</td> <td>\$2.00</td> <td>2</td> <td>\$1,200.00</td> </tr> <tr> <td>Male Involvement</td> <td>127</td> <td>\$1.00</td> <td>1</td> <td>\$127.00</td> </tr> <tr> <td>Total:</td> <td></td> <td></td> <td></td> <td>\$1,927.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Family Involvement Meetings	50	\$1.00	4	\$200.00	Family Nights	200	\$1.00	2	\$400.00	Honor Roll Breakfasts	300	\$2.00	2	\$1,200.00	Male Involvement	127	\$1.00	1	\$127.00	Total:				\$1,927.00	Help build strong parent and community relationships and foster a better understanding of curriculum and school-wide initiatives.	\$1,927.00	39%
Parent Involvement Events																																										
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																						
Family Involvement Meetings	50	\$1.00	4	\$200.00																																						
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Male Involvement	127	\$1.00	1	\$127.00																																						
Total:				\$1,927.00																																						
Total							100%	\$4,904.68																																		
Difference						\$0.00																																				

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Tara Dedeaux, Principal, Bakerfield Elementary School

Date

FY '22 Regular Title 1 Allocation - School-based Budget Narrative

School: Deerfield Elementary School

Title 1 FY '22 Allotment: \$78,295.52

as of June 2021

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Supplemental Reading Planning for Grades K, 01, 02, 03, 04, 05 Title I specialists and reding specialist, and homeroom teachers to collaboratively plan before/after school . (Possible participants 1-2 teachers / grade level - Title I Specialists (3) - Title I Teacher Specialist - Reading Specialist = 7 people) (7 people * \$25 / hour * 10 hours = \$1,750.00) Supplemental Math Planning for Grades K. 01, 02, 03, 04, 05 Title I specialists with co-teachers to collaboratively plan before/after school (Possible participants 1-2 teachers / grade level - Title I Specialists (3) - Title I Teacher Specialist - Math Specialist = 7 people) (7 people * \$25 / hour * 10 hours = \$1,750.00) Reading/Math July Summer Program - (5 teachers x 10 days x 3 hours/day x \$50/hour = \$7,500.00) Before/After School Program for reading or math - (4 Teachers x 22 Days x 1 hours / day x \$50 / hour = \$4,400.00)	Title I students will have the opportunity to participate and enhance their academic skills through meaningful and well planned activities within the intervention programs. Meets school improvement goals with working with Title I students based on data. Teachers would have opportunities to meet with veteran teachers to plan great enagaging lessons in reading and math.	\$15,400.00	20%		
	Contracted Serv	05-02	52170 (Other)			\$0.00	0%		
				52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)		School supplies for students in need (pencils, gluesticks, scissors, etc.) \$2,395.41 Supplemental In-school Reading, writing, and math instructional materials for students in grades K-5 to help support our curriculum and our new Lucy calkins reading program (\$600/grade level * 6 grades = \$3,600.00) Instructional Materials for summer program = \$1,000.00 Instructional Materials for before/afterschool program = \$500.00	Provide additional, supplemental materials to increase student achievement and meet the School Improvement Plan goals for reading, math, and PBIS. To boost attendance rate through incentive idea in PBIS.	\$7,495.41	10%	
		04-02		53710 (PBIS-Other)				0%	
	Other	05-02		54720 (Mileage)			\$0.00	0%	
				54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$22,895.41	
Student Transportation	Student Transportation	09-90	52300 (Buses)	Summer reading and math program (\$200/day x 10 days = \$2,000.00) Before/after school reading and math program (\$200/day x 22 days = \$4,400.00)	Busing would assist students coming to attend the before school program to enhance their reading or math skills.	\$6,400.00	8%	\$6,400.00	

Staff Development	Salary	03-09	51170 (Other)	<p>PBIS Summer Program Planning (7 teachers x 3 days x 7 hours x \$25.00/hr = \$3,675.00)</p> <p>Summer planning for teachers with math and reading (40 teachers x \$25.00/hr x 8 hrs = \$8,000.00)</p> <p>School Performance Achievement Team Meetings (3 times x 3 hours x \$25.00/hr x 16 staff members = \$3,600.00)</p> <p>Professional development afterschool in person or virtual for teachers in reading, math or PBIS (40 teachers x 2 hours x \$25/hr = \$2,000.00)</p> <p>Summer reading and math program planning (5 Teachers x 6 hours x \$25.00/hr = \$750.00)</p> <p>Before school/after school reading or math program planning (4 teachers x 6 hours x \$25/hour = \$600.00)</p>	Funds used for staff development to enhance math and reading lessons while backward mapping in the summer. Also, staff development to further skills in the areas of writing, reading, and math throughout the year. The PBIS team and SPA team will analyze data and surveys to make decisions for our students and staff to help out PBIS and all areas of the school.			
						\$18,625.00	24%	
	Contracted Serv	05-09	52205 (Consultant)	Lucy Calkins - Teachers College Reading and Writing Professional Development partnership - \$7,000.00	TCRWP Staff developer will build teacher capacity to support the Lucy Calkins Reading and Writing Program			
						\$7,000.00	9%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	<p>[No In-person conferences that can't be fully reimbursed (Conference Approval required, of course) or no registration for future in person conferences that can't be fully reimbursed.]</p> <p>-----</p> <p>At-risk and Struggling student/innovative school conference = 8 attendees (including admin) (split between Nov 4 conference and Dec 4 conference) x\$2,250/person = \$18,000.00</p> <p>National ESEA conference for principal = \$2500.00</p>	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement, from well known organizations and presenters.			
						\$20,500.00	26%	\$46,125.00
Fixed Costs						\$2,875.11	4%	\$2,875.11
Total							100%	\$78,295.52
					Difference	0.00		

Parent Involvement Allocation = **\$9,918.27**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																							
Reg Programs	Supplies	04-01	53170 (Other)	Parent training material for during and after school meetings to support classroom strategies and intervention = \$7,238.27 Mailing costs for Title I families = \$200.00	Parent/families supplies will build capacity in our school community so that families can better support their children's academic achievement.	\$7,438.27	75%																																								
		04-01	53710 (PBIS-Other)			\$0.00	0%																																								
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Books and Breakfast</td> <td>80</td> <td>\$2.75</td> <td>6</td> <td>\$1,320.00</td> </tr> <tr> <td>Dudes and Donuts</td> <td>80</td> <td>\$2.00</td> <td>1</td> <td>\$160.00</td> </tr> <tr> <td>Transition nights for pre-k to K and for 5th</td> <td>30</td> <td>\$1.00</td> <td>2</td> <td>\$60.00</td> </tr> <tr> <td>Title I celebrations during the day</td> <td>20</td> <td>\$2.00</td> <td>3</td> <td>\$120.00</td> </tr> <tr> <td>Family reading or math nights</td> <td>100</td> <td>\$4.10</td> <td>2</td> <td>\$820.00</td> </tr> <tr> <td>Total:</td> <td></td> <td></td> <td></td> <td>\$2,480.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Books and Breakfast	80	\$2.75	6	\$1,320.00	Dudes and Donuts	80	\$2.00	1	\$160.00	Transition nights for pre-k to K and for 5th	30	\$1.00	2	\$60.00	Title I celebrations during the day	20	\$2.00	3	\$120.00	Family reading or math nights	100	\$4.10	2	\$820.00	Total:				\$2,480.00	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about the School Improvement Plan, Parent Involvement Plan, and the benefits of attending a Title I school. The refreshments will help to improve attendance at the parent events.	\$2,480.00	25%
Parent Involvement Events																																															
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Total:				\$2,480.00																																											
Total							100%	\$9,918.27																																							
Difference						\$0.00																																									

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor -
Brad Palmer

_____ Date

Approval Signature, Gregory Lane, Principal, Deerfield
Elementary School

_____ Date

FY '22 Regular Title 1 Allocation - School-based Budget Narrative

School: Edgewood Elementary School

Title 1 FY '22 Allotment: \$42,742.06

as of June 2021

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Substitutes for K-5 teachers to perform testing, attend PD in core subject areas, attend academic review meetings in math, writing and reading and plan instruction related to SPA goals and objectives. (Testing Subs: 25 teachers x \$130.00 = \$3,250.00) (CFIP/ Academic Review Subs: 3 teachers x 6 days x \$130.00 = \$2,340.00) Rotating Sub Coverage for PD 3 teachers x 4 days x \$130.00 = \$1,560.00)	Substitute teachers will be used to cover professional learning for certified staff, meetings to analyze student work and achievement, and for planning opportunities which will improve teacher capacity and student achievement	\$7,150.00	17%		
	Contracted Serv	05-02	52170 (Other)	Software programs and online resources that will support core instruction.(i.e.Learning A-Z, Scholastic, Time for Kids, Hand-to Mind, Ready Rosie, Lalilo) \$2,500.00	Instructional software and web resources will enhance student learning and integration of Chromebooks in classrooms	\$2,500.00	6%		
				52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	PreK- 5 supplemental instructional and technology materials, resources and supplies to support core content areas/ subjects (7 grade levels x \$2,672.24 = \$18,704.34)	An effective instructional program provides student access to a wide variety of materials, technology peripherals, resources and supplies that will enhance teaching and learning.	\$18,704.34	44%		
				04-02	53710 (PBIS-Other)		\$0.00	0%	
	Other	05-02	54720 (Mileage)			\$0.00	0%		
				54735 (Refreshments - Parent Support ONLY)		\$0.00	0%		
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$28,354.34	
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00	

Staff Development	Salary	03-09	51170 (Other)	Meetings that take place during the summer/ Before/ After school hours that support the School Performance and Achievement Plan Goals and initiatives (for example SPA team, ILT, PBIS, Wellness Team, etc.) (SPA:15 teachers x 6 meetings x 2 hours/ meeting x 25.00 an hour = \$4,500) (SPA:1 support staff x 6 meetings x 2 hours/ meeting x 15.00 an hour = \$180.00) (PBIS/ Wellness: 6 teachers x 10 meetings x 1 hour/ meeting x \$25.00 an hour = \$1,500.00) (PBIS: 1 support staff x 5 meetings x 1 hour/ meeting x 15.00 an hour = \$75.00)	These meetings take place throughout the school year to analyze school performance data, student interventions, student achievement, attendance/ behavior data to review our progress related to school goals on SPA plan and develop schoolwide reform strategies to improve on areas of need.	\$6,255.00	15%	
	Contracted Serv	05-09	52205 (Consultant)	Teacher's College Reading and Writing Project (TCRWP) Professional Learning and Staff Development courses and training	TCRWP staff developers build teacher capacity in delivering the new Phonics and Units of Study Reading and supporting the planning and implementation of this curriculum to help raise student achievement in R/ELA.	\$7,000.00	16%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	[No In-person conferences that can't be fully reimbursed (Conference Approval required, of course) or no registration for future in person conferences that can't be fully reimbursed.] -----		\$0.00	0%	\$13,255.00
Fixed Costs					\$1,132.72	3%	\$1,132.72	
Total						100%	\$42,742.06	
					Difference	0.00		

Parent Involvement Allocation = **\$5,414.86**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																		
Reg Programs	Supplies	04-01	53170 (Other)	Supplies and resources that will support events and activities during the school day, before/ after school hours and in the summer. Materials and resources that can be used to support learning in the core content areas at home to be given to families in attendance of Learn with Me opportunities, Back to School Night, Literacy Nights, Math Nights, and other school- sponsored family events/activities) \$4,016.86	Materials, supplies, and resources will be used to support family events/ activities to build parent capacity to work with their children at home to improve their achievement.	\$4,061.86	75%																																			
		04-01	53710 (PBIS-Other)			\$0.00	0%																																			
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Literacy Night</td> <td>150</td> <td>\$1.50</td> <td>1</td> <td>\$225.00</td> </tr> <tr> <td>Math/ STEM Night</td> <td>150</td> <td>\$1.50</td> <td>2</td> <td>\$450.00</td> </tr> <tr> <td>Learn with Me Opportunities</td> <td>42</td> <td>\$1.50</td> <td>6</td> <td>\$378.00</td> </tr> <tr> <td>Back to School</td> <td>200</td> <td>\$1.50</td> <td>1</td> <td>\$300.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,353.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Literacy Night	150	\$1.50	1	\$225.00	Math/ STEM Night	150	\$1.50	2	\$450.00	Learn with Me Opportunities	42	\$1.50	6	\$378.00	Back to School	200	\$1.50	1	\$300.00	Total				\$1,353.00	Providing food and refreshments will encourage parents and families to participate in evening activities and events	\$1,353.00	25%
Parent Involvement Events																																										
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Total				\$1,353.00																																						
Total							100%	\$5,414.86																																		
Difference						\$0.00																																				

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor -
Brad Palmer

_____ Date

Approval Signature, Cynthia Womack, Principal, Edgewood
Elementary School

_____ Date

FY '22 Regular Title 1 Allocation - School-based Budget Narrative

School: G. Lisby Elementary School @ Hillsdale

Title 1 FY '22 Allotment: **\$40,221.00**

as of June 2021

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Staff substitutes to provide classroom coverage and instructional support to students for staff members who are completing required assessments with students, participating in PD opportunities, school improvement activities, or other learning experiences and are not present to provide daily instruction (17 teachers x 2 days x \$130/day = \$4,420.00)	Substitutes will allow professional learning opportunities for staff to achieve and support school goals and initiatives.	\$4,420.00	11%		
	Contracted Serv	05-02	52170 (Other)				0%		
			52205 (Consultant)			\$0.00	0%		
	Supplies	04-02	53170 (Other)	Purchase supplemental materials of instruction to support all curricular areas, purchases of supplemental supplies (copy paper, ink cartridges, chart paper, laminating film, etc) for daily instruction. (PreK-5, 7 grades x ~\$603.80 / grade = \$4,226.57)	New whiteboards provide expanded instructional options for students.	\$4,226.57	11%		
		04-02	53710 (PBIS-Other)	PBIS initiative - funds to purchase additional materials to support PBIS. Initiatives related to daily behavior management, attendance, classroom instruction, character education, health and wellness and school related activities to promote positive student choices, decrease behavior referrals, and improve academic achievement. (\$2,400.00)	Supplementary materials for Positive Behavior Interventions and Supports. PBIS is a program in the school improvement plan to improve behavior, social learning, and increased student achievement.	\$2,400.00	6%		
	Other	05-02	54720 (Mileage)					0%	
			54735 (Refreshments - Parent Support ONLY)				\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$11,046.57	
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00	

Staff Development	Salary	03-09	51170 (Other)	Staff development funds for Before/After school work and/or summer stipends for work that supports curriculum/content knowledge, PD, school improvement, increased student achievement, PBIS, Goal Teams (25 teachers x 3 days x \$150/day = \$11,250.00) Grade level team planning (25 teachers x 3 hours x \$25/hr x 3 quarters = \$5,625.00)	Teachers will provide students with high quality instruction using the knowledge and strategies gained through professional development resulting in increased student achievement.	\$16,875.00	42%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	[No In-person conferences that can't be fully reimbursed (Conference Approval required, of course) or no registration for future in person conferences that can't be fully reimbursed.] ----- National ESEA Conference for Principal = \$2,500 Innovative School Summit for Principal and AP (2 Staff x \$1,900.00 = \$3,800.00) Virtual Phonics Institute for ELA Teacher Specialist = \$850.00 TCRW Equity Institute for Title 1 Teacher Specialist(1 teacher x \$850.00 = \$850.00) Virtual Dyslexia and Reading Workshop Institute (3 teachers x \$100.00 = \$300.00) SoMirac Conference (5 staff members x \$220/day x 2days) = \$2,200.00	Personal growth opportunities enhance content knowledge, build capacity and increase student achievement schoolwide.	\$10,500.00	26%	\$27,375.00
Fixed Costs					\$1,799.43	4%	\$1,799.43	
Total						100%	\$40,221.00	
Difference						\$0.00		

Parent Involvement Allocation = **\$5,097.00**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																							
Reg Programs	Supplies	04-01	53170 (Other)	Student Agenda Books (\$3.00 x 450 = \$1,350.00) Instructional Supplies/Materials for family events and/or to support home instruction. (\$2,372.00)	Building instructional capacity with families helps parents better support their child's academic achievement.	\$3,722.00	73%																																								
		04-01	53710 (PBIS-Other)	PBIS Communication to parents (BRR, RISE Rewards, Brochures) and incentives/motivators for parents to support PBIS and House initiative. \$100.00	Building positive relationships and having continual communication with families contributes to higher attendance and increased student achievement.	\$100.00	2%																																								
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Back to School</td> <td>400</td> <td>\$1.00</td> <td>1</td> <td>\$400.00</td> </tr> <tr> <td>PBIS Parent Night</td> <td>250</td> <td>\$1.00</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Math Night</td> <td>200</td> <td>\$1.00</td> <td>1</td> <td>\$200.00</td> </tr> <tr> <td>Reading Night</td> <td>200</td> <td>\$1.00</td> <td>1</td> <td>\$200.00</td> </tr> <tr> <td>Academic Honors</td> <td>75</td> <td>\$1.00</td> <td>3</td> <td>\$225.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,275.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Back to School	400	\$1.00	1	\$400.00	PBIS Parent Night	250	\$1.00	1	\$250.00	Math Night	200	\$1.00	1	\$200.00	Reading Night	200	\$1.00	1	\$200.00	Academic Honors	75	\$1.00	3	\$225.00	Total				\$1,275.00	The parent workshops, family events and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our SPA initiatives, PI Plan, and the benefits of attending a Title 1 school.	\$1,275.00	25%
Parent Involvement Events																																															
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Academic Honors	75	\$1.00	3	\$225.00																																											
Total				\$1,275.00																																											
Total							100%	\$5,097.00																																							
Difference						\$0.00																																									

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1
Supervisor - Brad Palmer

Date

Approval Signature, Christine Langrehr, Principal, G. Lisby
Elementary School @ Hillsdale

Date

FY '22 Regular Title 1 Allocation - School-based Budget Narrative

School: Havre de Grace Elementary School

Title 1 FY '22 Allotment: \$38,304.06

as of June 2021

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)			\$0.00	0%	
	Contracted Serv	05-02	52170 (Other)			\$0.00	0%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Purchase supplemental instructional materials to support grade level curriculum. This is to include both online and hard copy reading level text and hands on materials to support science, social studies, math, writing, reading concepts and skills and mental health. 7 grade levels (PK-5) x \$2,000.00 per grade level = \$14,000 .	Student learning materials will enhance student achievement and motivate students to want to learn.	\$14,000.00	37%	
		04-02	53710 (PBIS-Other)	Take home academic materials for quarterly academic achievement events = \$4,540.76 Provide supplies for two supplemental SPA initiatives (PBIS initiative and Ron Clark initiative) to assist in our efforts to promote positive student choices, decrease behavior referrals and increase student achievement. 7 grade levels (PK-5) x \$700 per grade level = \$4,900.00	Student incentive will enhance student achievement and motivate students to want to learn. Positive attitudes about school increase student performance. Supplemental student materials will support the Ron Clark Academy House Initiative & PBIS, both (included in the SPA plan); both are 9 year long initiatives linked to student achievement.	\$9,440.76	25%	
	Other	05-02	54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$23,440.76
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00

Staff Development	Salary	03-09	51170 (Other)	Summer/After School - School Performance and Achievement Planning/Meetings: (1 full day x 16 teachers/paraeducator x \$150 /day = \$2,400.00) Summer PBIS Team Planning Meeting: (1 full day x 13 teachers/paraeducators x \$150 /day = \$1,950.00) House Team Planning (2 full days x 6 teachersx \$150 /day = \$1,800.00) Long Range Planning (1 full day x 35 teachers x \$150 per day = \$5,250.00)	Ongoing, job embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and trainings will align with School Performance and Achievement initiatives.	\$11,400.00	30%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	[No In-person conferences that can't be fully reimbursed (Conference Approval required, of course) or no registration for future in person conferences that can't be fully reimbursed.] ----- National ESEA Conference for Prinicipal - \$2,500	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide. The principal will choose sessions aligned with School Performance and Achievement Plan goals and relevant Title I initiatives where possible.	\$2,500.00	7%	\$13,900.00
Fixed Costs					\$963.30	3%	\$963.30	
Total						100%	\$38,304.06	
Difference						\$0.00		

Parent Involvement Allocation = **\$4,852.31**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Supplies	04-01	53170 (Other)	Instructional supplies and materials for family grade level events either in person or virtually. (\$1,000.00) Core Content Family event materials (such as books, cards, interactive writing journals, calculators and other instructional manipulatives). (\$1,000.00) Agenda planners as a tool to communicate with families regarding assignments, events and parent-teacher communication. (\$1,000.00)	Building instructional capacity with families so they can better support their children's academic achievement.	\$3,000.00	62%	
		04-01	53710 (PBIS-Other)	PBIS Initiative - Parent Incentives to help show pride in student work. (\$1,852.31)	Building positive relationships with families contribute to higher attendance and increased student behavior and achievement.	\$1,852.31	38%	
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)			\$0.00	0%	
Total							100%	\$4,852.31
Difference						\$0.00		

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor -
Brad Palmer

_____ Date

Approval Signature, Jennifer Gasdia, Principal, Havre de
Grace Elementary School

_____ Date

FY '22 Regular Title 1 Allocation - School-based Budget Narrative

School: Hall's Cross Roads Elementary School

Title 1 FY '22 Allotment: \$65,358.15

as of June 2021

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Long Term Substitute for a window of 65 consecutive days during the 2021-22 School Year - 65 days x \$176.00 = \$11,440.00 Rotating Daily Substitutes to support teacher professional development, teacher planning, SPA Meetings, Data Meetings, and SST Meetings - 40 days x \$130.00 = \$5,200.00	Providing additional opportunities to work toward proficiency in reading, math, writing and science with support of our highly qualified Title I Resource Teachers accelerates student achievement.	\$16,640.00	25%		
	Contracted Serv	05-02	52170 (Other)	Reading A - Z School Subscription - \$550.00 I-Station Unlimited Seats - \$1,500.00 Dreambox 60 Seats x \$20.00 = \$1,200.00 First in Math 100 Seats x \$8.00 = \$800.00	Students will increase their knowledge of identified grade level content and increase engagement through the use of approved technology based interventions for reading and math before, during and after the school day. Students will be supported with appropriate leveled text to support reading and phonics development.	\$4,050.00	6%		
			52205 (Consultant)				\$0.00	0%	
	Supplies	04-02	53170 (Other)	Grade Level Classroom Supplies and Instructional Materials - 7 Grade Levels x ~\$2,857.14 = \$20,000.00	Increase opportunities and experiences in reading, writing, math, science, and technology.	\$20,000.00	31%		
		04-02	53710 (PBIS-Other)	PBIS Initiative - Student materials to support PBIS initiative in the 2021 - 22 PBIS Plan - \$4,291.45	Supplementary materials for Positive Behavior Interventions and Supports (PBIS). PBIS is a program in the SPA plan to improve behavior, student engagement, attendance, and student achievement.	\$4,291.45	7%		
	Other	05-02	54720 (Mileage)			\$0.00	0%		
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%		
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$44,981.45	
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00	

Staff Development	Salary	03-09	51170 (Other)	Before School, After School, and/or Summer Professional Development Meetings, Planning Meetings, Data Meetings, SPA Meetings, Meetings in support of SPA initiatives, co-teaching partnership meetings and planning sessions, and general meetings and initiatives to support the instructional needs of students - 92 days x \$130.00 = \$11,960.00	Teachers will provide students with high quality instruction using knowledge and strategies gained through professional development and collaborative meetings with colleagues resulting in increased student achievement.	\$11,960.00	18%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	[No In-person conferences that can't be fully reimbursed (Conference Approval required, of course) or no registration for future in person conferences that can't be fully reimbursed.] ----- National ESEA Conference for Principal February 15 - 19th, 2022, New Orleans - \$2,500.00 Innovative Schools Summit for Assistant Principal and 1 Teacher Leader December 9 - 12, 2021, Atlanta Georgia - \$3,500.00	Increase personal growth opportunities will enhance content knowledge, build capacity, and increase student achievement school-wide. Sessions will be chosen in alignment with SPA goals and initiatives, HCPS School System goals and initiatives, and Title I System goals and initiatives. Information gained will be shared with SPA team upon return.	\$6,000.00	9%	\$17,960.00
Fixed Costs					\$2,416.70	4%	\$2,416.70	
Total							100%	\$65,358.15
					Difference	\$0.00		

Parent Involvement Allocation = **\$8,279.70**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																			
Reg Programs	Supplies	04-01	53170 (Other)	Student Planners for students in grades 1 - 5 to support effective communication between home and school and support organizational skills. 550 x \$5.00 = \$2,750.00 . Home and School Weekly Communication Folder for students in grades PreK - 5 to support effective communication of student work and school initiatives. 550 x \$2.00 = \$1,100.00 Families will receive instructional manipulatives which will enhance student success in math, science, reading, and writing. These materials will be available through the school year and during parent events - \$2,407.20	Create and maintain open communication between home and school. Foster and improve student organizational skills.																																						
						\$6,257.20	76%																																				
			04-01	53710 (PBIS-Other)			\$0.00	0%																																			
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	Parent Involvement Events		Help build strong parent and community relationships and foster a better understanding of curriculum and school-wide initiatives.																																					
				<table border="1"> <thead> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>FIT Meetings</td> <td>25</td> <td>\$2.00</td> <td>4</td> <td>\$200.00</td> </tr> <tr> <td>Math Family Engagement</td> <td>180</td> <td>\$2.25</td> <td>1</td> <td>\$405.00</td> </tr> <tr> <td>RELA Family Engagement</td> <td>180</td> <td>\$2.25</td> <td>1</td> <td>\$405.00</td> </tr> <tr> <td>Excellence Fair</td> <td>200</td> <td>\$2.25</td> <td>1</td> <td>\$450.00</td> </tr> <tr> <td>Back to School Event</td> <td>250</td> <td>\$2.25</td> <td>1</td> <td>\$562.50</td> </tr> <tr> <td>Total:</td> <td></td> <td></td> <td></td> <td>\$2,022.50</td> </tr> </tbody> </table>	Event	# of Attendees	\$ per Attendees	Times per Year	Cost	FIT Meetings	25	\$2.00	4	\$200.00	Math Family Engagement	180	\$2.25	1	\$405.00	RELA Family Engagement	180	\$2.25	1	\$405.00	Excellence Fair	200	\$2.25	1	\$450.00	Back to School Event	250	\$2.25	1	\$562.50	Total:				\$2,022.50		\$2,022.50	24%	
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																							
FIT Meetings	25	\$2.00	4	\$200.00																																							
Math Family Engagement	180	\$2.25	1	\$405.00																																							
RELA Family Engagement	180	\$2.25	1	\$405.00																																							
Excellence Fair	200	\$2.25	1	\$450.00																																							
Back to School Event	250	\$2.25	1	\$562.50																																							
Total:				\$2,022.50																																							
Total							100%	\$8,279.70																																			
Difference						\$0.00																																					

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

_____ Date

Approval Signature, Christina Douglas, Principal, Hall's Cross Roads Elementary School

_____ Date

FY '22 Title 1 Allocation - School-based Budget Narrative

School: Joppatowne Elementary School

Title 1 FY '22 Allotment: \$37,551.60

as of June 2021

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	<p>Supplemental Reading Planning Teachers of Targeted Students in Grades 3, 4, and 5 (1-4 teachers/grade level + Reading Specialist + Title 1 Teacher Specialist Literacy + Title 1 Teacher Specialist = 15 people) (15 teachers x \$25/hour X 10 hours = \$3,750.00).</p> <p>Supplemental Math Planning for Teachers of Targeted Students in Grades 3, 4, and 5 (1-4 teachers/grade level + Title 1 Teacher Specialist Mathematics + Title 1 Teacher Specialist = 14 teachers x \$25/hour x 10 hours = \$3,500.00).</p> <p>Virtual Before/After School Program (4 teachers x 20 days x 1 hour/day x \$50/hour = \$4,000.00</p>	Teachers will provide high quality instruction using the knowledge and strategies gained through supplemental planning, resulting in increased student achievement. Teachers will increase the quantity of instruction by providing additional assistance in the identified area to accelerate student achievement.	\$11,250.00	30%		
	Contracted Serv	05-02	52170 (Other)	<p>Supplemental intervention materials/programs for targeted students.</p> <p>Reading intervention/resources = \$800.00.</p> <p>Dreambox math intervention/resources for 40 students x \$20 per seat = \$800.00.</p> <p>Do the Math Resources = \$600.00</p> <p>Math Recovery intervention/resources = \$500.00</p>	Increase the quality and quantity of instruction by providing additional assistance in math and reading to accelerate student achievement.	\$2,700.00	7%		
				52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	<p>Purchase supplemental instructional materials to support grade level and curriculum initiatives, including technology for teachers of targeted students. The additional resources align with our reading, math, writing, phonics, science, and social studies units.</p> <p>(TAS Reading - 3 identified TAS grade levels x \$1,100.00/grade level = \$3,300.00).</p> <p>TAS Math - 3 identified TAS grade levels x \$1,100.00/grade level = \$3,300.00</p>	This will afford students the opportunity to access needed resources to supplement those provided by the county.	\$6,600.00	18%		
		04-02	53710 (PBIS-Other)			\$0.00	0%		
	Other	05-02	54720 (Mileage)			\$0.00	0%		
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%		
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$20,550.00	
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00	

Staff Development	Salary	03-09	51170 (Other)	Provide funds to pay teachers to review data and use the data to guide instructions and decisions to increase student achievement through family engagement and effective teaching practices, including SPA TAS Team, Scheduling Team, and other North Star Attribute Goal teams. (SPA Team: 6 teachers x 4 meetings x 2 hours / meeting x \$25.00 = \$1,200.00) (Goal Teams: 5 teachers x 4 meetings x 1.5 hours/ meeting x \$25.00 an hour = \$750.00)	Teachers will provide students with high quality instruction and experiences that align with the needs assessment, resulting in increased student achievement.	\$1,950.00	5%	
	Contracted Serv	05-09	52205 (Consultant)	Lucy Calkins - Teacher College Reading and Writing Professional Development partnership. \$7,061.88	TCRWP Staff developer will build teacher capacity to support the Lucy Calkins reading program.	\$7,061.88	19%	
	Supplies	04-09	53170 (Other)	Curricular materials/programs to support teacher professional development for target students. \$2,474.32	Provide differentiation for targeted assistance students in targeted grade levels.	\$2,474.32	7%	
			53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	[No in-person conferences that can't be fully reimbursed (Conference Approval required, of course) or no registration for future in person conferences that can't be fully reimbursed.] ----- National ESEA Conference for Principal = \$2,500 Innovative School Summit for Principal (1 Staff x \$1,900.00 = \$1,900.00)	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide.	\$4,400.00	12%	\$15,886.20
Fixed Costs					\$1,115.40	3%	\$1,115.40	
Total						100%	\$37,551.60	
Difference						\$0.00		

Parent Involvement Allocation = **\$4,745.25**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																													
Reg Programs	Supplies	04-01	53170 (Other)	The funds will be used to provide opportunities to build capacity for parents to work with their children at home to increase academic achievement through family engagement events, such as Reading Nights, Math Nights, parent workshops, and Virtual Chat and Chews. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break. \$3,695.25 Mailing costs at \$200.00	Increase parental capacity to work with their child at home. Parents will become more informed about the School Performance and Assessment Plan, Parent Engagement Plan, School Compact, the benefits of attending a Targeted Assistance Title I school, and be more involved in decisions.	\$3,895.25	82%																														
		04-01	53710 (PBIS-Other)			\$0.00	0%																														
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Reading Night</td> <td>40</td> <td>\$5.00</td> <td>1</td> <td>\$200.00</td> </tr> <tr> <td>Math Night</td> <td>40</td> <td>\$5.00</td> <td>1</td> <td>\$200.00</td> </tr> <tr> <td>Parent Workshop</td> <td>75</td> <td>\$3.00</td> <td>2</td> <td>\$450.00</td> </tr> <tr> <td>Total:</td> <td></td> <td></td> <td></td> <td>\$850.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Reading Night	40	\$5.00	1	\$200.00	Math Night	40	\$5.00	1	\$200.00	Parent Workshop	75	\$3.00	2	\$450.00	Total:				\$850.00	The parent workshops, family events and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our SPA initiatives, PFE Plan, and the benefits of attending a Title 1 school.	\$850.00	18%
Parent Involvement Events																																					
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																	
Reading Night	40	\$5.00	1	\$200.00																																	
Math Night	40	\$5.00	1	\$200.00																																	
Parent Workshop	75	\$3.00	2	\$450.00																																	
Total:				\$850.00																																	
Total							100%	\$4,745.25																													
Difference						\$0.00																															

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor -
Brad Palmer

_____ Date

Approval Signature, Earl Gaskins, Principal, Joppatowne
Elementary School

_____ Date

FY '22 Regular Title 1 Allocation - School-based Budget Narrative

School: Magnolia Elementary School

Title 1 FY '22 Allotment: **\$77,979.11**

as of June 2021

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)	Substitutes for K-5 teachers to perform testing , attend PD in core subject areas, attend academic reviw meetings in math and reading and plan instruction related to SPA goals and objectives. Subs for teacher testing with students & academic review meetings (10 teachers x 1 day/teacher x \$100.00/sub day) = \$1,300.00	Providing additional opportunities to work toward proficiency in reading and mathematics with the support of our highly qualified teachers accelerates student achievement.	\$1,300.00	2%	
	Contracted Serv	05-02	52170 (Other)			\$0.00	0%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Purchase supplemental instructional materials to support grade level curriculum and grade level thematic unit initiative. Additional resources that align with each of our science, social studies, math, reading and writing units - to include multiple informational reading leveled text and hands on materials to support science, math, and reading concepts and skills. (7 grade levels x \$3,450.00/ grade level) = \$24,150.00 Book/Classroom Libraries and Supplemental Lucy Calkins reading materials (7 grade levels x ~\$2,907.34 / grade level = \$20,351.38)	This will afford students the opportunity to access needed resources to supplement those provided by the county. Students get the opportunity to expand their experiences with supplemental materials.	\$44,501.38	57%	
		04-02	53710 (PBIS-Other)	PBIS Initiative - Take home materials for quarterly academic acheivement events= \$2,081.75 PBIS Initiative - Provide supplies for supplemental SPA initiative (PBIS) to assist in our efforts to promote positive student choice, decrease behavior referrals and increase student acheivement. (7 grade levels (PK-5) X 300.00 / grade level = \$2,100.00)	Recognizing Students for PBIS positive behaviors (responsibility, respect, perseverance, encouragement, and cooperation) establishes pride in their school and resuces distractions in learning resulting in increased academic achievement.	\$4,181.75	5%	
	Other	05-02	54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$49,983.13
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00

Staff Development	Salary	03-09	51170 (Other)	Provide funds to pay teachers for additional planning/data analysis in reading, writing, mathematics and technology (10 teachers x \$150/day = \$1,500.00) Provide funds to pay teachers for additional planning and reviewing student work in reading, writing, mathematics, science, social studies and technology. (35 teachers x 1 x per month (10 times) x \$25.00/hour = \$8,750.00)	Teachers will provide students with high quality instruction using the knowledge and strategies gained through collaboratively planning resulting in increased student achievement	\$10,250.00	13%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)	Provide teachers with resources to implement the professional development. Professional development will be differentiated based on grade level needs. Our entire school will engage in professional development in the content areas of mathematics, social emotional health, reading and writing. (7 grade levels \$610.00 / grade level = \$4,270.00)	Provide the needed materials to implement high quality professional development and implement SPA goals.	\$4,270.00	5%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	[No In-person conferences that can't be fully reimbursed (Conference Approval required, of course) or no registration for future in person conferences that can't be fully reimbursed.] ----- ESEA National Conference - 1 admin \$2,500.00 At-Risk and Struggling Students Conferences (3 teachers & 1 administrator x \$2,500 / person = \$10,000.00)	Increase personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school wide. The principal will choose sessions that align with School Improvement goals.	\$12,500.00	16%	\$27,020.00
Fixed Costs					\$975.98	1%	\$975.98	
Total							100%	\$77,979.11
Difference						\$0.00		

Parent Involvement Allocation = **\$9,879.87**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																							
Reg Programs	Supplies	04-01	53170 (Other)	The funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break. \$5,919.87	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, the benefits of attending a Title 1 school and be more involved in decisions.	\$5,919.87	60%																																								
		04-01	53710 (PBIS-Other)	PBIS Incentive - Parent Incentives to help show pride in student work and in the school \$1,500.00	PBIS Incentive - Parent Incentives to help show pride in student work and in the school \$1,500.00	\$1,500.00	15%																																								
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Literacy Event</td> <td>110</td> <td>\$8.00</td> <td>1</td> <td>\$880.00</td> </tr> <tr> <td>Academic Achievement Events</td> <td>40</td> <td>\$2.50</td> <td>3</td> <td>\$300.00</td> </tr> <tr> <td>Math Night</td> <td>110</td> <td>\$8.00</td> <td>1</td> <td>\$880.00</td> </tr> <tr> <td>STREAM Night</td> <td>100</td> <td>\$2.00</td> <td>1</td> <td>\$200.00</td> </tr> <tr> <td>Wellness and Social Emotional Night</td> <td>100</td> <td>\$2.00</td> <td>1</td> <td>\$200.00</td> </tr> <tr> <td>Total:</td> <td></td> <td></td> <td></td> <td>\$2,460.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Literacy Event	110	\$8.00	1	\$880.00	Academic Achievement Events	40	\$2.50	3	\$300.00	Math Night	110	\$8.00	1	\$880.00	STREAM Night	100	\$2.00	1	\$200.00	Wellness and Social Emotional Night	100	\$2.00	1	\$200.00	Total:				\$2,460.00	The parent workshops, family nights and increased volunteerism, increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan and the benefits of attending a Title 1 school.	\$2,460.00	25%
Parent Involvement Events																																															
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																											
Literacy Event	110	\$8.00	1	\$880.00																																											
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Wellness and Social Emotional Night	100	\$2.00	1	\$200.00																																											
Total:				\$2,460.00																																											
Total							100%	\$9,879.87																																							
Difference						\$0.00																																									

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Audrey Vohs, Principal, Magnolia Elementary School

Date

FY '22 Title 1 Allocation - School-based Budget Narrative

School: Riverside Elementary School

Title 1 FY '22 Allotment: \$38,126.66

as of June 2021

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)	Before/After School Program - (3 Teachers * 20 Days * 1 hours / day * \$50 / hour = \$3,000.00); Family Engagement Instruction during Family Involvement Events (4 teachers x 1 hourly monthly meeting x 4 events x \$50.00 / hour = \$800.00)	Teachers will increase the quantity of instruction by providing additional assistance in the identified area to accelerate student achievement. Partnership events will target strategies to support learners and families.	\$3,800.00	10%	
	Contracted Serv	05-02	52170 (Other)	Online curricular and instructional resources teachers and students access.	Math and/or reading/writing curricular supports targeting needed areas within targeted grade levels.	\$500.00	1%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Purchase supplemental instructional and intervention materials for target students and teachers to support grade level curriculum. Hard copy reading level text and hands on materials to support math, reading and phonics skills and mental health. (G1-reading, G2-reading, G3-math, G4-math, G5-reading and math) (6 Targeted Grade Level / Subjects 6 x = ~\$2,233.34 / area = \$13,400.00	Increase the quality and quantity of instruction by providing additional assistance in math, reading and phonics to accelerate student achievement.	\$13,400.00	35%	
		04-02	53710 (PBIS-Other)	PBIS attendance, social/emotional and academic performance incentives. \$1,464.16	Support students' well-being and academics and incentives to increase attendance and engagement.	\$1,464.16	4%	
	Other	05-02	54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$19,164.16
Student Transportation	Student Transportation	09-90	52300 (Buses)	Busing services for extended instructional programs for targeted students. 20 days x \$100/day = \$2,000.00	Provide transport home from after/before school programs	\$2,000.00	5%	\$2,000.00

Staff Development	Salary	03-09	51170 (Other)	Supplemental Reading Planning/Professional Development for Teachers of Target Students. (12 teachers x 1 hourly monthly meeting x 7 months x \$25.00 / hour = \$2,100.00) Supplemental Math Planning/Professional Development for Teachers of Target Students. (12 teachers x 1 hourly monthly meeting x 7 months x \$25.00 / hour = \$2,100.00) Additional planning and support for family engagement and effective teaching practices, (4 teachers x 1 hourly monthly meeting x 6 events x \$25.00 / hour = \$600.00) SPA TAS Team, ILT, Scheduling Team, and goal teams which benefit targeted students and their teachers (6 teachers x 4 teams x 4 monthly meeting x \$25.00 / hour = \$2,400.00)	Teachers will provide high quality instruction using the knowledge and strategies gained through the supplemental planning, resulting in increased student achievement.	\$7,200.00	19%	
	Contracted Serv	05-09	52205 (Consultant)	Lucy Calkins - Teachers College Reading and Writing Professional Development partnership (grade 5)	TCRWP Staff developer will build teacher capacity to support the Lucy Calkins Reading and Writing Program	\$3,600.00	9%	
	Supplies	04-09	53170 (Other)	Curricular materials/programs to support teacher professional development for target students. Reading and phonics resources to be determined. \$1,133.00	Provide differentiation for targeted assistance students in targeted grade levels.	\$1,133.00	3%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	National ESEA Conference for principal = \$2,500.00 Teacher College Coaching Institute (2 teachers) = \$1,600.00	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide. The principal will choose sessions aligned with School Improvement Plan goals and relevant Title I initiatives where possible.	\$4,100.00	11%	\$16,033.00
Fixed Costs					\$929.50	2%	\$929.50	
Total						100%	\$38,126.66	
					Difference	\$0.00		

Parent Involvement Allocation = **\$4,830.54**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																							
Reg Programs	Supplies	04-01	53170 (Other)	Instructional supplies and materials to support targeted family events and students at home and in school. Event materials. \$2,830.54	Building instructional capacity with families so they can better support their children's academic achievement.	\$2,830.54	59%																																								
		04-01	53710 (PBIS-Other)	PBIS Initiative: Parent Incentives to increase and support attendance and celebrate academic or social and emotional achievement \$692.00	Building positive relationships with families contribute to higher attendance and increased student behavior and achievement.	\$692.00	14%																																								
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Literacy Event</td> <td>40</td> <td>\$5.45</td> <td>1</td> <td>\$218.00</td> </tr> <tr> <td>Wellness Event</td> <td>40</td> <td>\$5.45</td> <td>2</td> <td>\$436.00</td> </tr> <tr> <td>Math Event</td> <td>40</td> <td>\$5.45</td> <td>1</td> <td>\$218.00</td> </tr> <tr> <td>Parent Café</td> <td>40</td> <td>\$5.45</td> <td>1</td> <td>\$218.00</td> </tr> <tr> <td>Parent Workshop</td> <td>40</td> <td>\$5.45</td> <td>1</td> <td>\$218.00</td> </tr> <tr> <td>Total:</td> <td></td> <td></td> <td></td> <td>\$1,308.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Literacy Event	40	\$5.45	1	\$218.00	Wellness Event	40	\$5.45	2	\$436.00	Math Event	40	\$5.45	1	\$218.00	Parent Café	40	\$5.45	1	\$218.00	Parent Workshop	40	\$5.45	1	\$218.00	Total:				\$1,308.00	Provide assistance to parents/families in understanding academic assessments, academic standards, how to monitor child's progress, and how to work with educators to improve the academic achievement of their child. Parents will receive materials and training to help work with their children to improve academic achievement, such as literacy and using technology.	\$1,308.00	27%
Parent Involvement Events																																															
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Parent Workshop	40	\$5.45	1	\$218.00																																											
Total:				\$1,308.00																																											
Total							100%	\$4,830.54																																							
Difference						\$0.00																																									

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Marc Hamilton, Principal, Riverside Elementary School

Date

FY '22 Title 1 Allocation - School-based Budget Narrative

School: William Paca / Old Post Road Elementary School

Title 1 FY '22 Allotment: **\$112,360.17**

as of June 2021

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)			\$0.00	0%	
	Contracted Serv	05-02	52170 (Other)	Brain Pop Licenses: \$2,900.00 Reading A-Z Licenses: \$600.00 RAZZ Kids Licenses: \$1,200.00 Starfall License (1 classroom license for 20 students x \$150/license = \$150.00) IXL Learning (K-5 for 100 students) = \$1,800.00	All computer based resources will provide supplemental support for content areas during daily instruction across grade levels.	\$6,650.00	6%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Student School Supplies (7 grade levels x \$5,610.44 = \$39,273.08 Purchase supplemental instructional materials to support grade level curriculum. This is to include both online and hard copy reading level text and hands on materials to support science, social studies, writing, math, reading concepts and skills and mental health. 7 grade levels (PK-5) x \$1500.00 per grade level = \$10,500.00	Student learning materials will enhance student achievement and motivate students to want to learn.	\$49,773.00	44%	
		04-02	53710 (PBIS-Other)	Take home academic materials for quarterly academic achievement events = \$6,731.84 Provide supplies for SPA initiative (PBIS initiative) to assist in our efforts to promote positive student choices, decrease behavior referrals and increase student achievement along with flexible seating . 7 grade levels (PK-5) x \$1,000.00 per grade level = \$7,000.00	Student incentives will enhance student achievement and motivate students to want to learn. Positive attitudes about school increase student performance. Supplemental student materials will support PBIS (included in the SPA Plan) PBIS initiatives are linked to student achievement. Provide optional flexible seating to support the social/emotional wellness of students in all school settings.	\$13,731.84	12%	
	Other	05-02	54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$70,154.84
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00

Staff Development	Salary	03-09	51170 (Other)	SPA/Achievement Team Meetings (22 hrs. x 21 teachers x \$25.00/hour = \$11,550.00) Long Range Planning Sessions: (2 full days x 61 teachers x \$150 per day = \$18,300.00)	Ongoing, job embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and trainings will align with School Improvement Initiatives.	\$29,850.00	27%	
	Contracted Serv	05-09	52205 (Consultant)	Lucy Calkins - Teachers College Reading and Writing Professional Development \$7,333.00	This Lucy Calkins PD will increase personal growth opportunities will enhance content knowledge, build capacity and increase student achievement schoolwide.	\$7,333.00	7%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	National ESEA Conference for principal = \$2,500.00	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement schoolwide. The principal will choose sessions aligned with School Improvement Plan goals and relevant Title I initiatives where possible.	\$2,500.00	2%	\$39,683.00
Fixed Costs						\$2,522.33	2%	\$2,522.33
Total							100%	\$112,360.17
						Difference	\$0.00	

Parent Involvement Allocation = **\$14,234.35**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Supplies	04-01	53170 (Other)	Instructional supplies and materials to support students at home. Reading and Math Night materials (such as Quick Word Books/Home support Book Bags) Arts Integration materials for Fine Arts Night. = \$7,234.35	Building instructional capacity with families so they can better support their children's academic achievement.	\$7,234.35	51%	
		04-01	53710 (PBIS-Other)	PBIS Initiative: Parent Incentives to help show pride in student work. = \$7,000	Building positive relationships with families contribute to higher attendance and increased student behavior and achievement.	\$7,000.00	49%	
	Other	05-01	54735 (Refreshments - Parent Support ONLY 25% Maximum)			\$0.00	0%	
						Total	100%	\$14,234.35
						Difference	\$0.00	

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor -
Brad Palmer

Date

Approval Signature, Ronald Wooden, Principal, William Paca
/ Old Post Road Elementary School

Date

**HARFORD COUNTY PUBLIC SCHOOL
IS NOT AWARDED TITLE I, PART D FUNDS**

**Subpart 2
Title I , Part D**

**LOCAL EDUCATION AGENCY PROGRAM
APPLICATION**

**Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk**



School Year - 2021-2022

Appendix D
Revised March 2021



Title II, Part A
Systems of Support for Excellent Teaching and Leading

Local School System: Harford County Public Schools

Fiscal Year: 2022

Title II-A Coordinator: Jacqueline Tarbert

Telephone: (410) 588-5261

E-mail: Jacqueline.Tarbert@hcps.org

Title II, Part A Application

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs
- Identified Priorities

1.0: Targeted Supports and Consultation (**Required**)

2.0: Administrative Costs (Allowable)

3.0: Ensuring Equitable Access (**Required**)

4.0: Systems of Professional Growth (Allowable)

5.0: Alignment to Challenging State Academic Standards (**Required**)

6.0: Private School Services (**Required**)

7.0: Assurances (**Required**)

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To be eligible to receive a subgrant, a local school system shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:

(A) Activities to be carried out by the local school system and how these activities will be aligned with challenging State academic standards.

(B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

- (C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.
- (D) Use of data and ongoing consultation to continually update and improve activities
- (E) Provide equitable services and timely consultation to private school children and teachers

Consultation: In developing the application a local school system will:

- (A) Consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title IIA.
- (B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LSS activities to meet the purpose of the title
- (C) Consult with your local school system's educational equity point of contact in completing this application, as required by COMAR 13A.01.06.
- (D) Coordinate activities with related strategies, programs, and activities being conducted in the community.
- (E) Required consultation cannot interfere with the timely submission of the application

1.0 TARGETED SUPPORTS AND CONSULTATION – **Required**

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

Prioritizing Resources:

- The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business and has approved a Strategic Plan that aligns with the HCPS Bridge to Excellence Master Plan. HCPS believes all students can meet high standards. To that end, HCPS commits to preparing all students to be college and career ready.
- Supporting the transition to enhanced standards and high-quality assessments;
- Using data to improve instruction;
- Supporting great teachers and great leaders; and
- Turning around HCPS lowest-achieving schools.

BOE Strategic Plan Goals:

Goal 1:To prepare every student for success in postsecondary education and a career.

Goal 2:To engage families and the community to be partners in the education of our students.

Goal 3:To hire and support highly skilled staff who are committed to building their own professional capacity in order to increase student achievement.

Goal 4:To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity, and innovation.

The mission of Harford County Public Schools is to ensure that each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff. The Harford County Board of Education (BOE) supports this mission by fostering a climate that supports deliberate change and monitoring progress through measurable indicators. Although many students achieve academic success, HCPS is dedicated to ensuring that ALL students are successful. This strategic plan allows for intentional efforts to address some of the most concerning challenges.

The HCPS Central School Performance and Achievement Team Process and the HCPS Local Accountability Model will strongly impact overall achievement in all 54 schools. HCPS ensures the implementation of aligned evidence-based practices through a centralized school performance and achievement process. The Central School Performance and Achievement Team (CSPA) comprised of central office directors, supervisors, and coordinators, meets to analyze individual school data and school performance goals and objectives. The Central SPA reviews instructional programming and data for all HCPS schools including academic data, attendance data, discipline data, school climate/culture survey results and student motivation survey data and looks for a direct correlation between the data and the strategies listed in the schools' School Performance and Achievement Plans (SPAs). The Central SPA will support schools in ESSA Accountability measures as they work with the ESSA Framework. Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. Student group data is analyzed and focused on. It is required that each school set specific benchmarks for student groups that are not meeting state standards. Careful attention is paid to our special education and ELL student groups.

In addition to needs regarding student achievement on state and local standardized tests, several schools have a higher number of first-year teachers in need of instructional and behavioral management support.

This is a support model where schools identified will receive additional resources and supports that are aligned with identified school-based needs. School SPA teams work to identify the root causes of students and teachers' needs, developing interventions that are evidence-based strategies and aligned with identified needs and school performance funding for research-based before and after school programs and additional teacher paid planning opportunities with their school performance and achievement teams. The levels of support vary based upon the individualized needs as identified through the data and interventions developed at the school-based level. Each HCPS school is required to identify potential root causes or the "story behind the data" as to why certain groups of students may struggle. Schools gather academic data, attendance data, discipline data, and school climate/culture survey results and student motivation survey data. The Central Office SPA reviews each school's plan, looking for a direct correlation between the data and the strategies listed in the schools' School Performance and Achievement Plans (SPAs). The Central SPA team reviews these identified local needs, summarizes their findings, and shares this information with each school principal. Afterwards, the Superintendent and members of the Executive Leadership Team visit each school. During the visit, school-based leadership teams respond to questions posed about their instructional program and its connection to the Board Strategic Plan, their school culture and climate and their data analysis processes and protocols. Follow-ups occur based on these Superintendent visits. Specific content supervisors/coordinators are asked to work with the school to support their efforts.

Schools with Highest Numbers of Children living in Low Income Families - Title I Schools:

The schools with the highest percentage of children in Harford County are identified as Title I elementary schools (at least 49% Free and Reduced Meals). In addition to the resources provided through the Central SPA and school-based SPA plans, Title I schools receive prioritized funding through additional personnel resources including, instructional coaches; resource teachers; teacher specialists; and school social workers. Instructional supports included are new teacher training, additional planning time throughout the school year and regional mandatory and voluntary professional development.

If a school is identified as TSI/CSI or on a watch list, a formal meeting is set up between the school leadership and appropriate Central Office leadership such as the Supervisor of Accountability. During that time, participants review pertinent data and determine structured ways to incorporate pertinent student groups in the School Performance and Achievement Plan. Additional support from content office or specialized programs (ELL, Title I, Special Education, etc.) is planned and implemented. Specific benchmarks are identified by the school and central leadership.

As an additional layer of support to teachers at any school identified as TSI or CSI, an Instructional Coach is assigned. Instructional Coaches have monthly opportunities to collaborate with other specialists such as the ESOL Teacher Specialist and Title I Teacher Specialists to align their support of teachers and ensure it meets the unique needs of identified student groups.

There are 2 additional specialist positions for the 2022-2023 school year at our middle schools with the highest FARMs rates and evidence of disproportionality. These positions were developed and first implemented in 2021-2022, specifically to support the collection of data for and the implementation of strategies within the SPA plans for Aberdeen Middle School, Edgewood Middle School, and Magnolia Middle School. As noted, these SPA plans must include targeted activities to meet identified gaps within student groups. These new specialists are also provided monthly time to collaborate with the Instructional Coaches and other specialists to align work and receive training relevant to identified student groups.

In the Summer of 2021, HCPS identified 7 schools as Priority Schools. These schools are Aberdeen High School, Aberdeen Middle School, Edgewood Middle School, Edgewood High School, Magnolia Middle School, Church Creek Elementary School, and Roye-Williams Elementary School. These

schools are not identified as Title I schools in HCPS. Criteria used to determine priority status include percentage of students eligible for Free and Reduced Meals, percentage ELL, percentage Special Education, number of first-year, conditional, and non-tenured teachers, and the percentage of total school staff as non-tenured. Initial analysis and determination of action has focused upon staffing. HCPS utilized several approaches to address the critical need for priority staffing for the 2021-2022 school year. The leadership team analyzing relevant data have determined that a more thorough needs assessment needs to be completed, including a root-cause analysis to consider actions to address the overarching concern of teacher retention. HCPS is engaging in the needs assessment currently. Notations will be made in this document to list potential actions and activities. This course of action was previously approved by Heather Sauers, MSDE, on October 13, 2021, via phone conversation.

Please provide a description of how the local school system meaningfully consults with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.

Consultation:

In developing Title II, Part A, and the entire HCPS Master Plan, HCPS central office and school-based administrators continuously solicit input from a variety of stakeholders including teachers, principals, and other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, students, and higher education. The ideas, beliefs, perceptions, and recommendations of representatives of the various groups were collected and assimilated into Title II-A. HCPS personnel will continue to communicate and collaborate with the stakeholders with regard to implementation of the plan and progress towards achieving the goals set forth by the HCPS Board of Education, including presentations to the Board of Education regarding professional development activities and Human Resources recruitment efforts presentations are televised on the local Harford Cable Network.

In addition, the list below identifies the variety of forums utilized to gather data from and communicate with stakeholders:

- Town meetings open to all citizens;
- Harford County Regional Association of Student Councils town meeting with Superintendent and Leadership Team;
- Board of Education's Citizen Advisory Committees;
- Harford County Business Roundtable;
- Harford County Council of PTA's presentations;
- Harford County Council of PTA's monthly meetings with Superintendent;
- Superintendent's meetings with HCPS unions representing teachers, support staff, non-certified administrative staff, and administrators;
- Superintendent and Board of Education's meetings with Harford Community College Board of Directors;
- Superintendent's meetings with state delegates and senators;
- Superintendent's monthly meetings with County Executive;
- Superintendent's weekly leadership meetings;
- Departmental Citizen Advisory meetings;
- HCPS Website - Internet feedback forum;
- The Superintendent's Cultural Proficiency Council;
- Superintendent's Student Council;
- HCPS Professional Development Advisory Council (PDAC)

- HCPS Customer Service Task Force; and
- HCPS Family and Community Partnerships – Parent Academy

The HCPS Professional Development Advisory Council (PDAC) comprised of the fifteen system-level leaders work to identify school-based and system professional learning needs. PDAC utilizes a variety of data to inform decisions including teacher and principal evaluation data, system professional development surveys, and school climate/culture surveys. The work of the PDAC is to plan, lead the professional development for all leadership meetings and receive feedback on the needs of staff via the HCPS unions representing teachers, support staff, non-certified administrative staff, and administrators. The Office of Organizational Development meets throughout the school year with six advisory groups representing various stakeholders across the organization. PDAC periodically reports out to HCPS Senior Staff. In addition, the PDAC focuses on coordinating activities with other related strategies, programs, and activities, ensuring all use of Title II-A funds are used effectively and decisions about resource allocation are fully informed through meaningful consultation with all stakeholders.

Organizations and Partners with Expertise: HCPS administrators consult with numerous partners and seek advice from stakeholders regarding how to best improve all professional development activities, including Title IIA. Organizations partnering with HCPS including the Teachers College Reading and Writing Project, New Teacher Center, the Maryland State Department of Education, and numerous area University partners, especially Goucher College and Towson University. In addition, to address the increasing challenges of social and emotional health of HCPS students and the challenges that could be presented for new teachers, numerous partners are assisting in professional development support including: the Harford County Health Department; Social Services; Harford County Child Advocacy Center; the Harford County Office on Mental Health; and the Harford County Local Management Board, Office of Community Services.

Please provide a description of how the local school system will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

Title II-A activities have been developed in response to the needs assessed through the HCPS Instructional Leadership Team and the HCPS Local Accountability Model. HCPS ensures the implementation of aligned evidence-based practices through a centralized school performance and achievement process. The HCPS Instructional Leadership Team comprised of central office executive directors, and directors, the Chief of Administrations and HCPS Superintendent meets to analyze individual school data and school performance goals and objectives. Supported by the Office of Accountability and the Coordinator of North Star and School Performance Initiatives, the HCPS ILT reviews instructional programming and data for all HCPS schools. The Office of Accountability and the Coordinator of North Star and School Performance Initiatives reviews academic data, attendance data, discipline data, school climate/culture survey results and student motivation survey data and looks for a direct correlation between the data and the strategies listed in the schools’ School Performance and Achievement Plans (SPAs). Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. Student group data is analyzed and focused on. It is required that each school set specific benchmarks for student groups that are not meeting state standards. The team summarizes their findings and shares this information with each school principal. Specific schools on our CSI and TSI list have individual consultation with appropriate leadership members to support targeted growth areas including but not limited to Student with Disabilities and English Language Learners. Afterwards, the Superintendent and members of the Executive Leadership Team visit each school. During the visits, school-based leadership teams respond to questions posed about their instructional program and its connection to the Board Strategic Plan, their school culture and climate and their data analysis processes

and protocols. Priorities and supports needed in teacher professional development are identified at the school level. Follow-ups occur based on these Superintendent visits. Specific content supervisors/coordinators are asked to work with the school to support their efforts, and Title II-A grant activities have been identified and shared through these school visits.

Included in the School Performance and Achievement planning process, schools are required to identify the number of new teacher and non-tenured staff as well as the professional development strategies that they will use to provide support for new teachers.

Title II activities are ultimately monitored for impact by Executive Leadership. Once HCPS leadership has identified systemic needs relative to the focus areas for Title II, appropriate offices and personnel are contacted to collaborate on an intentional plan to meet the identified needs. Specific activities are determined and then a strategic plan is developed that includes the activity or activities, the person(s) responsible, and the evaluation plan. Additionally, the strategic planning and comprehensive needs assessment process for the 7 Priority Schools will be utilized to determine targeted actions and activities.

Departments responsible for activities work alongside Executive Leadership to determine the outcomes and the evaluation plans. Departments return to Executive Leadership to share outcome evaluation data and determine necessary steps to improve the program. The timing of these check-ins is driven by the activities and evaluation plans themselves. For example, data on the impact of Instructional Coaches is shared multiple times throughout the year with a final culminating report shared in early summer. That culminating report includes data compiled from the entire school year as well as recommendations for program adjustments.

In HCPS, the bulk of Title II funds are used to cover the human cost of the Instructional Coaching program. Coaches are deployed across multiple buildings, so in addition to Executive Leadership having access to outcome evaluation data, Principals have on-going access to it, as well. Principals with Instructional Coaches have many opportunities to reflect on the data and collaborate with the Office of Organizational Development to adjust individual Coach work to ensure movement towards intended outcomes is occurring. Principals also participate in the formal observation and evaluation process of Instructional Coaches which provides a unique opportunity for input on necessary programmatic adjustments.

To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

2.0 ADMINISTRATIVE COSTS - Allowable			
Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures			
Item	Line Item	Description	Public School Costs
2.1			
2.2			
2.3			
2.4			
		Total for section 2.0	

To ensure that every student has access to excellent educators, SEAs and LSSs must work together to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students' greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LSSs are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers. (ESEA sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)).

3.0 ENSURING EQUITABLE ACCESS – Required

Based on the review of equitable access data, which equity gaps are current priorities for your LSS? Cite specific data points.

Based on the review of the tenured and non-tenured teachers in HCPS and HCPS teacher county evaluation results, there are a higher number of first year teachers in HCPS low-income and high minority schools. In order to address these discrepancies, eighteen Instructional Coaches will provide instructional and behavioral management support to first year teachers. Instructional coaches work to support these teachers and ensure individualized job-embedded professional development. Instructional coaches provide non-tenured teachers with professional dialogue around the Danielson Framework and the use of data to drive differentiated student instruction. Instructional coaches are members of the Department of Curriculum, Instruction, and Assessment and receive ongoing curriculum updates. Each instructional coach is assigned to work with a specific curriculum content office to support the design and implementation of high-quality professional development. Instructional coaches are supervised by the Supervisor of Teacher Retention and Professional Development in the HCPS Office of Organizational Development and Continuous Learning.

Based on the review of the tenured and non-tenured teachers in HCPS and HCPS teacher county evaluation results, there are a higher number of inexperienced teachers in HCPS low-income and high minority schools. There is not a higher number of ineffective teachers at low-income and high minority schools.

- Ineffective teachers are addressed through the annual HCPS Memorandum concerning ineffective teachers.
- Out-of-field teachers are addressed through the HCPS Title I Certification and Licensure Process Document that prevents out of field teachers from being employed at low-income, Title I schools.
- The Supervisor of Teacher Retention and Professional Development will allocate resources for professional development for second- and third-year teachers. Intentional design, resource allocation, and scheduling are considerations in determining high quality targeted professional development.
- Inexperienced teachers (new teachers) in Title I schools are also given a multitude of resources. Inexperienced teachers receive supports at both the LEA level and the Title I school level in the following areas: teacher mentors, instructional coaches, resource teachers, and teacher specialists.
- The HCPS Supervisor of Equity and Cultural Proficiency works closely with the Superintendent of Schools and Executive Directors and Human Resources to ensure all students have access to effective teachers. The Office of Equity and Cultural Proficiency supports the schools with high minority and high poverty populations to ensure the staff has capacity to reach diverse learners.
- HCPS is hiring conditionally certified teachers to help address the staffing shortage. Intentional support is provided by a dedicated instructional coach who works alongside the HCPS certification office to shepherd conditionally certified teachers through earning teaching credentials.

Recruitment Plan

Objectives:

- Continue to decrease critical shortage area vacancies prior to the start of the school year.
- Continue to increase the number of teachers of color hires within Harford County Public Schools.
- Study current workforce subgroups to determine if there are other strategies not currently utilized that will increase the overall retention rate of the HCPS workforce.

A comprehensive recruitment plan is used to attract effective teachers to HCPS. The plan focusses efforts among local and regional colleges and universities as well as planned visitation to locations where the pool of candidates further supports attraction to difficult-to-fill positions. HCPS participates in over fifty (50) offsite recruitment events around Maryland, Pennsylvania, New Jersey, Delaware, Virginia, and West Virginia. Advertising through targeted websites and social media have been used to attract viable instructional and support candidates. HCPS accepts unsolicited applications year-round to fill known and anticipated teacher vacancies. Attracting and recruiting a diverse workforce is important for HCPS. The Supervisor of Equity and Cultural Diversity is overseeing this recruiting process. Eight (8) of the fifty (50) planned off-site recruiting events specifically targeted historically black colleges and universities (HBCU) and minority recruitment expos. HCPS Human resource personnel met with a diverse group of thirty-one educators as part of a retention focus group. Findings from the retention focus group indicate salary and benefits as top components of retention, along with the type and depth of intentional support and professional network and social opportunities.

The HCPS Diversity Retention and Recruitment Specialist leads specialized professional learning and support for minority teachers with the aim of retention. This position works in collaboration with Human Resources and the Supervisor of Teacher Retention and Professional Development.

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

If the school system is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.

Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> ● anticipated outcomes ● implementation plan ● intended audience ● specific timeline ● plan for evaluation 	Cite: <ul style="list-style-type: none"> ● the level of evidence ● study or studies that support this activity/series ● the rationale for your rating 	Total Public School Costs
1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals				
1.1	<p>Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).</p> <p>The LSS may develop initiatives that provide:</p>			
1.1.1	expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)	N/A		
1.1.2	ii. differential and incentive pay for teachers, principals, or other school leaders in	N/A		

	<p>high-need academic subject areas and specialty areas, which may include performance-based pay systems</p> <p><i>*Note: Because the purpose of Title II Part A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</i></p>			
1.1.3	<p>teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; [Section 2103](b)(3)(B)(iii)</p>	N/A		
1.2	<p>Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;</p>	N/A		

1.3	Reducing class size to a level that is evidence based, to the extent the State (in consultation with	N/A		
	local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers			
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:	N/A		
2. Strategies and Activities to Improve the Quality of the Teaching Force				
2.1	<p>Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement.</p> <p>The LSS may develop initiatives that:</p>			
2.1.1	help all students develop the skills essential for learning readiness and academic success;	See Priority Schools Plan (This course of action was previously approved by Heather Sauers, MSDE, on October 13, 2021, via phone conversation.)		

2.1.2	use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act	N/A		
	(commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;			
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;	N/A		
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);	N/A		
2.1.5	provide opportunities for experiential learning through observation	N/A		
2.1.6	provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate)	N/A		

2.1.7	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects,	N/A		
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	including computer science			
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2.2	<p>Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards</p> <p>The LSS may develop initiatives that increase:</p>			
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2.2.1	the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing;	N/A		
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2.2.2	the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;	N/A		
2.2.3	use of techniques and supports needed to help educators understand when	See Priority Schools Plan (This course of action was previously approved by Heather Sauers, MSDE, on October 13, 2021, via phone conversation.)		
	and how to refer students affected by trauma and children with, or at risk of, mental illness			
2.2.4	the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism	See Priority Schools Plan (This course of action was previously approved by Heather Sauers, MSDE, on October 13, 2021, via phone conversation.)		
2.2.5	the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate	N/A		

2.2.6	providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students	N/A		
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	N/A		
2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career, and technical education, and work-based	See Priority Schools Plan (This course of action was previously approved by Heather Sauers, MSDE, on October 13, 2021, via phone conversation.)		

	learning (if appropriate)			
2.2.9	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:	N/A		

3. Strategies and Activities to Retain and Provide Support to Effective Educators

<p>3.1</p>	<p>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</p> <p>The LSS may develop initiatives that:</p>			
<p>3.1.1</p>	<p>provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders</p>	<p>Qualitative survey data, quantitative observation/evaluation data, and Instructional Coach collected data on student mastery of specific curricular standards indicated that the Title IIA funded Instructional Coach program provided meaningful, applicable support to identified teachers which enhanced their professional practice and improved the academic performance of their students. Based on the data, HCPS added two additional Instructional Coach positions to the 2020-2021 operating budget and six in the 2021-2022 operating budget.</p> <p>Coaches work across identified schools to provide instructional and behavioral management support to identified teachers including those who are non-tenured, those who are new to their content area, those who have been placed on a Plan for Professional Growth (PPG), and those identified by Principals and/or Content Supervisors based on observed professional practice needs. Instructional Coaches are deployed to schools based on two key data areas: the percentage of staff non-tenured, new to content and/or building, and/or on a PPG; and achievement gaps among student groups.</p> <p>The Instructional Coaches provide job-embedded support to identified teachers through demonstration lessons, co-teaching, co-planning, data collection, reflective conversations, and structured visits to</p>	<p>Coaching: A Strategy for Developing Instructional Capacity Promises and Practicalities https://www.annenberginstitute.org/sites/default/files/product/268/files/Coaching.pdf</p> <p>Focusing on Teacher Learning Opportunities to Identify Potentially Productive Coaching Activities http://journals.sagepub.com/doi/pdf/10.1177/02248711702579</p> <p>Instructional Coaching is a level 4 program. While no empirical studies have been conducted for Instructional Coaches, there is a rationale that Instructional Coaches are likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	<p>Projected Salaries for 6 FTE Instructional Coaches \$498,750</p> <p>Projected Fixed Costs (FICA @7.65%, Workers' Comp @ 0.79%, as well as projected costs for employee health, life, dental and retirement) \$224,031</p>

		<p>master teachers’ classrooms. They approach this work from a Coaching standpoint, always seeking to build the capacity of teachers by employing cognitive coaching strategies, by thinking aloud, through providing multiple models and choice, and by encouraging teachers to identify their goals. Coaches collaborate monthly with other HCPS specialists (such as Title I Teacher Specialists, Content Curriculum Specialists, Special Education Teacher Specialists, and others) to align support and coordinate its delivery.</p> <p>In addition to individualized, job-embedded support, the Instructional Coaches assist in the creation and implementation of an orientation conference prior to the official start of the school year, monthly before and after school workshops to build a community of practice among first and second year teachers across buildings, monthly content specific professional development to build content knowledge among first and second year teachers, and systemic opportunities to observe model classrooms. Instructional Coaches are embedded both within Central Office and within schools. This dual embedding allows Coaches to collaborate closely with the Curriculum, Instruction, and Assessment Office including its various Content Supervisors, as well as with building level administrators and teacher leaders, to ensure Coach support is aligned with system and school initiatives, observation, and evaluation feedback, and other systemwide or school-based support personnel.</p> <p>2021-2022 Anticipated Outcomes and Evaluation Data to be Collected:</p> <p><u>Anticipated Outcomes:</u></p> <ul style="list-style-type: none"> Teachers assigned an Instructional Coach will have <i>retention rates</i> equal to or higher than their veteran counterparts assigned to the 		
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		<p>same school(s).</p> <ul style="list-style-type: none"> • Conditionally certified teachers will progress on schedule through their structured plan to achieve certification. • Teachers assigned an Instructional Coach will have <i>student achievement rates</i> equal to or greater than student achievement rates of veteran teachers at the same school. • Teachers assigned an Instructional Coach will either raise or maintain their professional practice ratings in the Danielson components evaluated in the 2021-2022 school year. • Teachers will perceive that the Instructional Coach program helped them to grow in their professional practice <u>and</u> connection to HCPS. • Instructional Coaches will provide research based best mentoring and coaching practices with non-tenured teachers at their assigned schools <p><u>Evaluation Data Plan:</u></p> <ul style="list-style-type: none"> • Retention rates as published by the Office of Human Resources disaggregated by school and years of HCPS service. • Logs from Instructional Coach assigned to coordinate support of conditionally certified teachers (with a review of quarterly update on progression through plan to achieve certification) • Review of Coaching Cycle student performance data 		
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		<p>from at least one teacher per Instructional Coach.</p> <ul style="list-style-type: none"> • Observation data on a random sampling of non-tenured teachers assigned an Instructional Coach. Data provided through Office of Accountability. • Review of the feedback survey given to non-tenured teachers at least twice per school year. • Review of Coach logs, formal observations of Instructional Coaches, review of each Coach's formal SMART goal, and Coach prepared evaluation materials for end of year evaluation conference. 		
3.1.2	provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.	N/A		
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve	N/A		
	academic success			

3.1.4	include teacher advancement initiatives to promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, instructional coach, or teacher leader) and pay differentiation.	See Priority Schools Plan (This course of action was previously approved by Heather Sauers, MSDE, on October 13, 2021, via phone conversation.)		
3.1.5	support the instructional services provided by effective school library programs	N/A		
3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback	N/A		
3.1.7	provide common planning time to help prepare students for postsecondary education and the workforce	N/A		
3.1.8	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:	N/A		
4. Use of Funds to Improve Equitable Access to Effective Educators to All Students				
4.1	If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose.	N/A		

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***Below is a list of “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.**

- [Evidence for ESSA](#) (Hopkins)
- [Report on School Leadership Interventions under ESSA](#) (RAND)
- [Social and Emotional Learning Interventions under ESSA](#) (RAND)
- [What Works Clearinghouse](#) (IES)
- [Evidence-Based Intervention Network](#) (University of Missouri)
- [National Center on Intensive Intervention](#) (AIR)
- [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
- [Results First Clearinghouse Database](#) (Pew)
- [Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#) (Hopkins)
- [Impact of Family Involvement on the Education of Children](#) (MDRC)

Harford County Public Schools
Title II, Part A - FY22

Line Item	Calculation	Requested	In-Kind	Total
Salaries & Wages				
Instructional Coaches	projected salaries	512,866		512,866
Stipends for professional development for priority schools	1574 hours x \$25/hr	39,350		39,350
				0
				0
				0
Total Salaries & Wages		552,216	0	552,216
Contracted Services				
Consultants to provide professional development for priority schools	Projected costs	73,337		73,337
				0
Total Contracted Services		73,337	0	73,337
Supplies and Materials				
				0
				0
				0
Total Supplies and Materials		0	0	0
Other Charges				
FICA at 7.65% and Workers' Comp at 0.79%	FTE Proj Sal x 8.45%	43,337		43,337
FICA at 7.65% and Workers' Comp at 0.79%	Teacher Stipends x 8.45%	3,325		3,325
Health, Life, Dental and Retirement	Projected costs	182,331		182,331
				0
				0
Total Other Charges		228,993	0	228,993
Equipment				
				0
				0
Total Equipment		0	0	0
Transfers				
Equitable Services		50,081		50,081
				0
Total Transfers		50,081	0	50,081
Total Direct Costs		904,627	0	904,627
Indirect Costs (2.61% of direct costs less Equitable Services)		22,304		22,304
TOTAL Requested		926,931	0	926,931

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$926,931.00	AMENDED BUDGET #	00	REQUEST DATE	10/27/21
GRANT NAME	Title II	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	22104001	RECIPIENT GRANT #	22422		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	tba	GRANT PERIOD	07/01/21	06/30/23	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							0.00
Prog. 21 General Support							0.00
Prog. 22 Business Support						22,304.00	22,304.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							0.00
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	552,216.00	73,337.00				50,081.00	675,634.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							0.00
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							0.00
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				228,993.00			228,993.00
214 Community Services							0.00
215 Capital Outlay							0.00
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	552,216.00	73,337.00	0.00	228,993.00	0.00	72,385.00	926,931.00

Finance Official Approval	<u>Jennifer Birkelien</u>		10/27/21	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Sean W. Bulson</u>		10/27/21	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - **Required**

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards. [Section 2102 (b)(2)(A)]

The HCPS Division of Curriculum, Instruction, and Assessment(CIA) is comprised of instructional supervisory offices representing accelerated learning; business education, career and technical education, early childhood programs, Fine Arts, health education, intervention, library/media, mathematics, personalized learning, physical education, Reading, English and Language Arts, science, social studies, technology education, and world language. In addition to the content offices, the Offices of Leadership and Professional Development and Accountability, and the Office of Special Education assist and support the development and implementation of system-wide initiatives.

The Division of Curriculum, Instruction, and Assessment provides support and assistance for all instruction in HCPS. CIA staff have been working to ensure all HCPS content guides, materials, and assessments align to the Maryland College and Career Readiness Standards for English, Mathematics, the Next Generation Science Standards for Math, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Specifically, HCPS content supervisors, with support from the Office of Leadership and Professional Development, work to ensure professional learning services are aligned with Learning Forward Standards for professional learning. Professional Learning activities outlined in section 4.0 support teachers, principals, and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

Curriculum guides and resources are the primary tools used by teachers to provide an educational experience for students that:

- Is aligned with national, state, and local educational goals
- Is relevant, authentic, and judged against challenging State academic standards
- Is designed to meet the unique learning needs of all students
- Is appropriately diversified across disciplines and subject areas
- Embodies the common principles of teaching and learning
- Is rigorous, relevant, and promotes and builds student success

Content supervisors utilize countywide professional development days, department chairperson meetings, school-based content professional learning communities, and summer sessions to train teachers regarding the implementation and evaluation of all curricular materials.

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.

Non-public schools were invited to participate along with HCPS in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified by using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consulting meeting. At that meeting, factors affecting funding were discussed, possible programs outlined and discussed as well as questions and comments were addressed. The meeting occurred prior to the development of the Title II program. **(See Attachment A - Equitable Services to Students in Private Schools for documentation i.e., meeting agenda, sign-in sheet, and signed affirmation of consultation.)** During April, May, and early June several non-public schools were again contacted via email and the telephone to encourage their participation in grant-funded activities. Additionally, throughout the school year, as needed, nonpublic schools are contacted via either email and/or telephone to discuss program and funding issues.

Continuing to provide consultation and support, The Office of Organizational Development offers periodic meetings with representatives from the private schools to review on-going professional learning/student needs. Content representatives from HCPS will be on-hand to assist in identification of content-specific professional learning resources.

HCPS has a procedure in place for ensuring prompt resolution of complaints of violations of Title I, Part A. Complaints of violations of Title II, Part A will follow a similar process. The complaint shall be in writing and addressed to the HCPS Director of Organizational Development. All pertinent information will be collected and maintained for tracking purposes. The Director of Organizational Development will respond to the complaint within thirty (30) working days upon receipt of the complaint. Individuals not satisfied with the written decision of the HCPS Director of Organizational Development may appeal the complaint in writing to the HCPS Executive Director of Curriculum, Instruction, and Assessment. The appeal shall be filed in writing and received within fifteen (15) calendar days of the HCPS Director of Organizational Development's decision. The HCPS Executive Director of Curriculum, Instruction, and Assessment will fully investigate the matter and provide a written response to the complainant. Further appeals may be made with the HCPS Superintendent of Schools and then the HCPS Board of Education.

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

Professional development needs of private school teachers and other staff were determined by the administration and staff of individual schools. Formal evaluations, classroom observations, surveys and accreditation requirements were used to determine need. Professional staffs from private schools were informed of designated programs within the HCPS System. Subsequently, they were afforded the opportunity to either participate in the school system's programs or design their own professional development sessions thereby meeting their specific needs. Several non-public school administrators indicated that they identified the staff's professional development needs through surveys.

Each non-public school participating Title II funding develops a proposal and submits a simple plan for using Title II funds based on their needs assessment. In order to determine need, non-public schools used surveys; others used faculty suggestions to determine specific needs. The plans which were reviewed by HCPS Central Office staff will be used to direct the non-public schools' grant related activities.

Provide the names of participating private schools and number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. (Include below or as an attachment)

See Attachment A - Equitable Services to Students in Private Schools for documentation.

Total Amount of Transfers: \$50,081.00

7.0 ASSURANCES- Required

Each application shall include assurances that the local educational agency, or consortium of such agencies, will -

(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

- (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;**
- (ii) have the highest percentages or numbers of children counted under section 1124(c);**
- (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);**
- (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or**
- (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;**

(B) coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

(C) comply with section 8501 (regarding equitable participation by private school children and teachers);

- (i) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable.
- (ii) the LSS expenditures, when providing educational services and other benefits to eligible private school children, their teachers, and other educational personnel serving those children, shall be equal, taking into account the number and educational needs of the children to be served.
- (iii) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, be secular, neutral, and non-ideological.

PRIORITY SCHOOLS PLAN

In the Summer of 2021, HCPS identified seven schools as Priority Schools. These schools are Aberdeen High School, Aberdeen Middle School, Edgewood Middle School, Edgewood High School, Magnolia Middle School, Church Creek Elementary School, and Roye-Williams Elementary School. These schools are not identified as Title I schools in HCPS. Criteria used to determine priority status include percentage of students eligible for Free and Reduced Meals, percentage ELL, percentage Special Education, number of first-year, conditional, and non-tenured teachers, and the percentage of total school staff as non-tenured. Initial analysis and determination of action has focused upon staffing. HCPS utilized several approaches to address the critical need for priority staffing for the 2021-2022 school year. Data analysis has shown that teacher staffing, and retention are critical areas impacting student academic performance.

HCPS Leadership has determined that a root-cause analysis and needs assessment will be completed Fall 2021. HCPS Senior Leadership and appropriate school administration and personnel will engage in the data collection and analysis. Each school principal will be involved in the decision making regarding actionable steps to take to improve teacher and school leader effectiveness at the individual schools. Currently, specific outcomes and activities are not identified. Notations will be made in this document to list potential actions and activities. **This course of action was previously approved by Heather Sauers, MSDE, on October 13, 2021, via phone conversation.**

It is anticipated that Title II-A funds will be used in the following activities. Once the needs assessment and root-cause analysis are complete, HCPS will update this document.

It is anticipated that the completed needs assessment will raise several professional learning needs. HCPS is not making a sweeping decision regarding this professional development but will engage leaders and staff from each of the Priority Schools to determine the course of action.

Anticipated Professional Learning topics:

- Understanding and responding to poverty
- Engaging students
- Trauma and the brain: developmental impact of trauma
- Teaching with empathy
- Students as readers and writers
- Flexible instructional models
- Personal resilience
- Leading through change (school leaders)
- Feedback and observation (school leaders)

Key Professional Learning Criteria:

- Sustained
- Intensive
- Collaborative
- Job-embedded
- Data-driven
- Classroom focused

Potential Consultant/Service Providers:

- [Better Lesson](#)
- [Catapult Learning](#)
- [The Dibble Institute](#)
- [Frank Kros](#)
- [Lisa Westman](#)

- [Shauna King, Transformation Education Institute](#)

Potential Allocation of Funds: \$116,012

Priority School	Number of Teachers	Funding Allocation	% Non-tenured	Funding Allocation	Total Funding Allocation
Aberdeen High School	95	\$8,000	25.26%	\$4,000	\$12,000
Edgewood High School	94	\$8,000	44.68%	\$10,000	\$18,000
Aberdeen Middle School	86	\$6,000	46.51%	\$10,000	\$16,000
Edgewood Middle School	80	\$6,000	55.00%	\$10,000	\$16,000
Magnolia Middle School	62	\$6,000	72.58%	\$15,000	\$21,000
Church Creek Elementary School	44	\$4,000	38.63%	\$5,000	\$9,000
Roye-Williams Elementary School	20	\$3,000	90.0%	\$20,000	\$23,000
Supplemental					\$1012

Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> • anticipated outcomes • implementation plan • intended audience • specific timeline • plan for evaluation 	Cite: <ul style="list-style-type: none"> • the level of evidence • study or studies that support this activity/series • the rationale for your rating 	Total Public School Costs
2.1.1	help all students develop the skills essential for learning readiness and academic success;	Priority School – Teaching with Empathy Personal Resilience		TBD Based upon final plans
2.2.3	use of techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of, mental illness	Priority School – Trauma Informed Practices		TBD Based upon final plans
2.2.4	the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism	Priority School - Poverty		TBD Based upon final plans

2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate)	Priority School – Reading/Writing Flexible Instructional Models Feedback and observation		TBD Based upon final plans
3.1.4	include teacher advancement initiatives to promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, instructional coach, or teacher leader) and pay differentiation.	Priority School – Teacher Leader Professional Development School and National Board Certification Focus		TBD Based upon final plans

ATTACHMENT A

Equitable Services to Students in Private Schools

Affirmation of Consultation

I am an administrator/representative of Harford Day School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 21, 2021, the HCPS System and Harford Day School engaged in consultation about the following federally funded programs for the 2021-2022 school year.

Federal Programs	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2021-2022 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Harford Day School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Ashleigh Wilkes
Ashleigh Wilkes (Jan 21, 2021 14:34 EST)

Signature of Non-Public School Representative

Ashleigh Wilkes

Name (please print)

Jan 21, 2021

Date

410-838-4848

Telephone Number

Affirmation of Consultation

I am an administrator/representative of John Carroll School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 17, 2021, the HCPS System and John Carroll School engaged in consultation about the following federally funded programs for the 2021-2022 school year.

Federal Programs	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2021-2022 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, John Carroll School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Tom Durkin

Tom Durkin (Feb 17, 2021 14:34 EST)

Signature of Non-Public School Representative

Tom Durkin

Name (please print)

Feb 17, 2021

Date

4108388333

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Oak Grove Classical Christian School (now called Grace Classical Academy), a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 17, 2021, the HCPS System and Grace Classical Academy engaged in consultation about the following federally funded programs for the 2021-2022 school year.

<u>Federal Programs</u>	Check each program the <u>consultation has covered</u> ("X")	Check if your school is <u>interested in participating</u> <u>for the 2021-2022 SY</u> ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Grace Classical Academy agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Jacqueline J. Hutcheson
Jacqueline J. Hutcheson (Feb 22, 2021 11:08 EST)

Signature of Non-Public School Representative

Jacqueline J. Hutcheson

Name (please print)

Feb 22, 2021

Date

410-734-6111

Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 17, 2021, the HCPS System and St. Joan of Arc School engaged in consultation about the following federally funded programs for the 2021-2022 school year.

Federal Programs	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2021-2022 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Joan of Arc School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

Feb 17, 2021

Date

Virginia Bahr

Name (please print)

410-272-1387

Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 17, 2021, the HCPS System and St. Margaret School engaged in consultation about the following federally funded programs for the 2021-2022 school year.

Federal Programs	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2021-2022 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Margaret School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Lauren Kimmel
Lauren Kimmel (Feb 17, 2021 14:14 EST)

Signature of Non-Public School Representative

Lauren Kimmel

Name (please print)

Feb 17, 2021

Date

410-879-1113

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 21, 2021, the HCPS System and Trinity Lutheran Christian School engaged in consultation about the following federally funded programs for the 2021-2022 school year.

Federal Programs	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2021-2022 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Cynthia M Chambers
Cynthia M Chambers (Jan 25, 2021 13:49 EST)

Signature of Non-Public School Representative

Jan 25, 2021

Date

Cynthia M Chambers

Name (please print)

1/25/2021

Telephone Number

Signature: Thomas Webber
Thomas Webber (Jan 25, 2021 13:53 EST)

Email: thomas.webber@hcps.org

PROCEDURE TITLE: TITLE 1, PART A – COMPLAINT PROCEDURE		
ADOPTION/EFFECTIVE DATE: JULY 1, 2011	MOST RECENTLY AMENDED:: JUNE 20, 2016	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

HCPS PROCEDURE FOR ENSURING PROMPT RESOLUTION OF COMPLAINTS OF VIOLATIONS OF TITLE 1, PART A

I. Purpose

The purpose of this procedure is to adopt written criteria for the receipt and resolution of complaints alleging violations of Title 1, Part A in the administration of the program.

II. Definitions

1. **Title 1** means 20 U.S. Code section 6311-6339.
2. **Complaint** means a statement which alleges a violation of Title I.

III. Procedures

1. The complaint shall be in writing and addressed to the HCPS Title 1 Supervisor.
 - a. The complaint shall contain the following:
 - The name of the complainant and contact information
 - The nature of the complaint (the specific violation of the administration of the Title 1, Part A program).
2. The HCPS Title 1 Supervisor shall maintain a complaint log. The log shall include the following:
 - a. The name of the complainant
 - b. The receipt date of the complaint
 - c. The log-in number assigned to the complaint for tracking purposes

- d. The name of the staff member to whom the complaint shall be referred (if applicable).
 - e. The date of the response to the complaint.
3. The HCPS Title 1 Supervisor shall respond to the complaint within thirty (30) working days upon receipt of the complaint.
 4. The HCPS Title 1 Supervisor shall maintain a copy of the complaint, log, and response on file in the district office.

Filing an Appeal with HCPS

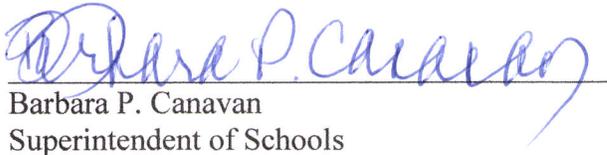
1. Individuals not satisfied with the written decision of the HCPS Title 1 Supervisor or who have not received a reply to their formal complaint within the specified time period may appeal the complaint in writing to the HCPS Executive Director of Curriculum, Instruction and Assessment. The appeal shall be filed in writing and received within fifteen (15) calendar days of the HCPS Title 1 Supervisor's decision or the date when a response was to have been made.
2. The HCPS Executive Director of Curriculum, Instruction and Assessment shall respond to the appeal using a timeline and procedures similar to the procedures followed by the HCPS Title 1 Supervisor including: (a) the option of arranging a hearing within ten (10) business days of receipt of the appeal; and (b) providing a written decision within ten (10) business days following the appeal hearing, if held. When the issue appealed is unusually complicated, an additional twenty (20) business days may be taken by the HCPS Executive Director of Curriculum, Instruction and Assessment in order to fully investigate the matter. Upon reaching a decision, the HCPS Executive Director of Curriculum, Instruction and Assessment shall provide a written response to the complainant.
3. Individuals not satisfied with the written decision of the HCPS Executive Director of Curriculum, Instruction and Assessment may further appeal the complaint to the Superintendent. Once the decision of the HCPS Executive Director of Curriculum, Instruction and Assessment has been received, the appeal shall be filed in writing and received within fifteen (15) calendar days of that decision. The Superintendent shall research and evaluate the appeal and issue a written decision within twenty (20) business days.
4. Individuals not satisfied with the written decision of the Superintendent may further appeal the complaint to the Harford County Board of Education. The appeal shall be filed in writing and received within thirty (30) calendar days of the Superintendent's decision.

Filing a Complaint with the Federal Government

1. Anyone who believes that an educational institution that received federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group. Complainants may file a complaint with the Office of Civil Rights (OCR) online at the following website:
<http://www.ed.gov/ocr/complaintprocess.html>.

Complaint Procedures for Private Schools Participating in Title 1, Part A The Complaint Process for Participation of Private School children is the same process as listed above.

Approved By:


Barbara P. Canavan
Superintendent of Schools


Date

PROCEDURE

Procedure Action Dates					
ACTION		DATE		ACTION DATE	
Adopted	07/01/2011				
Revised	06/20/2016				

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: Brad Palmer	JOB POSITION OF LAST EDITOR/DRAFTER: Supervisor – Title 1, Part A
PERSON RESPONSIBLE: Brad Palmer	JOB POSITION OF PERSON RESPONSIBLE: Supervisor – Title 1, Part A
DESIGNEE NAME: Thomas Webber	DESIGNEE POSITION: Assistant Supervisor – Title 1, Part A
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

Formula to Determine Amount for Title II, Part A Equitable Expenditures

A. Number of Students			
A1: LEA Enrollment	<i>as of:</i>	09/30/20	37,333
A2: Participating Private Schools Enrollment	<i>as of:</i>	09/01/21	2,132
A3: Total Enrollment [A1 + A2]			39,465
B. Title II, Part A Allocation			
B1: Total LEA Allocation			926,931.00
B2: Administrative Costs			0.00
B3: LEA Allocation Minus Admin Costs [B1-B2]			926,931.00
C. Per Pupil Rate			
C1: [B3 / A3]			\$ 23.49
D. Equitable Services			
Amount LEA must reserve for equitable services for private school teachers and other educational personnel [A2 x C1]			50,081.00

Participating Private Schools	Enroll	Allocation
Harford Day	298	7,000.02
John Carroll	720	16,912.80
Grace Classical Acad (Oak Grove)	159	3,734.91
St. Joan of Arc	180	4,228.20
St. Margaret's	548	12,872.52
Trinity	227	5,332.23
Total	2,132	50,081.00

December 11, 2020

Harford Day School
Attn: School Principal
715 Moores Mill Rd
Bel Air, MD 21014

Dear Sir/Madam:

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Supporting Effective Instruction; Title III, Part A: Language Instruction for English Learners and Migrant Students; and Title IV: Student Support and Academic Enrichment Grants. In order to offer your school, the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2022/School Year 2021-2022, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, January 21, 2021
Time: 1:00 p.m. – 2:30 p.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Microsoft Teams Virtual Meeting – Sign-in information forthcoming.

OR

Date: Wednesday, February 17, 2021
Time: 1:00 p.m. – 2:30 p.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Microsoft Teams Virtual Meeting – Sign-in information forthcoming

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Friday, January 15, 2021. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded Every Student Succeeds Act (ESSA) provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

(over)

A letter of this nature cannot begin to describe the scope of the Every Student Succeeds Act (ESSA), Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State’s student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2020-2021 school year, the following elementary schools were eligible for Title I funding:

Bakerfield Elementary	Deerfield Elementary
Edgewood Elementary	George D. Lisby Elementary at Hillsdale
Havre de Grace Elementary	Hall’s Cross Roads Elementary
Magnolia Elementary	Riverside Elementary
William Paca / Old Post Road Elementary	

Any changes to these eligible schools will be announced during these two scheduled meetings.

9. Scheduled consultation sessions with Harford County Public School’s Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2021-2022 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope or email it to: barbara.wieczynski@hcps.org, no later than Friday, January 15, 2021.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Friday, January 15, 2021. **Failure to return this form by Friday, January 15, 2021, indicates that your school does not want to participate in the federal grants program for the 2021-2022 School Year.**

Sincerely,

<i>Chandra Krantz</i>	<i>Mary Beth Stapleton</i>	<i>Jacqueline Tarbert</i>	<i>Thomas Webber</i>
Chandra Krantz Supervisor of English Language Learners and World Language	Mary Beth Stapleton Manager of Family and Community Partnerships	Jacqueline Tarbert Director of Organizational Development	Thomas Webber Assistant Supervisor of Title I

Enclosures

Attachment A

HARFORD COUNTY PUBLIC SCHOOLS
102 S. Hickory Avenue
Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

- Title I income eligible students by grade residing in these attendance areas:

<i>Title I Public Schools*</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
Riverside Elementary							
William Paca/Old Post Road Elementary							
Total							

*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	Testing Criteria / Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2021-2022 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Thursday, January 21, 2021.

_____ Either I or a representative will attend the HCPS meeting on Wednesday, February 17, 2021.

_____ I am unable to attend neither of the two HCPS meetings on Thursday, January 21, 2021 nor Wednesday, February 17, 2021. However, my school plans to participate in federal grants during the 2021-22 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

_____ **Title I, Part A – Improving Basic Programs Operated by LEAs**
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

_____ **Title II, Part A – Supporting Effective Instruction**

_____ **Title III, Part A – Language Instruction for English Learners and Migrant Students**

_____ **Title IV, Part A – Student Support and Academic Enrichment Grants**

_____ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

_____ I decline participation in all federal grant programs during the 2021-2022 school year.

Please return this form to, in the enclosed self-addressed stamped envelope to Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349 or email it to her at: barbara.wieczynski@hcps.org

Failure to return this form by Friday, January 15, 2021, indicates that your school does not want to participate in the federal grants program for the 2021-2022 School Year.

FEDERAL EDUCATION PROGRAMS MEETING

Thursday, January 21, 2021

1:00 p.m. - 2:30 p.m.

Harford County Public Schools

AGENDA

Welcome/Introductions	Thomas Webber
Discussions:	
Title I, Part A	Thomas Webber
Title II, Part A	Jackie Tarbert
Title III, Part A	Chandra Krantz
Title IV, Part A	Mary Beth Stapleton
Questions	All participants
Adjournment	

Sign-in

Name	Position	Signature
Cynthia Chambers	Trinity Lutheran Christian School	VIA MS Teams
Lori Gohlinghorst	HCPS - Administrative Support Specialist - Professional Development • Curriculum	VIA MS Teams
Chandra Krantz	HCPS - Supervisor of English Language Learning and World Languages Programs	VIA MS Teams
Mary Beth Stapleton	HCPS - Manager of Family and Community Partnerships	VIA MS Teams
Jackie Tarbert	HCPS - Director of Organizational Development and Continuous Learning	VIA MS Teams
Thomas Webber	HCPS - Assistant Supervisor of Title I	VIA MS Teams
Ashleigh Wilkes	Harford Day School	VIA MS Teams

Title IIA

January 2021
February 2021



HARRIS COUNTY

1

Purpose of Title IIA

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

HARRIS COUNTY

2

Components of the Application

Application should include:

- Needs assessment
- Planned/allowable activities to improve educator practices related to student needs
- Justification of activities as related to student needs
- Evaluation plan

HARRIS COUNTY

3

Needs Assessment Components

1) Identify data sources. Suggested data sources to consider:

- Student assessment data (ie- What sources/tools are you using to measure student success?)
- Student behavior data (ie- How many referrals are administered yearly? What are the common offences?)
- Survey findings (ie- How do you seek input from your stakeholders?)
- Certification data (ie- How many teachers are teaching outside of their area of certification?)
- Teacher evaluation data (ie- What sources/tools are you using to measure teacher effectiveness?)
- Paraprofessional evaluation data (ie- What sources/tools are you using to measure paraprofessional effectiveness?)
- Other relevant data sources (ie- walkthroughs, personal observations, parent-teacher conferences)

4

Needs Assessment Components

2) Review and analyze available and relevant data sources. Look for:

- Areas of low performance
- Gaps in support of instructional staff
- Equity gaps in student performance
- Spikes in behavioral data
- Over-representation of specific student groups in behavioral reports

5

Needs Assessment Components

3) Identify and prioritize student needs

- Review the gaps and challenges identified in step 2 and determine the root-cause of the issue.
- What is the related student-need?
- Which needs are the most significant and/or urgent for student-success?

6

Needs Assessment Components

- 4) Identify the professional knowledge and skills needed to address the prioritized student needs
- What knowledge and skills do administrators, teachers, paraprofessionals, parents and/or other educational support staff need in order to effectively address the prioritized student needs?

7

Non-Public Allowable Activities

Basically the same as LEA allowable activities, with a few exceptions.

- Cannot be used for class-size reduction
- Must be aligned to student need
- Must be secular in nature. Conference can be religiously affiliated, by LSS may only reimburse for the percentage of the conference that is secular
- Activities related to certification are allowable if a teacher is uncertified
- Dual certification and promotional opportunities are not allowable unless a shortage can be demonstrated through data

8

SUMMARY OF NEEDS ASSESSMENT

The non-public entity is not required to provide written responses to all items in the list. The non-public entity should provide a summary of needs assessment findings by completing the chart.

Prioritized Student Learning Needs	Professional Knowledge and Skills Needed	Supporting Data
Priority 1-		
Priority 2-		
Priority 3-		

9

Professional Development Plan

Professional Knowledge and Skills for EACH Priority:

Prioritized Student Learning Needs	Professional Knowledge and Skills Needed	Supporting Data
Priority 1-		
Priority 2-		
Priority 3-		

10

Professional Development Plan

Activity 1.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

11

Evaluation Report

Report on the intended outcomes of the activities planned in Part III. Level one is required. Additional details on any of the remaining four levels is encouraged. Conferences must be evaluated on levels 1-4.

Activity 1.1	
Activity Title:	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
Additional Notes or Comments:	

12

Support

- Lori will schedule meetings with HCPS Content Offices at the request of non-public POC
- Technical assistance is available to help with any parts of Needs Assessment/PD Plan/ or Evaluation Report

13

Timelines

Funding Allotments and Timeline for Spending

- Lori or Joyce will send allotments to POC
- Monies to spend by 12/31/2020 and 6/30/2021

Needs Assessment Summary and PD Plans

- Monies to spend by 6/30/2021 – Needs assessment and PD plans sent to Lori Gohlinghorst by 1/29/2021
- Monies to spend by 6/30/2022 – Needs assessment and PD plans sent to Lori Gohlinghorst by 10/01/21

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TITLE IIA, FY ____
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Please complete this worksheet to indicate how you intend to use your Title IIA funds. Remember that Title IIA funds are to be used for “evidence-based” professional development only. Any expenditures for materials or contracted services are to be used for administrators, teachers, paraprofessionals and/or other educational support staff, **not** students or school expenses.

Initial Draft of this form must be sent to: _____ by _____
 Final approved form must be signed and returned to: _____ by _____
 Grant funds are available from: _____ to _____
 Evaluation Report must be signed and returned to: _____ by _____

Please note: According to Federal Law, the Local Education Agency (LEA) does not disseminate funds to non-public schools. As fiscal agent of Title II-A funds, the LEA is responsible for procuring, negotiating, and executing all contracts and services in a timely fashion and in accordance with the requirements of Title II-A. After verifying that a needs assessment has been conducted and planned professional development programs, activities, and services are allowable under Title II-A, the LEA expends funds on behalf of the non-public school. An LEA may not distribute funds directly to a non-public school (ESEA Section 8501).

Part I - School Information

School Name	
School Official/Primary Contact <i>(Name and Title)</i>	
Email Address <i>School Official/Primary Contact</i>	
Telephone Number <i>School Official/Primary Contact</i>	
Additional/Secondary Contact <i>(Name and Title)</i>	
Email Address <i>School Official/Secondary Contact</i>	
Telephone Number <i>Additional/Secondary Contact</i>	

Total Allocation Amount _____ **FY** _____

I, _____ (Non-Public Official) assure that any materials or contracted services described in this plan are for administrators, teachers, paraprofessionals, and/or other educational support staff, **not** students and will ensure that any program, services, or activities will follow the approved plan unless a modification/amendment has been agreed upon by me and the LEA Title II-A Grant Coordinator.

(Non-Public Official Signature)

(Date)

(LEA Official Signature)

(Date)

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Part II – Needs Assessment

Below are recommended considerations when conducting a needs assessment. The non-public entity is not required to provide written responses to all items in the list. The non-public entity should provide a summary of needs assessment findings by completing the chart at the bottom of the page.

1) Identify data sources. Suggested data sources to consider:

- Student assessment data (ie- What sources/tools are you using to measure student success?)
- Student behavior data (ie- How many referrals are administered yearly? What are the common offences?)
- Survey findings (ie- How do you seek input from your stakeholders?)
- Certification data (ie- How many teachers are teaching outside of their area of certification?)
- Teacher evaluation data (ie- What sources/tools are you using to measure teacher effectiveness?)
- Paraprofessional evaluation data (ie- What sources/tools are you using to measure paraprofessional effectiveness?)
- Other relevant data sources (ie- walkthroughs, personal observations, parent-teacher conferences)

2) Review and analyze available and relevant data sources. Look for:

- Areas of low performance
- Gaps in support of instructional staff
- Equity gaps in student performance
- Spikes in behavioral data
- Over-representation of specific student groups in behavioral reports

3) Identify and prioritize student needs

- Review the gaps and challenges identified in step 2 and determine the root-cause of the issue.
- What is the related student-need?
- Which needs are the most significant and/or urgent for student-success?

4) Identify the professional knowledge and skills needed to address the prioritized student needs

- What knowledge and skills do administrators, teachers, paraprofessionals, parents and/or other educational support staff need in order to effectively address the prioritized student needs?

Prioritized Student Learning Needs	Professional Knowledge and Skills Needed	Supporting Data
Priority 1-		
Priority 2-		
Priority 3-		

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Part III – Professional Development Plan

Professional Knowledge and Skills for Priority 1:

Activity 1.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

Activity 1.2		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Professional Knowledge and Skills for Priority 2:

Activity 2.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

Activity 2.2		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Professional Knowledge and Skills for Priority 3:

Activity 3.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

Activity 3.2		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Part IV- Evaluation Report

Use this space to report on the intended outcomes of the activities planned in Part III. Level one is required. Additional details on any of the remaining four levels is encouraged. Conferences must be evaluated on levels 1-4.

Evaluation Report must be signed and returned to: _____ by _____

This evaluation is being submitted by:

(Non-Public Official Signature)

(Date)

Activity 1.1	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

Activity 1.2	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Activity 2.1	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

Activity 2.2	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Activity 3.1	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

Activity 3.2	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

ALLOWABLE ACTIVITIES

Strategies and Activities to Improve the Quality of the Teaching Force
<p>1. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <ul style="list-style-type: none"> <i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach; <i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through: <ul style="list-style-type: none"> (1) effective instructional strategies, methods, and skills; (2) The use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a) (3) (A)].
<p>2. Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> 2.1 Involve collaborative groups of teachers and administrators; 2.2 Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; 2.3 Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; 2.4 Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and 2.5 Provide training on how to use data and assessments to improve classroom practice and student learning. [Section 2123(a) (3) (B)].
<p>3. Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders. [Section 2123(a) (6)].</p>

PROFESSIONAL DEVELOPMENT - The term ‘professional development’ -

- (A) includes activities that -
 - (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
 - (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 - (iv) improve classroom management skills;
 - (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and (II) are not 1-day or short-term workshops or conferences;
 - (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

- (vii) advance teacher understanding of effective instructional strategies that are
 - (I) based on scientifically based research (except that this sub-clause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
 - (viii) are aligned with and directly related to -
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in sub-clause (I) except that this sub-clause shall not apply to activities described in clauses (ii) and (iii) of Section 2123(3) (B);
 - (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
 - (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 - (xiii) provide instruction in methods of teaching children with special needs;
 - (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
 - (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that -
- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

Contacts for Federal Programs

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Thomas Webber (410) 809-6062 Thomas.Webber@hcps.org

Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Jackie Tarbert (410) 273-5621 Jacqueline.Tarbert@hcps.org

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Chandra Krantz (410) 588-5218 Chandra.Krantz@hcps.org

Title IV, Part A: Student Support and Academic Enrichment

Mary Beth Stapleton (410) 588-5263 MaryBeth.Stapleton@hcps.org

FEDERAL EDUCATION PROGRAMS MEETING

Wednesday, February 17, 2021

1:00 p.m. - 2:30 p.m.

Harford County Public Schools

AGENDA

Welcome/Introductions	Thomas Webber
Discussions:	
Title I, Part A	Thomas Webber
Title II, Part A	Jackie Tarbert
Title III, Part A	Chandra Krantz
Title IV, Part A	Mary Beth Stapleton
Questions	All participants
Adjournment	

Sign-in

Name	Position	Signature
Danica Attanasio	John Carroll School, Institutional Advancement	VIA MS Teams
Virginia Bahr	St. Joan of Arc School, Principal	VIA MS Teams
Tom Durkin	John Carroll School, Principal	VIA MS Teams
Lori Gohlinghorst	HCPS - Administrative Support Specialist - Professional Development • Curriculum	VIA MS Teams
Jacqueline Hutcheson	Grace Classical Academy (formerly Oak Grove) Administrator	VIA MS Teams
Lauren Kimmel	St. Margaret School, Assistant Principal	VIA MS Teams
Chandra Krantz	HCPS - Supervisor of English Language Learning and World Languages Programs	VIA MS Teams
Linda Nitchie	John Carroll School, Institutional Advancement	VIA MS Teams
Mary Beth Stapleton	HCPS - Manager of Family and Community Partnerships	VIA MS Teams
Jackie Tarbert	HCPS - Director of Organizational Development and Continuous Learning	VIA MS Teams
Tracey Tokarski	St. Joan of Arc School, Assistant Principal	VIA MS Teams
Thomas Webber	HCPS - Assistant Supervisor of Title I	VIA MS Teams

Appendix E

Title III, Part A Grant Application
English Language Acquisition, Language Enhancement,
and Academic Achievement



Office of English Learners/Title III

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System:	Fiscal Year 2022
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EDUCATIONAL EQUITY

Maryland’s Educational Equity COMAR regulations require public school systems to provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student’s academic success and social/emotional well-being. Consider collaborating with your equity point of contact when developing and writing the application. It is important to reflect on the following:

1. Analysis of disaggregated data within the EL population (i.e., race, gender, home language, etc.)
2. Application of an equity lens in choosing activities of supplementary language development, professional learning, supplementary instructional materials, etc.

***SUPPLEMENT, NOT SUPPLANT [Sec. 3115(g)]:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

A. REQUIRED ACTIVITIES [Sec. 3115(c)]: An eligible entity receiving funds under section 3114(a) **MUST** use the funds in the required activities before spending funds in the authorized activities.

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [Sec. 3115(c)(1)]			
Required Activities	Descriptions	Public School Costs	Private School Costs
	Please address each item (a-c) in your required activity descriptions. <ol style="list-style-type: none"> a) Outcomes and brief description of the services <u>including evidence level when appropriate</u> b) Timelines or target dates c) Services to private schools 		
1.1. Improving the English language proficiency and academic achievement of ELs [Sec. 3115(c)(1)].	ACTIVITY 1 <ol style="list-style-type: none"> a) Continue to provide additional academic and content supplemental tutorial services to Els in grades K-12 in Reading/Language Arts, Math, Social Studies, and Science with emphasis on language 	ACT.1 \$21,982	ACT. 1

	<p>acquisition and use to ultimately increase their proficiency in Reading, Writing, Listening, and Speaking as well as content area achievement. This tutoring may occur during, before or after school based upon the students' needs.</p> <p>b) 9/30/2021 – 9/30/2023</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p> <p>ACTIVITY 2</p> <p>a) Continue to provide supplemental Learning A-Z site bundle plus enhanced Reading Solutions educational software for ELs in grades K-12 to increase their reading, writing, listening, and speaking proficiency levels. This will reflect 18 licenses.</p> <p>b) 9/30/2021-9/30/2022 and 9/30/2022-9/30/2023</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p> <p>ACTIVITY 3</p> <p>a) Provide a summer learning experience for ELs in grades K-12. This 20-day learning experience will include meaningful authentic experiences focused on English language development and building academic skills in Reading/Language Arts, Math, Science, Social Studies via multiple modalities of instruction including problem-based learning, project development, written content, listening content and continued verbal interaction with community/business partners. Teachers will plan for and deliver instruction that will help students to maintain and enhance their English language</p>	<p>ACT.2</p> <p>\$7,344</p> <p>ACT. 3</p> <p>\$56,603</p>	<p>ACT. 2</p> <p>ACT.3</p>
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	<p>proficiency. All instruction will be grounded in the SIOP framework. Individual school supplies to complete activities related to camp theme as well as material and supplies for student activities, performances and projects will be supplied for each individual student by the camp. The summer program will take place in an HCPS setting.</p> <p>b) 6/1/22-8/31/2022 and 6/1/2023-8/1/2023</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p>		
<p>2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [Sec. 3115(c)(2)]</p>			
<p>Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [Sec. 3115(c)(2)(D)].</p>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [Sec. 3115(c)(2)(A)].</p>	<p>ACTIVITY 1</p> <p>a) Send ELL teacher representation (10) to the WIDA E-Conference. This is a virtual conference where participants will gather information and resources that will support EL students, EL families and their teachers using the WIDA Framework and standards to enhance instruction. Ten teachers (1/2 of the total department) will represent our staff. Teachers will self-select, by region and level, their participation in order to guarantee an appropriate cross-section of representation from a variety of perspectives as well as our Welcome Center department members. Upon return, they will share their new findings and current information during our department meetings throughout the school year.</p>	<p>ACT.1</p> <p>\$4,000</p>	<p>ACT.1</p>

	<p>b) October 2021 and October 2022</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p>		
<p>2.2 Providing for professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs [Sec. 3115(c)(2)(B)].</p>	<p>ACTIVITY 1</p> <p>a) Provide (2) EL teachers the opportunity to attend in-person professional training to earn their certificate to be a SIOP Trainer of Trainers. This training will increase their knowledge and understanding of SIOP instructional strategies and techniques for making content more accessible for to ELs. The integration of oral and written English language instruction into the content areas supports Evidence Level I as indicated by What Works Clearinghouse in their Practice Guide for <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> retrieved from: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</p> <p>Participants will become versed in how to train colleagues so that professional development can be provided to school sites in greater fashion.</p> <p>b) 8/1/2022-6/30/2023</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p>	<p>ACT.1</p> <p>\$4,933</p>	<p>ACT.1</p>
<p>2.3 Providing for professional development effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and</p>	<p>a)</p> <p>b)</p> <p>c)</p>		

teaching skills of teachers of ELs [Sec. 3115(c)(2)(C)].			
3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [Sec. 3115 (c)(3)]			
3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [Sec. 3115(c)(3)].	<p>ACTIVITY 1</p> <p>a) Provide regional EL Nights (students and parents) led by staff throughout the school year to assist with school policies, procedures, expectations and HCPS North Star (the HCPS student academic model that links dual enrollment/CTE opportunities, rigor, choice and diversified content throughout the students' academic trajectory).Information will be shared regarding WIDA, ESSA, MD College and Career Readiness Standards, and This will enable parents/families to help to support their students' academic progress as well as the proficiency with English literacy. Light refreshments will be provided for these events. Outreach flyers, sign-in sheets, agendas, and participant feedback will be collected to document participation.</p> <p>b) 9/2021-6/2022 and 9/2022-6/2023</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p>	ACT.1 \$1501	ACT.1

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System:	Fiscal Year 2022
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EDUCATIONAL EQUITY

Maryland’s Educational Equity COMAR regulations require public school systems to provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student’s academic success and social/emotional well-being. Consider collaborating with your equity point of contact when developing and writing the application. It is important to reflect on the following:

1. Analysis of disaggregated data within the EL population (i.e., race, gender, home language, etc.)
2. Application of an equity lens in choosing activities of supplementary language development, professional learning, supplementary instructional materials, etc.

***SUPPLEMENT, NOT SUPPLANT [Sec. 3115(g)]:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

B. AUTHORIZED ACTIVITIES [Sec. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [Sec. 3115(a)]			
Authorized Activities	Descriptions	Public School Costs	Private School Costs
	Please address each item (a-c) in your authorized activity descriptions. <ol style="list-style-type: none"> a) Outcomes and brief description of the services <u>including evidence level when appropriate</u> b) Timelines or target dates c) Services to private schools 		
4.1 Upgrading program objectives and effective instructional strategies [Sec. 3115(d)(1)].	<ol style="list-style-type: none"> a) b) c) 		

<p>4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].</p>	<p>a) b) c)</p>		
<p>4.3 Providing to ELs tutorials and academic or career and technical education [Sec. 3115(d)(3)(A)].</p>	<p>a) b) c)</p>		
<p>4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services [Sec. 3115(d)(4)].</p>	<p>a) b) c)</p>		
<p>4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [Sec. 3115(d)(7)].</p>	<p>a) b) c)</p>		
<p>4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs</p>	<p>a) b)</p>		

achieve success in postsecondary education [Sec. 3115(d)(8)].	c)		
5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [Sec. 3115(d)(6)].			
5.1 Providing programs to improve the English language skills of ELs [Sec. 3115(d)(6)(A)].	a) b) c)		
5.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [Sec. 3115(d)(6)(B)].	a) b) c)		
6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i> [Sec. 3115(d)(9)].			
6.1 Carrying out other activities that are consistent with the purposes of this section [Sec. 3115(d)(9)].	a) b) c)		

C. ADMINISTRATIVE EXPENSES [Sec. 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

7. Administrative Expenses		Public School Costs
7.1 Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%.		

D. INDIRECT COSTS: To calculate the indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

8. Indirect Costs		Public School Costs
8.1 Costs associated with compensation for grant coordinators and their clerical support, such as accounting, auditing, budgeting disbursement services, management information systems, and purchasing. If indirect costs are charged, use the approved local school system indirect cost rate to calculate.	<p>The approved indirect cost rate for FY21 is 2.61%.</p> <p>HCPS has no amounts budgeted for equipment, contracts > \$25,000 or transfers, therefore the calculation for budgeted indirect costs is as follows:</p> $(\$98,878 \times .0261) / 1.0261 = \$2,515$	\$2,515

Total Title III, Part A English Language Acquisition Grant Amount: \$ 98,878.00

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System:

Fiscal Year 2022

E. EQUITABLE SERVICES TO ENGLISH LEARNERS IN PRIVATE SCHOOLS:

Services and other benefits to private school students must be secular, neutral, and non-ideological [Sec. 8501(a)(2)], must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel [Sec. 8501(a)(3)(A)]. To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools [Sec. 8501(a)(3)(B)].

1. **All school systems must** submit the following documents in Appendix H.
 - Consultation timeline
 - Signed Affirmation of Consultation Forms
 - Complaint procedures/dispute resolution process for covered programs under ESSA
2. Describe below the school system's process to invite private schools to the initial meeting, and on-going consultation meetings [Sec. 8501(c)(1)(3)].

Non-public schools were invited to participate along with HCPS in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified by using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consulting meeting. At that meeting, factors affecting funding were discussed, possible programs outlined and discussed as well as questions and comments were addressed. The meeting was held prior to the development of the Title III program.

Complete numbers 3 to 5 if services are provided to ELs in private schools.

3. Provide the total allocation amount for Title III services in private schools below and in Appendix H [Sec. 8501 (a)(4)(C)].

Total allocation amount for private schools: \$0.00

4. Describe below the school system's process for providing equitable services to students in private schools [Sec. 8501(c)].

- a. How services, location of services, and grade levels or areas of services for students and teachers were decided and agreed upon.

The basis for determining the needs of private school EIs and their teachers; and English language acquisition, language enhancement and academic achievement needs of private school teachers and other staff are determined by the administration and staff to individual schools in conjunction with representatives of Harford County Public Schools ELL staff. Professional staffs from private schools were informed of the designated programs with the HCPS system. Subsequently, they were afforded the opportunity to either participate in the school system's programs or design their own sessions thereby meeting their specific needs. Each non-public school participating in Title III funding meets with Harford County Public Schools ELL Office staff to determine specific needs.

- b. How services were monitored.

Sign-in sheets document participation.

5. Each local school system (LSS) shall provide assurances that it complies with the section 8501 regarding equitable services for private school students and teachers:
- (a) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable under section 8501(d)(1);
 - (b) the LSS expenditures, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
 - (c) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

Title III Budget Narrative

Category # – Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.1						
203-205 – 02 Special Prog.	01-Salaries & Wages	Content Supplemental Tutorial Services	\$24.13/hour x 40 weeks x 21 hours/week	20,269		20,269
212 Fixed Charges	04 Other Charges	FICA at 7.65% & Workers Comp. at 0.79%	8.45%	1713		1713
203-205 – 02 Special Prog.	02-Contract Services	Learning A-Z site bundle plus Enhanced ELL Reading Solutions	18 teacher accounts x \$408/account	7,344		7,344
203-205 – 02 Special Prog.	01-Salaries & Wages	Summer Learning Experiences for ELs Teacher Salaries	10 teachers x 4 hours/day x 20 days x 100% rate (estimated at \$50/hour)	40,000		40,000
212 Fixed Charges	04-Other Charges	FICA at 7.65% & Workers Comp. at 0.79%	8.45%	3,380		3,380
203-205 – 02 Special Prog.	01-Salaries & Wages	Summer Learning Experiences for ELs Teacher Planning	10 teachers x 1 hours/day x 20 days x 100% rate (estimated at \$25/hour)	5,000		5,000
212 Fixed Charges	04-Other Charges	FICA at 7.65% & Workers Comp. at 0.79%	8.45%	423		423
203-205-02 Special Prog.	03-Supplies & Materials	Summer Learning Experiences for ELs (Ex. Project Bundled Supplies, Individual School Materials, Activity Books, Portfolio Supplies, Leveled Texts, etc.- Dependent upon camp-wide theme)	\$52 per student x 150 students	7,800		7,800
				Total:		\$85,929

Activity 2.1						
203-205 – 09 Instruction Staff Dev.	04-Other Charges	WIDA E- Conference Registration	10 teachers x 200/teacher x (2) years of offerings	4,000		4,000
				Total:		\$4,000
Activity 2.2						
203-205 – 09 Instruction Staff Dev.	02-Contract Services	SIOP TOT Foundation – CAL workshop Registration	2 teachers x \$1,300/teacher	2,600		2,600
203-205 – 09 Instruction Staff Dev.	01-Salaries & Wages	Payment to participants for attending SIOP TOT Foundation	\$25/hour x 27 hours x 2 teachers	1,350		1,350
212 Fixed Charges	04-Other Charges	FICA at 7.65% and Workers Comp. at 0.79%	8.45%	114		114
203-205 – 09 Instruction Staff Dev.	04-Other Charges	Payment for participants expenses: hotel, travel, food	Hotel-\$647 Mileage/Tolls - \$72.00 Food Allowance - \$25/day x 2 teachers x 3 days - \$150.00	869		869
				Total:		\$4,933
Activity 3.1						
203-205-02 Special Prog.	03-Supplies & Materials	Light refreshments for ELL Parent/Student Nights	\$25/offering x 4 offerings x (2) school years	200		200
203-205-02 Special Prog.	01-Salaries & Wages	Payment to HCPS ELL teachers for facilitating Parent/Student Nights	\$25/hour x 2 hours x 3 teachers x 4 offerings x (2) school years	1,200		1200
212 Fixed Charges	04-Other Charges	FICA at 7.65% & Workers Comp at 0.79%	8.45%	101		101
				Total:		1,501

Activity 8.1

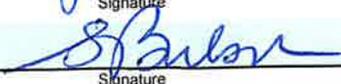
202 – 22 Business Support	08-Transfer	Indirect costs = (total grant award less equipment, transfers, passthrough funds, sub-awards above \$25,000 x indirect cost rate) / 1 + indirect cost rate.	The approved indirect cost rate for HCPS for FY22 is 2.61%. HCPS does not have any budgeted amounts for equipment, transfers, passthrough funds, or sub- awards above \$25,000. Therefore the calculation of indirect costs is (\$98,878 *.0261) / 1.0261 = \$2,515	2,515		2,515
				Total:		\$2,515

Total Title III Grant:\$ 98,878

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$98,878.00	AMENDED BUDGET #	00	REQUEST DATE	09/01/21
GRANT NAME	Title III, Part A - English Language Acquisition, Language Enhance, and Academic Achieve.	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	220677	RECIPIENT GRANT #	22872		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	6942	GRANT PERIOD	07/01/21	TO	09/30/23

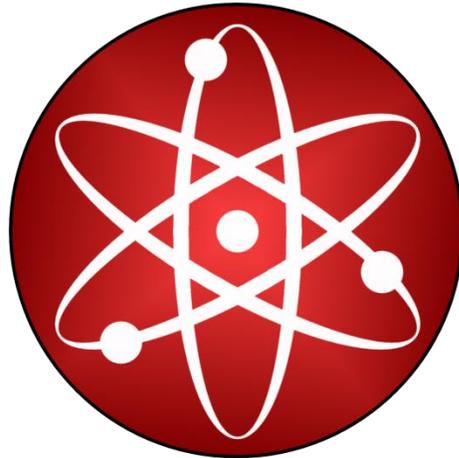
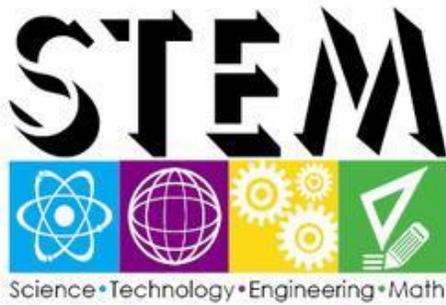
CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						2,515.00	2,515.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	66,469.00	7,344.00	8,000.00				81,813.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,350.00	2,600.00		4,869.00			8,819.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							
212 Fixed Charges				5,731.00			5,731.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	67,819.00	9,944.00	8,000.00	10,600.00	0.00	2,515.00	98,878.00

Finance Official Approval	<u>Jennifer Birkelien</u>		09/01/21	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Sean W. Bulson</u>		09/01/21	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Appendix F: FY 2022 (July 1, 2021 – June 30, 2023)

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): <u>Harford County Public Schools</u> Grant Year: <u>FY 2022</u> (use drop down)
Title IV-A Point of Contact: <u>Rolandé White</u>
Telephone: <u>410-588-5213</u> E-mail: <u>Roclande.White@hcps.org</u>



**Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants**

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): <u>Harford County Public Schools</u> (use drop down)	Grant Year: FY 2022
Title IV-A Point of Contact: <u>Roclandé White</u>	
Telephone: <u>410-588-5213</u>	E-mail: <u>Roclande.White@hcps.org</u>
Title IV, Part A Application: Overview	
<ul style="list-style-type: none">• Data Profile (Data should be part of the needs assessment to identify local priorities.)• Identified needs through a needs assessment• Developed through an equity lens as required by the Educational Equity regulation, COMAR 13A.016 to ensure each program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized groups. <p>1.0: Consultation (Required) 2.0: Administrative Costs (Allowable) 3.0: Needs Assessment (Required) 4.0: Activities to Support Well-Rounded Educational Opportunities (Required) 5.0: Activities to Support Safe and Healthy Students (Required) 6.0: Activities to Support the Effective Use of Technology (Required) 7.0: Equitable Services (Required) 8.0: Assurances (Required) 9.0: Internet Safety (Required) 10.0: Budget Narrative</p>	
The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:	
<ol style="list-style-type: none">1) provide all students with access to a well-rounded education;2) improve school conditions for student learning; and3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.	

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment that includes the school system's process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity, including those that support educational equity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

Consultation: In developing the application an LEA will:

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A and support educational equity;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Harford County Public Schools</u> (use drop down)	Grant Year: FY 2022
1.0 CONSULTATION - Required	
Please provide a description of how the LEA <i>meaningfully consulted</i> with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).	
<u>District Level Consultation</u>	
<p>Harford County Public Schools (HCPS) is a diverse district serving just over 38,000 students in 34 elementary schools, nine middle schools, nine high schools, one technical/vocational high school, a school for students with disabilities, and an alternative education school/ blended learning school <i>Swan Creek</i>.</p> <p>The Harford County Board of Education (BOE) continues making strides in their way of doing business and customer service using their district approved Strategic Plan aligned with the HCPS Local ESSA Consolidated State Strategic Plan (LECS Plan) as a guide. The BOE is comprised of business and community leaders, parents, and student leaders representing Harford County. This plan was created in consultation with parents, teachers, school leaders, and other key community stakeholders¹.</p> <p>HCPS created and disseminated a survey to stakeholders referencing Title IV A, asking for feedback on community needs and how to best use Title IV funding to support students' academic and social emotional progress. The findings indicate that most stakeholders agreed that interventions and supports ranked extremely important. The interventions and supports that are most important to stakeholders are: supplemental programming such as summer and after school programs, mental health services, technology access, and school health/safety. Link to the form is here: Every Student Succeeds Act (ESSA) Title IV: Community Needs Assessment Survey (office.com)</p> <p>Vision:</p> <p>We will inspire and prepare each student to achieve success in college and career.</p> <p><u>Mission:</u></p> <p>Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.</p>	

¹ Each year, the HCPS Superintendent requests feedback from community members and parents regarding budget priorities. In future planning, the process will include specific information requests on the use of Title IV A funding.

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Core Values:

- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.

Long Term Goals:

Goal 1: Prepare every student for success in postsecondary education and career.

Goal 2: Engage families and the community to be partners in the education of our students.

Goal 3: Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.

Goal 4: Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.

We believe the Continuity of Learning Plan (COL) and other district strategic plans guide our practice and is the foundation for continuous systemic growth and achievement. Our core values are constant, non-negotiable, and reflect our systemic beliefs. The plan is reviewed annually by the Board of Education of Harford County. The components of the plan will be reflected in the Harford County Local ESSA Consolidated State Strategic Plan, the Board of Education Budget, and the respective School Performance and Achievement Plans.

North Star

In addition to ensuring that schools are meeting or exceeding state standards on the Maryland Accountability framework, Superintendent Sean Bulson implemented the North Star initiative. North Star's goal is that Harford County Public Schools North Star graduates are academically and personally successful as a reader, writer, and a problem solver who is healthy and employable. To that end, North Star is designed to ensure that all HCPS graduates are proficient or advanced in reading and writing, critical problem solvers, emotionally and physically healthy, and employable. HCPS will be setting milestone measures at each grade band to ensure that a student is on track to be a North Star graduate and that "everybody stands" at graduation. These milestone measures will set baseline data for all 54 schools and the district to establish targets for future years. It is the intention of this pathway that all future graduates will leave HCPS with enrollment in at least one Advanced Placement or International Baccalaureate course, completed at least one credit-bearing college course, or earned a technical certification in a specialized program. North Star Committees representing leadership from HCPS and Harford Community College are unpacking the data and determining the story behind the reasons why some students do not participate in AP, IB, college courses and/or technical certification programs. Leaders from both Harford County Public Schools and Harford Community College are pointing to the need to increase preparation and access for English Language learners, students with special needs and students living in higher poverty communities and neighborhoods.

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

COVID-19 Recovery Planning and Return to In-Person Learning

Since March of 2020, HCPS has been in recovery mode to meet the challenges and barriers that COVID-19 made more evident. Utilizing responses from a July 2021 district needs assessment survey for the 2021-2022 school year, it has helped to inform decisions on what learning will look like this school year. The findings indicate that most families in the district feel virtual learning is moderately important to them, but interventions and supports ranked extremely important. The interventions and supports that are most important to stakeholders are: supplemental programming such as summer and after school programs, mental health services, technology access, and school health/safety.

To mitigate some of the concerns, beginning September 8, 2021, HCPS families will have two program options for PreK - 12 students: Option A, In-Person Classroom Learning, and Option B, Swan Creek School Blended Virtual eLearning Program. These strategies combined with Title IV funding will work to lessen the family-perceived barriers to their child's academic success in HCPS.

Key Foundations

In response to this needs assessment, the foundation of all planning and allocation of resources moving forward, including Title IV Part A, is the commitment on the part of HCPS that the following four key elements are fully addressed: 1 Equity: Assure a strategic focus on equity within each planning element and consistently evaluate progress toward equitable outcomes. 2 Special Student Populations: Provide intentional supports and plans for meeting student learning needs for targeted student populations and continue seeking ways to incrementally provide additional in-person experiences, particularly for our students with the greatest learning needs. 3 Technology, Curriculum, and Professional Learning: Provide specific, ongoing support for staff, students, and families in the use of new devices, enhanced curriculum resources, and instructional pedagogy. 4 Stakeholder Input² : Provide multiple opportunities for stakeholders (students, staff, families, community members) to provide input throughout the planning process.

Recovery Teams

Due to the evolving and changing learning environment this school year, HCPS has retained some of the recovery teams that were instituted in SY 2020-2021 to plan around COVID-19 efforts. These teams have been comprised of HCPS staff, community members, parents, and other key stakeholders. These teams, listed below, meet regularly to work through the different stages of this school year. These teams work collaboratively to seek input from various stakeholders in a variety of means such as direct feedback and surveys. The teams include:

- Blended Learning Swan Creek Learning Team
- North Star Initiative Team
- Continuity of Learning Advisory Group

Community Support

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Throughout the Pandemic, numerous community agencies have come together to address the needs of families in Harford County. Ongoing planning meetings designed to address food and child care access included representatives from Healthy Harford, the United Way, the Harford County Local Management Board, under the direction of Office of Community Services, the Health Department, Upper Chesapeake Health, State's Attorney's Office, Sherriff's Office, Harford Community College, Public Library, Faith Communities, Social Services, Local Non-Profits, Local political leaders, parents, and students. Since March 2020, the groups have been meeting to assess families' immediate needs and work together to ensure all families, including our most vulnerable families have access to services. As we move into the latest phase of the Pandemic our supports have progressed as well.

Supports for Well-Rounded Education:

In addition to ongoing central office and school-based administrator review of indicators, there are numerous Harford County community-based organizations and government partners working together to assess needs and implement strategies to ensure youth and young adults are being prepared for life after secondary school. The Local Management Board (LMB) has indicated that over the past youth unemployment rates for Harford County have exceeded the state average². All stakeholders are in agreement that alignment of resources, including Title IV, and support youth and young adult employment be a priority.

Percentage of 16-24 Year Olds in Labor Force, by Calendar Year					
	2012	2013	2014	2015	2016
Harford County Total	67.2%	66.7%	66.5%	66.2%	66.3%
Maryland Total	57.0%	56.9%	55.8%	55.7%	56.8%

Data source: American Community Survey 1-Year

Support of Safe and Healthy Students:

Also, through this consultation, the escalating needs of children's mental health and positive youth development opportunities are apparent to HCPS and all community stakeholders.

Community Services is tracking juvenile delinquency data and there has been a trend over the last few years, overall referrals for violent and non-violent felony referrals to Department of Juvenile Services (DJS) have declined nationwide and in Maryland. However, though offense rates have gone down in general, there has been an increase in specific offense categories for intake cases in the areas of crimes of violence and felonies.

The highest number of referrals to Harford County DJS was misdemeanor assaults (268) with the highest frequency being in Edgewood. The zip code areas with the greatest number of referrals during 2019 were Edgewood (167), Aberdeen (108), and Bel Air (98). In 2019, between January and June, there were 255 referrals where 124 were assaults. The zip codes with the greatest number of referrals were Edgewood (85), Bel Air (42) and Aberdeen (35).

² U.S. Census Bureau, (2019). *American Community Survey* (n.d). Retrieved from [American Community Survey \(ACS\) \(census.gov\)](https://www.census.gov/acs/)

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Parent, Family and Community Engagement

In August of 2021, a parent survey was disseminated to all HCPS families, asking parents what information and topics parents would want to learn about to support their children's learning. With over 2,500 parents responding, stating that they needed more support and information on: childrens' use of social media and video games; academic support in the home; and college and career readiness, especially for struggling students. Throughout the summer of 2021, HCPS school-based administrators and Parent and Community Engagement Liaisons were trained by Dr. Steven Constantino and his framework, *Engage Every Family: Five Simple Principles*³. PACE staff learned needs assessment strategies, and planning resources to ensure family and community engagement is planned and implemented. School Performance and Assessment teams (SPA) were also trained to include all Parent and Community Engagement Liaisons in their school-based planning, ensuring that each school is assessing the needs of parents and addressing those needs in their SPA plans, including the needs of disengaged families.

Please provide a description of how the LEA will use ***ongoing consultation*** to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

The Office of Family and Community Partnerships oversees the Title IV A grant funding working in partnership with the Office of Student Services, and the Curriculum, Instruction, and Assessment Office. Meetings occur quarterly to review progress on Title IVA activities. The OFCP is under the direction of the Chief of Administration, working to support HCPS school leaders, administrators, and community partners both at the district level and at school level to ensure resources and support are available for students, especially those in need of supports. Specifically, academic data, attendance data, discipline data, staff survey results, parent survey results, and student motivation survey data guide planning for improving and enhancing local activities. The Office of Family and Community Partnerships works with school staff and central leadership to identify community partners with the potential to accelerate student performance and support school based and central office initiatives.

Please provide a description of how the LEA will ***coordinate the implementation of local activities with other programs***, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

Within HCPS, the Office of Family and Community Partnerships oversees a newly formed Work Group, Parent and Community Engagement Workgroup, representing Harford County internal departments providing programming centrally for Family Engagement including Title I, Student Services, Equity, and Special Education that can create collective ownership and eliminating silos, planning activities to support schools with one goal. Community outreach and input is also monitored, through the Local Management Board and the United Way, and the Manager of Family and Community Partnerships represents the Superintendent on both of these boards. At the County level, the Harford County Local Management Board, interagency council for children and youth, continues to monitor child well-being results and indicators, closely tracking the progress of our most vulnerable students in Harford County. Community partners work together, including HCPS Student Support Services and HCPS Partnerships Office, to track needs in the community and partner together to offer activities that will accelerate student progress and performance.

³ <https://drsteveconstantino.com/engage-every-family-five-simple-principles/>

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Harford County Public Schools</u> (use drop down)			Grant Year: FY 2022
<p>LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base.</p> <p>Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE- DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE & HEALTHY STUDENTS)</p>			
2.0 ADMINISTRATIVE COST – Allowable			
Item	Line Item	Description	Public School Costs
2.1			
2.2			
2.3			
2.4			
		Total for Section 2.0	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Harford County Public Schools</u>		Grant Year: FY 2022		
(use drop down)				
<p>ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:</p> <ul style="list-style-type: none"> • Access to, and opportunities for, a well-rounded education for all students; • School conditions for student learning to create a healthy and safe school environment; and • Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. <p>Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).</p>				
3.0 NEEDS ASSESSMENT- Required				
	Guiding Questions	Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
3.1	What local needs have stakeholders identified through an equity lens?	Systemic reading and mathematics assessments administered in Spring 2021 provide data and information to guide teachers' instructional decisions and programmatic plans for students in the 2021-2022 school year. Disparities in performance are apparent among children with special needs, English Language Learners, and children who receive free and reduced meals.	<p>External stakeholders: Results from Local Management Board survey identified children and teens in need of mental health supports, especially those with limited access to high quality mental health services. The lack of access to high quality and affordable mental health services is most evident in higher poverty families and communities.</p> <p>Internal Stakeholders: Utilizing responses from a July 2021 district needs assessment survey for the 2021-2022 school year, the most recent revisions to the COL and the ESSER III Budget Narrative were formed. The findings indicate that most families in the district feel virtual learning is moderately important to them, but interventions and supports ranked extremely important. The interventions and supports that are most important to</p>	HCPS gathered a student technology engagement survey, focusing on what kept HCPS students engaged and contributed to their academic success during virtual learning the previous school year. Engaging all students virtually was a challenge, especially those with limited access to technology, internet, and ongoing caregiver support and engagement. Specifically, supports for educators who struggle to implement concurrent instruction and/or adapt to virtual instruction. In addition to less favorable perceptions of virtual student engagement and related strategies across the three domains (i.e., cognitive, emotional, and behavioral), educators express concerns about the ability to meet the needs of their students (especially those struggling with the English language, learning needs, social/emotion needs, and/or

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

			stakeholders are: supplemental programming such as summer and after school programs, mental health services, technology access, and school health/safety.	challenges outside of the school-day) and effectively manage their own time in a non-traditional learning environment.
3.2	What data support the identified local needs?	Addressing the ongoing learning needs of our most at-risk students is a high priority of HCPS, especially as the district returns to in-person learning. Based on a thorough needs assessments, end of year (EOY) school data, summer school data, and in some cases, beginning of the year (BOY) data, it has been determined that students across the district will need continuing intervention and remediation throughout the 2021 school year and 2022 school year in order to fully prepare them for post-secondary success. As well as a 2021 Title IV Community Needs Assessment.	<p>External stakeholders: Results from Local Management Board survey identified children and teens in need of mental health supports, especially those with limited access to high quality mental health services. The lack of access to high quality and affordable mental health services is most evident in higher poverty families and communities.</p> <p>Internal Stakeholders: Utilizing responses from a July 2021 district needs assessment survey for the 2021-2022 school year, the most recent revisions to the COL and the ESSER III Budget Narrative were formed. The findings indicate that most families in the district feel virtual learning is moderately important to them, but interventions and supports ranked extremely important. The interventions and supports that are most important to stakeholders are: supplemental programming such as summer and after school programs, mental health services, technology access, and school health/safety. As well as a</p>	Utilizing responses from a July 2021 district needs assessment survey for the 2021-2022 school year, the most recent revisions to the COL and the ESSER III Budget Narrative were formed. The findings indicate that most families in the district feel virtual learning is moderately important to them, but interventions and supports ranked extremely important. The interventions and supports that are most important to stakeholders are: supplemental programming such as summer and after school programs, mental health services, technology access, and school health/safety. As well as a 2021 Title IV Community Needs Assessment.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

			2021 Title IV Community Needs Assessment.	
	What data support the identified equity needs?	Priority will be given to students who are in one or more of the following categories: English Language Learners, Special Education, receive Free and Reduced Lunch (FARMS), had failures during the 2020/21 school year on report cards and/or met the basic level on district assessments (DIBELS, Reading Inventory, Math Inventory, and/or SNAPS). Also, EOY assessment data and summer school data will be used to establish a baseline and determine who will be the first cohort of targeted interventions. Students receiving targeted interventions will evolve as school level assessments are administered throughout the school year	The district collaborates with school teams to review data and create action plans for the identified TSI schools to ensure that appropriate goals, objectives, and intervention strategies are included for the identified student groups. The executive leadership in the district meet regularly with school-based administrators to review data specific to their underperforming student groups. In these meetings, progress monitoring will occur.	The SPA team at each school continues to consider access to technology as a need for our students, including ELL, and students who receive Free and Reduced Meals. Needs assessments are developed and collected by SPA teams, to assess what families are struggling with access to technology and ongoing supports. While parents have access to cell phones, continue support for eLearning is a need.
3.3	What are the hardest to serve student groups?	English Language Learners, Special Education, and economically disadvantaged(FARMS)	English Language Learners, Special Education, and economically disadvantaged(FARMS)	English Language Learners, Special Education, economically disadvantaged (FARMS)
3.4	What inequities inherent in the system are driving some of the local needs to support marginalized student groups?	All internal stakeholders are working to address inequities in Harford County rooted in family income and lack of additional supports outside of school. Those inequities were heightened during the pandemic, and brought to light the disparities among student groups.	Access to affordable, high quality mental health services and supports is an ongoing need identified by stakeholders in Harford County, especially for recently arrived children and teens as well as students who are from lower income families.	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

3.5	How are the identified needs being prioritized when several significant needs are identified?	<p>Identified needs are prioritized the community and school levels through a review of trend data and the need to rapidly increase success for students. To that end, the SPA team is required to review school-based data and develop strategies that would impact students in need of supports.</p>	<p>Identified needs are prioritized the community and school levels through a review of trend data and the need to rapidly increase success for students. To that end, the SPA team is required to review school-based data and develop strategies that would impact students in need of supports. School counselors will utilize a newly designed needs assessment that addresses both physical and mental health indicators. This addresses the needs of our students on a more systemic level and assists with the creation of a health initiative as part of our School Performance plans at every school. This tool provides additional data on the needs of our students across the system to identify and implement the appropriate Tier 1, Tier 2, and Tier 3 interventions that will provide the physical and mental health support needed for our students. Additionally, students have access to individual counseling; group counseling; wellness checks for students with acute health needs; home visits, phone calls, and letters to guardians of disengaged students; classroom counseling lessons; and face-to-face testing. An important part of our success in this area is the Student Support Teams (SST). School staff continue to use this process to identify individual student needs and design the appropriate</p>	<p>Access to personalized learning through use of devices continues to be a need. Ongoing assessment of access to internet is a priority, as identified by school-based staff.</p>
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

			<p>interventions to be implemented throughout the school year.</p>	
	<p>How is equity being prioritized for the identified marginalized groups?</p>	<p>HCPS believes every student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff. HCPS aligns every program, practice, decision, or action to provide educational equity. HCPS provides students and their families with a differentiated approach to access resources, so students achieve personalized success. Our actions are aligned with the four equity focus areas identified by MSDE. Focusing on building a more equitable academic program is a priority for HCPS.</p>	<p>As a school system, HCPS is aware that there are health and educational disparities that exist for various populations of our county. Marginalized groups are supported at the school and community level through the School Performance and Assessment process, as noted in the response above.</p>	<p>Access to personalized learning through use of devices continues to be a need. Ongoing assessment of access to internet is a priority, as identified by school-based staff.</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Harford County Public Schools</u> (use drop down)		Grant Year: FY 2022
ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA:		
i. are among the schools with the greatest needs, as determined by such LEA;		
ii. have the highest percentages or numbers of children counted under section 1124(c);		
iii. are identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i);		
iv. are implementing targeted support and improvement (TSI) plans as described in section 1111(d)(2); or		
v. are identified as a persistently dangerous public elementary school or secondary school under section 8532.		
Prioritizing Funds to School- Required		
In rank order, i.e., first choice = highest priority, using the Federal examples above, select the LEA’s priorities for distributing funds to schools. Select all that apply using the drop down menu.	Provide a statement explaining how and why the LEA prioritized funds for the selected schools. If selected, please define “school with the greatest need”.	
1. Are among the schools with the greatest needs, as determined by the LEA	Schools with the greatest need are determined by their percentage of FARMS, ELL, and Special Education students. Parent/caregiver engagement focusing on “disengaged” parents is a priority for all PACE staff. Needs assessments confirm these three parent groups are those with the greatest need for support.	
2. Are identified for comprehensive support and improvement under sec. 1111(c)(4)(D)(i)	The middle schools identified for the Together We Rise program have been identified for comprehensive support and improvement. The students targeted for Summer Employment are identified by need.	
3. Are implementing targeted support and improvement (TSI) plans as described in sec. 1111(d)(2)	Prioritized funds based local test scores that indicate many students are suffering from Covid slide as well as many young learners are scoring below basic on local tests.	
4. Are identified as persistently dangerous public elementary school or secondary school under sec. 8832	N/A	
5. Have the highest percentages/numbers of children counted under sec.1124(c)	Funds were prioritized to support schools with the highest percentage of children counted under section 1124 K-12	
Prioritizing Educational Equity – Required (Please describe how the LEA is prioritizing equity needs to support marginalized student groups and practices.)		
HCPS champions equity within our education opportunities for students. Research indicates there is a value in understanding learning loss and gaps among student population groups. Believing in research and investigation as the foundation of best practices to mitigate, respond, and recover to support student safety, learning, and success; funds are used to lessen the barriers for the marginalized student groups based on findings from local assessments, school/community needs assessment, and individual schools SPA plans.		

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Harford County Public Schools</u> (use drop down)		Grant Year: FY 2022
<p>To ensure that every student has access to a well-rounded education, LEAs must work to develop activities that foster connections among students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.</p> <p>One goal of Title IV, Part A is to ensure that each LEA, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA that has received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C) and 4107(a)). (20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION).</p> <p>Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.</p>		
4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]		
4.1	(1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)	The eLearning program will provide comprehensive, effective, and reasonably uniform manner supports and connections with social emotional learning for students. As a member of the Instructional Leadership Team at the Swan Creek School, the eLearning Coordinator will continue to work with the Community Schools specialist to identify students' needs and secure partners to support students' social emotional learning, and career planning goals.
4.2	(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities ; [Section 4107](a)(2)	The Summer Youth Employment Program will be implemented in partnership with the Susquehanna Workforce Network. All activities will be implemented and coordinated within HCPS through the Office of Organizational Development and Continuous Learning and well as the Equity and Cultural Proficiency.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.3	<p>(3) Pursuant to COMAR 13A.06.04(C)(4), The programs and activities the LEA proposes to implement must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity, including those that support educational equity;</p>	<p>Summer Youth Employment will be implemented in partnership with Susquehanna Workforce Network.</p> <p>Swan Creek/eLearning Coordinator has a partnership with Harford County Community College to offer college and career readiness opportunities for youth</p> <p>eLearning Coordinator will be working with an outside vendor to support Supplemental Instruction and tutoring.</p>
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Activity Key for Well-Rounded Education Opportunities	
<p>The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.</p>	
WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107	Abbreviated Name
College and career guidance and counseling programs, such as—(i) postsecondary education and career awareness and exploration activities	Providing postsecondary education and career awareness and exploration activities
College and career guidance and counseling programs, such as—(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning	Training counselors to effectively use labor market information to assist students with college and career planning
College and career guidance and counseling programs, such as—(iii) financial literacy and federal financial aid awareness activities	Financial literacy and federal financial aid awareness activities
Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution	Music and arts programs or activities
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as—(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses	Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities	
The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.	
WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107	Abbreviated Name
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects	Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))]	Supporting the creation and enhancement of STEM-focused specialty schools
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects	Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education	Integrating other academic subjects into STEM subject programs
Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations	Reimbursing low-income students for accelerated learning examination fees
Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction	Increasing access to accelerated learning courses and dual or concurrent enrollment programs

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities	
The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.	
WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107	Abbreviated Name
and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV)], such as— (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses	
Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education	Activities to promote the instruction of American history, social studies, economics, geography, or government education
Foreign language instruction	World language instruction
Environmental education	Environmental education
Programs and activities that promote volunteerism and community involvement	Volunteerism and community involvement programs or activities
Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics	Multiple discipline integration programs or activities
Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.1 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Readiness for Post-Secondary Success	
Proposed Well-Rounded Activity 4.1: (Title) eLearning and Supplemental Instruction	
Activity Implementation: (How will the activity operate and over what duration?) To support families concerned about their student's safety returning to in-person learning, as well as other barriers, HCPS will expand the Swan Creek School Blended Virtual eLearning Program to be a K-12 virtual program beginning in the 2021-2022 school year. The model focuses on students who thrived and benefited from the virtual learning environment as well as families wishing to remain virtual due to COVID-19. In addition to Swan Creek, supplemental instruction and tutoring will be coordinated and offered to other students in HCPS struggling with on grade academic performance.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences Level III - Promising Evidence Provide a link or citation below to support the Level of Evidence: https://michiganvirtual.org/research/directives/
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.) Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2022, 80% of the students participating in eLearning and/or supplemental instruction will have decreased attendance issues or concerns (need to check the measure)	
Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)	
	Evaluation
	How and when will the listed outcomes be measured for success? (Add more as needed)

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>By June 2022, 80% of parents surveyed will report positive experience in eLearning and/or supplemental instruction.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By June 2022, 50% of students participating in eLearning and/or supplemental instruction will improve in reading and math inventory assessments.</p>	<p>Evaluation for Outcome 1:</p> <p>Number of students supported and attendance/participation</p> <p>Evaluation for Outcome 2:</p> <p>% of parents' positive feedback on eLearning and supplemental instruction</p> <p>Evaluation for Outcome 3:</p> <p>% of students increasing performance in reading and mathematics as measured by reading and math inventories</p>
Use of Funds:	Provide a <i>total</i> dollar amount per activity.
\$52,030.00	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.2 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Readiness for Post-Secondary Success	
Proposed Well-Rounded Activity 4.2: (Title) Youth Summer Employment	
Activity Implementation: (How will the activity operate and over what duration?) In partnership with local businesses and the Susquehanna Workforce Investment Board, the summer youth employment program will provide 30 students with mentors to support and coach 30 youth from the Joppa and Edgewood communities in summer work activities. Students will participate for four weeks starting July 2022 working 24 hours per week. In addition to the work experience, staff will set aside time each day to debrief with the participants, providing guidance on “soft work skills” including teamwork, communication, problem solving, flexibility, positive work ethic, attitude, and dependability. Staff will guide students on identifying strengths and areas of career interest, helping students to map a pathway of education needed to achieve their goals. Staff will also invite community speakers and leaders to work with the students reinforcing their real- world learning experiences each day,	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Providing postsecondary education and career awareness and exploration activities Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: Making Summer Matter: The Impact of Youth Employment on Academic Performance https://www.nber.org/papers/w21470 Marshall, A. (2018). <i>Effects of Youth Work Programs on Income and Employment Rates</i> . [Masters thesis, California State University, Northridge]. Lapan, R. T. (2004). <i>Career development across the K-16 years: Bridging the present to satisfying and successful futures</i> . Alexandria, VA: American Counseling Association.
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.) Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By August 2022, 90% of new and returning youth workers will increase knowledge of workforce development skills	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By August 2022, 100% of new and returning youth workers will create an individual goal mapping and post-secondary success plan</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Click or tap here to enter text.</p>	<p>Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p> <p>Evaluation for Outcome 1: Employers, staff, and parents will provide feedback on students' work skills and individual student growth via job skills pre/post survey</p> <p>Evaluation for Outcome 2: Students will check in with program leadership bi-weekly to assess the trajectory towards long term and short term goals</p> <p>Evaluation for Outcome 3:</p>
<p>Use of Funds: Provide a <i>total dollar amount per activity</i>.</p>	<p>\$31,472.00</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.3 Well-Rounded Education Activities	
<p>Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
<p>LECS Plan Focus Area: Readiness for Post-Secondary Success</p>	
<p>Proposed Well-Rounded Activity 4.3: (Title) College Application Fees</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) In an effort to increase Federal Student Aid (FAFSA) and in some cases the Maryland State Financial Aid Application (MSFAA) rates; funds will be used to support students who have completed the FAFSA and/or the MSFAA in applying to various colleges, universities, and/or trade school. Students will be selected based on identified need of support by school leadership and counselors at Joppatowne HS (JOHS), Havre de Grace HS (HDHS), and Edgewood HS (EDHS).</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.) Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2023, target schools, will increase % of FAFSA/MSFAA application rates by 10% - 15% per school based on their SY 19/20 application rates</p>	<p>Financial literacy and Federal financial aid awareness activities</p> <p>Level III - Promising Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>Smith, Benjamin J., (2021). <i>College Application Fee Effects on Applicant Volume, Diversity, and Academic Quality</i>. [Honors Thesis, Paper 1299. Colby College]. https://digitalcommons.colby.edu/honorsthesis/1299</p> <p>Pallais, A. (2008). "Why Not Apply? The Effect of Application Costs on College Application for Low-Income Students". Annual Meeting of the American Economic Association. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.208.8636&rep=rep1&type=pdf</p>
<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p>	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Outcome 2:(Smart, Measurable, Achievable, Relevant, & Time-Bound) Click or tap here to enter text.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: College application rates for targeted school and target student groups will be reviewed during 2nd and 4th quarter</p> <p>Evaluation for Outcome 2: Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>
Use of Funds:	Provide a <i>total</i> dollar amount per activity.
	\$15,000.00

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Harford County Public Schools</u> (use drop down)	Grant Year: FY 2022
<p>To guarantee the safety and well-being of every student, LEAs must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108. (20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)</p> <p>It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).</p> <p>Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.</p>	
5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]	
(5.1) Coordinated with other schools and community-based services and programs; [Section 4108](1)	The eLearning program will provide comprehensive, effective, and reasonably uniform manner supports and connections with social emotional learning for students. As a member of the Instructional Leadership Team at the Swan Creek School, the eLearning Coordinator will work with the Community Schools specialist to identify students’ needs and secure partners to support students’ social emotional learning, and career planning goals. Some of these partners include: (list of Swan Creek partners)
(5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)	The Together We Rise After School Program will work in coordination with community partners to ensure vulnerable students “of promise” are provided with academic support and a safe, healthy nurturing environment.
(5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)	HCPS Parent Academy will provide a forum for parents to receive information about how to support their child in successfully completing school fully prepared for college and career, by supporting a Parent and Community Engagement (PACE) liaison in each HCPS school. In October 2020, over 2,500 parents responded to a survey on how to use Title IV funding, stating that they needed more support and information on: COVID-19 and health related safety concerns; behavior management at home; children’s screen time; academic support in the virtual learning environment ; talking with children about racism; communicating with your child’s teacher during virtual learning. PACE staff will work with community partners and experts to ensure all families have the tools and resources that they need to ensure their children are successful in school. Workshops, events, and resources are being planned to support families and schools in promoting student achievement. HCPS will build the capacity

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	of Parent and Community Engagement (PACE) liaisons to become proficient in evidence-based family engagement strategies using Dr. Steven Constantino’s framework, Engage Every Family: Five Simple Principles, and national PTA standards and support from the National Association of Family, School, and Community Engagement.
(5.4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]	The PACE program is implemented in partnership with the Parent Teacher Association of Harford County, and numerous community-based organizations connected to each school based on needs including: the United Way, Community Services, local businesses, and the faith-based community.
5.5) Pursuant to COMAR 13A.06.04(C)(4), The programs and activities the LEA proposes to implement must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity, including those that support educational equity;	The PACE program is implemented in partnership with the Parent Teacher Association of Harford County, and numerous community-based organizations connected to each school based on needs including: the United Way, Community Services, local businesses, and the faith-based community.

Activity Key for Safe and Healthy Students

The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	Abbreviated Name
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes	Evidence-based drug and violence prevention activities and programs
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention	Evidence-based professional development and training to prevent drug use and violence
In accordance with sections 4001 and 4111—(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers	School-based mental health services, including early identification of mental health symptoms, drug use, and violence

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Safe and Healthy Students	
The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	Abbreviated Name
In accordance with sections 4001 and 4111—(ii) school-based mental health services partnership programs that—(I) are conducted in partnership with a public or private mental health entity or health care entity; and (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices
Programs or activities that—(i) integrate health and safety practices into school or athletic programs	Programs or activities that integrate health and safety practices in schools or athletic programs
Programs or activities that—(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students	Healthy, active lifestyle programs and activities
Programs or activities that—(iii) help prevent bullying and harassment	Bullying and harassment prevention programs or activities
Programs or activities that—(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse
Programs or activities that—(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse	Mentoring and school counseling programs and activities
Programs or activities that—(vi) establish or improve school dropout and reentry programs	School dropout prevention and reentry programs
Programs or activities that—(vii) establish learning environments and enhance students’ effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports	Providing safe and healthy learning environments, such as integrated systems of student and family supports

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Safe and Healthy Students	
The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	Abbreviated Name
High-quality training for school personnel, including specialized instructional support personnel, related to—(i) suicide prevention	Suicide prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(ii) effective and trauma-informed practices in classroom management	High-quality training for school personnel related to effective and trauma-informed practices in classroom management
High-quality training for school personnel, including specialized instructional support personnel, related to—(iii) crisis management and conflict resolution techniques	High-quality training for school personnel related to crisis management and conflict resolution techniques
High-quality training for school personnel, including specialized instructional support personnel, related to—(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102))	Human trafficking training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(v) school-based violence prevention strategies	High-quality training for school personnel related to school-based violence prevention strategies
High-quality training for school personnel, including specialized instructional support personnel, related to—(vi) drug abuse prevention, including educating children facing substance abuse at home	Drug abuse prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(vii) bullying and harassment prevention	Bullying and harassment prevention training for school personnel
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse	Age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child	Providing information to parents and guardians of students about child sexual abuse awareness and prevention
Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—(i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”	Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Safe and Healthy Students	
The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	Abbreviated Name
Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning	Implementing schoolwide PBIS
Designating a site resource coordinator at a school or LEA to provide a variety of services, such as—(i) establishing partnerships within the community to provide resources and support for schools;(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and(iii) strengthening relationships between schools and communities	Designating a school or district site resource coordinator
Pay for success initiatives [or “a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector” (ESEA § 8101(40)] aligned with the purposes of this section	Aligned Pay for success initiative

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: Readiness for Post-Secondary Success	
Proposed Safe & Healthy Student Activity 5.1: (Title) Coordinator of eLearning	
Activity Implementation: (How will the activity operate and over what duration?) For the 2021 – 2022 school year, Swan Creek Program will work to support and serve students whose ability to physically attend school may be limited due to illness, behavioral concerns and/or suspensions. In addition to Swan Creek, supplemental instruction and tutoring will be coordinated and offered to other students in HCPS struggling with on grade academic performance.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	School dropout prevention and reentry programs Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: Kuo, Y.C. & Kuo, Y.T. (2015). Online Learning and Dropout Prevention in K-12 education. In D. Rutledge & D. Slykhuis (Eds.), <i>Proceedings of SITE 2015-- Society for Information Technology & Teacher Education International Conference</i> (pp. 364-373). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE).
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)	
Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By the end of SY 21/22 and SY 22/23 HCPS will see a 5% decrease in dropout rates	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed) Evaluation for Outcome 1: Dropout rates will be reviewed 3 rd and 4 th quarter of the school year. Evaluation for Outcome 2: Students participating in eLearning/tutoring/supplemental instruction will be monitored for academic progress at 3 rd and 4 th quarter.
Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By the end of SY 21/22, 50% of students participating in eLearning will improve local assessments	
Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)	
Use of Funds:	Provide a total dollar amount per activity. \$50,500.00

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: Readiness for Post-Secondary Success	
Proposed Safe & Healthy Student Activity 5.2: (Title) Together We Rise After School Program	
Activity Implementation: (How will the activity operate and over what duration?) Historically underserved youth at Magnolia, Aberdeen, and Edgewood Middle Schools will participate in an after-school program during the 2022-2023 school year, designed to provide college and career readiness skills, academic supports due to Covid slide, and positive youth development. Staff will work with parents and community partners to ensure there is an integrated focus on academics, health and social services, youth and community development, and community engagement leading to improved student learning, stronger families, and healthier communities.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Healthy, active lifestyle programs and activities Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: Afterschool Alliance. (2013). <i>Afterschool programs: Making a difference in America's communities by improving academic achievement, keeping kids safe and helping working families</i> . Retrieved from http://www.afterschoolalliance.org/Afterschool_Outcomes_2013.pdf Anthony, E. K., Alter, C. F., & Jenson, J. M. (2009). Development of a risk and resilience-based out-of-school time program for children and youths. <i>Social Work, 54</i> , 45-55. http://dx.doi.org/10.1093/sw/54.1.45
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.) Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2023, 80% of the students that participate in the program will increase academic performance in ELA and mathematics. Outcome 2:(Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2023, 80% of the students that participate in the program will see a decrease in office referrals for disciplinary infractions.	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed) Evaluation for Outcome 1: Review of student's 2 nd , 3 rd , and 4 th quarter report cards Evaluation for Outcome 2: School level data on office referrals and suspensions Evaluation for Outcome 3:

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Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)

By June 2023, 70% of the students that participate in the program will exhibit increased social, emotional, and behavioral health awareness and coping skills

Data collected from pre/post survey of students, programs staff, and families

Use of Funds:	Provide a total dollar amount per activity.	\$90,853.00
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.3 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g., 5.4, 5.5, etc.	
LECS Plan Focus Area: Readiness for Post-Secondary Success	
Proposed Safe & Healthy Student Activity 5.3: (Title) Parent and Community Engagement (PACE) Liaisons	
Activity Implementation: (How will the activity operate and over what duration?) Throughout the 2022 - 2023 school year, the HCPS Parent and Community Engagement (PACE) liaisons in each HCPS school will serve as a resource coordinator to establish partnerships within the community and will support parents, focusing on parent engagement (the 2021-2022 school year is being funded by FY 21 Title IV). During the height of the Covid Pandemic, district data indicated families and parents needed support and information on COVID-19 and health related safety concerns; behavior management at home; children's screen time; academic support in the virtual learning environment; talking with children about diversity; and communicating with your child's teacher during virtual learning. During the summer of 2021, PACE staff, school-based administrators, and system leaders participated in training using Dr. Steve Constantino's <i>Engage Every Family: Five Simple Principles</i> to identify intentional family engagement strategies, with an emphasis on engaging "disengaged families." The HCPS Office of Family and Community Partnerships will work with each PACE stipend staff member (extra duty for a teacher or paraeducator) providing a forum to share best practices and strategies on family engagement between schools and via national organizations such as the National PTA Family-School Partnership standards and the National Association of Family, School, and Community Engagement.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input type="checkbox"/> Students <input type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: Parents <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Providing safe and healthy learning environments, such as integrated systems of student and family supports Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: Melaville, A., Jacobson, R., & Blank, M. J. (2011). Scaling up school and community partnerships. Retrieved from http://www.communityschools.org/assets/1/AssetManager/Scaling%20Up%20Community%20Schools%20Final%20092011.pdf Chairney, T. H. (2000). Beyond the classroom walls: the rediscovery of the family and community as partners in education. <i>Educational Review</i> , 52(2), 163-174. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2008). <i>School, family, and community partnerships: Your handbook for action</i> . Thousand Oaks: Corwin Press.
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome) Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)	

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<p>By June 2023, 75% of parents surveyed by PACE staff will report improved family engagement as defined by Dr. Steven Constantino’s Five Simple Principles.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By June 2023, family, and community engagement strategies in schools’ SPA Plans, as managed by PACE, will contribute to 50% of schools achieving identified SMART Goal, depending on students’ needs (academic, attendance, social/emotional).</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Click or tap here to enter text.</p>	<div style="border: 1px solid black; height: 180px; margin-bottom: 5px;"></div> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p> <p>Evaluation for Outcome 1:</p> <p>Evaluation of outcome #1 will come from review of the number of parent engagement activities as well as parent satisfaction surveys preschool year and post school year.</p> <p>Evaluation for Outcome 2:</p> <p>SPA Plans will be reviewed using Results Accountability model: How many parents were engaged in PACE activities; how well did they go per parent feedback; did student achievement increase as measured by SPA plan.</p> <p>Evaluation for Outcome 3:</p> <p>Click or tap here to enter text.</p>
Use of Funds:	Provide a total dollar amount per activity. \$136,695.00

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Local Educational Agency: <u>Select a LEA.</u> (use drop down)	Grant Year: FY 2022
6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]	
<p>To increase access to personalized, rigorous learning experiences supported by technology, LEAs must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.</p> <p>It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)). (THE 15% RULE INCLUDES NONPUBLIC SPENDING) Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.</p>	
Activity Key for Effective Use of Technology	
The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
EFFECTIVE USE OF TECHNOLOGY FEDERAL EXAMPLES ESEA§4109	Abbreviated Name
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(A) personalize learning to improve student academic achievement.	Providing professional learning resources to personalize learning
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(B) discover, adapt, and share relevant high-quality educational resources.	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies.	Providing professional learning resources to use technology effectively in the classroom
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning	Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
Building technological capacity and infrastructure, which may include—(A) procuring content and ensuring content quality	Procuring technological content and ensuring content quality

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for the Effective Use of Technology	
The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
Building technological capacity and infrastructure, which may include—(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls	Technology infrastructure: Purchasing devices, equipment, and software applications
Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology	Delivering specialized or rigorous academic courses and curricula through the use of technology
Carrying out blended learning projects, which shall include—(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities	Technology infrastructure: Carrying out blended learning projects and planning activities
Carrying out blended learning projects, which shall include—(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project	Ongoing professional development to support blended learning project implementation and academic success
Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science	Providing professional development in the use of technology to enable educators to increase STEM achievement
Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	Providing high-quality digital learning experiences to students in rural, remote, and underserved areas

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area:	
Proposed Effective Use of Technology Activity 6.1: (Title) eLearning Coordination	
Activity Implementation: (How will the activity operate and over what duration?) To support families concerned about their student’s safety returning to in-person learning, as well as other barriers, HCPS will expand the Swan Creek School Blended Virtual eLearning Program to be a K-12 virtual program beginning in the 2021-2022 school year. The model focuses on students who thrived and benefited from the virtual learning environment as well as families wishing to remain virtual due to COVID-19. The virtual program is also in place to serve students whose ability to physically attend school may be limited due to illness, behavioral concerns and/or suspensions. In addition to Swan Creek, supplemental instruction and tutoring will be coordinated and offered to other students in HCPS struggling with on grade academic performance.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources Level III - Promising Evidence Provide a link or citation below to support the Level of Evidence: https://michiganvirtual.org/research/directives/
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.) Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2022, 90% of staff will report positive experience for staff and students in both the Swan Creek and supplemental instructional technology. Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed) Evaluation for Outcome 1: Staff surveyed will report positive outcomes from Swan Creek and eLearning Evaluation for Outcome 2: Students surveyed will report engagement in virtual instruction. Evaluation for Outcome 3: Click or tap here to enter text.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>By June 2022, 90% of students participating in Swan Creek and/or supplemental instruction will report engagement in learning via student survey.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Click or tap here to enter text.</p>	
Use of Funds:	Provide a <i>total</i> dollar amount per activity. \$50,500.00

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Harford County Public Schools</u> Grant Year: FY 2022	
(use drop down)	
7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:	
Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).	
Participating Private Schools and Services: Provide information regarding <i>the names of participating private schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.</i> (Include below or as an attachment in Appendix H.)	
See Appendix H of the Local ESSA Plan for attachments.	
Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.	
Initial Consultation:	Non-public schools are invited to participate in the Title IV-A grant program along with the HCPS System. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consultation meeting. At that meeting, factors affecting funding were discussed, possible programs outlined and discussed, and comments and questions addressed. The meeting occurred prior to the development of the Title IV-A program. (See meeting agenda, sign-in sheet, and signed affirmation of consultations as an attachment in Appendix H of the Local ESSA Plan.)
On-Going Consultation:	Throughout the school year, as needed, nonpublic schools are contacted via either email and/or telephone to discuss program and funding issues.
Managing Disputes/Complaints:	HCPS Title I, Part A complaint procedure will be utilized to ensure all issues or concerns are attempted to be resolved. (See as an attachment in Appendix H of the Local ESSA Plan).
Describe the school system's <i>process for providing equitable participation</i> to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)	
Needs Assessment:	Each non-public school participating in Title IV-A funding develops a proposal and submits a sample plan (See Appendix H of the Local ESSA Plan for nonpublic attachments) for using Title

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	IV-A funds based on their need's assessment. To determine need, non-public schools used surveys; others used faculty suggestions to determine specific needs. The plans which were reviewed by HCPS Central Office staff will be used to direct the non-public schools' grant related activities.
Monitoring:	Harford County Public Schools Office of Family and Community Partnerships supports non-public partners on a weekly, sometimes daily, basis. Non-public partners submit a plan based on needs assessment and Title IV allowable activities. After review and approval, non-public administrators work with the Family and Community Partnership Office for support.
Professional Development Plan:	Non-public partners submit requests for approved purchases using Title IV funds to the Office of Family and Community Partnerships. Staff of Family and Community Partnerships will purchase the items for the non-public partners.
Total Amount for Non-Public Transfers:	\$25,031.00
REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.	

**Appendix F - Title IV, Part A: Student Support and Academic Enrichment
(SSAE) Grants**

Local Educational Agency: <u>Harford County Public Schools</u> (use drop down)	Grant Year: FY 2022
8.0 Assurances [ESEA, Section 4106(E)(2)]: EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL—	
<p><input checked="" type="checkbox"/> (A) prioritize the distribution of funds to schools served by the LEA that—</p> <ul style="list-style-type: none">(i) are among the schools with the greatest needs, as determined by such LEA;(ii) have the highest percentages or numbers of children counted under section 1124(c);(iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);(iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); <p>or</p> <ul style="list-style-type: none">(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532; <p><input checked="" type="checkbox"/> (B) comply with section 8501 (regarding equitable participation by private school children and teachers);</p> <ul style="list-style-type: none">(i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1);(ii) the LEA expenditures, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and(iii) the LEA assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2). <p><input checked="" type="checkbox"/> (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;</p> <p><input checked="" type="checkbox"/> (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;</p> <p><input checked="" type="checkbox"/> (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the LEA will comply with section 4109(b); and</p> <p><input checked="" type="checkbox"/> (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).</p> <p><input checked="" type="checkbox"/> (G) ensures the LEA has completed the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity;</p> <p>(f) SPECIAL RULE.—Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)</p>	

**Appendix F - Title IV, Part A: Student Support and Academic Enrichment
(SSAE) Grants**

Local Educational Agency: <u>Harford County Public Schools</u> (use drop down)	Grant Year: FY 2022
9.0 INTERNET SAFETY [ESEA, Section 4121]:	
<p>No funds made available under this part to a LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school both—</p> <p>(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—</p> <ul style="list-style-type: none"> (i) obscene; (ii) child pornography; or (iii) harmful to minors; and <p>(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and</p> <p>(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—</p> <ul style="list-style-type: none"> (i) obscene; or (ii) child pornography; and <p>(B) is enforcing the operation of such technology protection measure during any use of such computers.</p>	
<p>(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A LEA with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.</p>	
<p><input checked="" type="checkbox"/> By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.</p>	

LEA12 Harford County Public Schools - Title IV FY22						
Activity	Cat / Prg / Obj	Line Item	Calculation	Amount	In-Kind	Total
4.1	203-205 / 01 / 01	1.0 FTE Coordinator of eLearning	34% of projected salary for FY22	36,389		36,389
4.1	212 / - / 04	FICA @ 7.65% and Workers' Compensation @ 0.80%	8.45% of 1.0 FTE Coordinator of eLearning	3,075		3,075
4.1	212 / - / 04	Retirement	34% of projected cost for 1.0 FTE Coordinator of eLearning	5,382		5,382
4.1	212 / - / 04	Health, Life and Dental	34 % of projected cost for 1.0 FTE Coordinator of eLearning	7,184		7,184
		Total Activity 4.1 Coordinator of eLearning		52,030	0	52,030
4.2	203-205 / 01 / 01	Summer Youth Employment Program Director Salary	4 wks x 4 days/wk x 7 hrs/day x \$30/hr	3,360		3,360
4.2	212 / - / 04	FICA @ 7.65% and Workers' Compensation @ 0.80%	8.45% of Summer Youth Employment Program Director Salary	284		284
4.2	203-205 / 01 / 01	Summer Youth Employment Program Student Workers' Wages	20 students x 4 wks x 4 days/wk x 6 hrs/day x \$12.50/hr	24,000		24,000
4.2	212 / - / 04	FICA @ 7.65% and Workers' Compensation @ 0.80%	8.45% of Summer Youth Employment Program Student Workers' Wages	2,028		2,028
4.2	203-205 / 01 / 03	Summer Youth Employment Program materials	20 students x \$40/student	800		800
4.2	203-205 / 01 / 02	Summer Youth Employment Program Student Transportation for Field Trips	2 trips x 1 bus/trip x \$300/bus	600		600
4.2	203-205 / 01 / 02	Summer Youth Employment Program Field Trip Admission Costs	1 trip x 20 students x \$20/student	400		400
4.2	/ /					0
		Total Activity 4.2 Summer Youth Employment		31,472	0	31,472
4.3	203-205 / 01 / 02	College application fees for FARMs students at high schools with highest rates of FARMs students.	Approx \$50/application x 300 applications	15,000		15,000
		Total Activity 4.3 College Application Fees		15,000	0	15,000

LEA12 Harford County Public Schools - Title IV FY22						
Activity	Cat / Prg / Obj	Line Item	Calculation	Amount	In-Kind	Total
5.1	203-205 / 01 / 01	1.0 FTE Coordinator of eLearning	33% of projected salary for FY22	35,319		35,319
5.1	212 / - / 04	FICA @ 7.65% and Workers' Compensation @ 0.80%	8.45% of 1.0 FTE Coordinator of eLearning	2,984		2,984
5.1	212 / - / 04	Retirement	33% of projected cost for 1.0 FTE Coordinator of eLearning	5,224		5,224
5.1	212 / - / 04	Health, Life and Dental	33% of projected cost for 1.0 FTE Coordinator of eLearning	6,973		6,973
		Total Activity 5.1 Coordinator of eLearning		50,500	0	50,500
5.2	203-205 / 01 / 01	Together We Rise Afterschool Program - Coordinator Stipend	1 coordinators x 36 wks x 6 hrs/wk x \$45/hr	9,720		9,720
5.2	212 / - / 04	FICA @ 7.65% and Workers' Compensation @ 0.80%	8.45% of Together We Rise Afterschool Program - Coordinator Stipend	821		821
5.2	203-205 / 01 / 01	Together We Rise Afterschool Program - Teacher Stipend	5 teachers x 36 wks x 3 hrs/wk x \$48/hr	25,920		25,920
5.2	212 / - / 04	FICA @ 7.65% and Workers' Compensation @ 0.80%	8.45% of Together We Rise Afterschool Program - Teacher Stipend	2,190		2,190
5.2	203-205 / 01 / 01	Together We Rise Afterschool Program Peer Tutor Mentors	25 peer tutor mentors x 36 wks x 3 hrs/wk x \$12.5/hr	33,750		33,750
5.2	212 / - / 04	FICA @ 7.65% and Workers' Compensation @ 0.80%	8.45% of Together We Rise Afterschool Program Peer Tutor Mentors	2,852		2,852
5.2	203-205 / 01 / 03	Together We Rise Afterschool Program materials	100 students x \$40/student	4,000		4,000
5.2	203-205 / 01 / 02	Together We Rise Afterschool Program vendors to provide arts integration, entrepreneurial workshops, mindfulness and yoga activities, etc.	12 sessions x \$400/session	4,800		4,800
5.2	209 / - / 02	Together We Rise Afterschool Program Field Trip Student Transportation	3 buses x 4 trips x \$300/bus	3,600		3,600
5.2	203-205 / 01 / 02	Together We Rise Afterschool Program Field Trip Admission for students	2 trip x 80 students x \$20/student	3,200		3,200

LEA12 Harford County Public Schools - Title IV FY22						
Activity	Cat / Prg / Obj	Line Item	Calculation	Amount	In-Kind	Total
5.2	//					0
		Total Activity 5.2 Together We Rise Afterschool Program		90,853	0	90,853
5.3	203-205 / 01 / 01	Parent and Community Engagement Specialist Stipends	1 PACE Spec/sch x 54 schools x approx \$2000/Specialist	108,000		108,000
5.3	212 / - / 04	FICA @ 7.65% and Workers' Compensation @ 0.80%	8.45% of Parent and Community Engagement Specialist Stipends	9,126		9,126
5.3	203-205 / 01 / 03	Supplies and materials for Parent and Community Specialists	Approx \$362/sch x 54 schools	19,569		19,569
		Total Activity 5.3 Parent & Community Engagement (PACE)		136,695	0	136,695
6.1	203-205 / 01 / 01	1.0 FTE Coordinator of eLearning	33% of projected salary for FY22	35,319		35,319
6.1	212 / - / 04	FICA @ 7.65% and Workers' Compensation @ 0.80%	8.45% of 1.0 FTE Coordinator of eLearning	2,984		2,984
6.1	212 / - / 04	Retirement	33% of projected cost for 1.0 FTE Coordinator of eLearning	5,224		5,224
6.1	212 / - / 04	Health, Life and Dental	33% of projected cost for 1.0 FTE Coordinator of eLearning	6,973		6,973
		Total Activity 6.1 Coordinator of eLearning		50,500	0	50,500
7.0	203-205 / 01 / 08	Transfers for Equitable Services	Private Schools: 2,132 students x \$11.74/pupil	25,031		25,031
		Total Activity 7.0: Equitable Services		25,031	0	25,031
N/A	201 / 22 / 08	Indirect Costs at 2.61% Indirect Cost Base = \$463,227 - 25,031 [transfers] = \$438,196	(\$438,196) - ((\$438,196) / 1.0261)	11,146		11,146
			Total Indirect Costs:	11,146	0	11,146
			Grand Total:	463,227	0	463,227

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$463,227.00	AMENDED BUDGET #	00	REQUEST DATE	10/21/21
GRANT NAME	Title IV	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	TBA	RECIPIENT GRANT #	23702		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	TBA	GRANT PERIOD	07/01/21	09/30/23	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						11,146.00	11,146.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	311,777.00	24,000.00	24,369.00			25,031.00	385,177.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		3,600.00					3,600.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							
212 Fixed Charges				63,304.00			63,304.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	311,777.00	27,600.00	24,369.00	63,304.00	0.00	36,177.00	463,227.00

Finance Official Approval	<u>Jennifer Birkelien</u>		10/21/21	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Sean W. Bulson</u>		10/21/21	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	_____	_____	_____	_____
	Name	Signature	Date	Telephone #

2021 FINE ARTS INITIATIVE
STATE GRANT APPLICATION



Fine Arts Initiative Grants Application

Local school systems should provide a cohesive, stand-alone response to the prompts below.

School Year 2020-2021: Progress and Challenges

1. Complete the chart below describing the **progress and challenges** in meeting the Programs in Fine Arts goals articulated in the system’s 2020-2021 Annual Update. Identify the programs, practices, strategies, and resource allocations that are related to progress.

Disciplines	Goals from the School Year 2020-2021	Current Progress	Challenges
Dance	<p>During SY 2020-2021, funding for the dance program will continue to be used to support teachers in the classroom through professional development and the purchasing of dance costumes to support all students in the dance programs.</p> <p>Transportation will be provided for students to participate in county and state events.</p>	<p>During SY 2020-2021, funding for the dance program supported teachers in the virtual classroom through professional development and the purchasing of materials of instruction to best support all students in the dance programs.</p> <p>Transportation was provided for students to participate in county and state-wide events but they were unable to attend due to Covid-19.</p>	<p>The main challenge was the limitations due to Covid-19. There continues to be an inconsistency in the offering of dance classes throughout HCPS. Currently, we have only two full-time teachers. Dance is only offered at the high school level. The expansion of the program relies on the secondary principals and their choices in using their staffing allocation. Covid-19 stalled progress as students were virtual for much of the 2020-21 school year.</p>
Music	<p>During SY 2020-2021, the music program will continue to support teachers in the classroom through the purchase of needed resource materials and student instruments at all levels. The music program will search for ways to continue the All-County Performance groups and Assessment programs while we are working through Covid-19 restrictions with virtual performances and assessments.</p>	<p>During SY 2020-2021, the music program supported teachers in the virtual classroom by purchasing needed resource materials and student instruments at all levels.</p> <p>The music program was unable to produce All-County Performance groups this season due to Covid-19. This normally includes middle and high school Chorus, Band, Orchestra, and Jazz Choir/Ensemble.</p>	<p>The primary challenge was dealing with the limitations due to Covid-19. An ongoing challenge in the music department is the limited funds in the HCPS operating budget that are currently not sufficient to supply schools with much needed replacement instruments. Secondary performing groups in chorus, band, and orchestra were unable to participate in festival adjudication due to Covid-19 restrictions. Teachers were faced with the extreme challenge of simultaneous virtual and “live” instruction, making it especially difficult for performance-based classes, BUT, we made it work the best we could.</p>

Theatre	During SY 2020-2021, the FAI will continue to support the theatre program through committed professional development for certified theatre teachers, and English teachers who teach drama, along with the purchasing of scripts and supplies needed for drama productions. Funding will be allocated for an alternate Theatre Festival site as Bel Air High School is no longer available.	During SY 2020-21, the FAI supported the theatre program through committed professional development for certified theatre teachers, and English teachers who teach drama, along with the purchasing of scripts and supplies needed for virtual drama productions. We searched for additional ways to move the theatre program forward, and equally active in all schools.	The primary challenge was dealing with the limitations due to Covid-19. Currently there are only three certified drama teachers in HCPS. The remaining seven high schools have a combination of English teachers who teach drama as well. The professional development for the drama program is difficult to organize as the focus for many of the teachers is in the English department. We searched for additional ways to move the theatre program forward to afford all students equal access to a quality education in the Theatre Arts.
Media Arts	During SY 2020-2021, funding for the media arts program will continue to be used to support teachers in the classroom through the purchasing of equipment and materials to support media arts classroom activities and events.	During SY 2020-2021, funding for the media arts program supported teachers in the classroom through the purchasing of equipment and materials to support media arts classroom activities and events.	Aside from the biggest challenge—Covid-19—our main challenge is that we are making minimal progress while diving in with a heightened awareness of the required goals and standards in Media Arts. With limited school staffing, we are working to build teacher capacity in growing our media arts program offerings.
Visual Art	During SY 2020-2021, funding for the visual arts program will continue to be used to support teachers in the classroom through the purchasing of equipment and materials to support visual art classroom activities and events.	During SY 2020-2021, funding for the visual arts program supported teachers in the virtual classroom through the purchasing of equipment and materials to support classroom activities and virtual events, including AP Share Day.	Aside from the obvious challenges presented by Covid-19, the visual arts program has limited funding in the HCPS operating budget. Kilns are showing their age and maintenance funds are limited here, as well. We are doing our best to keep upper-level courses open as enrollment took a huge hit with students deciding to remain virtual.

School Year 2021-2022 Equity Goals

The Educational Equity regulation (COMAR 13A.01.06) is integrated throughout the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan to demonstrate comprehensive support and improvement. Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being.

2. What are the practices or strategies to advance racial equity through Fine Arts instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures?

Goals to advance racial equity through Fine Arts instructional programming:

- Build a more equitable Fine Arts academic program to advance and support student achievement and growth
- Recruit and retain effective and diverse Fine Arts educators to support our diverse student population
- Build a climate that supports student success in Fine Arts at all levels and in all schools
- Build Fine Arts educator capacity to improve the learning experiences for every child in every classroom

Success Measures:

- Collect student feedback to ensure we are on track with learning opportunities that are equitable, safe, fair, and inclusive
- Provide professional development for all Fine Arts teachers with the HCPS Supervisor of Equity and Cultural Proficiency
- Conduct equity walks under the guidance of the HCPS Supervisor of Equity and Cultural Proficiency
- Network with the MSDE Office of Fine Arts for state-wide professional development opportunities for our Fine Arts Professionals
- Network with the HCPS HR Department for recruitment opportunities to support our diverse student enrollment

3. What community needs are addressed through instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures? Community needs could include marginalized individual characteristics (Ability, Ethnicity, Family Structure, Gender Identity, Language, National origin, Religion, Sexual Orientation, Socioeconomic Status), program access, areas of disproportionality, and school climate and culture.

Community needs addressed through Fine Arts instructional programming:

- Support and network with the HCPS Superintendent's Cultural Proficiency Council that include community members from faith-based organizations, HCPS operations, HCPS school administration, and other community organizations
- Support and network with the HCPS Superintendent's Task Force on Equity, including HCPS school administration, HCPS district administration, members of the HCPS Board of Education, community members, teachers, and students.
- Support and network with the HCPS Superintendent's Student Advisory Council comprised of secondary student representatives.

Success Measures:

- Student service-learning projects that reflect and support the resolution of multicultural issues in schools
- Revise the Fine Arts offerings in the HCPS Student Education Planning Guide to be inclusive and non-biased of all gender identity language
- Provide professional development for Fine Arts teachers to address achievement gaps in the performing arts to elevate individual student and whole-group achievement.

School Year 2021-2022: Annual Goals

4. As stated in COMAR 13A.01.16, Section .03 Certification Procedures, each local school system shall report annually their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress. Complete the charts below outlining the 2021-2022 goals of the local school system to meet the requirements outlined in COMAR 13A.04.16, Programs in Fine Arts for music, dance, theatre, visual art, and media arts. For comparison, also list the strategic targets (forecast to 2024 Fine Arts Certification) within each arts discipline.

Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations regarding the implementation of fine arts instructional programming, development of curriculum, instructional planning, instructional delivery, material selection, and assessment and the use an equity lens (per COMAR 13A.01.06, an equity lens means that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups) to meet the needs of all students.

<h1>Dance</h1>	<p>2021-2022 Goals</p> <ul style="list-style-type: none"> • During SY 2021-2022, funding for the dance program will continue to be used to support teachers in the classroom through professional development and the purchasing of dance costumes, and supplies, to support all students in the dance programs • Transportation will be provided for students to participate in county and state events
	<p>2023 Targets</p> <ul style="list-style-type: none"> • An expansion of the dance program teachers to increase our current 2 schools, to 3-4 • Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers • Increased funding to purchase supplies and equipment to support all students in the dance programs

<h1>Media Arts</h1>	<p>2021-2022 Goals</p> <ul style="list-style-type: none"> • During SY 2021-2022, funding for the media arts program will continue to be used to support teachers in the classroom through the purchasing of equipment and materials to support media arts classroom activities and curricular events.
	<p>2023 Targets</p> <ul style="list-style-type: none"> • An expansion of the media arts program teachers • Curriculum development to support media arts instruction • Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers • Increased funding to purchase supplies and equipment to support all students in the media arts programs.

<h1>Music</h1>	<p>2021-2022 Goals</p> <ul style="list-style-type: none"> • During SY 2021-2022, the music program will continue to support teachers in the classroom through the purchasing of needed resource materials and student instruments at all levels. • The music program will search for ways to continue the All-County Performance groups and Assessment programs while we are working through Covid-19 restrictions with safely run performances and assessments.
	<p>2023 Targets</p> <ul style="list-style-type: none"> • An expansion of the music program teachers to provide equality of instructional offerings in all schools • Increased funding for All-County Performance groups and Assessment programs to include the elementary level.

<h1>Theatre</h1>	<p>2021-2022 Goals</p> <ul style="list-style-type: none"> • During SY 2020-2021, the FAI will continue to support the theatre program through committed professional development for certified theatre teachers and English teachers who teach drama, along with the purchasing of scripts and supplies needed for drama productions. • Funding will be allocated for an alternate county-wide Theatre Festival site
	<p>2023 Targets</p> <ul style="list-style-type: none"> • An expansion of certified theatre teachers in all high schools • Additional funding to support the theatre program through the hiring of national theatre professionals for teacher professional development • Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers.

<h1>Visual Art</h1>	<p>2021-2022 Goals</p> <ul style="list-style-type: none"> • During SY 2021-2022, funding for the visual arts program will continue to be used to support teachers in the classroom through the purchasing of equipment and materials to support visual art classroom activities and other curricular events.
	<p>2023 Targets</p> <ul style="list-style-type: none"> • An expansion of the visual arts program teachers to provide equality of instructional offerings all schools • Additional funding to support the visual arts program through the hiring of visual arts professionals for teacher professional development • Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers.

5. School Year 2021-2022: Budget Narrative

**Harford County Public Schools
Fine Arts Budget Form FY22**

Discipline	Category	Line Item	Calculation	Amount	In-Kind	Total
MEDIA ARTS	Instructional 203-205/ Regular Program	Supplies and Materials	Digital SLR Camera: 2 @ \$725 ea.	1,450		1,450
MEDIA ARTS	Instructional 203-205/ Regular Program	Supplies and Materials	Optical Zoom digital camera; 2 @ \$400.	800		800
VISUAL ARTS	Instructional 203-205/ Regular Program	Supplies and Materials	Drying Racks: 2 @ \$175 ea.	350		350
ALL	Instructional 203-205/ Regular Program	Supplies and Materials	Technology needs in the classroom	4,118		4,118
DANCE	Instructional 203-205/ Regular Program	Supplies and Materials	Costumes and other supplies to support the Dance Program	3,750		3,750
MUSIC	Instructional 203-205/ Regular Program	Supplies and Materials	Music instruments to support music program 10 instruments @ \$1,314.20 ea.	10,817		10,817
THEATRE	Instructional 203-205/ Regular Program	Supplies and Materials	Purchase of scripts and supplies for theatre productions and other instructional materials 10 schools @ \$350 ea.	3,500		3,500
ALL	Admin 201/ Business Support	Transfers	Indirect Costs	647		647
TOTAL				\$25,432	0	\$25,432

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$25,432.00	AMENDED BUDGET #	00	REQUEST DATE	10/01/21
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	TBA	RECIPIENT GRANT #	24062		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	TBA	GRANT PERIOD	07/01/21	06/30/22	
			FROM	TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						647.00	647.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.			24,785.00				24,785.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	0.00	24,785.00	0.00	0.00	647.00	25,432.00

Finance Official Approval	<u>Jennifer Birkelien</u>		10/01/21	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Sean W. Bulson</u>		10/01/21	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Appendix H: Equitable Services to Private Schools under ESSA

This section applies to Title I, Part A and programs covered Title VIII, including:

- Title I, Part A Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C Migrant Education Program
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers

EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To ensure equity and opportunities for participation of nonpublic schools, the Maryland State Department of Education's Equitable Services Ombudsman is responsible for monitoring and enforcing the requirements relating to the participation of children in private schools.

THE FOLLOWING DOCUMENTS MUST BE SUBMITTED IN APPENDIX H:

- Consultation timeline
- Signed Affirmation of Consultation Forms
- Complaint procedures/dispute resolution process for covered programs under ESSA

EQUITABLE SERVICES ALLOCATIONS:

Under sections 1117(a)(4)(C) and 8501(a)(4)(C) of the ESEA, as amended by the ESSA, an SEA is required to annually provide notice of the amount of funds each LEA has determined are available for equitable services under applicable ESEA programs. Please enter each allocation based on the individual federal program for the current fiscal year.

Equitable Services Allocations:	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
FY 22 Allocations:	\$29,588.80	N/A	\$50,081.00	\$98,878.00	\$20,262.00	N/A

ATTESTATIONS - EQUITABLE SERVICES (Sec. 8501(a)):

- All documents are included in Appendix H for Title I-A, Title I-C, Title IIA, Title III, and Title IVA-B.
 - Consultation timeline for each program
 - Signed Affirmation of Consultation Forms
 - Complaint procedures/dispute resolution process for covered programs under ESSA

- The LEA provided the equitable share allocation for each federal program as applicable.

- The LEA maintains records regarding the schools that participate each year and number of participants.

- The LEA ensures that private schools are provided with timely and meaningful consultation to participate in equitable services.

- The LEA ensures that all participating private schools are **not-for-profit** private schools, church-exempt schools, and/or publicly funded schools and verified on [MSDE's Nonpublic Schools Approval Webpage](#).

Dr. Roclande White	Grants Specialist	Harford County Public Schools	Roclande.White@hcps.org
LEA Equitable Services Point of Contact	Title	Local Educational Agency	Email Address
(Please type or print)			

Revised: July 26, 2021

Harford County Public Schools
Component E: Equitable Services
Internal Controls

The HCPS Title I Office is committed to providing equitable services to eligible private school students, teachers, and parents. These services and other benefits will be comparable to the services and other benefits provided to the public school children and teachers participating in Title I programs. The HCPS Title I Office will assess, address, and evaluate the needs of private school students and teachers. The system will spend the required proportional share ensure identified students receive services.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
End of Year / Affirmation of Consultation Meeting	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Initial consultation meeting. 1. Determine data source for counting eligible students. (Identifying pool of eligible students is private school responsibility.) 2. Identify multiple, educationally related criteria for choosing students. (LEA responsibility.) 3. Discuss academic goals of eligible students, appropriate assessments. 4. Solicit views on service delivery options, including “pooling” or consolidating funds option. 5. Discuss size and scope of services, the proportion of funds, and how the proportion will be determined 6. Determine services for parents and teachers of participating students. 7. Inform private school officials of the HCPS Title I, Part A, complaint procedure. 8. Collect signed affirmation form private school officials. 9. Determine equitable services amount based on number of eligible students and proportion of funds. 10. Identify students to participate (served).	End of 2021 School Year	various	5/20 – Trinity 6/2 – St. Joan
Dispute Resolution	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	HCPS Title I, Part A complaint procedure will be utilized to ensure all issues or concerns are attempted to be resolved, before escalation to the State Ombudsman. HCPS Title I Office believes open, honest, and fair communication between private schools should occur at all times. HCPS Title I Office strives to ensure understanding and agreement with all private schools.	July – June, 2021/2022	5/20 – Trinity 6/2 – St. Joan	This complaint procedure is shared with each private school during the Affirmation of Consultation meeting
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Work with other counties / states to sign MOU’s and exchange money for students who generated funds from the previous school year.	July – June, 2021/2022	Cecil County MOU Signed – 07/27/2021 BCPS MOU Signed – 08/25/2021	

Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Contact Finance Grants Accountant to ensure additional accounts are created to allow for the deposit of incoming out of county funds. Ensure Catapult is aware these costs must be broken out on the monthly invoices.	August 2021	On-going Will be set up when invoice is created.	HCPS is giving funds to CCPS (1 students). HCPS is receiving no funds from CCPS (0 students). HCPS is giving funds to BCPS (7 students). HCPS is receiving 1 funds from BCPS (1 students).
Renew Third Party Contract	Sara Harvey, Purchasing Agent Catapult Learning	Sign Renewal of Third Party Contract if necessary. Discuss upcoming year's contract. Review any changes.	June 2021		7/20 – Contract renewal was process for 2021-2022 School year.
Discuss Third Party Contract	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Discuss upcoming year's contract. Review any changes. This meeting and the fact that the Affirmation of Consultation meetings have already taken place will ensure that services to private school students start at the beginning of the school year.	August 2021	August 10, 2021	8/10/21 - Review contract, discuss expect PPA amounts available for each private school for upcoming year.
Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber, Assistant Title I Assistant Supervisor	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan. The type of assessment used, and the expectations defined to measure the effectiveness of the Title I program will be included.	August 2021	August 10, 2020	8/10/21 - The annual progress rubric will be discussed & disseminated in our meeting.
Meet with Third Party vendor to discuss enhanced Fiscal Monitoring.	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Meet with Third Party Vendor in order to ensure additional information is included in invoices, including the need to break down all purchases.	August 2021	August 10, 2021	8/10/21 - Discuss Last Year's Results, Contract, Expectations, Implementation of Program, PD, Program Fees, administrative Fees, and enhanced Fiscal Monitoring.
Transmit Affirmation of Consultation Agreement to State Ombudsman	Thomas Webber, Assistant Title I Assistant Supervisor MSDE Title I State Ombudsman	Transmit Affirmation of Consultation Agreement to State Ombudsman. The signed Affirmation of Consultation will be transmitted to the Ombudsman before the start of the school year. If any issues or disagreements occur during the May/June Affirmation of Consultation meetings, HCPS Title I Office will work closely with Private Schools to de-escalate issues before state ombudsman is involved.	October 2021	TBD	The Affirmation of Consultation Agreements are sent with the HCPS Local ESSA Consolidated Strategic Plan

Revised: July 26, 2021

Check on Status of Program	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Speak with each of the administrators to ensure that services to private school students have started at the beginning of the school year.	Late August / Early September.	TLCS – 8/10 SJA – 8/24	Will send out a welcome email & amount of funds generated after meeting with 3 rd Party Provider
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor	Currently no Title I funds are used to purchase equipment. No Equipment is allowed to be purchased for use in Private Schools. Regardless, equipment inventory and audit will take place each year during school year.	Ongoing		Equipment Inventory check will take place during 1 st quarter meetings
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Any materials purchased by Catapult are reviewed by Title I Office to ensure Educational Supplies / Materials are appropriate and supplemental before payment is made. All Educational Supplies / Materials are included on Inventory Sheet and labeled with “HCPS Title I Property Labels” Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities.	Ongoing		Material Inventory as well as Title I Property labels are checked during quarterly meetings with private schools.
Title I Storage of Equipment or Materials	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	All Educational Supplies / Materials are included on Inventory Sheet and labeled with “HCPS Title I Property Labels” Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities. If school are continuing services through the next year, during the 4 th quarter meeting, discussion are held as to how the materials should be stored, or if they should be picked up by Title I Office. At beginning of school year, materials are re-inventoried to ensure completeness.	Ongoing		Material Inventory are discussed during quarterly meetings with private schools.
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Exchange Funds with Baltimore County, Baltimore City, and Cecil County (as applicable)	September, 2021 – June, 2022		

Student Generator Information		
County	# of HCPS Students attending (Monies to be sent)	# of Out-of-County Students (Monies to receive)
Cecil County	1	0
Baltimore City	0	0
Baltimore County	7	1

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
<p>Communicate with Third Party vendor to develop the management plan.</p>	<p>Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning</p>	<p>The Third Party Vendor In consultation with HCPS, will implement the management plan that was developed for their program. The required elements of the plan include:</p> <ul style="list-style-type: none"> A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting. B. Consulting with the HCPS Title I Office before proceeding with any changes to the program. C. A discussion of methods of quality control for products and general operational performance. D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff. E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information. F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included. G. Submission of a plan to assess annual progress using a HCPS generated rubric. H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide. I. Time for required Harford County Public Schools approval before initiating work on key events or tasks. <p>Include plan to assess annual progress to HCPS for review and approval with October Management Plan.</p> <hr/> <p>HCPS Annual Evaluation Report</p>	<p>August – September</p>		<p>This discussion will take place during August 2021, 3rd-Party meeting along with various phone calls during the months of August and Early September.</p>

		<p>Develop the criteria for the annual evaluation which will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 		
Identify students who will generate the funds	Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Private Schools will identify which students for the 2021-2022 School Year will generate the funding for the 2022-2023 School Year. Low-income status will be used to determine number of low-income families.	September, 30	
Parent Involvement Activities Plan	Representative, Catapult Learning	Third Party Vendor will develop a plan to provide parental involvement activities. This plan will be due to the HCPS Title I Office by October 1, 2021. The Title I Office will ensure the PI is meeting the needs of the Title I Participants and only serviced Title I students and their families are invited to participate.	October 1, 2021	
Professional Development Activities Plan	Representative, Catapult Learning	Third Party Vendor will submit a plan to develop a plan to provide Professional Development activities. This plan will be due to the HCPS Title I Office by October 1, 2021. The Title I Office will ensure the PD is meeting the needs of the Title I Participants and is not general in nature.	October 1, 2021	
Initial Management Plan	Representative, Catapult Learning	Third Party Vendor will prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables. This plan will be due to the HCPS Title I Office by October 1, 2021	October 1, 2021	
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit the first of three Student Serviced List as well as the Teacher Schedules as per contract.	October 15, 2021	

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Identify Student's Generating Funds for next year.	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other Maryland LEAs. Send letters to these LEAs and any surrounding LEA. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December	Ongoing -	
Alert other states about out of state students	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other states, not Maryland. Send letters to these state Title I Offices. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December	Ongoing -	
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, and Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Review the evaluation results of the 2020-2021 Title I program. Explain to Private Schools the assessments which will be used to measure the effectiveness of the Title I program and what constitutes progress. • Review the address-eligible September 30th student list, discuss plan to determine student poverty rates. • Explain to Private Schools how the Title I program will be modified if expected standards/benchmarks have not been met. These measures will include; working with 3rd Party provider to examine student attendance and ensure students are receive necessary instruction. Re-working schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Title I Materials – Schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. • Review PD and PI Opportunities. All PD & PI must meet the needs of the Title I participants and not be general in nature. 	Mid/Late October 2021	TLCS – TBA SJA – TBA	

Revised: July 26, 2021

RFP	Thomas Webber, Title I Assistant Supervisor	Start RFP process for third party contractor when applicable	October/ November		RFP just completed. Year 2 of 5 year (Yearly Renewable RFP).
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	Attending Quarterly meeting at Private Schools <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Discuss poverty data results with private school officials and estimated instructional funds generated based upon proportionality • Yearly Equipment inventory – Currently no Title I funds are used to purchase equipment, but all schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. 	Jan 2022		Scheduled: TLCS – TBA SJA – TBA
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit, the second of three Student Serviced List as well as the Teacher Schedules as per contract.	January 15, 2022		TBD - Received 2 nd Student Services List
Federal HCPS Programs Consultation meetings	Representatives, HCPS Grant Leaders, Thomas Webber, Title I Assistant Supervisor	Invite eligible private schools to the federal programs informational meeting for upcoming school year	Mid-January, 2022		TBD - Letters sent out in December 2021. Two Meetings are scheduled. <ul style="list-style-type: none"> • January TBD, 2022 • February TBD, 2022
Parent, teacher, & administrator surveys	Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	Distribute parent, teacher, & administrator surveys for Title I program satisfaction/effectiveness	February / March 2022		

Revised: July 26, 2021

Meet with New, Interested Private Schools	Thomas Webber, Title I Assistant Supervisor	Identify private schools that indicated intent to participate in the program for the upcoming year	February / March 2022		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance 	March /April 2022	TLCS – TBD SJA – TBD	
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit, the Final of three Student Serviced List as well as the Teacher Schedules as per contract.	April 15, 2022		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2022		Year 2 of 5 year (Yearly Renewable RFP).
End of School year Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Conduct Initial consultation meeting for following school year if applicable. 	May / June 2022	TLCS – TBD SJA – TBD	

End of Year Evaluation	Representative, Catapult Learning	<p>Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:</p> <ul style="list-style-type: none"> A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting the student academic achievement standards or the alternative standards. B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use. C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement. D. An evaluation of professional development activities conducted for eligible non-public school staff members. E. Special problems encountered and solutions applied or anticipated. 	Mid-July, 2022		
HCPS Annual Evaluation Report	Thomas Webber	<p>Title I Office will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 	Late July, 2022		

Affirmation of Consultation

I am an administrator/representative of Harford Day School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 21, 2021, the HCPS System and Harford Day School engaged in consultation about the following federally funded programs for the 2021-2022 school year.

Federal Programs	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2021-2022 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Harford Day School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Ashleigh Wilkes
Ashleigh Wilkes (Jan 21, 2021 14:34 EST)

Signature of Non-Public School Representative

Ashleigh Wilkes

Name (please print)

Jan 21, 2021

Date

410-838-4848

Telephone Number

Affirmation of Consultation

I am an administrator/representative of John Carroll School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 17, 2021, the HCPS System and John Carroll School engaged in consultation about the following federally funded programs for the 2021-2022 school year.

Federal Programs	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2021-2022 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	☒	<input type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	☒	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	☒	<input checked="" type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	☒	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, John Carroll School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Tom Durkin

Tom Durkin (Feb 17, 2021 14:34 EST)

Signature of Non-Public School Representative

Tom Durkin

Name (please print)

Feb 17, 2021

Date

4108388333

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Oak Grove Classical Christian School (now called Grace Classical Academy), a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 17, 2021, the HCPS System and Grace Classical Academy engaged in consultation about the following federally funded programs for the 2021-2022 school year.

<u>Federal Programs</u>	Check each program the <u>consultation has covered</u> ("X")	Check if your school is <u>interested in participating</u> <u>for the 2021-2022 SY</u> ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Grace Classical Academy agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Jacqueline J. Hutcheson
Jacqueline J. Hutcheson (Feb 22, 2021 11:08 EST)

Signature of Non-Public School Representative

Jacqueline J. Hutcheson

Name (please print)

Feb 22, 2021

Date

410-734-6111

Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 17, 2021, the HCPS System and St. Joan of Arc School engaged in consultation about the following federally funded programs for the 2021-2022 school year.

Federal Programs	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2021-2022 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Joan of Arc School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

Feb 17, 2021

Date

Virginia Bahr

Name (please print)

410-272-1387

Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 17, 2021, the HCPS System and St. Margaret School engaged in consultation about the following federally funded programs for the 2021-2022 school year.

Federal Programs	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2021-2022 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Margaret School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Lauren Kimmel
Lauren Kimmel (Feb 17, 2021 14:14 EST)

Signature of Non-Public School Representative

Lauren Kimmel

Name (please print)

Feb 17, 2021

Date

410-879-1113

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 21, 2021, the HCPS System and Trinity Lutheran Christian School engaged in consultation about the following federally funded programs for the 2021-2022 school year.

Federal Programs	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2021-2022 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title IV-A: Student Support and Academic Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Cynthia M Chambers
Cynthia M Chambers (Jan 25, 2021 13:49 EST)

Signature of Non-Public School Representative

Jan 25, 2021

Date

Cynthia M Chambers

Name (please print)

1/25/2021

Telephone Number

Signature: Thomas Webber
Thomas Webber (Jan 25, 2021 13:53 EST)

Email: thomas.webber@hcps.org

PROCEDURE TITLE: TITLE 1, PART A – COMPLAINT PROCEDURE		
ADOPTION/EFFECTIVE DATE: JULY 1, 2011	MOST RECENTLY AMENDED:: JUNE 20, 2016	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

HCPS PROCEDURE FOR ENSURING PROMPT RESOLUTION OF COMPLAINTS OF VIOLATIONS OF TITLE 1, PART A

I. Purpose

The purpose of this procedure is to adopt written criteria for the receipt and resolution of complaints alleging violations of Title 1, Part A in the administration of the program.

II. Definitions

1. **Title 1** means 20 U.S. Code section 6311-6339.
2. **Complaint** means a statement which alleges a violation of Title I.

III. Procedures

1. The complaint shall be in writing and addressed to the HCPS Title 1 Supervisor.
 - a. The complaint shall contain the following:
 - The name of the complainant and contact information
 - The nature of the complaint (the specific violation of the administration of the Title 1, Part A program).
2. The HCPS Title 1 Supervisor shall maintain a complaint log. The log shall include the following:
 - a. The name of the complainant
 - b. The receipt date of the complaint
 - c. The log-in number assigned to the complaint for tracking purposes

- d. The name of the staff member to whom the complaint shall be referred (if applicable).
 - e. The date of the response to the complaint.
3. The HCPS Title 1 Supervisor shall respond to the complaint within thirty (30) working days upon receipt of the complaint.
 4. The HCPS Title 1 Supervisor shall maintain a copy of the complaint, log, and response on file in the district office.

Filing an Appeal with HCPS

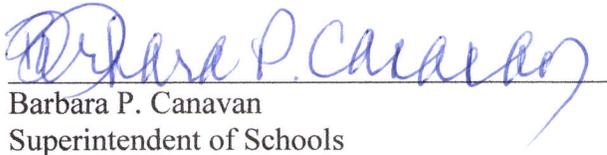
1. Individuals not satisfied with the written decision of the HCPS Title 1 Supervisor or who have not received a reply to their formal complaint within the specified time period may appeal the complaint in writing to the HCPS Executive Director of Curriculum, Instruction and Assessment. The appeal shall be filed in writing and received within fifteen (15) calendar days of the HCPS Title 1 Supervisor's decision or the date when a response was to have been made.
2. The HCPS Executive Director of Curriculum, Instruction and Assessment shall respond to the appeal using a timeline and procedures similar to the procedures followed by the HCPS Title 1 Supervisor including: (a) the option of arranging a hearing within ten (10) business days of receipt of the appeal; and (b) providing a written decision within ten (10) business days following the appeal hearing, if held. When the issue appealed is unusually complicated, an additional twenty (20) business days may be taken by the HCPS Executive Director of Curriculum, Instruction and Assessment in order to fully investigate the matter. Upon reaching a decision, the HCPS Executive Director of Curriculum, Instruction and Assessment shall provide a written response to the complainant.
3. Individuals not satisfied with the written decision of the HCPS Executive Director of Curriculum, Instruction and Assessment may further appeal the complaint to the Superintendent. Once the decision of the HCPS Executive Director of Curriculum, Instruction and Assessment has been received, the appeal shall be filed in writing and received within fifteen (15) calendar days of that decision. The Superintendent shall research and evaluate the appeal and issue a written decision within twenty (20) business days.
4. Individuals not satisfied with the written decision of the Superintendent may further appeal the complaint to the Harford County Board of Education. The appeal shall be filed in writing and received within thirty (30) calendar days of the Superintendent's decision.

Filing a Complaint with the Federal Government

1. Anyone who believes that an educational institution that received federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group. Complainants may file a complaint with the Office of Civil Rights (OCR) online at the following website:
<http://www.ed.gov/ocr/complaintprocess.html>.

Complaint Procedures for Private Schools Participating in Title 1. Part A The Complaint Process for Participation of Private School children is the same process as listed above.

Approved By:


Barbara P. Canavan
Superintendent of Schools


Date

PROCEDURE

Harford County Public Schools

Procedure Action Dates					
ACTION		DATE		ACTION DATE	
Adopted	07/01/2011				
Revised	06/20/2016				

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: Brad Palmer	JOB POSITION OF LAST EDITOR/DRAFTER: Supervisor – Title 1, Part A
PERSON RESPONSIBLE: Brad Palmer	JOB POSITION OF PERSON RESPONSIBLE: Supervisor – Title 1, Part A
DESIGNEE NAME: Thomas Webber	DESIGNEE POSITION: Assistant Supervisor – Title 1, Part A
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

TÍTULO DEL PROCEDIMIENTO: TÍTULO 1, PARTE A – PROCEDIMIENTO DE RECLAMACIÓN		
FECHA DE ADOPCIÓN/PUESTA EN VIGENCIA: 1 DE JULIO DE 2011	CORRECCIÓN MÁS RECIENTE: 20 DE JUNIO DE 2016	REAFIRMACIÓN MÁS RECIENTE:
CATEGORÍA DE RESUMEN DEL MANUAL DE POLÍTICAS/PROCEDIMIENTOS:		

PROCEDIMIENTO DE HCPS PARA GARANTIZAR UNA PRONTA RESOLUCIÓN DE LAS RECLAMACIONES POR INFRACCIONES CONTRA EL TÍTULO 1, PARTE A

I. Objeto

El objeto de este procedimiento es adoptar criterios escritos para la recepción y resolución de reclamaciones de presuntas infracciones contra la Parte A del Título 1 en la administración del programa.

II. Definiciones

1. **Título 1** significa la sección 6311-6339 del Título 20 del Código de los EE. UU.
2. **Reclamación** significa una declaración que presume una infracción contra el Título I.

III. Procedimientos

1. La reclamación deberá ser por escrito y dirigida al Supervisor del Título 1 de las Escuelas Públicas del Condado de Harford (HCPS, por sus siglas en inglés).
 - a. La reclamación deberá contener lo siguiente:
 - el nombre del reclamante y su información de contacto; y
 - la naturaleza de la reclamación (la infracción específica de la administración del programa del Título 1, Parte A).
2. El Supervisor del Título 1 de HCPS deberá conservar un registro de la reclamación. El registro deberá incluir lo siguiente:
 - a. el nombre del reclamante;

- b. la fecha de recepción de la reclamación;
 - c. el número de registro asignado a la reclamación para fines de seguimiento;
 - d. el nombre del miembro del personal a quien se le remitirá la reclamación (si corresponde).
 - e. la fecha de respuesta de la reclamación.
3. El Supervisor del Título 1 de HCPS deberá responder la reclamación dentro de los treinta (30) días hábiles siguientes a su fecha de recepción.
 4. El Supervisor del Título 1 de HCPS deberá conservar una copia de la reclamación, un registro y la respuesta archivados en la oficina de distrito.

Presentación de Apelaciones ante HCPS

1. Las personas que no estén satisfechas con la resolución escrita del Supervisor del Título 1 de HCPS o que no hayan recibido una respuesta a su reclamación formal dentro de un período determinado podrán apelar la reclamación por escrito ante el Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS. La apelación deberá presentarse por escrito y se recibirá dentro de los quince (15) días calendario siguientes a la fecha de la resolución del Supervisor del Título 1 de HCPS o a la fecha en que debería haberse recibido una respuesta.
2. El Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS deberá responder a la apelación en un plazo y con procedimientos similares a los utilizados por el Supervisor del Título 1 de HCPS, incluidos: (a) la opción de programar una audiencia dentro de los diez (10) días hábiles siguientes a la recepción de la apelación y (b) proporcionar una resolución escrita dentro de los diez (10) días laborables posteriores a la audiencia de apelación, si se lleva a cabo. Cuando la cuestión de que trata la apelación es inusualmente complicada, el Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS podrán tomarse veinte (20) días laborables adicionales para poder investigar exhaustivamente el asunto. Cuando llegue a una resolución, el Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS deberá proporcionar una respuesta escrita al reclamante.
3. Las personas que no estén satisfechas con la resolución escrita del Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS podrán volver a apelar la reclamación ante el Superintendente. Una vez que se reciba la resolución del Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS, la apelación deberá presentarse por escrito y se recibirá dentro de los quince (15) días calendario siguientes a la fecha de esa decisión. El Superintendente deberá investigar y evaluar la apelación, y emitir una resolución escrita antes de transcurridos veinte (20) días laborables.

PROCEDIMIENTO

4. Las personas que no estén satisfechas con la resolución escrita del Superintendente podrán volver a apelar la reclamación ante el Consejo Educativo del Condado de Harford. La apelación deberá presentarse por escrito y se recibirá dentro de los treinta (30) días calendario posteriores a la fecha en que se emitió la resolución del Superintendente.

Presentación de Reclamaciones ante el Gobierno Federal

1. Toda persona que crea que una institución educativa que recibe asistencia económica federal ha discriminado a alguien por motivos de raza, color, nacionalidad, sexo, edad o condición de discapacitado podrá presentar una reclamación. No es necesario que la persona u organización que presenta la reclamación sea víctima de la presunta discriminación, sino que podrá hacerlo en nombre de otra persona o grupo. Los reclamantes podrán presentar la reclamación ante la Oficina de Derechos Civiles (OCR, por sus siglas en inglés) por Internet en el siguiente sitio web: <http://www.ed.gov/ocr/complaintprocess.html>.

Procedimientos de Reclamación para Escuelas Privadas que Participan en el Título 1. Parte A El Procedimiento de Reclamación para niños de Escuelas Privadas Participantes es el mismo que se mencionó anteriormente.

Aprobado por:

Barbara P. Canavan
Superintendente de Escuelas

Fecha

PROCEDIMIENTO

Fechas de las Medidas del Procedimiento					
MEDIDA	FECHA	MEDIDA	FECHA	MEDIDA	FECHA
Adopción	07/01/2011				
Revisión	06/20/2016				

Responsabilidad en cuanto al Mantenimiento del Procedimiento y Referencias	
NOMBRE DEL ÚLTIMO EDITOR/REDACTOR: Brad Palmer	PUESTO DE TRABAJO DEL ÚLTIMO EDITOR/REDACTOR: Supervisor – Título 1, Parte A
PERSONA RESPONSABLE: Brad Palmer	PUESTO DE TRABAJO DE LA PERSONA RESPONSABLE: Supervisor – Título 1, Parte A
NOMBRE DE LA PERSONA DESIGNADA: Thomas Webber	PUESTO DE LA PERSONA DESIGNADA: Asistente del Supervisor – Título 1, Parte A
NÚMERO DE PROCEDIMIENTO ANTES DEL 1 DE NOVIEMBRE DE 2005:	

REFERENCIAS LEGALES¹

Las referencias se detallan en el Procedimiento.

¹ Todas las referencias son a leyes o reglamentos específicos del Gobierno Federal o de Maryland. Las referencias se brindan para mayor comodidad y solo con fines informativos; no deben considerarse completas o que impidan a las Escuelas Públicas del Condado de Harford invocar otras leyes o reglamentos como respaldo de políticas.

TÍTULO DEL PROCEDIMIENTO: TÍTULO 1, PARTE A – PROCEDIMIENTO DE RECLAMACIÓN		
FECHA DE ADOPCIÓN/PUESTA EN VIGENCIA: 1 DE JULIO DE 2011	CORRECCIÓN MÁS RECIENTE: 20 DE JUNIO DE 2016	REAFIRMACIÓN MÁS RECIENTE:
CATEGORÍA DE RESUMEN DEL MANUAL DE POLÍTICAS/PROCEDIMIENTOS:		

PROCEDIMIENTO DE HCPS PARA GARANTIZAR UNA PRONTA RESOLUCIÓN DE LAS RECLAMACIONES POR INFRACCIONES CONTRA EL TÍTULO 1, PARTE A

I. Objeto

El objeto de este procedimiento es adoptar criterios escritos para la recepción y resolución de reclamaciones de presuntas infracciones contra la Parte A del Título 1 en la administración del programa.

II. Definiciones

1. **Título 1** significa la sección 6311-6339 del Título 20 del Código de los EE. UU.
2. **Reclamación** significa una declaración que presume una infracción contra el Título I.

III. Procedimientos

1. La reclamación deberá ser por escrito y dirigida al Supervisor del Título 1 de las Escuelas Públicas del Condado de Harford (HCPS, por sus siglas en inglés).
 - a. La reclamación deberá contener lo siguiente:
 - el nombre del reclamante y su información de contacto; y
 - la naturaleza de la reclamación (la infracción específica de la administración del programa del Título 1, Parte A).
2. El Supervisor del Título 1 de HCPS deberá conservar un registro de la reclamación. El registro deberá incluir lo siguiente:
 - a. el nombre del reclamante;

- b. la fecha de recepción de la reclamación;
 - c. el número de registro asignado a la reclamación para fines de seguimiento;
 - d. el nombre del miembro del personal a quien se le remitirá la reclamación (si corresponde).
 - e. la fecha de respuesta de la reclamación.
3. El Supervisor del Título 1 de HCPS deberá responder la reclamación dentro de los treinta (30) días hábiles siguientes a su fecha de recepción.
 4. El Supervisor del Título 1 de HCPS deberá conservar una copia de la reclamación, un registro y la respuesta archivados en la oficina de distrito.

Presentación de Apelaciones ante HCPS

1. Las personas que no estén satisfechas con la resolución escrita del Supervisor del Título 1 de HCPS o que no hayan recibido una respuesta a su reclamación formal dentro de un período determinado podrán apelar la reclamación por escrito ante el Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS. La apelación deberá presentarse por escrito y se recibirá dentro de los quince (15) días calendario siguientes a la fecha de la resolución del Supervisor del Título 1 de HCPS o a la fecha en que debería haberse recibido una respuesta.
2. El Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS deberá responder a la apelación en un plazo y con procedimientos similares a los utilizados por el Supervisor del Título 1 de HCPS, incluidos: (a) la opción de programar una audiencia dentro de los diez (10) días hábiles siguientes a la recepción de la apelación y (b) proporcionar una resolución escrita dentro de los diez (10) días laborables posteriores a la audiencia de apelación, si se lleva a cabo. Cuando la cuestión de que trata la apelación es inusualmente complicada, el Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS podrán tomarse veinte (20) días laborables adicionales para poder investigar exhaustivamente el asunto. Cuando llegue a una resolución, el Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS deberá proporcionar una respuesta escrita al reclamante.
3. Las personas que no estén satisfechas con la resolución escrita del Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS podrán volver a apelar la reclamación ante el Superintendente. Una vez que se reciba la resolución del Director Ejecutivo de Planes de Estudio, Enseñanza y Evaluación de HCPS, la apelación deberá presentarse por escrito y se recibirá dentro de los quince (15) días calendario siguientes a la fecha de esa decisión. El Superintendente deberá investigar y evaluar la apelación, y emitir una resolución escrita antes de transcurridos veinte (20) días laborables.

PROCEDIMIENTO

4. Las personas que no estén satisfechas con la resolución escrita del Superintendente podrán volver a apelar la reclamación ante el Consejo Educativo del Condado de Harford. La apelación deberá presentarse por escrito y se recibirá dentro de los treinta (30) días calendario posteriores a la fecha en que se emitió la resolución del Superintendente.

Presentación de Reclamaciones ante el Gobierno Federal

1. Toda persona que crea que una institución educativa que recibe asistencia económica federal ha discriminado a alguien por motivos de raza, color, nacionalidad, sexo, edad o condición de discapacitado podrá presentar una reclamación. No es necesario que la persona u organización que presenta la reclamación sea víctima de la presunta discriminación, sino que podrá hacerlo en nombre de otra persona o grupo. Los reclamantes podrán presentar la reclamación ante la Oficina de Derechos Civiles (OCR, por sus siglas en inglés) por Internet en el siguiente sitio web: <http://www.ed.gov/ocr/complaintprocess.html>.

Procedimientos de Reclamación para Escuelas Privadas que Participan en el Título 1. Parte A El Procedimiento de Reclamación para niños de Escuelas Privadas Participantes es el mismo que se mencionó anteriormente.

Aprobado por:

Barbara P. Canavan
Superintendente de Escuelas

Fecha

PROCEDIMIENTO

Fechas de las Medidas del Procedimiento					
MEDIDA	FECHA	MEDIDA	FECHA	MEDIDA	FECHA
Adopción	07/01/2011				
Revisión	06/20/2016				

Responsabilidad en cuanto al Mantenimiento del Procedimiento y Referencias	
NOMBRE DEL ÚLTIMO EDITOR/REDACTOR: Brad Palmer	PUESTO DE TRABAJO DEL ÚLTIMO EDITOR/REDACTOR: Supervisor – Título 1, Parte A
PERSONA RESPONSABLE: Brad Palmer	PUESTO DE TRABAJO DE LA PERSONA RESPONSABLE: Supervisor – Título 1, Parte A
NOMBRE DE LA PERSONA DESIGNADA: Thomas Webber	PUESTO DE LA PERSONA DESIGNADA: Asistente del Supervisor – Título 1, Parte A
NÚMERO DE PROCEDIMIENTO ANTES DEL 1 DE NOVIEMBRE DE 2005:	

REFERENCIAS LEGALES¹

Las referencias se detallan en el Procedimiento.

¹ Todas las referencias son a leyes o reglamentos específicos del Gobierno Federal o de Maryland. Las referencias se brindan para mayor comodidad y solo con fines informativos; no deben considerarse completas o que impidan a las Escuelas Públicas del Condado de Harford invocar otras leyes o reglamentos como respaldo de políticas.

**2021-22 School Year
Nonpublic Enrollment Numbers**

School	Student Enrollment	Staff Count
Harford Day School	298	64
John Carroll School	720	110
Grace Classical	159	27
St. Joan of Arc	180	25
St. Margaret School	548	74
Trinity Lutheran	227	35

Formula to Determine Amount for Title II, Part A Equitable Expenditures

A. Number of Students			
A1: LEA Enrollment	<i>as of:</i>	09/30/20	37,333
A2: Participating Private Schools Enrollment	<i>as of:</i>	09/01/21	2,132
A3: Total Enrollment [A1 + A2]			39,465
B. Title II, Part A Allocation			
B1: Total LEA Allocation			926,931.00
B2: Administrative Costs			0.00
B3: LEA Allocation Minus Admin Costs [B1-B2]			926,931.00
C. Per Pupil Rate			
C1: [B3 / A3]			\$ 23.49
D. Equitable Services			
Amount LEA must reserve for equitable services for private school teachers and other educational personnel [A2 x C1]			50,081.00

Participating Private Schools	Enroll	Allocation
Harford Day	298	7,000.02
John Carroll	720	16,912.80
Grace Classical Acad (Oak Grove)	159	3,734.91
St. Joan of Arc	180	4,228.20
St. Margaret's	548	12,872.52
Trinity	227	5,332.23
Total	2,132	50,081.00

Formula to Determine Amount for Title IV, Part A Equitable Expenditures

A. Number of Students			
A1: LEA Enrollment	<i>as of:</i>	09/30/20	37,333
A2: Participating Private Schools Enrollment	<i>as of:</i>	09/01/21	2,132
A3: Total Enrollment [A1 + A2]			39,465
B. Title II, Part A Allocation			
B1: Total LEA Allocation			463,227.00
B2: Administrative Costs			0.00
B3: LEA Allocation Minus Admin Costs [B1-B2]			463,227.00
C. Per Pupil Rate			
C1: [B3 / A3]			\$ 11.74
D. Equitable Services			
Amount LEA must reserve for equitable services			25,031.00

HCPS Funds to Spend 438,196.00

Participating Private Schools	Enroll	Allocation
Harford Day	298	3,499.00
John Carroll	720	8,453.00
Grace Classical Acad (Oak Grove)	159	1,867.00
St. Joan of Arc	180	2,113.00
St. Margaret's	548	6,434.00
Trinity	227	2,665.00
Total	2,132	25,031.00

Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools September 30, 2020

Table 2
Enrollment by Grade: Maryland Public Schools: Septe
Total Students

Local School System	Grand Total	Total Elementary	Pre-Kindergarten	Kindergarten	1	2
Total State	882,538	475,462	23,616	58,391	63,571	64,169
Allegany	8,075	4,417	332	512	574	550
Anne Arundel	83,044	45,691	1,929	5,773	6,168	6,096
Baltimore City	77,856	44,256	2,816	5,635	5,956	6,109
Baltimore	111,084	60,364	2,877	7,352	8,035	8,145
Calvert	15,292	7,697	340	943	1,002	1,015
Caroline	5,553	2,958	245	387	354	391
Carroll	24,568	12,596	316	1,678	1,748	1,723
Cecil	14,718	7,745	496	968	985	1,028
Charles	26,768	13,684	729	1,587	1,721	1,834
Dorchester	4,662	2,525	170	282	360	343
Frederick	43,221	22,725	1,063	2,792	3,015	3,039
Garrett	3,648	1,933	157	254	246	246
Harford	37,333	19,839	788	2,593	2,741	2,607
Howard	57,293	29,811	1,014	3,634	3,919	4,115
Kent	1,812	973	79	121	131	133
Montgomery	160,564	84,779	3,597	10,347	11,399	11,573
Prince George's	131,657	73,090	3,916	8,639	9,885	9,860
Queen Anne's	7,395	3,803	224	473	478	476
SEED School	403	49	0	0	0	0
Saint Mary's	17,246	9,216	522	1,143	1,224	1,218
Somerset	2,818	1,628	156	217	216	225
Talbot	4,524	2,421	232	285	317	294
Washington	21,939	11,638	797	1,428	1,537	1,572
Wicomico	14,354	8,016	470	943	1,109	1,132
Worcester	6,711	3,608	351	405	451	445

ember 30, 2020

	3	4	5	6
	64,733	66,318	66,590	68,074
	600	614	618	617
	6,326	6,397	6,471	6,531
	5,881	5,983	5,815	6,061
	8,325	8,540	8,485	8,605
	1,013	1,146	1,079	1,159
	381	408	395	397
	1,783	1,749	1,803	1,796
	1,033	1,041	1,042	1,152
	1,969	1,872	1,963	2,009
	334	314	348	374
	3,051	3,210	3,204	3,351
	256	241	272	261
	2,663	2,775	2,759	2,913
	4,067	4,327	4,273	4,462
	115	130	143	121
	11,622	11,858	12,100	12,283
	9,997	10,154	10,361	10,278
	495	556	504	597
	0	0	0	49
	1,237	1,264	1,314	1,294
	188	206	193	227
	333	289	332	339
	1,493	1,618	1,562	1,631
	1,117	1,129	1,062	1,054
	454	497	492	513

Maryland Public School Enrollment

December 11, 2020

Harford Day School
Attn: School Principal
715 Moores Mill Rd
Bel Air, MD 21014

Dear Sir/Madam:

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Supporting Effective Instruction; Title III, Part A: Language Instruction for English Learners and Migrant Students; and Title IV: Student Support and Academic Enrichment Grants. In order to offer your school, the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2022/School Year 2021-2022, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, January 21, 2021
Time: 1:00 p.m. – 2:30 p.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Microsoft Teams Virtual Meeting – Sign-in information forthcoming.

OR

Date: Wednesday, February 17, 2021
Time: 1:00 p.m. – 2:30 p.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Microsoft Teams Virtual Meeting – Sign-in information forthcoming

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Friday, January 15, 2021. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded Every Student Succeeds Act (ESSA) provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

(over)

A letter of this nature cannot begin to describe the scope of the Every Student Succeeds Act (ESSA), Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State’s student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2020-2021 school year, the following elementary schools were eligible for Title I funding:

Bakerfield Elementary	Deerfield Elementary
Edgewood Elementary	George D. Lisby Elementary at Hillsdale
Havre de Grace Elementary	Hall’s Cross Roads Elementary
Magnolia Elementary	Riverside Elementary
William Paca / Old Post Road Elementary	

Any changes to these eligible schools will be announced during these two scheduled meetings.

9. Scheduled consultation sessions with Harford County Public School’s Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2021-2022 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope or email it to: barbara.wieczynski@hcps.org, no later than Friday, January 15, 2021.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Friday, January 15, 2021. **Failure to return this form by Friday, January 15, 2021, indicates that your school does not want to participate in the federal grants program for the 2021-2022 School Year.**

Sincerely,

<i>Chandra Krantz</i>	<i>Mary Beth Stapleton</i>	<i>Jacqueline Tarbert</i>	<i>Thomas Webber</i>
Chandra Krantz Supervisor of English Language Learners and World Language	Mary Beth Stapleton Manager of Family and Community Partnerships	Jacqueline Tarbert Director of Organizational Development	Thomas Webber Assistant Supervisor of Title I

Enclosures

Attachment A

HARFORD COUNTY PUBLIC SCHOOLS
102 S. Hickory Avenue
Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

- Title I income eligible students by grade residing in these attendance areas:

<i>Title I Public Schools*</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
Riverside Elementary							
William Paca/Old Post Road Elementary							
Total							

*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2021-2022 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Thursday, January 21, 2021.

_____ Either I or a representative will attend the HCPS meeting on Wednesday, February 17, 2021.

_____ I am unable to attend neither of the two HCPS meetings on Thursday, January 21, 2021 nor Wednesday, February 17, 2021. However, my school plans to participate in federal grants during the 2021-22 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

_____ **Title I, Part A – Improving Basic Programs Operated by LEAs**
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

_____ **Title II, Part A – Supporting Effective Instruction**

_____ **Title III, Part A – Language Instruction for English Learners and Migrant Students**

_____ **Title IV, Part A – Student Support and Academic Enrichment Grants**

_____ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

_____ I decline participation in all federal grant programs during the 2021-2022 school year.

Please return this form to, in the enclosed self-addressed stamped envelope to Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349 or email it to her at: barbara.wieczynski@hcps.org

Failure to return this form by Friday, January 15, 2021, indicates that your school does not want to participate in the federal grants program for the 2021-2022 School Year.

FEDERAL EDUCATION PROGRAMS MEETING

Thursday, January 21, 2021

1:00 p.m. - 2:30 p.m.

Harford County Public Schools

AGENDA

Welcome/Introductions	Thomas Webber
Discussions:	
Title I, Part A	Thomas Webber
Title II, Part A	Jackie Tarbert
Title III, Part A	Chandra Krantz
Title IV, Part A	Mary Beth Stapleton
Questions	All participants
Adjournment	

Sign-in

Name	Position	Signature
Cynthia Chambers	Trinity Lutheran Christian School	VIA MS Teams
Lori Gohlinghorst	HCPS - Administrative Support Specialist - Professional Development • Curriculum	VIA MS Teams
Chandra Krantz	HCPS - Supervisor of English Language Learning and World Languages Programs	VIA MS Teams
Mary Beth Stapleton	HCPS - Manager of Family and Community Partnerships	VIA MS Teams
Jackie Tarbert	HCPS - Director of Organizational Development and Continuous Learning	VIA MS Teams
Thomas Webber	HCPS - Assistant Supervisor of Title I	VIA MS Teams
Ashleigh Wilkes	Harford Day School	VIA MS Teams

Today

Meeting started 12:46 PM

Cynthia joined the meeting.

12:56 PM
Today is January 21, 2021

Thomas Webber is here

Cynthia Chambers has joined via phone.

 **Stapleton, Mary Beth** 12:56 PM Edited
Mary Beth Stapleton, Manager of Family and Community Partnerships - I'm Here

 **Tarbert, Jacqueline** 12:56 PM Edited
Jacqueline Tarbert is here - Director of Organizational Development and Continuous Learning

 Ashleigh Wilkes - HDS (Guest) joined the meeting.

 **AW** Ashleigh Wilkes - HDS (Guest) 12:59 PM
Ashleigh Wilkes - HDS - present

 **Gohlinghorst, Lori** 12:59 PM

 **LG** Gohlinghorst, Lori 12:59 PM
Here. Good afternoon.

 **CK** Krantz, Chandra 12:59 PM
Chandra Krantz is here. Supervisor of English Language Learning and World Languages Programs.

1:10 PM
Information about Title I was shared.

1:18 PM
Information about Title II was shared

Edited
Information about Title III was shared

 cYNTHIA (Guest) joined the meeting.

 **Tarbert, Jacqueline** 1:29 PM
The *What Works Clearinghouse* is a helpful resource for locating evidence on various education interventions.

1:31 PM
Information about Title IV was shared

 Ashleigh Wilkes - HDS (Guest) left the conversation.

 cYNTHIA (Guest) left the conversation.

Harford County Public Schools
Office of Title I

January 21, 2021

Providing Services to Eligible
Private School Children

1

Title I, Part A
General Regulations

Each participating Local Education Agency (LEA) or School System is required to provide eligible* private school children, their families, and their teachers with Title I educational services or other benefits that are equitable the public Title I schools' students, their families, and their teachers.

* Academically at-risk

2

Title I, Part A
General Regulations

The Title I program provides supplemental educational services for academically at-risk public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments*.

*Or other more appropriate standards and/or assessments for private school Title I students as determined in consultation.

3

Title I, Part A
Public Schools Served

A LEA annually ranks its eligible public schools based on poverty rate and selects the schools that the LEA will serve by determining an annual poverty rate cut-off.

The LEA must serve schools that exceed 75% poverty in rank order and may serve lower ranked areas by grade-span grouping.

HCPS currently serves elementary grades (K-5) only.

4

Harford County Public Schools –Title I Schools –SY 2020–2021

<p><u>Bakerfield Elementary School</u> 36 Baker Street Aberdeen, MD 21001 410-273-5518 Principal- Mrs. Tara Dedeaux</p>	<p><u>George D. Lisby Elementary School at Hillsdale</u> 810 Edmund Street Aberdeen, MD 21001 410-273-5530 Principal- Mrs. Christine Langrehr</p>
<p><u>Edgewood Elementary</u> 2100 Cedar Drive Edgewood, MD 21040 410-612-1540 Principal- Mrs. Cynthia Ross</p>	<p><u>Hall's Cross Roads Elementary School</u> 203 East Bel Air Avenue Aberdeen, MD 21001 410-273-5524 Principal- Mrs. Christina Douglas</p>
<p><u>Deerfield Elementary</u> Willoughby Beach Road Edgewood, MD 21040 410-612-1535 Principal- Mr. Gregory Lane</p>	

5

Harford County Public Schools –Title I Schools –SY 2020–2021

<p><u>Havre de Grace Elementary School</u> 600 Juniata Street Havre de Grace, MD 21078 410-939-6616 Principal- Mr. Ronald C. Wooden</p>	<p><u>Riverside Elementary School</u> 211 Stillmeadow Drive Joppa, MD 21085 410-612-1559 Principal- Mr. Christopher Yancone</p>
<p><u>Magnolia Elementary School</u> 901 Trimble Road Joppa, MD 21085 410-612-1553 Principal- Mrs. Audrey Vohs</p>	<p><u>William Paca/Old Post Road Elementary School</u> 2706 Old Philadelphia Road Abingdon, MD 21009 410-612-2033 Principal- Mrs. Tammy Bosley</p>

6

Title I, Part A Allocating Funds – Off the Top

Under Section 1117(a) private school funding must come off the top of the allocation before any district set asides are allowed. The LEA must determine the proportionate amount of Title I funds received by an LEA prior to any other allowable expenditures for funds.

Total # of Private School eligible Title I Students	+	Total # of Public & Private School eligible Title I Students	=	Private School Ratio
Harford's Total Title I Allocation	X	Private School Ratio	=	Total Amount Set Aside for Private Schools

7

Title I, Part A Private Schools Generate vs. Receive

Private School Eligibility Requirements:

Low-income student(s) of a private school must reside in an existing LEA's public Title I school's attendance area on September 30th in order for the private school to be eligible for Title I services the following school year.

- a. Private school students "**generate**" Title I funds to be used to service academically at-risk students at the private school if they meet all of the following criteria:
- 1) Attend the Private School
 - 2) Reside (proof of address required) in an existing Title I Public School enrollment area
 - 3) Be identified as low-income;

8

Title I, Part A Private Schools Generate vs. Receive

Private School Eligibility Requirements – Continued

- b. Private school students may "**receive**" Title I services if they meet all of the following criteria:
- 1) Attend the Private School
 - 2) Reside (proof of address required) in an existing Title I Public School enrollment area
 - 3) Be identified as academically failing or at-risk of failing to meet the state's standards

9

Title I, Part A Use of Funds

Title I funding allocated for servicing eligible private school children depends solely on the number of low-income private school children who reside in an existing Title I school's attendance area (as of September 30th of each year for use during the FOLLOWING school year).

The funds generated by these children are used only for instructional services to eligible, academically at-risk students at the private school.

10

Title I, Part A Program Services

Title I services must be supplemental and may not replace or supplant services that would ordinarily be provided by private schools to academically at-risk private school children.

11

Title I, Part A Program Services

Types of Services:

- ▶ Instruction outside the regular classroom
 - Extended learning time (before and after school) focus on reading and math, literacy programs, or early childhood (grades K-1)
- ▶ *Combination of services listed above*
- ▶ Services may be provided by a Third-Party vendor.

12

Title I, Part A Consultation

- ▶ Timely – occurs before decisions are made that affect opportunities of eligible private school students.
- ▶ Meaningful – LEA must consider comments of private school officials.

13

13

Title I, Part A Consultation

- ▶ Appropriate consultation with private school officials is often the key to ensuring that a LEA's program for equitable participation is a success.
- ▶ The LEA makes the final decisions with respect to Title I services that are provided to eligible private school students.

14

14

Title I, Part A Parental Involvement

Private school parents of Title I students must be offered the opportunity to participate equitably in parental involvement activities.

The LEA must consult with private school officials and parents of participating private school students regarding parental involvement activities.

15

15

Title I, Part A Professional Development

The LEA must consult with private school officials and teachers in designing professional development to increase the teachers' skills and knowledge in providing instruction to Title I students.

16

16

HCPS Title I Office Contact Information

Thomas Webber
Assistant Supervisor – HCPS Title I Office
410-809-6062
Thomas.Webber@hcps.org

17

17

Title IIA

January 2021
February 2021



1

1

Purpose of Title IIA

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

2

2

Components of the Application

Application should include:

- Needs assessment
- Planned/allowable activities to improve educator practices related to student needs
- Justification of activities as related to student needs
- Evaluation plan

3

3

Needs Assessment Components

1) Identify data sources. Suggested data sources to consider:

- Student assessment data (ie- What sources/tools are you using to measure student success?)
- Student behavior data (ie- How many referrals are administered yearly? What are the common offences?)
- Survey findings (ie- How do you seek input from your stakeholders?)
- Certification data (ie- How many teachers are teaching outside of their area of certification?)
- Teacher evaluation data (ie- What sources/tools are you using to measure teacher effectiveness?)
- Paraprofessional evaluation data (ie- What sources/tools are you using to measure paraprofessional effectiveness?)
- Other relevant data sources (ie- walkthroughs, personal observations, parent-teacher conferences)

4

4

Needs Assessment Components

2) Review and analyze available and relevant data sources. Look for:

- Areas of low performance
- Gaps in support of instructional staff
- Equity gaps in student performance
- Spikes in behavioral data
- Over-representation of specific student groups in behavioral reports

5

5

Needs Assessment Components

3) Identify and prioritize student needs

- Review the gaps and challenges identified in step 2 and determine the root-cause of the issue.
- What is the related student-need?
- Which needs are the most significant and/or urgent for student-success?

6

6

Needs Assessment Components

- 4) Identify the professional knowledge and skills needed to address the prioritized student needs
- What knowledge and skills do administrators, teachers, paraprofessionals, parents and/or other educational support staff need in order to effectively address the prioritized student needs?

7

Non-Public Allowable Activities

Basically the same as LEA allowable activities, with a few exceptions.

- Cannot be used for class-size reduction
- Must be aligned to student need
- Must be secular in nature. Conference can be religiously affiliated, by LSS may only reimburse for the percentage of the conference that is secular
- Activities related to certification are allowable if a teacher is uncertified
- Dual certification and promotional opportunities are not allowable unless a shortage can be demonstrated through data

8

SUMMARY OF NEEDS ASSESSMENT

The non-public entity is not required to provide written responses to all items in the list. The non-public entity should provide a summary of needs assessment findings by completing the chart.

Prioritized Student Learning Needs	Professional Knowledge and Skills Needed	Supporting Data
Priority 1-		
Priority 2-		
Priority 3-		

9

Professional Development Plan

Professional Knowledge and Skills for EACH Priority:

Prioritized Student Learning Needs	Professional Knowledge and Skills Needed	Supporting Data
Priority 1-		
Priority 2-		
Priority 3-		

10

Professional Development Plan

Activity 1.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

11

Evaluation Report

Report on the intended outcomes of the activities planned in Part III. Level one is required. Additional details on any of the remaining four levels is encouraged. Conferences must be evaluated on levels 1-4.

Activity 1.1	
Activity Title:	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
Additional Notes or Comments:	

12

Support

- ❑ Lori will schedule meetings with HCPS Content Offices at the request of non-public POC
- ❑ Technical assistance is available to help with any parts of Needs Assessment/PD Plan/ or Evaluation Report

13

Timelines

Funding Allotments and Timeline for Spending

- ❑ Lori or Joyce will send allotments to POC
- ❑ Monies to spend by 12/31/2020 and 6/30/2021

Needs Assessment Summary and PD Plans

- ❑ Monies to spend by 6/30/2021 – Needs assessment and PD plans sent to Lori Gohlinghorst by 1/29/2021
- ❑ Monies to spend by 6/30/2022 – Needs assessment and PD plans sent to Lori Gohlinghorst by 10/01/21

14

TITLE IIA, FY ____
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Please complete this worksheet to indicate how you intend to use your Title IIA funds. Remember that Title IIA funds are to be used for “evidence-based” professional development only. Any expenditures for materials or contracted services are to be used for administrators, teachers, paraprofessionals and/or other educational support staff, **not** students or school expenses.

Initial Draft of this form must be sent to: _____ by _____
 Final approved form must be signed and returned to: _____ by _____
 Grant funds are available from: _____ to _____
 Evaluation Report must be signed and returned to: _____ by _____

Please note: According to Federal Law, the Local Education Agency (LEA) does not disseminate funds to non-public schools. As fiscal agent of Title II-A funds, the LEA is responsible for procuring, negotiating, and executing all contracts and services in a timely fashion and in accordance with the requirements of Title II-A. After verifying that a needs assessment has been conducted and planned professional development programs, activities, and services are allowable under Title II-A, the LEA expends funds on behalf of the non-public school. An LEA may not distribute funds directly to a non-public school (ESEA Section 8501).

Part I - School Information

School Name	
School Official/Primary Contact <i>(Name and Title)</i>	
Email Address <i>School Official/Primary Contact</i>	
Telephone Number <i>School Official/Primary Contact</i>	
Additional/Secondary Contact <i>(Name and Title)</i>	
Email Address <i>School Official/Secondary Contact</i>	
Telephone Number <i>Additional/Secondary Contact</i>	

Total Allocation Amount _____ **FY** _____

I, _____ (Non-Public Official) assure that any materials or contracted services described in this plan are for administrators, teachers, paraprofessionals, and/or other educational support staff, **not** students and will ensure that any program, services, or activities will follow the approved plan unless a modification/amendment has been agreed upon by me and the LEA Title II-A Grant Coordinator.

(Non-Public Official Signature)

(Date)

(LEA Official Signature)

(Date)

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Part II – Needs Assessment

Below are recommended considerations when conducting a needs assessment. The non-public entity is not required to provide written responses to all items in the list. The non-public entity should provide a summary of needs assessment findings by completing the chart at the bottom of the page.

1) Identify data sources. Suggested data sources to consider:

- Student assessment data (ie- What sources/tools are you using to measure student success?)
- Student behavior data (ie- How many referrals are administered yearly? What are the common offences?)
- Survey findings (ie- How do you seek input from your stakeholders?)
- Certification data (ie- How many teachers are teaching outside of their area of certification?)
- Teacher evaluation data (ie- What sources/tools are you using to measure teacher effectiveness?)
- Paraprofessional evaluation data (ie- What sources/tools are you using to measure paraprofessional effectiveness?)
- Other relevant data sources (ie- walkthroughs, personal observations, parent-teacher conferences)

2) Review and analyze available and relevant data sources. Look for:

- Areas of low performance
- Gaps in support of instructional staff
- Equity gaps in student performance
- Spikes in behavioral data
- Over-representation of specific student groups in behavioral reports

3) Identify and prioritize student needs

- Review the gaps and challenges identified in step 2 and determine the root-cause of the issue.
- What is the related student-need?
- Which needs are the most significant and/or urgent for student-success?

4) Identify the professional knowledge and skills needed to address the prioritized student needs

- What knowledge and skills do administrators, teachers, paraprofessionals, parents and/or other educational support staff need in order to effectively address the prioritized student needs?

Prioritized Student Learning Needs	Professional Knowledge and Skills Needed	Supporting Data
Priority 1-		
Priority 2-		
Priority 3-		

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Part III – Professional Development Plan

Professional Knowledge and Skills for Priority 1:

Activity 1.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

Activity 1.2		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Professional Knowledge and Skills for Priority 2:

Activity 2.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

Activity 2.2		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Professional Knowledge and Skills for Priority 3:

Activity 3.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

Activity 3.2		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Part IV- Evaluation Report

Use this space to report on the intended outcomes of the activities planned in Part III. Level one is required. Additional details on any of the remaining four levels is encouraged. Conferences must be evaluated on levels 1-4.

Evaluation Report must be signed and returned to: _____ by _____

This evaluation is being submitted by:

 (Non-Public Official Signature)

 (Date)

Activity 1.1	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

Activity 1.2	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Activity 2.1	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

Activity 2.2	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Activity 3.1	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

Activity 3.2	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

ALLOWABLE ACTIVITIES

Strategies and Activities to Improve the Quality of the Teaching Force	
<p>1. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p style="padding-left: 40px;">(a) Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach;</p> <p style="padding-left: 40px;">(b) Classroom practices. Providing training to improve teaching practices and student academic achievement through:</p> <p style="padding-left: 80px;">(1) effective instructional strategies, methods, and skills;</p> <p style="padding-left: 80px;">(2) The use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a) (3) (A)].</p>	
<p>2. Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <p style="padding-left: 40px;">2.1 Involve collaborative groups of teachers and administrators;</p> <p style="padding-left: 40px;">2.2 Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p style="padding-left: 40px;">2.3 Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</p> <p style="padding-left: 40px;">2.4 Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</p> <p style="padding-left: 40px;">2.5 Provide training on how to use data and assessments to improve classroom practice and student learning. [Section 2123(a) (3) (B)].</p>	
<p>3. Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders. [Section 2123(a) (6)].</p>	

PROFESSIONAL DEVELOPMENT - The term ‘professional development’ -

- (A) includes activities that -
 - (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
 - (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 - (iv) improve classroom management skills;
 - (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and (II) are not 1-day or short-term workshops or conferences;
 - (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

- (vii) advance teacher understanding of effective instructional strategies that are
 - (I) based on scientifically based research (except that this sub-clause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
 - (viii) are aligned with and directly related to -
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in sub-clause (I) except that this sub-clause shall not apply to activities described in clauses (ii) and (iii) of Section 2123(3) (B);
 - (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
 - (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 - (xiii) provide instruction in methods of teaching children with special needs;
 - (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
 - (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that -
- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

MEMO

To: Representatives of non-public Schools
From: Chandra Krantz, Supervisor of World Languages and ELL
CC: Mary Beth Stapleton, Manager of Family and Community Partnerships
Thomas Webber, Grant Assistant Supervisor Title I
Juraj Duracka, ELL Curriculum Specialist
Date: January 21, 2021
Re: Title III, Part A

The Office of World Languages and ELL will, upon request, offer suggestions to non-public school officials and teachers as it relates to the identification and instruction of English language learners. In addition, as professional development sessions are offered during the 2021-2022 school year to HCPS personnel, non-public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the non-public schools in this geographical area for preview and/or use.

HCPS

Harford County Public Schools

**FY22 Title IV, Part A
Non-Public/Private School
Consultation Meeting
January 21, 2021**

1

HCPS

Purpose of Title IV, Part A

- ☺ The Every Student Succeeds Act (ESSA) was signed into law in December 2015.
- ☺ Newly authorized under Subpart 1 of Title IV, Part A of the ESEA, is the **Student Support Academic and Enrichment Grant (SSAE)** program.
 - Program is intended to meet the commitment of equity and opportunity for all students.

2

HCPS

Purpose continued...

- ☺ The goal of the Student Support and Academic Enrichment program is to:
 - Provide all students with access to a well-rounded education;
 - Improve school conditions for student learning; and,
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

3

HCPS

Equitable Participation

- ☺ Services and other benefits to private school students must be:
 - Secular, neutral, and non-ideological
 - Provided in a timely manner
 - Equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel

4

HCPS

Equitable Services continued...

- ☺ Participating Private Schools and Services must provide:
 - Information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services

5

HCPS

Nonpublic Equitable Share

- ☺ Non-public school expresses interest
- ☺ Interested public schools are included in our count/proposal to MSDE (HCPS application due by October 2021)
- ☺ Schools send student count to HCPS no later than July 30, 2021
- ☺ Schools receive projected amount (summer 2021)
- ☺ Schools submit needs assessment/budget proposal by September 3, 2021
- ☺ Schools spend down allocation

6

HOPS
Allowable Use of Funds – Samples
 (Slide Source: MSDE)

Well-Rounded Educational Opportunities	Safe and Healthy Students	Effective Use of Technology
Improving instruction and student engagement in science, technology, engineering, and mathematics, and computer science (STEM subjects)	Promoting community and parent involvement in schools	Carrying out blended learning projects
Supporting college and career counseling, including providing information on opportunities for financial aid	Implementing re-entry programs and transitions services for justice involved youth	Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools	Creating child sexual abuse awareness and prevention programs	Building technological capacity and infrastructure
Improving access to foreign language instruction, arts, and music education	Promoting school readiness and academic success	Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

7

HOPS
Activities to Support Well-Rounded Educational Opportunities

Well Rounded Educational Opportunities
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM subjects)
Supporting college and career counseling including providing information on opportunities for financial aid
Promoting access to accelerated learning opportunities including AP and IB programs, dual or concurrent enrollment programs and early college schools
Improving access to foreign language instruction, arts and music education
Strengthening instruction in American history, civics, economics, geography, government education and environment education.

8

HOPS
Activities to Support Effective Use of Technology

Effective Use of Technology
Carrying out Blended Learning projects.
Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities
Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

9

HOPS
Activities to Support Safe and Healthy Students

Safe and Healthy Students
Promoting community and parent involvement in schools
Implementing re-entry programs and transitions services for justice involved youth
Creating child sexual abuse awareness and prevention programs
Promoting school readiness and academic success
Providing school-based mental health services and counseling

10

HOPS
Activities to Support Effective Use of Technology

Effective Use of Technology
Carrying out Blended Learning projects.
Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities
Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

11

HOPS
Proposed School Level FY22 Plan

- ☑ Needs assessment specifically focused on Title IV
- ☑ Brief description of specific services to be provided and how they are coordinated or integrated with other programs, strategies and/or activities in place to improve outcomes for students (Cite evidence-based studies that support the strategy/activity)
- ☑ Explain how the funds will be used for activities that will occur no later than 6/30/22 to support disadvantaged students

12

HOPS

Needs Assessment

- ☺ How the students' needs are identified (focus group, survey, minutes from staff meetings, etc.)
- ☺ How, where, and by whom will the services be provided?
- ☺ Which focus area? (well-rounded; safe supportive; use of technology)
- ☺ What research is there to prove the proposed services are evidence-based?
- ☺ How will you assess the impact of the services?
- ☺ How will the results of the program review will improve services?

13

HOPS

Expenditures

- ☺ Non-public schools are supposed to utilize their Title IV, Part A equitable services share within the fiscal year it is provided.
- ☺ Funds Spent no later than: April 30, 2021
- ☺ In the event non-publics have not utilized their equitable services share within a given fiscal year, then the LEA can decide to continue to make those funds available to the non-public school/schools, or the LEA can absorb the equitable service share and make it available for programming to public schools *so long as regular and on-going consultation has occurred.*

14

HOPS

Questions?

Contact:

Mary Beth Stapleton, Manager of Family & Community Partnerships
Marybeth.Stapleton@hcps.org
(410) 688-9851

Or

Joyce Jablecki, Administrative Assistant
Joyce.Jablecki@hcps.org

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Contacts for Federal Programs

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Thomas Webber (410) 809-6062 Thomas.Webber@hcps.org

Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Jackie Tarbert (410) 273-5621 Jacqueline.Tarbert@hcps.org

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Chandra Krantz (410) 588-5218 Chandra.Krantz@hcps.org

Title IV, Part A: Student Support and Academic Enrichment

Mary Beth Stapleton (410) 588-5263 MaryBeth.Stapleton@hcps.org

FEDERAL EDUCATION PROGRAMS MEETING

Wednesday, February 17, 2021

1:00 p.m. - 2:30 p.m.

Harford County Public Schools

AGENDA

Welcome/Introductions	Thomas Webber
Discussions:	
Title I, Part A	Thomas Webber
Title II, Part A	Jackie Tarbert
Title III, Part A	Chandra Krantz
Title IV, Part A	Mary Beth Stapleton
Questions	All participants
Adjournment	

Sign-in

Name	Position	Signature
Danica Attanasio	John Carroll School, Institutional Advancement	VIA MS Teams
Virginia Bahr	St. Joan of Arc School, Principal	VIA MS Teams
Tom Durkin	John Carroll School, Principal	VIA MS Teams
Lori Gohlinghorst	HCPS - Administrative Support Specialist - Professional Development • Curriculum	VIA MS Teams
Jacqueline Hutcheson	Grace Classical Academy (formerly Oak Grove) Administrator	VIA MS Teams
Lauren Kimmel	St. Margaret School, Assistant Principal	VIA MS Teams
Chandra Krantz	HCPS - Supervisor of English Language Learning and World Languages Programs	VIA MS Teams
Linda Nitchie	John Carroll School, Institutional Advancement	VIA MS Teams
Mary Beth Stapleton	HCPS - Manager of Family and Community Partnerships	VIA MS Teams
Jackie Tarbert	HCPS - Director of Organizational Development and Continuous Learning	VIA MS Teams
Tracey Tokarski	St. Joan of Arc School, Assistant Principal	VIA MS Teams
Thomas Webber	HCPS - Assistant Supervisor of Title I	VIA MS Teams

12:58 PM
Today is Wednesday, February 17, 2021

Thomas Webber is here

 Stapleton, Mary Beth 12:59 PM
Mary Beth Stapleton is here

 L. Kimmel (Guest) 12:59 PM
Lauren Kimmel is here

 JC_Attanasio, Danica 12:59 PM
Danica Attanasio is here

 JC_Nitchie, Linda 12:59 PM
Linda Nitchie

Meeting chat ✕

 JC_Durkin, Tom 12:59 PM
Tom Durkin is here

 Tarbert, Jacqueline 1:00 PM
Jackie Tarbert is here

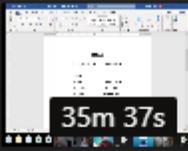
 JH Jackie Hutcheson (Guest) 1:00 PM
Jackie Hutcheson of Grace Classical Academy is here

 CK Krantz, Chandra 1:02 PM
Chandra Krantz, supervisor of ELL and World Languages is here...unable to access camera and sound right now...I apologize! Working on a fix

 Ginger Bahr (Guest) joined the meeting.



Tracey Tokarski (Guest) joined the meeting.



Meeting ⋮
Recorded by: We...



Tracey Tokarski (Guest) 1:04 PM
Good afternoon!



Stapleton, Mary Beth 1:14 PM
A fun day in "Teams" land! 😄



L. Kimmel (Guest) left the meeting.



Tracey Tokarski (Guest) left the meeting.



JC Nitchie, Linda left the



JC_Nitchie, Linda left the meeting.



Ginger Bahr (Guest) left the meeting.



JC_Attanasio, Danica left the meeting.



Jackie Hutcheson (Guest) left the meeting.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$6,274,295.00	AMENDED BUDGET #		REQUEST DATE	10/13/21
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23002		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2021	TO	9/30/2023

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						\$158,401.64	158,401.64
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	\$412,464.77	2,000.00	5,735.88	21,000.00	1,800.00	0.00	443,000.65
203-205 Instruction Categories							
Prog. 01 Regular Prog.			\$60,981.33	\$17,175.50			78,156.83
Prog. 02 Special Prog.	\$3,210,942.80	17,300.00	248,757.05	2,000.00	0.00	29,588.80	3,508,588.65
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	180,140.00	\$31,994.88	7,877.32	65,500.00			285,512.20
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.	\$119,406.53						119,406.53
208 Student Health Services							0.00
209 Student Transportation		27,400.00					27,400.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				\$1,653,828.50			1,653,828.50
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	3,922,954.10	78,694.88	323,351.58	1,759,504.00	1,800.00	187,990.44	6,274,295.00

Finance Official Approval	Jennifer Birkelien		10/14/2021	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Sean Bulson, Ed.D.		10/15/2021	410-588-5202
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	\$25,432.00	AMENDED BUDGET #	00	REQUEST DATE	10/01/21
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	TBA	RECIPIENT GRANT #	24062		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	TBA	GRANT PERIOD	07/01/21	06/30/22	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						647.00	647.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.			24,785.00				24,785.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	0.00	24,785.00	0.00	0.00	647.00	25,432.00

Finance Official Approval Jennifer Birkelien  10/01/21 410.809.6055
Name Signature Date Telephone #

Supt./Agency Head Approval Dr. Sean W. Bulson  10/01/21 410.838.7300
Name Signature Date Telephone #

MSDE Grant Manager Approval _____
Name Signature Date Telephone #

2021-2022 Title I, Part A Application

ATTESTATION

The Local Educational Agency (LEA) attests it meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program, including, but not limited to:

- A. Staff Credentials and Certifications
- B. Schoolwide Program
- C. Targeted Assistance Schools
- D. Parent and Family Engagement
- E. Participation of Children Enrolled in Private Schools
- F. Education for Homeless Children and Youth
- G. Support for Foster Care Students
- H. English Learners
- I. School Improvement - Targeted Support and Improvement
- J. Fiscal Assurances and Requirements

The LEA ensures that all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components listed above.

Sean Bulson, Ed.D.	 <small>Sean Bulson (Oct 15, 2021 07:49 EDT)</small>	Harford County Public Schools	10/15/2021
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Tammy Bosley	 <small>Tammy Bosley (Oct 14, 2021 11:34 EDT)</small>	Harford County Public Schools	10/14/2021
Title I Supervisor Name (Please Print or Type)	Title I Supervisor Signature	Local Educational Agency	Date

ATTESTATION - Section 1112 (Citation 1112(a)(1)(A))

The LEA ensures that this application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), Equity Point of Contact/Office, other appropriate school personnel, and with the parents of children in schools served under this part.

Sean Bulson, Ed.D.	 <small>Sean Bulson (Oct 15, 2021 07:49 EDT)</small>	Harford County Public Schools	10/15/2021
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Tammy Bosley	 <small>Tammy Bosley (Oct 14, 2021 11:34 EDT)</small>	Harford County Public Schools	10/14/2021
Title I Supervisor Name (Please Print or Type)	Title I Supervisor Signature	Local Educational Agency	Date

ATTESTATION – Educational Equity Regulation (COMAR 13A.01.06)

The LEA ensures that this application is developed in alignment with the requirements of the Educational Equity regulation (COMAR 13A.01.06). Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being. In the development of the LEA’s Title I, Part A application, the LEA has applied an equity lens demonstrating that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups. Additionally, the LEA ensures that the Title I, Part A application adheres to COMAR 13A.01.06, Educational Equity, including:

- Provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student’s academic success and social/emotional well-being (With a strategic focus on marginalized student groups)
- Identify and address the unique challenges and barriers faced by individual students or by populations of students and provides additional support to help overcome those barriers.
- Assures educational opportunities and environments are equitable, fair, safe, diverse, and inclusive for all students.
- Develops goals and objectives to improve academic performance that are student-centered, relevant, and culturally responsive to areas of inequity.
- Provides strategies and activities to improve achievement for all students by bridging the gap between academic and non-academic goals. (Examples of non-academic data may include attendance, social-emotional growth, community needs, and racial equity.)
- Assures their educational equity point of contact is included in the completion of the application

Sean Bulson, Ed.D.	 <small>Sean Bulson (Oct 15, 2021 07:49 EDT)</small>	Harford County Public Schools	10/15/2021
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Paula Stanton, Ph.D.	 <small>Paula Stanton (Oct 14, 2021 15:23 EDT)</small>	Harford County Public Schools	10/14/2021
Equity Point of Contact Name (Please Print or Type)	Equity Point of Contact Signature	Local Educational Agency	Date
Tammy Bosley	 <small>Tammy Bosley (Oct 14, 2021 11:34 EDT)</small>	Harford County Public Schools	10/14/2021
Title I Supervisor Name (Please Print or Type)	Title I Supervisor Signature	Local Educational Agency	Date

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$926,931.00	AMENDED BUDGET #	00	REQUEST DATE	10/27/21
GRANT NAME	Title II	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	22104001	RECIPIENT GRANT #	22422		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	tba	GRANT PERIOD	07/01/21	TO	06/30/23

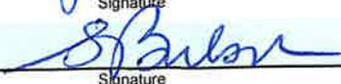
CATEGORY/PROGRAM	BUDGET OBJECT							BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS		
201 Administration								0.00
Prog. 21 General Support								0.00
Prog. 22 Business Support						22,304.00		22,304.00
Prog. 23 Centralized Support								0.00
202 Mid-Level Administration								0.00
Prog. 15 Office of the Principal								0.00
Prog. 16 Inst. Admin. & Supv.								0.00
203-205 Instruction Categories								0.00
Prog. 01 Regular Prog.								0.00
Prog. 02 Special Prog.								0.00
Prog. 03 Career & Tech Prog.								0.00
Prog. 04 Gifted & Talented Prog.								0.00
Prog. 07 Non Public Transfers								0.00
Prog. 08 School Library Media								0.00
Prog. 09 Instruction Staff Dev.	552,216.00	73,337.00				50,081.00		675,634.00
Prog. 10 Guidance Services								0.00
Prog. 11 Psychological Services								0.00
Prog. 12 Adult Education								0.00
206 Special Education								0.00
Prog. 04 Public Sch Instr. Prog.								0.00
Prog. 09 Instruction Staff Dev.								0.00
Prog. 15 Office of the Principal								0.00
Prog. 16 Inst. Admin & Superv.								0.00
207 Student Personnel Serv.								0.00
208 Student Health Services								0.00
209 Student Transportation								0.00
210 Plant Operation								0.00
Prog. 30 Warehousing & Distr.								0.00
Prog. 31 Operating Services								0.00
211 Plant Maintenance								0.00
212 Fixed Charges				228,993.00				228,993.00
214 Community Services								0.00
215 Capital Outlay								0.00
Prog. 34 Land & Improvements								0.00
Prog. 35 Buildings & Additions								0.00
Prog. 36 Remodeling								0.00
Total Expenditures By Object	552,216.00	73,337.00	0.00	228,993.00	0.00	72,385.00		926,931.00

Finance Official Approval	<u>Jennifer Birkelien</u>		10/27/21	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Sean W. Bulson</u>		10/27/21	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$98,878.00	AMENDED BUDGET #	00	REQUEST DATE	09/01/21
GRANT NAME	Title III, Part A - English Language Acquisition, Language Enhance, and Academic Achieve.	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	220677	RECIPIENT GRANT #	22872		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	6942	GRANT PERIOD	07/01/21	TO	09/30/23

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						2,515.00	2,515.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	66,469.00	7,344.00	8,000.00				81,813.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,350.00	2,600.00		4,869.00			8,819.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							
212 Fixed Charges				5,731.00			5,731.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	67,819.00	9,944.00	8,000.00	10,600.00	0.00	2,515.00	98,878.00

Finance Official Approval	<u>Jennifer Birkelien</u>		09/01/21	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Sean W. Bulson</u>		09/01/21	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$463,227.00	AMENDED BUDGET #	00	REQUEST DATE	10/21/21
GRANT NAME	Title IV	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	TBA	RECIPIENT GRANT #	23702		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	TBA	GRANT PERIOD	07/01/21	09/30/23	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						11,146.00	11,146.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	311,777.00	24,000.00	24,369.00			25,031.00	385,177.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		3,600.00					3,600.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							
212 Fixed Charges				63,304.00			63,304.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	311,777.00	27,600.00	24,369.00	63,304.00	0.00	36,177.00	463,227.00

Finance Official Approval	<u>Jennifer Birkelien</u>		10/21/21	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Sean W. Bulson</u>		10/21/21	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	_____	_____	_____	_____
	Name	Signature	Date	Telephone #

**Appendix I: Title I, Part A
2021-2022 MSDE Grant Program Managers**

Supervisor and School System	Program	School System	Name	E-mail
Shanna Edmonds	Title I, Part A	Anne Arundel	Melissa Surgeon	melissa.surgeon@maryland.gov
ANNE ARUNDEL COUNTY		Frederick		
FREDERICK COUNTY		Charles		
		Dorchester		
		Somerset		
		Wicomico		
		Worcester		
CHARLES COUNTY		Carroll	Mary Cross	mary.cross@maryland.gov
		Harford		
		Garrett		
	Harford			
	Howard			
	Queen Anne's			
	Charles	Hazar Biddle	hazar.biddle@maryland.gov	
	Migrant Education	Charles	Tiffany Knight	tiffany.knight@maryland.gov
Gail Dickson	Title I, Part A	Allegany	Luke Millon	luke.dillon@maryland.gov
CALVERT COUNTY		Cecil		
		Washington		
		Baltimore	Barbara Scherr	barbara.scherr@maryland.gov
Caroline				
Garrett				
MONTGOMERY COUNTY		Talbot		
		Prince George's	Tricia Crafton	patricia.crafton@maryland.gov
		Kent County		
The SEED School				
ST.MARY'S COUNTY		Baltimore City		
	Early Literacy	St. Mary's	Devorah Nathan	devorah.nathan@maryland.gov

Appendix J – SY 2020-2021 Network for Equity and Excellence in Education

Local School System	Name	E-mail
Allegany County	John Logsdon, Jr.	John.logsdonjr@acpsmd.org
Allegany County	Sarah Welsh	Sarah.welsh@acpsmd.org
Anne Arundel County	Lorenzo Hughes	lhughes@aacps.org
Anne Arundel	Meisha Walker	mtwalker@aacps.org
Baltimore City	Tracey Durant	tldurant@bcps.k12.md.us
Baltimore County	Jennifer Audlin	jaudlin@bcps.org
Calvert County	Sandy Walker	walkers@calvertnet.k12.md.us
Caroline County	Nicole Fisher	fisher.nicole@ccpsstaff.org
Carroll County	Judith Jones	jjones@carrollk12.org
Cecil County	James Zimmerman	jzimmer@ccps.org
Charles County	Kimberly Hairston	khairston@ccboe.com
Dorchester County	Regina Teat	teatr@dcpsmd.org
Frederick County	Toby Heusser	Tobin.Heusser@fcps.org
Frederick County	Eric Louers-Phillips	Eric.Phillips@fcps.org
Garrett County	Brooks Elliot	brooks.elliott@garrettcountyschools.org
Harford County	Paula Stanton	paula.stanton@hcps.org
Howard County	Kevin Gilbert	kevin_gilbert@hcpss.org
Howard County	Razia Kosi	razia_kosi@hcpss.org
Kent County	Angela Holocker	aholocker@kent.k12.md.us
Montgomery County	Troy Boddy	Troy_Boddy@mcpsmd.org
Prince George's County	David Reese, Jr.	david.rease@pgcps.org
Prince George's County	Jerenze Campbell	jcampbel@pgcps.org
Queen Anne's County	Matt Evans	matt.evans@qacps.org
St. Mary's County	Adrienne Dillahunt	amdillahunt@smcps.org
St. Mary's County	Kelly Hall	kmhall@smcps.org
St. Mary's County	Wauchille Adams	wdadams@smcps.org
St. Mary's County	Charlottis Woodley	cmwoodley@smcps.org
Somerset County	Tom Davis	tdavis@somerset.k12.md.us
Somerset County	Tracey Cottman	tcottman@somerset.k12.md.us
Talbot County	Helga Einhorn	heinhorn@talbotschools.org
Washington County	Allison Smith	SmithAll@wcps.k12.md.us
Wicomico County	Ruby Brown	rubrown@wcboe.org
Worcester County	Michael Browne	MLBrowne@worcesterk12.org

Appendix K – Contact information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Local ESSA Consolidated Strategic Plan Requirements	Michelle Daley	410-767-0359	michelle.daley@maryland.gov
Title I, Part A- Improving Basic Programs	Paula Harris	410-767-0321	paulam.harris@maryland.gov
Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Melissa Surgeon	410-767-0300	melissa.surgeon@maryland.gov
Title II, Part A - Preparing, Training and Recruiting High-Quality Teachers and Principals	Cecilia Roe	410-767-0574	cecilia.roe@maryland.gov
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon	410-767-0714	ilhye.yoon@maryland.gov
	Heather Sauers	410-767-0871	Heather.sauers@maryland.gov
Title IV, Part A Student Support and Academic Enrichment Grants	Jonathan Turner	410-767-0288	Jonathan.turner@maryland.gov
Fine Arts	Lillian Jacobs		lillian.jacobson1@maryland.gov
	Alysia Lee	410-767-0352	alysia.lee@maryland.gov
Equitable Services	Barbara Scherr	410-767-0291	barbara.scherr@maryland.gov
Special Education Programs	Anne Wheeler	410-767-0254	anne.wheeler@maryland.gov
Finance Requirements	Donna Gunning	410-767-0757	donna.gunning@maryland.gov
Every Student Succeeds Act (ESSA)	Mary Gable	410-767-0275	mary.gable@maryland.gov

Appendix L – General Submission Procedures Posting and Submission Procedures

The 2021 Local ESSA Consolidated Strategic Plan is shared with the local school system points of contact via Google Drive. The Local ESSA Consolidated Strategic Plan submission procedures include two submission options: Google Drive **OR** hard copy via U.S. mail.

General Submission Procedures

Date	2021 Submission Procedures
<p>October 15</p> <p>DRAFT SUBMISSION</p>	<p><u>ELECTRONIC SUBMISSION</u>- Using Google Drive, local school systems may submit their 2021 Local ESSA Consolidated Strategic Plan. This electronic submission should include the plan and the Excel workbooks containing Finance, and Data sections.</p> <p><u>The Local ESSA Consolidated Strategic Plan document should be submitted in PDF format. Excel workbooks should be submitted in Excel format.</u></p> <p>Google Drive Submission Submit the Local ESSA Consolidated Strategic Plan using the local school system’s designated folder Google Drive.</p> <p><u>The Local ESSA Consolidated Strategic should be submitted the plan in PDF format (in its entirety).</u> The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in Excel format.</p> <p style="background-color: #FFD700;">Signatures are not required for the draft October 15, 2021 submissions.</p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send two hardcopies, one original and one copy. Hard copies should be double-sided and three-hole-punched: <u>Local ESSA Consolidated Strategic Plan, Finance Sections, and Data Sections.</u> ▪ Avoid sending documents in binders.

Date	2021 Submission Procedures
<p>November 15</p> <p>FINAL SUBMISSION</p>	<p>Google Drive Submission</p> <p>Submit the Local ESSA Consolidated Strategic Plan using the local school system’s designated folder on Google Drive.</p> <ul style="list-style-type: none"> ▪ The Local ESSA Consolidated Strategic Plan should be submitted in PDF format (in its entirety). The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in Excel format. Each signed C125 should be attached at the end of each grant application. <p>School systems may use one of the following options to sign their 2021 Local ESSA Consolidated Strategic Plan and C125s. The required signed sections of the Local ESSA Consolidated Strategic Plan and C125s are accepted electronically using blue ink. The signing options are:</p> <ol style="list-style-type: none"> 1. e-signature platform (e.g. Adobe Sign, DocuSign, etc.); 2. Email confirmation in lieu of an e-signature platform. If the local school system does not use an electronic signature platform, the signer must send an email to the MSDE grant POC indicating the appropriate person has approved the document); or 3. Manually sign required areas of the Local ESSA Consolidated Strategic Plan and C125s. If signed and scanned documents are not readily identifiable as an original signature, then electronic versions <u>cannot</u> be accepted. <p>Original signatures are required for the final November 15, 2021 submission.</p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send two hardcopies, one original and one copy. Hard copies should be double-sided and three-hole-punched: <u>Local ESSA Consolidated Strategic Plan, Finance Sections, and Data Sections.</u> ▪ Avoid sending documents in binders. <p><u>The final submission of the Local ESSA Consolidated Strategic Plans must contain original signatures in all areas where required (see signature requirement above).</u></p> <ul style="list-style-type: none"> • All Local ESSA Consolidated Strategic Plan hard copies and signed original C-125s should be sent via U.S. mail to: <p>Dr. Michelle Daley Division of Student Support, Academic Enrichment, and Educational Policy Maryland State Department of Education 200 West Baltimore Street (4th Floor) Baltimore, Maryland 21201</p>

Appendix M- Local ESSA Consolidated Strategic Plan Points of Contact

Local Education Agency	Name	E-mail
Allegany County	Kim Green	kim.green@acpsmd.org
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Baltimore County	John Staley	jstaley@bcps.org
Baltimore County	Christine Faya	cfaya@bcps.org christinefaya@gmail.com
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Carroll County	Drew Sexton	acsexto@carrollk12.org
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Cecil County	Wes Zimmerman	wzimmerman@ccps.org
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Dorchester County	Michael Collins	collinsm@dcpsmd.org
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Queen Anne's County	Renee Wolff	renee.wolff@qacps.org
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Washington County	Gary Willow	WilloGar@wcps.k12.md.us
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Worcester County	Natalie Bennett	nlbennett@worcesterk12.org