

# **Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan**

**2020 Guidance**

**November 2020**

**Maryland State Department of Education  
Division of Student Support, Academic Enrichment, and Educational Policy  
Office of Finance**



**2020 Local ESSA Consolidated Strategic Plan  
Federal and State Grant Applications and COMAR Requirements**

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

**Due: November 16, 2020**

**Local School System Submitting this Report:** Washington County Public Schools


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**WE HEREBY CERTIFY** that, to the best of our knowledge, the information provided in the Federal and State grant applications and COMAR Requirements is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this submission 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**

11/16/20  
**Date**

  
\_\_\_\_\_  
**Signature of Local Point of Contact**

11/16/20  
**Date**



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### **Local ESSA Consolidated Strategic Plan Planning Team Members**

Use this page to identify the members of the school system's 2020 Local ESSA Consolidated Strategic Plan planning team. Please include affiliation or title where applicable.

<b>Name</b>	<b>Affiliation/Title</b>
Dr. Rick Akers	Executive Director for Secondary Education
Drista Bowser	Supervisor of Advanced Programs
David Brandenburg	Executive Director of Finance
Joni Burkhart	Supervisor of Professional Learning
Helen Huffer	Supervisor of School Counseling
Jeremy Jakoby	Director of Student Services, School Health & Counseling
Michele Jakoby	Administrative Secretary
Maureen Margevich	Supervisor of Testing & Accountability
Paula Moore	Supervisor of World Languages & English Learners
Dr. Jana Palmer	Executive Director of Elementary Schools
Jeff Proulx	Chief Operating Officer
Dr. Peggy Pugh	Associate Superintendent for Leadership and Administration
Carly Pumphrey	Supervisor of English Language Arts & Social Studies
Amy Seylar	Supervisor of Mathematics & Science
Eric Sisler	Budget & Finance Manager
Allison Smith	Supervisor of Equity & Excellence
Micah Socks	Supervisor of Visual & Performing Arts
Dr. Kerry Walent	Supervisor of Title I
Dr. Gary Willow	Associate Superintendent for Curriculum and Instruction

## Needs Assessment Process and Summary

Washington County Public Schools (WCPS) is committed to delivering a high-quality education that results in improved student learning outcomes under the exceptional circumstances of the COVID-19 pandemic. In the spring of 2020, Maryland public school campuses closed to limit the spread of the COVID-19 virus, and WCPS teachers began delivering instruction remotely, guided by a Distance Learning Plan to provide continuity of learning ([Appendix A](#)). The plan was revised based on feedback, and then evaluated and approved by the Maryland State Department of Education (MSDE).

In April 2020, the *Students First COVID-19 Task Force* ([Appendix B in WCPS Return to Learn Plan](#) & [C in WCPS Return to Learn Plan](#)) representing students, parents, teachers, staff, and administration convened to plan together to meet the educational needs of WCPS' students during the COVID-19 pandemic. The workgroups gathered and organized information to advise the superintendent of the concerns, questions, and ideas for student learning and achievement during marking period 4 (ready to learn at home), summer (retain learning), and marking period 1 (re-enter learning at school). Washington County Teachers Association (WCTA) and Washington County Educational Support Personnel (WCESP) bargaining representatives provided questions for consideration throughout April and May and continued to meet regularly with senior staff through the summer.

In June and July, additional stakeholder feedback was sought through teacher, administrator, and parent surveys. A total of 746 teachers, 90 administrators, and 7,043 parents and guardians responded. Over 200 teachers were asked to provide input through summer workshops. The curriculum workshops continued through the summer, and every one of them discussed student and staff learning, expanding educator input into the plan for reopening and accelerating learning.

In June of 2020 Superintendent, Dr. Boyd Michael established multiple groups of diverse and knowledgeable professionals from across the district to consider all of the information gathered and the bodies of research that continue to grow to develop a reopening plan. Workgroups were created under two strategic areas—curriculum and instruction; and operations, health, and safety. The curriculum and instruction committee were tasked with ensuring that the required standards for learning in each content area were prioritized and organized to support teachers and students through both distance and in-person learning. To accomplish the work, several subcommittees were formed, including the elementary and secondary curriculum standards committees, the elementary and secondary scheduling committees, the elementary and secondary professional development committees, and the technology committee. The operations, health, and safety committee were tasked with planning to ensure the health and safety of students and staff, and it also included several subcommittees. The student services committee addressed attendance tracking, home and hospital teaching, and mental and emotional well-being.

At the school level, each team reviewed school improvement data and updated their plans. All school improvement plans in Washington County have goals created around the same components outlined in the ESSA plan, including measurable goals in student achievement, attendance, track data, and access to and completion of a well-rounded curriculum. Each school implements different strategies to help reach their goals.

In August of 2020, Washington County Public Schools published its Return to Learn Plan for reopening and accelerating learning. The plan overview ([Appendix D in WCPS Return to Learn Plan](#)) was shared at the Board's Public Business Meeting on August 4, 2020, and the plan was posted to the district website [www.wcpsmd.com](http://www.wcpsmd.com) by August 14, 2020, as required by the Maryland State Department of Education. During the September 1, 2020 Board meeting, the five phases for returning students for in-person instruction was presented publicly ([Appendix EE in WCPS Return to Learn Plan](#)). The first groups of students were scheduled to return for in-person learning on September 16, 2020. Educational Support Personnel were notified to return to work on September 8, 2020, and teaching staff were notified to report to work in-person no later than September 16, 2020.

Our Return to Learn Plan and ESSA plan is fluid and will change as needed; however, our guiding principles will remain constant:

- Protect health and safety for all stakeholders
- Accelerate academic progress for all students to learn at grade level and beyond
- Ensure equity
- Promote social and emotional wellness of students and staff
- Collaborate and communicate with family and community partners
- Embrace the need to be flexible, agile, and evolving as guidance continues to change

As part of our Return to Learn Plan and ESSA plan needs assessment WCPS reviewed priority populations that were identified previously in our ESSA plan. WCPS is committed to providing high-quality instruction to all students during the Covid 19 pandemic.

### English Learner Students

Washington County Public Schools (WCPS) serves more than 600 English Learners (EL), 2.7% of the total student population, with varying needs in 33 schools and two specialized program schools. WCPS' ELs were born in 60 different countries and speak 41 different languages. Although many students exit the EL program each year, the number of EL students and their needs continue to rise as enrollments increase. An additional 1,029 EL students are enrolled in WCPS but are no longer designated as EL as they have exited services. The mobility rate of WCPS ELs is 41% for elementary school ELs compared to 18% for English only students, 50% for middle school ELs compared to 14% for English only students, and 30% for high school ELs compared to 12% for English only students. John Hattie's research on mobility and student achievement indicates a -.34% effect size. In addition, approximately 388 WCPS ELs or exited ELs were identified as not being literate in their primary language, and there has been an increase in students who have interrupted formal education upon enrollment.

WCPS EL instruction promotes successful integration using differentiated teaching strategies for each student's level of English language proficiency into mainstream academic programs for prekindergarten to grade 12 students whose first (or primary) language is not English and/or who have limited English language proficiency. The WCPS English language development (ELD) program's goals are to ensure that all ELs, including immigrant children and youth, attain English proficiency, and develop high levels of academic language achievement in English. ELs must achieve at high levels in academic subjects so that they can meet the same challenging academic standards that all children are expected to meet. However, there are significant

achievement gaps for EL students on state content assessments, 9th grade on track accountability measures, and/or graduation rates compared to English only peers, and these gaps already occur during regular in-person instruction in WCPS; distance learning has increased achievement gaps.

EL students are assessed on the same content as all other students and scored in the same manner as all other students. EL students also must take content assessments after only one year in the United States regardless of their English proficiency. Students are concurrently learning English and content, demonstrating an increased need compared to English only students.

Research states that ELs typically learn conversational English within one to two years; however, academic language/vocabulary skills take five to seven years on average to achieve success at grade level in their second language. EL students with interrupted or no formal schooling can take seven to ten years to reach grade-level English language literacy. This data holds true regardless of the student's home language, country of origin, and socioeconomic status. English Learners require specific, specially designed instruction, and support in order to access, comprehend, and participate effectively in school, but with distance learning, student needs and gaps are becoming greater.

WCPS ELs may experience increased challenges in distance learning due to:

- Lack of access to the internet, Wi-Fi, or technology to complete distance learning.
- Lack of access to effective, consistent, daily language instruction and immersion in academic English.
- Limited to no practice at home developing and using academic language in English.
- Personal responsibilities that occupy hours during or outside of school, such as caring for siblings, working one or more jobs, and translating for families.
- Parental support needed in the home language that parents were not able to provide due to language barriers, literacy, work, home responsibilities, educational attainment, and more.

Content success requires strong academic language skills best acquired in a language-rich environment that is interactive. Distance learning has prevented and limited student access to opportunities to use academic English consistently to interact and communicate through listening, speaking, reading, and writing. To succeed, WCPS will implement ways to immerse students more in an English language-rich environment while striving to accelerate achievement through strategies and services beyond the core curriculum program. Additional systemic strategies, as well as school-, student-, and/or content-specific strategies, are needed to ensure success when WCPS resumes instruction. Considerations for reopening and accelerating EL instruction include:

- Increasing synchronous and face to face live-time instruction to provide necessary background knowledge, to model language and processes, and to ask and answer questions. Students will need more one-on-one time with teachers, support staff, and tutors to fully access the curriculum, EL accommodations, and accessibility features.
- Providing more direct support to ELs who are newcomers or beginners or those who have limited literacy in their primary or second language and have interrupted

schooling. ELs need increased access to scaffolding, interaction, and comprehensible input for content and academic language learning.

- Offering structures for student collaboration that allow students to engage with each other in pairs or small groups for increased communication and interaction and allow students to comment, discuss, and edit each other's work synchronously and asynchronously.
- Providing supplemental academic language and content tutoring support to EL students in grades Pre-K through 12 to increase academic language proficiency and student performance in science, social studies, English language arts, and mathematics. Tutoring may occur during, before, or after school as well as during summer school based upon students' needs.
- Providing professional development to increase language and literacy skills, to virtually offer all services to children and families, including listening, reading, writing, and speaking in English needed to be academically successful. Educators need to learn about strategies to motivate student learning and integrate oral and written English language instruction into content-area teaching. The goal is to provide educators with skills in building students' English language and literacy while teaching social studies, mathematics, science, ELA, and other disciplines as measured on content state assessments and ACCESS for ELLs.
- Providing parent, family, and community engagement opportunities in English and their home language to learn about important topics and skills needed for distance/hybrid/in-person learning. Strengthening home-school partnerships on behalf of EL students, recognizing and building upon EL parents' strengths, providing bilingual resources, and helping children at home with academic support is important. The professional learning outcomes are to increase parent engagement and parent access to their child's education and supplement learning at home.
- Ensuring two-way systems in multiple languages are in place for parents and educators to regularly communicate about school, assignments, curriculum, or other critical updates, and to ensure learning needs are being met.
- Collecting information on common barriers to accessing the curriculum for ELs and moving quickly to respond to needs.
- Providing explicit English language development instruction and EL-specific English-only instruction where English language skills and content are the focus of instruction in the EL only class.
- Providing mixed classes with English-only support where English language skills and content are the focus of instruction in the ELs' and non-ELs' class.
- Supporting the instructional objectives of the Gifted and Talented program, 504 plan, and/or individualized education plan (IEP) for students identified as twice or third exceptional.
- Providing technology, internet access, and other resources so that EL students can consistently access teachers, assignments, curriculum, and instructional support without barriers.
- Administering language placement assessments including the KWAPT and WIDA screener as students return to school in a face-to-face environment. All ELs enrolled during COVID-19 closures received provisional EL status so they will need to be given the language placement assessments to determine language level to ensure that correct

scheduling, accommodations, accessibility features, scaffolding, and other supports are in place.

- Providing additional learning opportunities before, during, and after the school day including summer school for content and academic language learning.
- Considering procedures for students who arrive on their unassigned days at school and being flexible with procedures, staffing, and scheduling of EL teachers to meet EL student needs.

## Special Education

While the majority of students in Washington County Public Schools (WCPS) with an individualized education program (IEP) already have an [Individualized Continuity of Learning Plan](#) (ICLP), students entering our system may not ([Appendix H in WCPS Return to Learn Plan](#)). Due to the circumstances of COVID-19 and continuous updates/changes through local/state/federal government and the Centers for Disease Control, WCPS will continue to update ICLPs and/or IEPs at every meeting. This will ensure each students' education is seamless and continuous. With some possible logistics changes, an IEP can continue to be implemented during extended periods of distance learning. However, when all services can not be implemented and/or in light of other extenuating circumstances, the team (inclusive of the parent/family) may develop or review and update an ICLP amendment. Any decision regarding the implementation of an IEP or an ICLP will be documented clearly within the Maryland Online IEP system, including prior written notice to families. The IEP or ICLP amendment will then be implemented accordingly. For the beginning of the 2020-21 school year, there will be a priority checklist for special educators in order to ensure continuity of provision of specialized instruction and related processes.

WCPS will plan to provide in-person small group instruction, when permissible and as necessary. Also, when permissible, assessments will be conducted according to an assessment protocol, with consideration of all Maryland and Washington County Health Department guidelines, to ensure the safety of students, staff, and our larger community ([Appendix I in WCPS Return to Learn Plan](#)).

Individual case managers and service providers will continue to work with team members and parents to determine if an IEP can be implemented as written; if the existing ICLP can be implemented; or, if the ICLP needs to be updated for implementation. The IEP/ICLP Decision-Making Guide can assist in guiding this decision making ([Appendix J in WCPS Return to Learn Plan](#)). Prior Written Notice (PWN) to document necessary changes to an IEP or ICLP will be provided.

Case managers and service providers will provide tiered instruction and support, per the multi-tiered system of support in Distance Learning guidance document and related links, including links to the pages developed for intervention ([Appendix K in WCPS Return to Learn Plan](#)). Updated progress for each student with a disability shall be documented within the WCPS Formative Progress Monitoring System every two weeks for each goal. This is a collaborative process and should not be completed by one person alone. An internal *Google Document* will be used for special education staff to post questions and comments. It will be continuously reviewed and updated with feedback and guidance. In addition Special Education Case Managers will:



- Collaborate and facilitate the holding of virtual IEP meetings, including the annual review and update of the IEP **and** completing/updating any necessary ICLP amendments ([Appendix L in WCPS Return to Learn Plan](#)).
- Follow procedures and recommendations related to assessment to ensure that timelines are met and that all information needed to support decision-making is obtained, referenced, and utilized ([Appendix M in WCPS Return to Learn Plan](#)).
- Work with special education content teachers to ensure that all specialized instructional needs are met while maintaining a multi-tiered system of support.
- Ensure assigned general education teachers have updated accommodations and support them with online integration to ensure that targeted instruction and support are provided.
- Ensure that each student assigned is connected to a teacher of record, with support as needed, to show progress in each skill gap area.
- Partner with classroom teachers to accommodate the online learning curriculum that they are providing to the students with special needs in their classrooms.
- Communicate with all parents of students on the caseload regarding the online learning plan and to plan for the provision of service and support through an IEP or an ICLP ([Appendix N in WCPS Return to Learn Plan](#)). This should include a discussion of how co-planning with general educators will ensure access to the content of the distance learning lessons.
- Recommend to parents and teachers other online learning resources that students might be able to access to support the maintenance of skills related to needs.
- Continue to document and communicate IEP goal progress and processes electronically ([Appendix O in WCPS Return to Learn Plan](#)).
- Support social-emotional, behavioral goals in collaboration with parents, counselors, and social workers based upon reported behaviors from the distance learning environment ([Appendix P in WCPS Return to Learn Plan](#)).
- Continue monthly medical assistance case management/billing including previous eligible billing.

Content and intervention teachers will continue intervention groups required for a free appropriate public education (FAPE), as guided by the special education website on the employee portal and virtually through Google Meet, Google Classroom, or other approved mode of videoconferencing. An example of intervention is small group or individual instruction focused on a goal area or a skill deficit, such as basic reading skills. Interventions are available for both students with disabilities and general education students. The employee portal resources are located at the following URL:

<https://sites.google.com/wcps.k12.md.us/teacherskeeplearningatwcps/k-12-resources/intervention-and-special-education-resources-and-instruction>

Related service providers, including Birth-K Service Providers and Service Coordinators, and - as applicable School Psychologists, will:

- Collaborate with families to provide related services, as outlined on the student's IEP/IFSP, through approved virtual platforms. Parent(s)/guardian(s) may assist as necessary for modeling and to ensure student safety (e.g. during physical therapy for a student with an unsteady gait).

- If assessments are required, follow procedures and recommendations related to assessment in collaboration with other providers and parents/guardians to ensure timelines are met. When permitted, in-person assessments should be completed according to the Assessment Protocol.
- Continue monthly medical assistance case management/billing.
- Continue to enter service documentation into the Online IEP.

The Birth to Kindergarten Program will continue to virtually offer all services to children and families. This includes Child Find activities, evaluations for eligibility determination, family assessments, Child Outcome Summaries, IFSP/IEP development and direct services to children, and reflective coaching with caregivers. The Birth to Kindergarten Program staff will work with private service providers and community agencies to coordinate how services will be provided to children within those community settings. Birth to Kindergarten Integrated Preschool Programs will offer specialized instruction and related services based on student IEP/ICLPs.

WCPS will continue to work with each individual non-public school in order to ensure that our most struggling students receive their specialized instruction, related services, and support to close achievement gaps across multiple student groups.

Post-secondary transition goals will continue to be addressed through the Individual Education Plan (IEP) and Individual Continuity of Learning Plan (ICLP) amendment, as developed collaboratively with the school and families of each student.

During times of distance learning, school personnel will coordinate with families to determine the best potential times for IEP/ICLP services to be provided. Service type, duration, and frequency are collaboratively determined by the team, inclusive of families to the greatest extent possible. They are then outlined on the IEP/ICLP. Services during distance learning may include direct service, consultation among team members and with families, co-taught instruction, and/or disability need-specific instruction and support that is collaboratively developed and provided throughout learning experiences.

#### Section 504 of the Rehabilitation Act of 1973

Each school will review student 504 plans to adjust and plan for student accommodations to best meet the student's access to his/her education based on his/her disability. The 504 plans will be adjusted with notes on the plan to indicate what accommodations will be for in-person instruction and what accommodations will be for blended and/or distance learning instruction. These plans will be reviewed with families in a virtual meeting setting within the first two months of the school year. Any new requests for 504 plans will be provided an opportunity for an eligibility meeting held virtually to determine if the student would meet the qualifications.

#### Advanced Learners

Elementary Gifted and Talented Education (GATE) teachers will continue GATE groups and any services regularly provided including ELA groups, math groups, and other enrichment groups for teaching the elementary GATE curriculum utilizing Google Classroom or other online resources. GATE teachers will work with classroom teachers to develop differentiated lesson

plans/coursework to meet the needs of our gifted learners or other highly able learners. GATE teachers will make recommendations to parents and teachers of other online resources and non-electronic resources that students can access. Middle and high school students will continue with services in their coursework including magnet, merit, honors, Advanced Placement (AP), and/or International Baccalaureate (IB). This content will be appropriately rigorous and differentiated to meet the needs of our gifted students.

#### McKinney-Vento Homeless Education Program

WCPS typically provides services to 700-800 students that qualify as homeless each year. During this time of crisis, we will continue to provide services to identified students and families. As always, WCPS staff are eliminating barriers to enrollment and maintaining school stability for students. Data related to online participation in the spring is being analyzed to address students that were unable to access their education so that issues can be addressed for the start of the 2020-2021 school year. Food services have been offered to families through the Meal Machine Program and food deliveries are being made regularly to families living in hotels. WCPS staff will ensure that all homeless students have access to their education and assist with delivering technology and or other educational resources when needed. These students are case managed closely and issues regarding an education barrier will be addressed. We will continue to use a variety of communication tools to stay in regular contact with families as well as home visits. School counselors, student intervention specialists, school family liaisons, pupil personnel workers, and the county homeless coordinator will monitor these students closely to address mental health needs. We will continue to work closely with community partners to develop and offer additional opportunities for students and increase internet options throughout the county.

#### Equity

WCPS adopted its Equity Policy in April of 2020, which established, *as a matter of priority, a commitment to providing each student in Washington County Public Schools equitable access to the educational rigor, resources, and support needed to maximize each student's academic success and social/emotional well-being.* As WCPS navigates these unprecedented times, it has employed the use of an equity lens designed to enhance choices, support decision making and allocation of resources; examine any unintended harm; and allow an added layer of necessary professional learning. WCPS demonstrated its commitment to maximizing the academic success of each student and is determined to eliminate achievement and opportunity gaps while valuing students' differences and supporting their successes as outlined in the [Equity Policy](#). Toward that end, WCPS has taken a number of steps to mitigate disparities among and between student groups to ensure the success of every student. Initiatives such as Meals on Wheels, devices for each student, supporting families with securing internet connectivity and supporting academic recovery through summer school and tutoring opportunities demonstrated WCPS' commitment to meeting the needs of every student to foster an environment dedicated to excellence in student achievement.

Using a data-driven approach, WCPS focused on providing an instructional experience that is differentiated to meet student needs; is challenging and rigorous to encourage academic growth, and flexible to accommodate various circumstances. As WCPS moved to reopen schools, survey data from community stakeholders, student participation data collected in the spring as well as

local achievement data helped to guide decisions connected to which populations would return first ([Appendix EE WCPS Return to Learn Plan](#)). As students return, students in grades k-8 (and selected high school students) will be engaged in diagnostic literacy assessments; students in grades 1-5 will participate in mathematics assessments. Data collected from these assessments will serve as a baseline for teacher planning as well as progress monitoring. School staff will collect formative data bi-weekly to inform the Classroom-Focused Improvement Process (CFIP). Based on the regular review of formative classroom data, scheduled local assessments and attendance, WCPS schools will monitor and assess the impact of instruction; achievement gap reductions and inform the Return to Learn: Reopen and Accelerate Learning Plan.

Based on school-based data collected, students not meeting with success or who have significant gaps between their current level of achievement and expected grade-level standard performance will receive additional small group instruction/intervention/support sessions to meet their need for additional academic or social-emotional support and intervention.

Finally, to support the success of the aforementioned measures, the Office of Equity & Excellence will work with system leaders and staff in four areas: professional development, district leadership collaboration, support to schools, and community engagement and partnerships.

The Supervisor of Equity & Excellence is working to provide professional learning opportunities for the Board of Education, Senior Leadership, Division of Curriculum and building leaders that focuses on equity literacy, cultural competence, culturally responsive teaching, restorative practices and related topics, with emphasis on how these show up in virtual spaces and best practices during these challenging times.

The Supervisor of Equity and Excellence collaborates regularly with members of the Superintendent's cabinet and will continue to be involved in the decision-making process around reopening. The Office of Equity & Excellence will collaborate with the Student Services Department to provide not only social-emotional supports to students during reopening, but also assist in monitoring the engagement of families and outreach as it pertains to digital devices, translation of documents, outreach to families, and other key components to the reopening of school and throughout the year. Additionally, the Office of Equity & Excellence will work closely with the Division of Curriculum to support the development of differentiated resources as well as ensure curriculum alignment with the district commitment to equity, diversity and inclusion. Lastly, the Office of Equity & Excellence will collaborate with the Special Education Department to address the needs of students with disabilities.

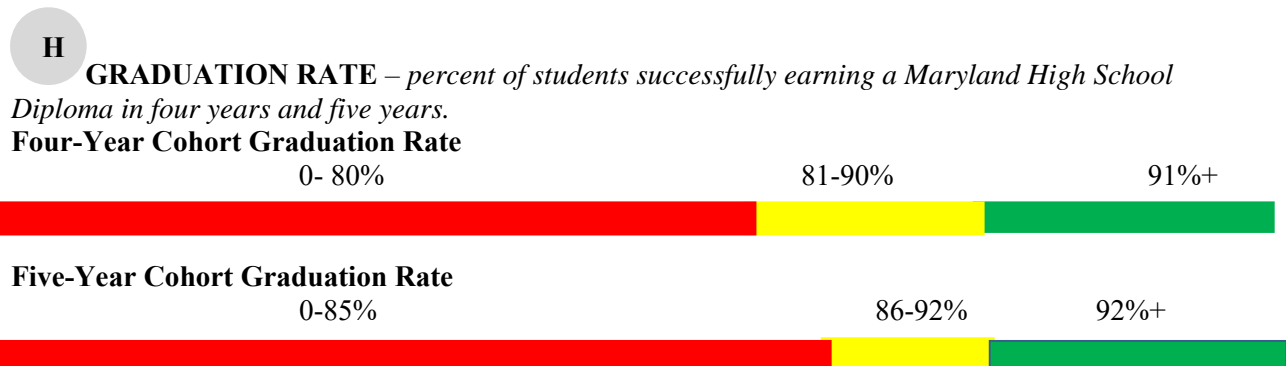
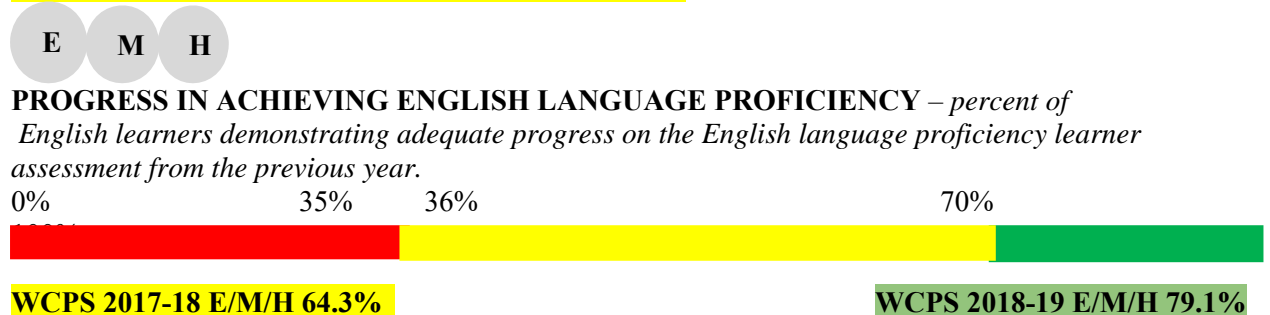
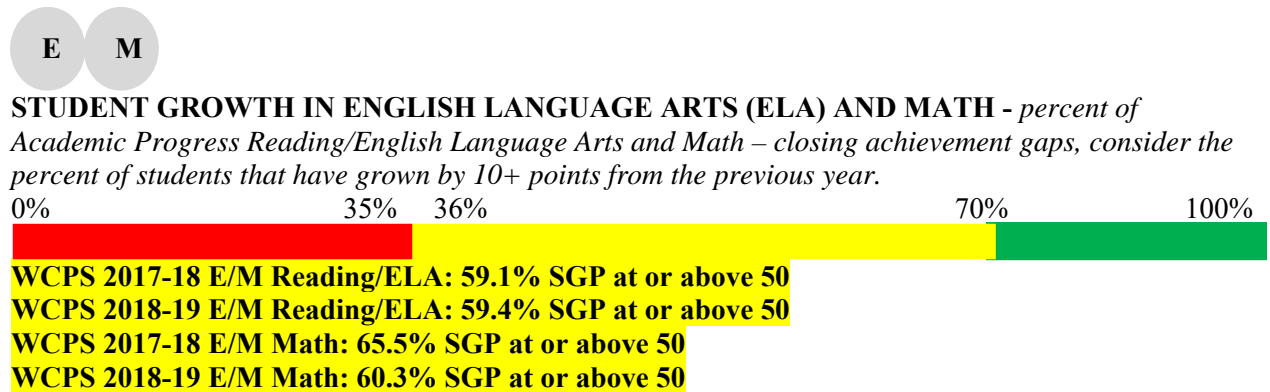
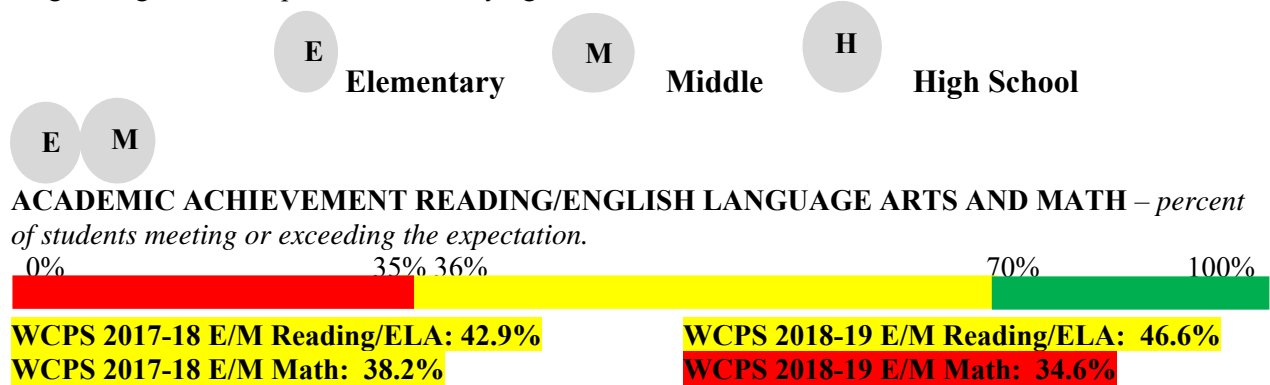
The Office of Equity & Excellence will continue collaborating with individual schools and school leaders to assist in promoting, developing and addressing diversity, equity, and inclusion issues. This work will continue during reopening. Additionally, the Office of Equity & Excellence will work to begin identifying Equity Coaches for each school who will work closely with the Office of Equity & Excellence and provide training supports to meet the unique needs of each school.

The Office of Equity & Excellence will continue collaborating with community stakeholders to identify how issues related to diversity, equity and inclusion manifest in the greater community and identify solutions related to the experiences of marginalized and disenfranchised groups. The Office of Equity & Excellence alongside city government, law enforcement, institutions of higher learning and other community agencies will work to develop proactive engagement opportunities, addressing concerns, and troubleshooting equity and issues raised by the community and families.

Educational equity involves providing each student what he, she or they need in order to assist them in reaching their potential and preparing them for college and/or careers. WCPS will continue to provide resources and additional support to students who need these supports the most. Among those students whose needs demand equity are our students who are disproportionately impacted by structural inequities, students with disabilities, students requiring additional social-emotional or health related supports, English learners, students who are living in and experiencing poverty, students who are experiencing homelessness, students who are gifted and require additional academic rigor, and students with limited to no educational engagement during the Continuity of Learning this past spring. WCPS' attention to all of the aforementioned areas will not only yield positive results related to student achievement and opportunity gap reduction but the improvement of the culture of the community at large

## DATA RANGE FOR AREAS OF FOCUS

The following indicators represent elementary, middle, and high school levels data range. 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.



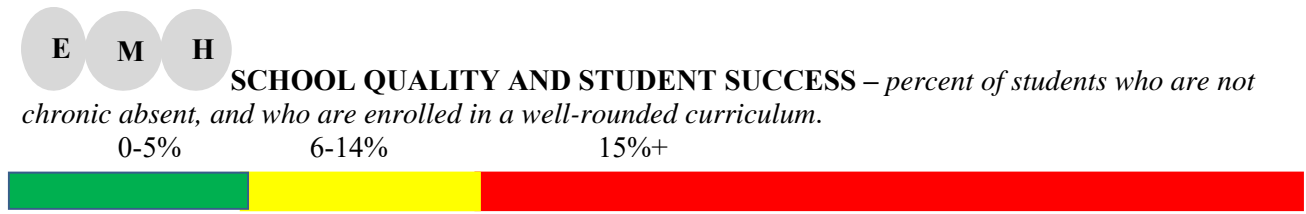
**WCPS FTNG2016 Four-Year: 91.4%**  
**WCPS FTNG2015 Five-Year: 93.7%**

**WCPS FTNG2015 Four-Year: 93.1%**  
**WCPS FTNG2014 Five-Year: 92.7%**



**WCPS 2018-19: 78.8%**

**WCPS 2019-20: 79.0% (estimated)**



**WCPS 2018-19 Not chronically absent: 83.9% (10.0)**

**WCPS 2019-20 Not chronically absent: 80.9% (9.0)**

**WCPS 2018-19 Access to a Well-rounded Curriculum: 98.8% (9.9)**

**WCPS 2019-20 Access to a Well-rounded Curriculum: To be determined**

**WCPS 2018-19 Earned: 19.9 points**

**WCPS 2019-20 Earned: To be determined**



## WCPS Local ESSA Focus Areas

According to the research regarding how the world's high performing systems approached distance learning, jurisdiction-level curriculum frameworks that set common expectations provided a clear framework around which to organize distance learning ([www.ncee.org](http://www.ncee.org), June 2020). WCPS curriculum is aligned to Maryland College and Career Ready Standards (MCCRS). These standards are essential in ensuring that students have a strong command of the skills and understandings associated with the critical areas. These skills and understandings are essential to building the foundational knowledge needed for students' success. The WCPS curriculum includes a plan for accelerating students' learning instead of remediating by:

- identifying grade-level content and processes as the academic priority
- prioritizing the most critical prerequisite skills from unfinished learning
- embedding diagnostic tools and tasks focused on the most critical content and processes of each unit to diagnose student strengths and needs
- supporting teachers in making strategic instructional decisions using just-in-time data, so students reach grade-level expectations through multiple means

**Area of Focus #1: ACADEMIC ACHIEVEMENT MATH** Improve math proficiency by providing excellent initial instruction in mathematics, using the formative assessment process to ensure students reach the desired results, and having a systematic response to meet the needs of all students. In order to provide access to grade-level instruction and address the needs for all students, inclusive of subgroup populations, based on root cause analysis, our primary area of focus is on excellent initial instruction through the effective implementation of our essential curriculum using evidence-based teaching practices. In order to monitor student progress and adjust instruction for each student as necessary, we will use formative assessment. Additionally, we will respond to an analysis of the trends, patterns, and unique needs of students presented in the formative measures with a systematic response to support learning. Using evidence-based strategies and interventions, we will customize the learning opportunities for subgroup populations and individual students to accelerate achievement and reduce gaps in learning. Based on the most recent MCAP assessments, local assessments, and historical trends, all students and specific student populations have not progressed at a rate expected for each group. COMAR educational equity regulations (13A.01.06) will inform local policy.

### Root Causes:

Cause 1: Distance learning has revealed that our Essential Curriculum needed more structure for teachers and administrators

Cause 2: New legislation, a gap in accountability measures, and a lack of aligned resources with support led to individual school-based initiatives and disjointed responses to striving learners.

Cause 3: Deep content understanding for evidence-based math best practices has not been established countywide with consistency.

Cause 4: Students entering WCPS Kindergarten demonstrate a below-average math domain scale score.

Cause 5: National research and evidence-based resources are in much shorter supply than in literacy.

WCPS will address the root causes by providing excellent initial instruction, improving the formative assessment process, and creating a systematic response for students who struggle to meet or exceed grade-level expectations. WCPS updated all current curriculum modules by creating smaller units and creating recommended pathways. Teachers will use the recommended unit progression within each curriculum module and sample learning plans created by teacher teams as a foundation for planning. WCPS will continue to offer opportunities for collaborative planning and math specific professional development. WCPS has developed a foundational common knowledge for best practices in mathematics instruction. Our goal is to implement effective initial instruction and respond in a coordinated way when any student struggles, then there will be a significant gap reduction among specific student populations.

Various assessments will be used to identify the present levels of student understanding in order to inform instructional decisions in mathematics. The most important component with any assessment is understanding the purpose and having a plan for meaningful actions based on the data (CCSSO Assessment Considerations for Fall 2020, 2020). Math Inventory, a universal screening tool, will be used in grades 1 to 5 at the beginning of the school year to identify present levels and mid-year for Kindergarten. In addition to these assessments, all grade levels and contents use diagnostic tasks tied directly to the priority skills and knowledge of grade-level and course curriculum. These assessments focus on the essentials of the grade-level content to be learned in specific instructional units and will be administered just in time to inform instruction in a specific curriculum unit within the WCPS Essential Curriculum. These diagnostic tasks will be common formative assessments used across WCPS. Professional development at the school and county level will be provided to assist teachers in using the information most effectively to accelerate student learning. WCPS is using grant funds to purchase SchoolNet that will provide additional diagnostic tools and formative assessments to be used throughout the year to measure student progress in grades K to 12.

Math		
Grade Level/Course Content	Assessment	Administration Recommendations
Pre-K	KRA Readiness Assessment (county created)	One-on-one; face-to-face
K	Math Inventory	Small Groups Mid-year administration
1-5	Math Inventory	Asynchronous Window: Sept 14 - Oct 2
Grades 6-12	County-Created, Course-Aligned Assessments	Asynchronous

After each assessment, teachers will work with principals, lead teachers, case managers, intervention teachers, and achievement coordinators to design action plans to accelerate learning for students with identified gaps in learning. The 4As process of assess, analyze, act, and adjust is used across WCPS to support meaningful actions using assessment data. Specifically, on average, one-on-one tutoring and/or small group direct instruction can be more effective (Maryland Together, 2020). In order to support small group instruction and one-on-one tutoring opportunities, WCPS has built in blocks of time during the instructional day and outside of the classroom. At the start of the year, interventions will be scheduled and planned for based on assumptions and any current data. As assessment data is collected this school year adjustments will be made to meet the just in time needs of our students.

School teams consisting of Lead Teachers, Department Leaders, Special Education Content Teachers, English Learner Teachers, GATE teachers, course-alike and administration will develop and monitor customized learning plans using data to inform the following areas of the plan:

- Scaffolds and Supports
- Extension, Acceleration and Enrichment (required for magnet/merit/honors)
- Specially Designed Instruction (required by IEP)
- English Learner Supports (required by Lau Plan)

When appropriate, school level teams will implement and progress monitor tier 2 or tier 3 interventions as determined by multiple data points. WCPS uses the following math interventions

- Elementary:
  - 10 Itinerant Math Tutor Paraprofessionals
  - Do the Math (HMH)
  - Math Recovery
  - IReady Math Intervention (Curriculum Associates)
  - Goalbook Pathways and Toolkit
- Secondary:
  - Hands On Common Core Standards (Hand2Mind)
  - Illustrative Mathematics Algebra I Supports
  - Transition to Algebra (EDC/Heinemann)
  - IReady Math Intervention (Curriculum Associates)

## **Area of Focus #2: ACADEMIC ACHIEVEMENT READING/ENGLISH LANGUAGE ART:**

Improve literacy proficiency by providing excellent initial instruction, using the formative assessment process to ensure students reach the desired results, and having a systematic response to meet the needs of all students. In order to address the needs of all students, inclusive of subgroup populations, our primary area of focus, based on a root cause analysis, is on excellent initial instruction for all through the implementation of our essential curriculum. In order to monitor student progress and adjust instruction for each student as necessary, we will focus our

attention on formative assessment. Additionally, we will respond to an analysis of the trends, patterns, and unique needs of students presented in the formative measures with a systematic response to support learning. Using evidence-based strategies and interventions, we will customize the learning opportunities for subgroup populations and individual students to accelerate achievement and reduce gaps in learning. Based on most recent MCAP assessments, local assessments, and historical trends, all students and specific student populations have not progressed at a rate expected for each group.

**Root Causes:**

**Cause 1:** Distance learning has revealed that our Essential Curriculum needed more structure for teachers and administrators

**Cause 2:** New legislation, a gap in accountability measures, and lack of aligned resources with support led to individual school- based initiatives and disjointed responses to striving readers.

**Cause 3:** Deep content understanding for evidence-based literacy best practices has not been established countywide with consistency.

**Cause 4:** Students entering WCPS Kindergarten demonstrate a below domain average scale score of readiness in the language and literacy domain, which is below the state average.

WCPS will address the root causes by providing excellent initial instruction, improving the formative assessment process, and creating a systematic response for students who struggle to meet or exceed grade level expectations. WCPS updated all current curriculum modules by creating smaller units and creating recommended pathways. Teachers will use the recommended unit progression within each curriculum module and sample learning plans created by teacher teams as a foundation for planning. Excellent initial instruction includes students reading, writing, speaking and listening to help them experience the rigor of the content in meaning-making activities that lead to independent transfer of skills. In addition, teachers should have students regularly write to explain or analyze ideas, support arguments, and solve problems. WCPS will continue to offer opportunities for collaborative planning and professional development with appropriate evidence-based resources and attention to differentiated instruction and UDL strategies.

Various assessments will be used to identify the present levels of student understanding in order to inform instructional decisions in reading and mathematics. The most important component with any assessment is understanding the purpose and having a plan for meaningful actions based on the data (CCSSO Assessment Considerations for Fall 2020, 2020). This Google Site (<https://sites.google.com/wcps.k12.md.us/wcpsreadingintervention/home/elementary/diagnostics>) was designed specifically to communicate the purpose of various reading assessments and support effective use of the data to accelerate student learning.

MyIGDIs and DIBELS are universal screening tools that will be used in Pre-K and Kindergarten to assess early literacy skills. The Kindergarten Readiness Assessment (KRA) also provides information about the students' level of readiness to learn language/literacy, math, social foundations, and physical well-being/motor development. The KRA is not able to be administered through distance learning, so similar mock assessments have been developed to

guide learning. The electronic Reading Inventory (eRI) will be used in grades K to 12 to identify the current reading level of students, according to Lexile.

In addition to these assessments, all grade levels and contents are using diagnostic tasks tied directly to the skills and knowledge of grade-level and course curriculum. These assessments focus on the essentials of the grade-level content to be learned in specific instructional units and will be administered just in time to inform instruction in a specific curriculum unit within the WCPS Essential Curriculum. These diagnostic tasks will be common formative assessments used across WCPS. Professional development at the school and county level will be provided to assist teachers in using the information most effectively to accelerate student learning.

WCPS is using grant funds to purchase an assessment system that will provide various diagnostic tools and formative assessments to be used throughout the year to measure student progress in grades K to 12.

ELA		
Grade Level	Assessment	Administration Recommendations
Pre-K	MyIGDIs	one-on-one
K	DIBELS	one-on-one
1-12	eRI	Small groups
2-11	Previ or AP Course aligned assessments	Small or whole groups

After each assessment, teachers will work with principals, lead teachers, case managers, intervention teachers, and achievement coordinators to design action plans to accelerate learning for students with identified gaps in learning. The 4As process of assess, analyze, act, and adjust is used across WCPS to support meaningful actions using assessment data. Specifically, on average, one-on-one tutoring and/or small group direct instruction can be more effective (Maryland Together, 2020). In order to support small group instruction and one-on-one tutoring opportunities, WCPS has built in blocks of time during the instructional day and outside of the classroom. At the start of the year, interventions will be scheduled and planned for based on assumptions and any current data. As assessment data is collected this school year adjustments will be made to meet the just in time needs of our students.

When appropriate school level teams will implement and progress monitor tier 2 or tier 3 interventions as determined by multiple data points. WCPS uses the following reading interventions:

- Elementary:
  - 16 Itinerant Reading Tutors and supports
  - Stepping Stones

- Sound Partners
  - Foundations
  - Wilson
  - Just Words
  - Read Naturally
  - Leveled Literacy Intervention
  - Teach Your Monster to Read
  - Amplify Reading
- Secondary:
  - Wilson
  - Just Words
  - Read Naturally
  - Language Live
  - Reading Apprenticeship Academic Literacy

Washington County Public Schools  
Gifted and Talented Education  
ESSA Consolidated Strategic Plan  
Fall 2020

Notes:

- percentages of identified GT students were reported at the end of 2019-2020 (May 2020)
- Click on links to see plan, including goals for this year:

[Processes for Identifying GT Students in WCPS](#)

[The Continuum of Programs and Services in WCPS](#)

[Goals and Targets for 2020-2021](#)



# 1) The process for identifying gifted and talented students

Processes	Measures
<p><b>Washington County Public Schools’ students are screened “early and often.”</b></p> <p><b><u>Any Grade:</u></b></p> <ul style="list-style-type: none"> <li>• Parents and teachers may nominate a student for review, and a student may self-nominate by making a request via the Office of Advanced Programs.</li> <li>• Legal caregivers may appeal a WCPS GATE identification decision via written correspondence to the Office of Advanced Programs within 10 days of the notification of GATE identification.</li> </ul> <p><b><u>Grades PreK through November of Grade 1:</u></b></p> <p>The following <b>Multiple Measures</b> are used to identify students who receive school-based Talent Development Services.</p> <ul style="list-style-type: none"> <li>• Early Talent Development (ETD) Tasks--Consistent scores of Progressing (P) &amp; Independent (I)</li> <li>• Hands-On STEM Task (one for each grade) administered to students who: <ul style="list-style-type: none"> <li>◦ score high “Emergent” (at least 3 scores of “clearly evident”) “Progressing” or “Independent” on the Creativity task.</li> </ul> </li> <li>• Torrance-like creativity assessment <ul style="list-style-type: none"> <li>◦ Administered to all PreK, K, and Grade 1 students.</li> <li>◦ Administered to all new-to-building students.</li> </ul> </li> </ul>	<p><b><u>Elementary GATE Multiple Indicators Include:</u></b></p> <ul style="list-style-type: none"> <li>• Early Talent Development data</li> <li>• Concepts About Print</li> <li>• Electronic Reading Inventory (eRI)</li> <li>• County-developed Hands-On STEM task</li> <li>• County-developed Torrance-like creativity measure</li> <li>• Observation Checklist that includes ETD Learner Behaviors (PreK &amp; K; any grade as requested of GATE teacher)</li> <li>• Parent/teacher nomination form (checklist) with artifacts</li> <li>• PARCC/MCAP data (Grades 3-5)</li> <li>• Current SchoolNet/ PreviLearn Data (Grades 3-5)</li> </ul>

**Grade 1 and Grade 5:**

**Universal Screening** is completed via administration of CogAT Online Full Battery

1. Students with scores at 8/9 stanine on any battery are automatically identified as GATE.
2. The District GATE Identification Team reviews additional students, makes determinations, and notifies GATE teachers.
  - Students with a Stanine of 7 may be included to generate the local norm in an equitable manner based on review of multiple indicators.
  - ACCESS for ELLs (scores that exceed ESSA Goal/County-generated average) or any CogAT subtest stanine of 7.
3. The School GATE Identification Team requests consideration for any additional students.
4. The District GATE Identification Team reviews additional students, makes determinations, and notifies GATE teachers.
5. In Title I schools, grade 5 students performing in the 90 + percentile on MCAP math or ELA will be considered for GATE services.

These identified students will also be invited to apply for WCPS Elementary or Middle School Magnet Programs. Additionally, any students currently involved in an elementary magnet program will be invited to apply for a middle school magnet program.

**Grades 2, 3 & 4:**

**Consider the following for students who may not have met criteria during Grades PreK-1:**

- Any students without CogAT scores will be tested and considered for GATE identification and Magnet invitation consistent with processes in grades 1 and 5.
- ACCESS for ELLs scores that exceed ESSA Goal or calculated average growth in WCPS
- In Title I schools, students performing in the 90 + percentile on MCAP math or ELA will be considered for GATE services.

### **WCPS Magnet Programs**

- Cohorts begin at grades 2 and 6

### **Elementary Magnet**

**A composite score is derived based on the following data:**

- Grade 1 CogAT
- SchoolNet/PreviLearn (used for WCPS assessments)
- *Slocumb-Payne Teacher Perception Inventory*
- Magnet School Task w/Interview
- PARCC/MCAP, if available and applying for Magnet Grades 4 or 5

### **Magnet Appeals Process**

- Legal caregivers may appeal a WCPS Elementary or Middle School Magnet Program non-placement decision via written correspondence to the Office of Advanced Programs within 10 days of the date listed on the non-placement letter.

### **Secondary GATE (Grades 6-12)**

#### **Universal Screening**

There is a comprehensive data review of all 5th and 8th grade students to determine appropriate GATE identification and services. The data considered includes:

- CogAT/OLSAT scores
- Lexile Scores (SRI)
- PARCC/MCAPP scores for the two most recent years
- Relevant SchoolNet/PreviLearn data

Middle School “Merit” and High School “Honors” placement decisions can be appealed by legal caregivers by contacting the administration in their building. If a resolution is not reached at the building, the parent or school can contact the OAP for support.

#### **Academic Middle Magnet Programs**

**A composite score is derived based on the following data:**

- CogAT data from Grades 1 and 5
  - scores that align with focus of program to which student is applying
- 2 years PARCC/MCAP
  - Scores selected align with the focus of the program to which the student is applying
- SchoolNet/PreviLearn County Assessments
  - Scores selected align with the focus of the program to which the student is applying;
  - Norm-referenced reading level percentile (for programs with Magnet ELA/SS courses, only)
- *Slocumb Payne Teacher Perception Inventory*
- Magnet School Task w/Interview

### **Middle GATE:**

- ACCESS for ELLs (scores that exceed ESSA Goal/County-generated average)
- CogAT; Grades 1 and 5 (or other grade if transferred into WCPS; 2 years of ability scores are optimal)
- 2 years of PARCC/MCAP data
- Current SchoolNet and PreviLearn data
- Reading level for ELA and Social Studies placement

### **High School GATE:**

- ACCESS for ELLs (scores that exceed ESSA Goal/County-generated average)
- G5 CogAT/OLSAT data
- 3 years PARCC/MCAP data
- Current SchoolNet/PreviLearn data
- Reading level
- Early AP US History: Requires the following:
  - OLSAT/CogAT Data
  - Reading level data (Lexile)
  - 3 years of PARCC/MCAP ELA Data
  - Task: Released AP Free Response Question (scored using AP FRQ Rubric)

- Additional Math assessment for students applying to a magnet program that includes advanced math courses.

#### **Performing Arts Middle Magnet Programs**

- Students applying to this Magnet Program have an interview with task and an audition or a portfolio. These components are scored with a rubric and acceptance is based on excellence. These students are identified as Talented.

#### **Magnet Appeals Process**

- Legal caregivers may appeal an academic WCPS Elementary or Middle School Magnet Program non-placement decision via written correspondence to the Office of Advanced Programs within 10 days of the date listed on the non-placement letter.
- Legal caregivers may appeal a performing arts WCPS Middle School Magnet Program non-placement decision via written correspondence to the building level building principal and magnet coordinator within 10 days of the date listed on the non-placement letter. If a resolution is not reached at the building, the parent can appeal the decision to the Office of Advanced Programs in writing.

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

Accountability School	Total Gifted and Talented Students SY19-20	Total EOY Enrollments SY19-20 - Grade 1-12
Barbara Ingram School for the Arts	302	302
Bester Elementary	40	390
Boonsboro Elementary	138	476
Boonsboro High	163	900
Boonsboro Middle	181	699
Cascade Elementary	38	120
Clear Spring Elementary	43	317
Clear Spring High	65	470
Clear Spring Middle	71	356
E Russel Hicks Middle	142	874
Eastern Elementary	52	429
Emma K Doub Elementary	108	287
Fountain Rock Elementary	26	189
Fountaindale Elementary	118	321
Greenbriar Elementary	47	171
Hancock Elementary	32	165
Hancock Middle High	30	242
Hickory Elementary	40	227
Jonathan Hager Elementary	51	290
Lincolnshire Elementary	36	380
Maugansville Elementary	99	545
North Hagerstown High	167	1306
Northern Middle	127	794
Old Forge Elementary	71	279
Pangborn Elementary	52	547
Paramount Elementary	60	321
Pleasant Valley Elementary	46	206
Potomac Heights Elementary	34	219
Rockland Woods Elementary	81	480
Salem Ave Elementary	74	558
Sharpsburg Elementary	51	179
Smithsburg Elementary	86	294
Smithsburg High	120	741
Smithsburg Middle	97	596
South Hagerstown High	110	1329
Springfield Middle	196	872
Washington Co Technical High	78	606
Western Heights Middle	178	981
Williamsport Elementary	139	452
Williamsport High	108	895
<b>Total Excluding Marhsall St , Wash Co Job Dev, RAMP</b>	<b>3697</b>	<b>19805</b>

### 3) The percentage of gifted and talented students identified in the local school system\*

Accountability School	Total Gifted and Talented Students SY19-20	Total EOY Enrollments SY19-20 - Grade 1-12	% of Gifted and Talented Grade 1-12
Barbara Ingram School for the Arts	302	302	100%
Bester Elementary	40	390	10%
Boonsboro Elementary	138	476	29%
Boonsboro High	163	900	18%
Boonsboro Middle	181	699	26%
Cascade Elementary	38	120	32%
Clear Spring Elementary	43	317	14%
Clear Spring High	65	470	14%
Clear Spring Middle	71	356	20%
E Russel Hicks Middle	142	874	16%
Eastern Elementary	52	429	12%
Emma K Doub Elementary	108	287	38%
Fountain Rock Elementary	26	189	14%
Fountaindale Elementary	118	321	37%
Greenbriar Elementary	47	171	27%
Hancock Elementary	32	165	19%
Hancock Middle High	30	242	12%
Hickory Elementary	40	227	18%
Jonathan Hager Elementary	51	290	18%
Lincolnshire Elementary	36	380	9%
Maugansville Elementary	99	545	18%
North Hagerstown High	167	1306	13%
Northern Middle	127	794	16%
Old Forge Elementary	71	279	25%
Pangborn Elementary	52	547	10%
Paramount Elementary	60	321	19%
Pleasant Valley Elementary	46	206	22%
Potomac Heights Elementary	34	219	16%
Rockland Woods Elementary	81	480	17%
Salem Ave Elementary	74	558	13%
Sharpsburg Elementary	51	179	28%
Smithsburg Elementary	86	294	29%
Smithsburg High	120	741	16%
Smithsburg Middle	97	596	16%
South Hagerstown High	110	1329	8%
Springfield Middle	196	872	22%
Washington Co Technical High	78	606	13%
Western Heights Middle	178	981	18%
Williamsport Elementary	139	452	31%
Williamsport High	108	895	12%
<b>Total Excluding Marshall St , Wash Co Job Dev, RAMP</b>	<b>3697</b>	<b>19805</b>	<b>19%</b>



**4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale**

- Ruth Ann Monroe Primary School is a Primary school without a significant number of students in the pool. GATE students also have the option of attending magnet schools outside of the attendance zone.
- Work Force Development is exempt due to the nature of the population of the program.
- Marshall Street School is exempt due to the nature of the population of the program.

**5) The continuum of programs and services**

<b>Level of Program</b>	<b>Elementary Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>
<b>Level I (all students)</b>	<p><b>Program:</b></p> <p>Excellent grade-level Tier I instruction that follows the WCPS Essential Curriculum</p> <p><b>Services--Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Instruction follows Understanding by Design format</li> <li>• Early Talent Development for all PreK-2 students</li> <li>• Ability grouping within general education classroom for math and reading</li> <li>• Inquiry-rich opportunities and higher-</li> </ul>	<p><b>Program:</b></p> <p>Excellent grade-level Tier I instruction that follows the WCPS Essential Curriculum</p> <p><b>Services--Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Instruction follows Understanding by Design format</li> <li>• Inquiry-rich opportunities and higher-level questioning</li> <li>• Use of primary source documents on a regular basis</li> <li>• Discourse-rich mathematics using accountable talk “moves”</li> </ul>	<p><b>Program:</b></p> <p>Excellent grade-level Tier I instruction that follows the WCPS Essential Curriculum</p> <p><b>Services--Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Instruction follows Understanding by Design format</li> <li>• Inquiry-rich opportunities and higher-level questioning</li> <li>• Use of primary</li> </ul>

	<p>level questioning</p> <ul style="list-style-type: none"> <li>● Use of primary source documents on a regular basis</li> <li>● Instructional practices incorporate strategies geared to build upon strengths and shore up weaknesses based on ability profiles from CogAT.</li> </ul>		<p>source documents on a regular basis</p> <ul style="list-style-type: none"> <li>● Discourse-rich mathematics using accountable talk “moves”</li> </ul>
<b>Level II (many students)</b>	<p><b>Programs</b></p> <ul style="list-style-type: none"> <li>● Interdisciplinary GATE Curriculum via pull-out classes with trained GATE teacher</li> <li>● Identified GATE cluster groups in regular classroom with trained GATE teacher</li> </ul> <p><b>Services- Curriculum:</b></p> <ul style="list-style-type: none"> <li>● <b>Pull-Out GATE</b> uses interdisciplinary, concept-based units that incorporate the following: <ul style="list-style-type: none"> <li>○ Taba’s Concept Development</li> <li>○ Sandra Kaplan’s Depth and Complexity Icons and questions for transfer tasks</li> <li>○ Explicit Teaching of Thinking Strategies with Visible Thinking/PreAP strategies and</li> </ul> </li> </ul>	<p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● Middle School Merit Course participation based on area of talent and available data.</li> <li>● The following programs are taught by a teacher who has had professional development that aligns with <i>COMAR 13A 12.03.12: Gifted and Talented Education Specialist standards</i>.</li> </ul> <p><b>Services--Curriculum</b></p> <ul style="list-style-type: none"> <li>● Junior Great Books/Shared Inquiry Process/Socratic Seminars</li> <li>● <i>National History Day</i> Competition</li> <li>● <i>We the People</i> Competition</li> <li>● Merit Math Courses: pre-assess students; additional enrichments provided through Origo Math <i>Think Tanks</i>; Discovery Ed Techbook</li> </ul>	<p><b>Programs</b></p> <ul style="list-style-type: none"> <li>● High School Honors Course participation, based on area of talent</li> <li>● Advanced Placement Courses</li> <li>● International Baccalaureate Courses (available at North Hagerstown High School, only)</li> <li>● Early College through Dual Enrollment <ul style="list-style-type: none"> <li>○ ESSENCE Courses through Hagerstown Community College</li> </ul> </li> <li>● Advanced level</li> </ul>

	<p>protocols</p> <ul style="list-style-type: none"> <li>○ Jacob's Ladder, Junior Great Books, and Problem-Based instruction (per work of S. Gallagher)</li> </ul> <ul style="list-style-type: none"> <li>● <b>Push-in cluster grouping (GATE teacher co-teaching; classroom teacher trained in WCPS Gifted Learner Series)</b> uses Kaplan's Depth and Complexity Icons, Junior Great Books, Jacob's Ladder readings</li> </ul> <p><b>Services- Social &amp; Emotional</b></p> <ul style="list-style-type: none"> <li>● Every GATE student is reviewed twice yearly to assess progress and set goals toward/for Social &amp; Emotional Growth Indicators</li> <li>● Each GATE unit has a social and emotional component</li> </ul>	<p>enrichments/extensions; <i>Advanced Common Core Math Explorations</i>; <i>Math Perplexors</i> series; Mathalicious online enrichments</p> <ul style="list-style-type: none"> <li>● Explicit Teaching of Thinking Strategies with Visible Thinking/PreAP strategies and protocols</li> </ul>	<p>courses (Honors/AP/IB) are taught by a teacher who has had professional development that aligns with <i>COMAR 13A 12.03.12: Gifted and Talented Education Specialist standards</i>.</p> <p><b>Services--Curriculum</b></p> <ul style="list-style-type: none"> <li>● Shared Inquiry/Socratic Seminars</li> <li>● Explicit Teaching of Thinking Strategies with Visible Thinking/PreAP strategies and protocols</li> <li>● <i>National History Day</i> Competition</li> <li>● <i>We the People</i> Competition</li> <li>● AP/IB curriculum resources <ul style="list-style-type: none"> <li>○ AP Course &amp; Exam Description</li> </ul> </li> </ul>
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			Binders <ul style="list-style-type: none"> <li>○ Kognity Online for IB Sciences</li> </ul>
<b>Level III (some students)</b>	<p><b>Programs:</b></p> <p><b>Note:</b> The following programs are taught by a teacher who is trained per <i>COMAR 13A 12.03.12: Gifted and Talented Education Specialist</i>:</p> <p><u>Elementary Magnet Programs:</u></p> <ul style="list-style-type: none"> <li>● Boonsboro Elementary Magnet Program for Global Citizenship</li> <li>● Emma K. Doub Elementary Program for the Integrated Arts &amp; Technology</li> <li>● Fountaindale Elementary Magnet Program for the Arts &amp; Academic Excellence               <ul style="list-style-type: none"> <li>○ school-wide arts integration</li> <li>○ academic magnet for the highly gifted</li> </ul> </li> <li>● Williamsport Elementary Magnet Program for STEM</li> </ul> <p><b>Services--Curriculum:</b></p> <ul style="list-style-type: none"> <li>● Concept-Based focus, using Understanding by Design</li> <li>● Explicit Teaching of Thinking Strategies</li> </ul>	<p><b>Programs:</b></p> <p><b>Note:</b> The following programs are taught by a teacher who is trained per <i>COMAR 13A 12.03.12: Gifted and Talented Education Specialist</i>:</p> <p><u>Middle School Magnet Programs</u></p> <ul style="list-style-type: none"> <li>● Boonsboro Middle Magnet Program for Global Citizenship</li> <li>● E. Russell Hicks Magnet Program for the Humanities</li> <li>● Northern Middle School's International Baccalaureate Middle Years Programme Magnet Program               <ul style="list-style-type: none"> <li>○ Schoolwide MYP</li> <li>○ Academic Magnet Program for highly gifted ELA and Math students</li> </ul> </li> <li>● Springfield Middle Magnet Program for STEM</li> <li>● Western Heights Middle Magnet Program for the Integrated Arts               <ul style="list-style-type: none"> <li>○ School-wide arts integration</li> <li>○ Avenue A: academic magnet</li> <li>○ Avenue B: Creative &amp; Performing Arts</li> </ul> </li> </ul>	<p><b>Programs:</b></p> <p><b>Notes:</b> The following programs are taught by a teacher who has had professional development that aligns with <i>COMAR 13A 12.03.12: Gifted and Talented Education Specialist standards</i>.</p> <p>Additionally, AP teachers are trained every 3-5 years. IB teachers initially receive Level 1 training via online or F2F sessions through IBO or WCPS-Based Level 3-Trained Staff.</p> <p><u>Early AP</u></p> <ul style="list-style-type: none"> <li>● Early AP U.S. History (Grade 9)</li> <li>● Early AP Computer Science</li> </ul>

	<ul style="list-style-type: none"> <li>● Instructional practices incorporate strategies geared to build upon strengths and shore up weaknesses based on ability profiles from CogAT.</li> <li>● <i>Caesar's English</i></li> <li>● <i>Problemoids</i>-Math 4 &amp; 5</li> <li>● Jacob's Ladder readings (fiction, nonfiction collections)</li> <li>● Relevant William &amp; Mary ELA, SS and Science units and identified teaching strategies</li> <li>● Relevant Kendall Hunt Mentoring Mathematical Minds (M2 and M3) units</li> <li>● Relevant <i>Challenging Common Core Math Lessons</i> (William &amp; Mary)</li> <li>● Relevant <i>Challenging Common Core ELA Lessons</i> (William &amp; Mary)</li> <li>● Explicit Teaching of Thinking Strategies with Visible Thinking/PreAP strategies and protocols</li> </ul> <p><b>Services- Social &amp; Emotional</b></p> <ul style="list-style-type: none"> <li>● Every WCPS Magnet Program student is reviewed twice yearly to assess progress and set goals toward/for Social &amp; Emotional Growth Indicators</li> </ul>	<p><b>Services--Curriculum:</b></p> <ul style="list-style-type: none"> <li>● Instructional practices incorporate strategies geared to build upon strengths and shore up weaknesses based on ability profiles from CogAT</li> <li>● Jacob's Ladder for ELA courses</li> <li>● Relevant William &amp; Mary ELA, SS, and Science units and identified teaching strategies</li> <li>● Relevant Problem-Based Units (from Dr. Shelagh Gallagher or designed using Gallagher's model)</li> <li>● Relevant Kendall Hunt Mentoring Mathematical Minds (M3) units</li> <li>● Relevant <i>Problemoids</i>-Math 6</li> <li>● Relevant <i>Challenging Common Core Math Lessons</i> (William &amp; Mary)</li> <li>● Relevant <i>Challenging Common Core ELA Lessons</i> (William &amp; Mary)</li> <li>● Explicit Teaching of Thinking Strategies with Visible Thinking/PreAP strategies and protocols</li> </ul> <p><b>Services- Social &amp; Emotional</b></p> <ul style="list-style-type: none"> <li>● Every Magnet student is reviewed</li> </ul>	<p><u>High School Magnet Program Completion:</u></p> <ul style="list-style-type: none"> <li>● Academic Leadership Academy at South Hagerstown High School</li> <li>● AP Capstone at Clear Spring High School</li> <li>● International Baccalaureate Diploma Programme at North Hagerstown High School</li> <li>● International Baccalaureate Middle Years Programme at North Hagerstown High School</li> </ul> <p><u>Specialized High Schools/Programs:</u></p> <ul style="list-style-type: none"> <li>● Barbara Ingram School for the Arts</li> <li>● Washington County Technical High School</li> <li>● Middle College STEM</li> </ul> <p><b>Services--Curriculum</b></p> <ul style="list-style-type: none"> <li>● Pre-AP-Aligned</li> </ul>
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		<p>twice yearly to assess progress and set goals toward/for Social &amp; Emotional Growth Indicators.</p> <ul style="list-style-type: none"> <li>● Each Magnet student has access to social and emotional components within units.</li> </ul>	<p>English Texts:</p> <ul style="list-style-type: none"> <li>○ 9th- Foundations of Language and Literature</li> <li>○ 10th- Advanced Language and Literature</li> <li>● IB Texts/Resources</li> <li>● AP Texts/Resources</li> <li>● Explicit Teaching of Thinking Strategies with Visible Thinking/PreAP strategies and protocols</li> </ul>
<b>Level IV (few)</b>	<ul style="list-style-type: none"> <li>● Full grade acceleration based on Criteria outlined in the <i>Iowa Acceleration Scale, 3rd Edition</i></li> <li>● Early Entrance to Kindergarten/Advanced Learner PreK Classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Full grade acceleration based on Criteria outlined in the <i>Iowa Acceleration Scale, 3rd Edition</i></li> </ul>	

## 6) Data-informed goals, targets, strategies, and timelines

<p><b><u>Goal #1:</u></b></p> <p>Increase enrollment of historically underrepresented students identified as gifted and talented at the elementary level.</p> <p><b><u>Rationale:</u></b></p> <p>Equitable representation of historically underrepresented groups does not currently exist across all advanced programs in WCPS.</p>		
<p><b><u>Target:</u></b></p> <p><b>.02 Identification</b></p> <p>A. Each local school system shall establish an equitable process for identifying gifted and talented students as they are defined in Education Article, §8-201, Annotated Code of Maryland</p>	<p><b><u>Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Refine local norms as needed for use of ability and performance data as a GATE identification measure. These may include: <ul style="list-style-type: none"> <li>○ calculation and utilization of 90th percentile for MCAP to inform 2021-2022 placement</li> <li>○ utilization of MISA to inform merit/honors science placements for rising 6th &amp; 9th 2021-2022 placements</li> <li>○ utilization of 90th percentile CogAT for Title 1 Elementary Schools on CogAT Fall &amp; Winter 2020-21</li> <li>○ Calculation and utilization of average ACCESS for ELLS score; those who exceed average score = indicator for multiple measure placement</li> </ul> </li> </ul>	<p><b><u>Timeline</u></b></p> <ul style="list-style-type: none"> <li>● Annually, available data will be analyzed to compare the percentage of students in a subgroup to the percentage of that population who is identified as GATE.</li> <li>● After testing data is available, the 90th percentile (local norms) for Title I schools on CogAT and/or MCAP will be reviewed for GATE inclusion.</li> <li>● After testing data is available, the 95th percentile (local norms) for all other elementary schools on CogAT and/or MCAP will be reviewed for GATE inclusion.</li> </ul>

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## **Goal #2:**

- The Office of Advanced Programs will work with the Office of School Counseling Programs to ensure that all counseling staff are trained in the unique social and emotional needs of gifted and talented students.

## **History & Rationale:**

Currently, every elementary GATE student and every elementary and middle school magnet program student is reviewed twice yearly for his/her social and emotional growth; students set growth goals accordingly. Identified GATE students enrolled in middle school merit and high school honors and AP/IB programs do not work with a designated GATE staff member, nor do they receive the required specialized supports for their unique social and emotional needs by a counselor who has been trained in gifted and talented education.

<b>Target</b>	<b><u>Strategies</u></b>	<b><u>Timeline</u></b>
<b>.03 Programs and Services</b>  <b>C.</b> Each school system shall implement programs and services for gifted and talented students that:  <b>(2)</b> Provide programs and	<ul style="list-style-type: none"> <li>● All counseling staff will:             <ul style="list-style-type: none"> <li>○ Participate in a yearly training(s) that include the following topics:                 <ul style="list-style-type: none"> <li>■ Characteristics of gifted and talented students</li> <li>■ Social and emotional challenges that gifted and talented students experience and strategies for coaching students</li> <li>■ Strategies for ensuring equity and creating a culture of belonging,</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● An initial training will be held by Spring 2021</li> <li>● Additional presentations will be held yearly in collaboration with the Office of School Counseling Programs</li> </ul>



<p>services to support the social and emotional growth of gifted and talented students.</p>	<ul style="list-style-type: none"> <li>■ Strategies for decreasing underachievement among gifted and talented students.</li> <li>○ Utilize coaching strategies to ensure that students from historically underrepresented populations participate in challenging coursework per their areas of strength and interest.</li> </ul>	
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# Comprehensive Teacher Induction and Mentoring

## Title 13A STATE BOARD OF EDUCATION Subtitle 07 SCHOOL PERSONNEL

<p>A. WCPS Comprehensive New Teacher Induction Program</p>	<p>The WCPS New Teacher Induction Program has been developed to specifically support and target new teacher needs. County mentor teachers work with all 1<sup>st</sup> year teachers and share documents that accurately depict new teacher needs, supports offered, coaching conversations, hybrid learning models for students, distance learning pedagogy, analysis of data (both student and classroom teacher data), next-steps, measurable results, action plans, communication with content specialists and administrators, and celebrations of success.</p> <p>Lead Teachers (building-level) work with 2<sup>nd</sup> and 3<sup>rd</sup> year teachers in a coaching capacity to further content and pedagogical skills in a goal-focused coaching cycle.</p>
<p>A.1 Staffing and Oversight</p>	<p>The New Teacher Induction Program (NTI) is staffed by 5 full-release county mentors for 1<sup>st</sup> year teachers. There are 2 elementary county mentors and 3 secondary county mentors. Each elementary county mentor has a caseload of 37:1 in 14 different school locations and secondary county mentors have a caseload of 27:1 in 6 different school locations. Elementary mentors are departmentalized in a primary and intermediate structure. Secondary mentors are assigned to buildings in order to help new teachers understand the culture and working functions of the school. The expectation of the county mentors is to attend the content-related professional learning with new teachers and be current in the practices of content and pedagogy. Additionally, county mentors also must be well-versed in distance learning, concurrent learning, and face-to-face learning.</p> <p>WCPS employs 59 lead teachers who are school-based and are actively involved in the curriculum work with all building teachers. Additionally all LTs support NTI in coaching 2<sup>nd</sup> and 3<sup>rd</sup> year teachers. LT caseloads vary according to the size and retention rates of teachers. On average, their caseload is 5:1</p>

	<p>All county mentors report to the Supervisor of Professional Learning and the Supervisor is also the liaison to Lead Teachers</p>
A.2 Orientation programs	<p>Beginning in May, WCPS NTI begins the onboarding process in collaboration with Human Resources and Technology. After signing the teaching contract, WCPS new teachers are required to attend an onboarding meeting which provides new teachers with a technology package and information about benefits. After the onboarding meeting, new teachers also meet with a county mentor and are given access to online modules that will prepare them for work in WCPS. Each module has a similar format, which includes a module overview; documents, videos, and infographics to support learning; a task related to the learning; and a reflection to provide the mentors and content specialists with information that was used to support new teachers at New Teacher Academy. The content of the onboarding modules includes:</p> <ul style="list-style-type: none"> <li>• <b>Welcome to Washington County Public Schools:</b> An introduction to WCPS' demographics, schools, mission, vision, and beliefs</li> <li>• <b>Who's Who in WCPS:</b> An overview of district and school-level staff that are available to support new teachers</li> <li>• <b>Navigating the WCPS Employee Portal:</b> An exploration of the information and resources contained in the WCPS Employee Portal</li> <li>• <b>The Essential Curriculum:</b> An introduction to navigating the WCPS Essential Curriculum and the UbD Framework</li> <li>• <b>Setting Yourself Up for Success from Day 1:</b> Tips from current WCPS teachers and reflection questions to consider before the start of the school year</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <b>Google Apps &amp; Extensions to Support Distance Learning:</b> Tutorials and best practices for Google Classroom, Google Meet, and Screencastify.</li></ul> |
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These modules are completed before New Teacher Academy in August. New Teacher Academy is a four ½ day intensive learning opportunity devoted entirely to new teacher needs (both those who are new teachers and those teachers who are new to WCPS with teaching experience). These sessions provide meaningful learning about the Essential Curriculum, Virtual Classroom Environment and Student Needs, Community Relations, and County and School-based supports. We also include specially-designed sessions that allow new teachers to work with administrators, lead teachers, experienced teachers, district leaders and county mentors.

<p>A.3 Ongoing Professional Learning</p>	<p>WCPS specifically designed a NTI program that has ongoing learning that focuses on the needs of new teachers and on curriculum development.</p> <p>Throughout the year, there are 6 mentor forums that include: building a positive virtual environment for all students, observation and evaluation processes, equity and understanding how poverty affects student learning, fostering positive parent communication, formative and summative assessment, instructional technology usage in a virtual classroom, working with special needs children and Universal Design for Learning (UDL), certification requirements, social and emotional needs that may cause disruptive behavior, goal-setting, and celebrations of success.</p> <p>Curricular on-going professional learning is also offered for all teachers in every discipline including Arts and Technology. Three times per year, NTI schedules curricular-focused sessions for all new teachers and content specialists maintain a robust schedule of professional learning for all teachers. Due to distance learning, we also provide ongoing content learning each month entitled “Just in Time” Learning.</p> <p>The data that we have collected, analyzed and evaluated reveals the impact of the individual coaching sessions for new teachers with the county mentor and/or lead teacher. These on-going sessions may include instructional awareness and questioning that positively affect student learning, discussion about classroom environment and meeting the needs of all students (virtually and in-person), using planning as a process to assess student needs in the delivery of content and maintaining professional relationships with students, staff and administrators.</p>
<p>A.4 Organization and schedules for mentor/mentee meetings</p>	<p>Each teacher is provided a schedule of meetings for upcoming New Teacher Induction mentor forums in August. We have 6 regularly schedule mentor forums and will add additional workshops based on new teacher data. We have designed specific professional learning sessions, in collaboration with the content specialists, for each academic discipline, to complement the needs of the new teacher. Therefore, the new teacher is receiving support from both the county mentor and the content specialist without overwhelming the new teacher with substantial professional learning in the evenings.</p>

<p>A.5 Opportunities for observation and co-teaching</p>	<p>Due to Covid-19 restrictions, WCPS is planning to use video to effectively aid new teachers in quality instruction. Each new teacher is provided the opportunity to view an experienced teacher's classroom for a block of time and reflect with a county mentor/LT about the practices of the experienced teacher.</p> <p>When we return to school, our plan will be for WCPS to provide a substitute for the new teacher for a ½ day visit to the classroom and ½ day planning session with the county mentor. New teachers will visit district literacy, district math or an experienced teacher to observe. The new teacher and mentor attend the experienced teacher's classroom, gather notes, and discuss techniques. For the 2<sup>nd</sup> ½ of the day, the new teacher and county mentor using viewed strategies from the experienced teacher's classroom.</p> <p>Co-teaching is also an acceptable practice for county mentors and lead teachers. Both county mentors and lead teachers are specifically trained in how to work collaboratively with a new teacher in how to model a strategy or co-teach with a new teacher.</p>
<p>A.6 Monitoring of new teacher needs, concerns, ongoing supports, formative review, and follow-up</p>	<p>County mentors are expected to maintain a log of specific coaching conversations and activities for each new teacher. The mentor caseload is reviewed weekly and the county mentor provides on-going support by determining the amount of support needed in order for the new teacher to be successful. The county mentors are required to meet with the supervisor to informally discuss caseload celebrations and/or concerns on a weekly basis. Formal caseload meetings are scheduled on a monthly basis where additional support may be provided to struggling new teachers according to the data provided.</p> <p>All mentor forums are required to measure actionable follow-up steps for new teachers to discuss and implement about how the professional learning can help change teaching practices and student learning. New teachers are also asked to provide evidence of both teacher change and student challenges, and student success throughout the year.</p>
<p>A.7 Action plans</p>	<p>Every county mentor works on an action plan for each new teacher. The action plan includes coaching sessions and reflection meetings, development of a specific goal(s), follow-up conversations and attainment of goal, classroom data that supports the attainment of the goal, and any other relevant information for the new teacher. All documents are collaborative and shared with the new teacher to create a trusting coaching environment</p>

<p>A.8 Use of relevant and appropriate data</p>	<p>NTI uses a variety of both quantitative and qualitative data to ensure quality practices and assess changes that need to be made to NTI yearly. The quantitative data that we use with new teachers are:</p> <ol style="list-style-type: none"> <li>1. PreviLearn data scores to assess student progress</li> <li>2. ERI data to measure student literacy skills</li> <li>3. PARCC data to inform achievement and gaps</li> <li>4. MISA data for science teachers</li> <li>5. Cornerstone tasks developed by content specialists and teachers</li> <li>6. KRA for Pre-K and K teachers</li> </ol> <p>Our qualitative data that we use include:</p> <ol style="list-style-type: none"> <li>1. Survey information from new teachers to inform about professional learning and the New Teacher Induction Program</li> <li>2. Focused interviews with new teachers (random selection and also targeted selection)</li> <li>3. Focus groups with new teachers (twice per year)</li> <li>4. Walk-through data from administrators, content specialists and New Teacher Induction Supervisor</li> </ol>
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A. Provide a description of your District Mentoring Program. The use of the term “mentor” includes coaches and consulting teachers.

1. training for new mentors;
2. supervision of mentors;
3. training for school administrators and school staff as described in .04E of the regulation.
4. process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

B. Provide data regarding the scope of your mentoring program. This data may be provided in the form of a chart or other organizer of your choice. Include:

- the number of probationary teachers;
- the number of mentors who have been assigned;

- a breakdown of your mentors' roles in the district
  - (1) FULL-TIME MENTORS: Mentoring is their full-time job,
  - (2) PART-TIME MENTORS: Mentoring is their part-time job,
  - (3) RETIREES: Mentoring is done by retirees hired to mentor, and
  - (4) FULL-TIME TEACHERS: Teaching is their full-time job and they mentor.
- Other appropriate data.

Provide a description of how your mentoring program is being evaluated. Include evaluation data and data on new teacher retention.

Number of Probationary Teachers	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> year: 138 teachers</li> <li>● 2<sup>nd</sup> year: 143 teachers</li> <li>● 3<sup>rd</sup> year: 120 teachers</li> </ul>
Number of Mentors Assigned	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> year teachers: 5 mentors</li> <li>● 2<sup>nd</sup> and 3<sup>rd</sup> year teachers: 57 mentors</li> </ul>
Break-down of Roles	<ul style="list-style-type: none"> <li>● 5 full time mentors for year on</li> <li>● 57 part-time mentors</li> </ul>



### List of the ESSA Federal and State Grant Applications

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

<i><b>Federal Grant Applications</b></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><b>State Grant Application</b></i>	
Fine Arts	

# Appendices

- Appendix A: Content of Title I, Part A Application
- Appendix B: Title I, Part A Application and Tools Release Date
- 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: Transferability of Funds



**Title I, Part A: Improving Basic Programs  
2020-2021 Title I, Part A Application and Monitoring Tool**

**Title I, Part A Application and Monitoring Tool Release Date:  
June 15, 2020**

**Federal Grant Application Submission Timeline**

<b>1<sup>st</sup> Submission to the Title I Specialists for Review</b>	<b>Submission for Conditional Approval</b>	<b>First Submission through Local ESSA Consolidated Strategic Plan</b>	<b>FINAL Submission through Local ESSA Consolidated Strategic Plan</b>
<b>August 3- August 31, 2020</b>	<b>September 30, 2020</b>	<b>October 15, 2020</b>	<b>November 16, 2020</b>

<b>Local School System:</b>	<b>Washington County Public Schools</b>
<b>Title I Coordinator:</b>	<b>Kerry Walent, Ed.D.</b>
<b>Telephone Number:</b>	<b>301-766-2936</b>
<b>Email Address:</b>	<b>Walenker@wcps.k12.md.us</b>
<b>Submission Date:</b>	<b>10-9-20</b>

### 2020-2021 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
<b>COMPONENT NAME</b>	The Title I Component
<b>LINKS</b>	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.
<b>REQUIRED ATTACHMENTS</b>	Documents that are required with submission of the application.
<b>NOTE TO LEA</b>	If documentation is needed prior to the program review, a note will be indicated in the identified component.
<b>STAFF RESPONSIBLE</b>	All staff involved with the implementation and oversight of each Title I Component
<b>ASSURANCE(S)</b>	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 2020-2021 Title I, Part A Annual Program Review documentation will be reviewed to confirm that the LEA has complied with all assurances.
<b>CITATIONS</b>	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).

Term in Application	Explanation of Term in Application
<b>EVIDENCE OF IMPLEMENTATION</b>	<p>Mandated documentation for evidence of implementation for each assurance and requirement.</p> <p><b>APPLICATION:</b> Documentation listed is shared as a resource for LEA planning and preparation</p> <p><b>MONITORING:</b> Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review (<b>KEY POINT: The evidence of implementation is provided for planning and preparation purposes. The documentation will NOT be submitted with the application.</b></p>
<b>MONITORING</b>	This column is for MSDE Title I Use Only. The MSDE will complete this column during the LEA's Annual Program Review, reflecting the level of implementation for each assurance.
<b>TABLES AND WORKSHEETS</b>	See Excel template and Fiscal Guidance for instructions.

#### 2020-2021 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.

- 1<sup>st</sup> Submission: August 1<sup>st</sup> through August 30<sup>th</sup>
- Submission for Conditional Approval: September 30<sup>th</sup>
- 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 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.

**Guidance: Sign-in, Agenda, Notes, and Evaluations (SANE) as evidence of implementation for Title I purposes:**

Gathering SANE documentation is an important way to document that meetings or events have occurred, next steps, and which stakeholders were present. Below is information that will help LEAs effectively gather this evidence. Each component should have the title of the meeting, date, and location (including the school or LEA's identifying information).

**S- Sign in sheets:**

Sign in sheets are required as evidence of whom the participants were, and need to be legible. Include a column for:

- printed name
- signature
- role of participants

All participants must sign-in including, but not limited to: school staff, LEA staff, parents, and other participants, including interpreters.

**A- Agenda**

Agendas should be topic specific. Refer to the MSDE Title I, Part A Assurances within the Title I, Part A application, along with evidence of implementation and guidance for topics. As applicable, translation of agendas is important.

**N- Notes**

Notes from meetings should reflect whom participated, when, where and important details discussed during the event as well as action steps. Consider identifying a note taker or rotating the responsibilities. For parent related events notifications are also an important component and translations are encouraged, as applicable.

**E- Evaluations**

Gathering feedback through the evaluation process is important for understanding the successes and challenges of an event, along with capturing ideas for future events and next steps. Particularly for parent related events and professional development sessions evaluations are important. For large events, consider including a summary of the evaluations to analyze aggregate results. As applicable, translation of evaluations is important.

**SAN-** sign in sheets, agenda, notes (following the above guidelines)

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### ESSA Law and Non-Regulatory Guidance Links

1. [Every Student Succeeds Act](#)
2. [ESSA Transition FAQs](#)
3. [ESSA Early Learning Guidance](#)
4. [ESSA Equitable Services \(UPDATED\)](#)
5. [ESSA Schoolwide Guidance](#)
6. [ESSA Supplement not Supplant \(NEW\)](#)
7. [ESSA Within District Allocations \(Draft for Public Comment\)](#)
8. [Evidence Guidance](#)
9. [Foster Care Guidance](#)
10. [Homeless Student Guidance](#)
11. [High School Graduation Rate](#)
12. [State and Local Report Cards](#)
13. [Title I, Part A Final Regulations](#)
14. [ESSA Title III Guidance – English Learners](#)




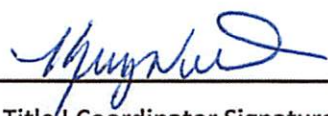
2020-2021 Title I, Part A Application

**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

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.

Boyd Michael, Ed.D.		Washington County Public Schools	10/12/2020
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Kerry Walent, Ed.D.		Washington County Public Schools	10/12/2020
Title I Coordinator Name (Please Print or Type)	Title I Coordinator 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), other appropriate school personnel, and with the parents of children in schools served under this part.

Boyd Michael, Ed.D.		Washington County Public Schools	10/12/2020
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Kerry Walent, Ed.D.		Washington County Public Schools	10/12/2020
Title I Coordinator Name (Please Print or Type)	Title I Coordinator 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: **Please See Addendum**

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.  
(Attestation 1: WCPS Process Explaining How All Parties Are Involved in the Oversight and Administration of 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), other appropriate school personnel, and with the parents of children in schools served under this part. (Section 1112(a)(1)(A))  
(Attestation 2: WCPS Process Explaining How the Title I Application is Developed with Timely and Meaningful Consultation)

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

Dr. Kerry Walent, Title I Supervisor, Washington County Public Schools (WCPS)

Lindsey Darr, Coordinator for Human Resources, WCPS

Theresa Baker, Director of Human Resources, WCPS

David Brandenburg, Executive Director of Finance, WCPS

Renee Millburn, Accountant, WCPS

Dr. Gary Willow, Associate Superintendent for Curriculum and Instruction, WCPS

Maureen Margevich, Testing and Accountability Supervisor, WCPS

Dr. Kristen English, Title I Principal, Bester Elementary, WCPS

Diana Gray, Acting Title I Principal, Hickory Elementary, WCPS  
Daniel Fowler, Title I Principal, Eastern Elementary, WCPS  
Jamie Hade, Title I Principal, Lincolnshire Elementary, WCPS  
Kristi Bachtell, Title I Principal, Pangborn Elementary, WCPS  
Dana Peake, Title I Principal, Ruth Ann Monroe Primary, WCPS  
Thomas Garner, Title I Principal, Salem Avenue Elementary, WCPS

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Attestation – Section 1112 Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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>	<b>1112(a)(1)(A)</b>	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:  1. Sign-in, agenda, notes, and evaluations (SANE) 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	<b>1112(a)(1)(A)</b>	Documentation supporting the implementation of the written process which must include: 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 4. Other documentation to support the LEA has implemented its written process, if applicable.

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Attestation – Section 1112 Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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), 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: Please see Addendum**

1. A written process to ensure the LEA:
  - has all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements.  
**Attachment: A.1 Certification and Licensure Status for Paraprofessionals**
  - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.  
**Attachment: A.1 Written Procedures for Teacher Certification Monitoring in Title I Schools**
  - identifies (using the previous school year data) and addresses 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. 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.  
**Attachment: A.1 written Procedures for Addressing Disparity for Low-Income and Minority Students in Title I Schools**
  - has a timeline to notify parents.  
**Attachment: A.1 Written Procedures for Teacher Certification Monitoring in Title I Schools**
2. Listing of the percentage and number of teachers who have not met licensure and certification status for the 2020-2021 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.\*

**Attachment: A.2 WCPS Teacher Certification and Licensure Status**

3. Listing of the percentage and number of paraprofessionals who have not met qualification status for the 2020-2021 school year.\*

**Attachment: A.3 WCPS Paraprofessional Certification and Licensure Status**

4. Data used to identify disparities (2019-2020), accompanied by communication from Human Resources demonstrating data was generated from Human Resource 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.

**Attachments: A.4 Human Resources Memo Regarding Data Used to Identify Disparities from Human Resources Records**

**A.4 WCPS Disparity Summary**

\*The data will be submitted on the September 30<sup>th</sup> submission for Conditional Approval and updated, as needed, for the Final Submission with the Local ESSA Consolidated Strategic Plan on November 16<sup>th</sup>.

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

Dr. Kerry Walent, Title I Supervisor, WCPS

Dr. Gary Willow, Associate Superintendent for Curriculum and Instruction, WCPS

Lindsey Darr, Coordinator for Human Resources, WCPS

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Dana Peake, Title I Principal, Ruth Ann Monroe Primary, WCPS

Thomas Garner, Title I Principal, Salem Avenue Elementary, WCPS



<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Staff Credentials and Certification Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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 it has a written process that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. <i>(Required Attachment #1 and #2)</i>	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: 1. List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> <li>Number and percentage of teachers who have certification and licensure in Title I schools for the 2020-2021 school year.</li> </ul> 2. Copies of 2020-2021 Principal Attestations with dates and signatures for each Title I school. 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	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. <i>(Required Attachment #1)</i>	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: 1. Multiple* dated communications and meetings between Human Resources, the Title I Office, and school administration (SAN/emails) 2. Other documentation to support the LEA has implemented its written process, if applicable. * regular ongoing collaboration throughout the year, including planning, interim check-in, analysis of outcomes.
<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"> <li>there are no paraprofessionals in the Title I schools;</li> </ul>	1112(c)(6) 1111(g)(2)(J)	Documentation supporting the implementation of the written process which must include: 1. List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS to include: <ul style="list-style-type: none"> <li>Number and percentage of paraprofessionals who have not met qualifications status</li> </ul> 2. Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2020-2021 must include:

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Staff Credentials and Certification Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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"> <li>paraprofessionals are not assigned instructional duties <i>(Required Attachment #1 and #3)</i></li> </ul>		<ul style="list-style-type: none"> <li>Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers</li> </ul> 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"> <li>The implementation of the procedures (from 2019 - 2020 SY) for identifying and, If applicable addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced, out-of-field teachers)</li> <li>Multiple* SAN and email documenting processes for the implementation of identifying and addressing disparities in collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, etc.</li> <li>Other documentation to support the LEA has implemented its written process, if applicable.</li> </ol> * regular ongoing collaboration throughout the year, including planning, interim check-in, analysis of outcomes.
<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: <ol style="list-style-type: none"> <li>that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals</li> </ol>	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: <ol style="list-style-type: none"> <li>Multiple dated communications at the beginning of the school year which-must include: <ul style="list-style-type: none"> <li>A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information</li> <li>Communication/ notification to parents (newsletter, memo, letter, school calendars, etc.)</li> </ul> </li> <li>Copies of requests for information from parents on teacher</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Staff Credentials and Certification Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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>who provide instructional services to their children.</p> <p>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.</p> <p>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.</p> <p><i>(Required Attachment #1)</i></p>		<p>and/or paraprofessional qualifications, if applicable.</p> <p>3. Evidence that parents have been provided information on the level of achievement and academic growth on State academic assessments of their students.</p> <p>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.</p> <p>5. Copies of the timely responses provided to parents, if applicable</p> <p>6. Other documentation to support the LEA has implemented its written process, if applicable.</p>

## B. SCHOOLWIDE PROGRAMS

### **Resources**

[Schoolwide Program Non-Regulatory Guidance](#)

[MSDE Schoolwide Program Checklist](#)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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3. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
4. 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: Please see Addendum**

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools.  
**Attachment: B.1 Written Process for Developing, Implementing, and Monitoring Requirements in all School-wide Schools.**
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)).  
**Attachment: B.2 A Memorandum of Understanding Between Washington County Public Schools and Head Start of Washington County.**
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.  
**Attachment: B.3 Not Applicable: Approval Letter from MSDE to Waive A Title I School With Less Than 40% Poverty**
4. Written Process for how the LEA supports efforts to reduce to overuse of discipline practices that remove students from the classroom.  
**Attachment: B.4 Written Process Supporting the Reduction and Overuse of Discipline Practices**
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.  
**Attachment: B.5 Written Process for Supporting Programs that Coordinate and Integrate Academic and Career and Technical Education and Work Based learning Opportunities**

**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.

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

Dr. Kerry Walent, Title I Supervisor, WCPS

Dr. Gary Willow, Associate Superintendent for Curriculum and Instruction, WCPS

Lindsey Darr, Coordinator for Human Resources, WCPS

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Thomas Garner, Title I Principal, Salem Avenue Elementary, WCPS

**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)*

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b>  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 type="checkbox"/> NO  <input checked="" type="checkbox"/> N/A	<p>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.</p> <p>i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.</p>	1114(a)(1)	<ol style="list-style-type: none"> <li>1. SANE documentation demonstrating collaboration on the consolidation of funds</li> <li>2. LEA Budget documents to support the consolidation of funds and the individual funding sources</li> <li>3. Methodology of how percent contribution from each program was calculated</li> <li>4. Disbursement method for consolidated funds</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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>2. The LEA ensures the implementation of a Schoolwide Program includes the following four components:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment</li> <li>• schoolwide program Reform Strategies*</li> <li>• Parent, Family and Stakeholder Engagement</li> <li>• If applicable, coordination and Integration of Federal, State, and Local services and programs.</li> </ul> <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)	<ol style="list-style-type: none"> <li>1. Selected copies of Schoolwide Plans</li> <li>2. A written process for the annual review of schoolwide program plans including the four components. <ul style="list-style-type: none"> <li>○ within the written process a description of how the LEA will examine relevant academic achievement; include data analysis charts, tools, and/or tables</li> </ul> </li> </ol> <p><b>Comprehensive Needs Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.</li> <li>2. As needed, evidence of interviews, focus groups, or surveys.</li> <li>3. Tools or processes to identify the strengths and needs of students, teachers, school and community.</li> <li>4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction.</li> <li>5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups.</li> <li>6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.</li> </ol> <p><b>Schoolwide program Reform Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Examples of how schoolwide program reforms increase the quality and quantity of instruction.</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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 “<b>Demonstrate a Rationale</b>” requirement. <b>(Level 4)</b></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. <b>(Non-Regulatory Guidance: <a href="#">NRG: Using Evidence to Strengthen Education Investments</a>)</b></p>		<ol style="list-style-type: none"> <li>2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.</li> <li>3. Evidence to demonstrate the effectiveness of reforms.</li> <li>4. Applicable adjustments were made or are planned to be made to address students not making progress.</li> </ol> <p><b>Parent, Family and Stakeholder Engagement:</b></p> <ol style="list-style-type: none"> <li>1. Evidence of the involvement of teachers, principals, and other school staff in the development of the schoolwide program plan must include: <ul style="list-style-type: none"> <li>○ SAN from School Improvement meetings</li> <li>○ Written communication, including email, letters, newsletters, website</li> <li>○ Surveys and survey data</li> </ul> </li> <li>2. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></li> </ol> <p><b>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</b></p> <ol style="list-style-type: none"> <li>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.)</li> <li>2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program</li> </ol>



<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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
	<a href="#">Schoolwide Program Non-Regulatory Guidance</a>  <a href="#">MSDE schoolwide program Checklist</a>  <a href="#">Early Learning in ESSA Non-Regulatory Guidance</a>		plan.
<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 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. 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)	1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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	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
<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	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-

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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
	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>		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: Please See Addendum**

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.  
**Not Applicable**
2. 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.  
**Attachment: C.2 Written Process for Developing, Implementing and Monitoring Requirements in Targeted Assistance Schools**
3. 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))  
**Attachment: C.3 Memorandum of Understanding Between WCPS and Head Start of Washington County**
4. 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.  
**Not Applicable**

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

Dr. Kerry Walent, Title I Supervisor, WCPS

Dr. Gary Willow, Associate Superintendent for Curriculum and Instruction, WCPS

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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 type="checkbox"/> NO <input checked="" 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 2021-22:</p> <table border="1" data-bbox="407 915 793 1331"> <thead> <tr> <th>School Name</th> <th>School Number</th> <th>Indicate New Title I School or Current TAS School</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	School Name	School Number	Indicate New Title I School or Current TAS School							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"> <li>1. LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program</li> <li>2. Other documentation to support the LEA has implemented its written process, if applicable.</li> </ol>
School Name	School Number	Indicate New Title I School or Current TAS School										

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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 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 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><b>(NOTE: see MSDE Targeted Assistance School Guidance for more details on this option).</b></p> <p><i>Required Attachment #4</i></p>	1114(b)(1)(A)	<p>Documentation of the planning process must include:</p> <ol style="list-style-type: none"> <li>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</li> <li>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.</li> <li>3. SAN and SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> <li>o Planning meetings and lists of participants that show stakeholder participation in decision making</li> <li>o 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</li> <li>o 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)</li> <li>o Meeting schedule</li> <li>o Communications, including emails, communication log, notices on web pages, etc.</li> </ul> </li> <li>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.</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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 type="checkbox"/> NO  <input checked="" type="checkbox"/> N/A	1b. Year Long Planning Option:  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.  <b>(NOTE: see MSDE Targeted Assistance School Guidance)</b>  <i>Required Attachment #1</i>	<b>1114(b)(1)</b>	Documentation of the planning process must include (For each Targeted Assistance School transitioning): 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"> <li>○ Planning meetings</li> <li>○ Lists of participants that show stakeholder participation in decision making</li> <li>○ 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</li> <li>○ 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)</li> <li>○ Meeting schedule</li> <li>○ Plan approval process</li> <li>○ Communications, including emails, communication log, notices on web pages, etc.</li> </ul>



<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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
			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 #2</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: 1. Weighted selection criteria <ul style="list-style-type: none"> <li>○ Data sources for multiple selection criteria (by school)</li> </ul> 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. <b>LEA School-level Monitoring:</b> 1. Evidence of implementation of the LEA School-level Monitoring Plan must include: <ul style="list-style-type: none"> <li>○ SAN from program monitoring</li> </ul>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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"> <li>○ Program monitoring tool(s)</li> <li>○ Program monitoring feedback reports</li> <li>○ Email communication</li> </ul> 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: <a href="#">Targeted Assistance Program Checklist</a>  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)	<b>Program's resources to help eligible children meet the state's challenging academic standards may include:</b> 1. Programs, activities, and academic courses necessary to provide a well-rounded education.  <b>Methods and instructional strategies to strengthen the academic program of the school may include:</b> 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.).  <b>Coordination with the regular education program must include:</b> 1. SAN from collaboration meetings <ul style="list-style-type: none"> <li>○ Timelines with evidence of implementation</li> </ul> 2. Documentation of coordination between regular education program and Title I

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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> <ol style="list-style-type: none"> <li>5. Strategies to increase the involvement of parents of eligible children;</li> <li>6. If appropriate and applicable, coordinate with Federal, State, and local programs;</li> <li>7. Each Title I Targeted Assistance School will provide the LEA assurances that it will: <ol style="list-style-type: none"> <li>(i) help provide an accelerated, high quality curriculum;</li> <li>(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and</li> <li>(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</li> </ol> </li> </ol>		<p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Data sources demonstrating the need for identified professional development</li> <li>2. SANE documents from professional development</li> <li>3. Professional development schedules, plans, and/or calendars</li> <li>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)  <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></li> </ol> <p><b>Strategies to increase the involvement of parents of eligible children:</b></p> <ol style="list-style-type: none"> <li>1. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></li> </ol> <p><b>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</b></p> <ol style="list-style-type: none"> <li>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.)</li> <li>2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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
	meet the challenging State academic standards.  <i>Required Attachment #3</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 #2</i>	1115 (b)(2)(G)(iii)	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)

## 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: Please See Addendum**

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.  
**Attachment: D.1 WCPS 2020-2021 Process for Monitoring the Implementation of Parent Family Engagement Requirements**
2. LEA's 2020-2021 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.  
**Attachment: D.2 Washington County Public Schools' 2020-2021 Title I District Parent Involvement Plan**
3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.  
**Attachment: D.3 Title I District Level Parent and Family Engagement Policy/Plan Requirements-Section 1116 Checklist**

**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.

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

Dr. Kerry Walent, Title I Supervisor, WCPS

Dr. Gary Willow, Associate Superintendent for Curriculum and Instruction, WCPS

Dr. Kristen English, Title I Principal, Bester Elementary, WCPS

Diana Gray, Acting Title I Principal, Hickory Elementary, WCPS

Daniel Fowler, Title I Principal, Eastern Elementary, WCPS

Jamie Hade, Title I Principal, Lincolnshire Elementary, WCPS

Kristi Bachtell, Title I Principal, Pangborn Elementary, WCPS

Dana Peake, Title I Principal, Ruth Ann Monroe Primary, WCPS

Thomas Garner, Title I Principal, Salem Avenue Elementary, WCPS

Betty Lushbaugh, Title I School Family Liaison, Bester Elementary, WCPS

Vanessa Mannick, Title I School Family Liaison, Eastern Elementary, WCPS

Becky Vantz, Title I School Family Liaison, Hickory Elementary, WCPS

Cynthia Dean, Title I School Family Liaison, Lincolnshire Elementary, WCPS

Anna Haupt, Title I School Family Liaison, Pangborn Elementary, WCPS

Cythina Hinkle, Title I School Family Liaison, Ruth Ann Monroe Primary, WCPS

Jennifer Johnson, Title I School Family Liaison, Salem Avenue Elementary, WCPS

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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	<b>Local Educational Agency</b> 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)  <u>Parent and Family Engagement District-Level Checklist</u>  <i>Required Attachment #2</i>	Section 1116 (a)(1)(2)(A)(B)(C)(D)(3)(B)	LEA Parent and Family Engagement Plans Evidence:  <b>In General</b> Evidence must include: 1. Input from parents/families 2. SAN(E) from parent meetings 3. Announcements/Fliers 4. Parents feedback 5. Translated documents, if applicable 6. Receipts for accommodations/ interpreters, if applicable  <b>Written Policy/Plan</b> Evidence includes: 7. Example of how the LEA's Parent and Family Engagement Policy/Plan is distributed and available. (Examples include district/school website, student handbook, or school newsletters, etc.) 8. Policy/Plan and compact sent home via backpack/ orientation packet 9. SANE from parent meetings with agendas that identify specific topics for input. 10. SANE from parent meetings specific to Section 1112. 11. SANE or other evidence that the LEA provides coordination, technical assistance, and other support to school 12. Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> <li>○ barriers to greater participation by parents;</li> <li>○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;</li> <li>○ strategies to support successful school and family</li> </ul>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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"> <li>interactions; <ul style="list-style-type: none"> <li>○ use of findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement.</li> </ul> </li> <li>13. Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Policy/Plan</li> <li>14. Results of data/feedback</li> <li>15. Revisions to policy/plan are made, based on evaluation</li> <li>16. SAN with meeting notes</li> <li>17. Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys</li> </ul> <p><b>Reservation:</b> Evidence must include:</p> <ul style="list-style-type: none"> <li>18. SANE from parent meetings specifying agenda item on Title I PFE funds</li> <li>19. Announcements/Fliers for meetings</li> <li>20. Parents' feedback</li> </ul>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>School Level</b> 2. The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity.	Section 1116 (b)(c)(d)(e)	School Level Parent and Family Engagement Plans Evidence: <b>General Requirements</b> Evidence includes: <ul style="list-style-type: none"> <li>1. School level plan(s)</li> <li>2. Example of how the school's Parent and Family Engagement Plan is distributed (Examples include school website, student handbook, school newsletters, plans sent home via backpack/orientation packet)</li> <li>3. SANE from parent input meetings</li> </ul>



<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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
	<u>Parent and Family Engagement School-Level Checklist</u>		<ol style="list-style-type: none"> <li>4. Announcements/Fliers</li> <li>5. Parents feedback</li> <li>6. Translated documents, if applicable</li> <li>7. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable</li> </ol> <p><b>Reservation Evidence includes:</b></p> <ol style="list-style-type: none"> <li>8. SANE from parent meetings specifying agenda item on Title I PFE funds</li> <li>9. Announcements/Fliers for meetings</li> <li>10. Parents feedback</li> </ol> <p><b>Policy Involvement Evidence must include:</b></p> <ol style="list-style-type: none"> <li>11. SANE from annual meeting(s) specifying information about Title I and parents rights to be involved</li> <li>12. Announcements/Fliers of outreach/events</li> <li>13. Translated documents, if applicable</li> <li>14. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable</li> <li>15. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory</li> </ol> <p><b>Shared Responsibility (School-Parent Compact) evidence includes:</b></p> <ol style="list-style-type: none"> <li>1. School-Parent Compact(s)</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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
			2. SANE from parent meetings specifying agenda item for review and input on the school-parent compact 3. Announcements/Fliers for meetings 4. Parent feedback 5. Translated school-parent compacts, if applicable, 6. SANE from sharing school-parent compact with parents and family members 7. Example of how the school's School-Parent Compact is distributed. (Examples 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	<b>3. Building Capacity for Involvement</b> 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.	<b>1116(e)(1-6)</b>	LEA and School-Level Documentation must include: 1. SANE from LEA technical assistance to schools 2. SANE from building capacity <b>for district and school-level</b> (See Parent and Family Engagement Checklist <b>under Building Capacity requirements</b> ) <b>Building Capacity</b> 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

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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	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 with disabilities, and parents of migratory children.	<b>1116(f)</b>	<b>Accessibility</b> evidence must include: 1. SANE from LEA technical assistance to schools 2. Translated documents, if applicable 3. Receipts for accommodations/ interpreters, if applicable
<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>	<b>1116(a)(2)(B)</b> <b>1116(e)(1-14)</b>	Evidence of LEA monitoring processes of Parent and Family Engagement requirements must include: 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement

## E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

### **Resources**

[-Regulatory Guidance: Equitable Services  
Consultation Checklist](#)  
[Information of Consultation Form](#)  
[Want to Participate Form](#)

### **INSTRUCTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

Required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided with the application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to include the 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: Please See Addendum**

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.

**Attachment: E.1 Washington County Public Schools Title I, Part A Process for Consultation, Service Delivery and Evaluation and Formal Agreement for Private School Participation**

- **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.

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

Kerry Walent, Title I Supervisor, WCPs

Gary Willow, Associate Superintendent for Instruction and Accountability, WCPS

Frank Nicely, Principal, St. Mary Catholic School

J. Stephanie Stamper, Director, Heritage Academy

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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><b>1. Delivery of Services</b>  The LEA ensures it <i>(check all that apply)</i>:</p> <p><input checked="" type="checkbox"/> Provides services directly to the eligible private school students.</p> <p><input type="checkbox"/> Enters into a third party contract to provide services to eligible private school students.</p> <p><input type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students.</p> <p><b>Please identify LEAs involved.</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Provide the date(s) services will begin.</p> <p>_____</p> <p><i>Required Attachment #1c</i></p>	1117(b)(1)(C)(G)	<ol style="list-style-type: none"> <li>1. Copies of contracts or agreements with individuals under contract with the LEA (hourly employees)</li> <li>2. Payroll lists for Title I staff providing Title I services to participating private school children</li> <li>3. Third party vendor documentation that the LEA has transferred Title I funds to another LEA</li> <li>4. If applicable, formal agreement (MOU) with other LEA to provide services to private school students. <ul style="list-style-type: none"> <li>○ If applicable, communication with other LEA(s) regarding timeline for formal agreement (MOU).</li> <li>○ If applicable, signed MOU with other LEA.</li> </ul> </li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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	<b>2. Invitation to Private School Officials</b> 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)	1. Approved list of private schools and approved church exempt schools 2. Other forms of outreach (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	<b>3. Ongoing Consultation</b> 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 students start at the beginning of the school year. <i>Required Attachment #1a</i>	1117 (b)(1-5)	1. Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> <li>○ SANE documentation including topic specific agendas; emails, notes from phone calls</li> </ul> 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.
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>4. Equitable Services to Students</b> 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

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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	<b>5. Teachers and Families Participation</b> 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"> <li>○ Agenda topic-specific SANE</li> <li>○ List of professional development activities provided or scheduled to be provided to the classroom teachers</li> <li>○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration, if applicable.</li> </ul> 2. Evidence of family engagement activities: <ul style="list-style-type: none"> <li>○ Agenda topic-specific SANE</li> <li>○ List of family engagement activities scheduled or to be scheduled for families of participating students</li> <li>○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities, if applicable.</li> </ul>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>6. Dispute Resolution</b> 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	<b>7. Supervision and Evaluation</b> The LEA ensures it has a process for oversight, monitoring,	1117(b)(1) 1117 (d)(1)	<b>Evidence LEA Supervises:</b> <b>LEA Program Oversight</b> 1. Schedules of Title I staff



<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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	supervising, and evaluating the Title I program serving private school students.  <i>Required Attachment #1b &amp; c</i>		<ol style="list-style-type: none"> <li>2. Timeline/schedules for monitoring visits</li> <li>3. LEA written process and procedures for monitoring private schools</li> <li>4. Monitoring feedback on student progress to Title I staff providing services or private schools officials (including letters, emails, reports, or notes, if applicable)</li> <li>5. Sample lesson plans and student work</li> <li>6. Consultation between LEA and third party vendor</li> </ol> <p><b>Qualifications of staff providing services:</b></p> <ol style="list-style-type: none"> <li>1. Teachers providing services meet state certification and licensure requirements</li> <li>2. Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure</li> </ol> <p><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> <p><b>Ordering and Storing of Materials and Equipment Oversight:</b></p> <ol style="list-style-type: none"> <li>1. Title I property labels</li> <li>2. Inventory list</li> </ol> <p><b>Evidence of Evaluation must include:</b></p> <ol style="list-style-type: none"> <li>1. Progress reports/EOY reports on effectiveness of services</li> <li>2. SANE documenting modification to program, if applicable</li> </ol>

## 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: Please See Addendum**

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.

**Attachment: F.1 2020-2021 Washington County Public Schools' Coordination of Services and Calculation for Homeless children and Youth**

2. If applicable,
  - 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.

**Not Applicable**

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.

**Attachment: F2 Shelter Housing for Children and Youth Tracking Certification SY 20-21**

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

Dr. Kerry Walent, Title I Supervisor, WCPS

Dana Pentoney, Homeless Coordinator, WCPS

Dr. Gary Willow, Associate Superintendent for Curriculum and Instruction

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Education for Homeless Children and Youth Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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"> <li>○ Copy of needs assessment used</li> <li>○ Copy of homeless enrollment data</li> <li>○ Copy of support services data</li> </ul>
<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: 1. Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> <li>○ Funds used for full or part of the homeless education liaison or additional staff</li> <li>○ Funds used for excess transportation</li> <li>○ Funds used for instruction and support services</li> </ul> 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.

**SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION**  
**SY 2020-2021**

**Please See Addendum**

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: \_\_\_\_\_

Homeless Education Coordinator/Liaison: \_\_\_\_\_  
Name Telephone Cell Phone

Homeless Education Coordinator / Liaison's Email: \_\_\_\_\_

NAME OF SHELTER/CONTACT PERSON	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED

\_\_\_\_\_  
Signature - Homeless Education Coordinator/Liaison

\_\_\_\_\_  
Date

[Return to application](#)

## 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: Please See Addendum**

1. A written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including Title I Coordinator) 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.

**Attachment: G.1 A Memorandum of Understanding Between Washington County Board Department of Social Services**

- 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.

**Not applicable**

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

Dr. Kerry Walent, Title I Supervisor, WCPS

Dr. Gary Willow, Associate Superintendent for Curriculum and Instruction, WCPS

Jeremy Jakoby, Director of Student Services, WCPS

Dana Pentoney, Homeless and Foster Care Coordinator, WCPS

David Piercy, Director of Washington County Department of Social Services

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Support for Foster Care Students Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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 type="checkbox"/> YES  <input type="checkbox"/> NO  <input checked="" 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"> <li>○ copy of needs assessment used</li> <li>○ copy of foster enrollment data</li> <li>○ copy of support services data</li> </ul>

## 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: Please See Addendum**

1. The LEA must include a written process for sharing the number and percentage of English learners achieving English language proficiency.  
**Attachment: H.1 Washington County Public Schools' process for Sharing the Number and Percentage of English Learners Achieving English Language Proficiency**

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

Paula Moore, Supervisor of ELL, World & Classical Languages, WCPS

Maureen Margevich, Local Accountability Coordinator, WCPS

Dr. Kerry Walent, Title I Supervisor, WCPS

Dr. Gary Willow, Associate Supervisor for Curriculum and Instruction, WCPS

Washington County Public Schools' Principals



<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>English Learners Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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: 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 enrollment. 3. SAN documentation and/or written communication documenting collaboration between the Title I and Title III offices pertaining to: <ul style="list-style-type: none"> <li>○ Parent notification</li> <li>○ English Learner (EL) screening and placement</li> <li>○ ESOL placement timeline</li> </ul>
<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 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 of ELs regarding their education, which must include: 1. SANE documenting English Learner parental participation in parent and family engagement events 2. SANE documenting specific events held for 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 Communication Logs

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>English Learners Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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
			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 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 has a written process for sharing the number and percentage of English learners achieving English language proficiency. <i>Required Attachment #3</i>	1111(h)(2)	Documentation supporting the implementation of the written process, which must include: 1. The number and percentage of English learners achieving English language proficiency 2. Sample of the LEA's report card 3. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Coordinators 4. Other documentation to support the LEA has implemented its written process, if applicable.

## I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

### **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: Please See Addendum**

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))
  - Targeted Support and Improvement (Section 1111(d)(2))
    - i. 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)).
    - ii. Process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii))
    - iii. Process for monitoring school-level TSI plans (Section 1111 (d)(2)(B)(iv))
    - iv. Process for identifying and addressing resources inequities impacting TSI schools (Section 1111(d)(2)(C)).

**Attachment: I.1 School Improvement- Targeted Support and Improvement Schools**

**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.

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

Dr. Jana Palmer, Executive Director for Elementary Education, WCPS

Dr. Kerry Walent, Title I Supervisor, WCPS

James Allshire, Principal at North Hagerstown High, WCPS

Beth Allshouse, Principal at Northern Middle School, WCPS

Principal at Western Heights Middle, WCPS

Dr. Kristen English, Principal at Bester Elementary, WCPS

Raegon Clutz, Principal at Emma K. Doub Elementary, WCPS

Dr. Theresa Williamson, Principal at Fountaindale Elementary, WCPS

Kristi Bachtell, Principal at Pangborn Elementary, WCPS

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Support and Improvement</b> <b>School Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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: 1. Written process for planning and implementing the components 2. Needs Assessment, with documentation to include: <ul style="list-style-type: none"> <li>○ Needs Assessment Tool</li> <li>○ Summary of Results, with focus on identified student group(s)</li> <li>○ Root Cause Analysis Tool (recommended)</li> <li>○ SAN, e.g. School Staff and Parent/Community Members, Training Dates and Materials,</li> <li>○ Written Summary of Results</li> </ul> 3. SAN Documentation <ul style="list-style-type: none"> <li>○ SIT Meetings, <u>Other</u> Stakeholder Meetings</li> <li>○ Schedule for Conducting the Needs Assessment</li> </ul>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Support and Improvement School Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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>4. Analysis of Resource Inequities that affect lower performance in identified student group(s)</p> <ul style="list-style-type: none"> <li>○ Written Method for Conducting Analysis</li> <li>○ SAN for Meetings, e.g., between School and LEA Staff</li> <li>○ Written Summary of Findings of Analyses</li> </ul> <p>A written process for implementing the school level Title I TSI plan including:</p> <ol style="list-style-type: none"> <li>1. Evidence-based strategies that are aligned with findings of the Needs Assessment and Resource Inequities Analyses</li> <li>2. Communications with LEA departments and partnerships with entities outside the LEA</li> <li>3. List of staff and organizations involved in plan development</li> <li>4. SAN/SANE Documentation from meetings, training, staff development</li> <li>5. Communications Logs, emails, etc.</li> <li>6. Copies of formal agreements, contracts, etc.</li> </ol> <p>Evidence of Stakeholder involvement, which must include:</p> <ol style="list-style-type: none"> <li>1. SAN/SANE</li> <li>2. Communication logs</li> </ol> <p>Documentation for monitoring and evaluating Title I TSI school plans:</p> <ol style="list-style-type: none"> <li>1. Analysis of academic progress of identified student groups, and timelines that include: <ul style="list-style-type: none"> <li>○ Written Monitoring tool(s) and schedule</li> <li>○ Summary Results of Assessments</li> </ul> </li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Support and Improvement School Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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"> <li>○ Procedure for making changes in Strategies/Interventions based on growth in the identified student group(s) needs, if applicable</li> <li>2. Other documentation to support the LEA has implemented its written process, if applicable</li> </ul>
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" 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"> <li>1. If applicable, written process for determining allocation of additional Title I funds to schools</li> <li>2. SAN from meetings e.g.: Finance Office Staff to develop budget</li> <li>3. Emails, communication logs</li> <li>4. Other documentation to support the LEA has implemented its written process, if applicable.</li> </ol>

## 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:

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: **Please See Addendum**

1. If applicable, Skipped School Approval Letter and [Skipped School Addendum](#).  
**Not applicable**
2. 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.  
**Attachment: J.2 2020-2021 Neglected & Delinquent or At-Risk Student Support**
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.  
**Attachment: J.3 2020-2021 Education for Homeless Children and Youth**
4. 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).  
**Attachment: J.4 Job Description: Title I Homeless Education Program Coordinator**
5. 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.

**Attachment: J.5 2020-2021 Transportation for Homeless Children and Youth**

6. 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.*

**Attachment: J.6 2020-2021 Transportation for Foster Care Students**

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.

**Attachment: J.7 2020-2021 Supplement Not supplant Written procedures and Methodology**

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

**Attachment: J.8 2020-2021 Monitoring School Level Use of Title I funds and Title I Funded Positions**

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

**Attachment: J.9 Job Description for Supervisor of Title I**

**Attachment: J.9 Job Description for Title I Homeless Education Program Coordinator**

**Attachment: J.9 Job Description for Title I Achievement Coordinator**

**Attachment: J.9 Job Description for Administrative Secretary for Federal Title I**

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.

**Attachment: J.10 Written Process for Parent and Family Engagement Allocations**



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

Dr. Kerry Walent, Title I Supervisor, WCPS

Jeremy Jakoby, Director of Student Services, WCPS

Dana Pentoney, Homeless/Foster Care Coordinator, WCPS

David Brandenburg, Director of Finance, WCPS

Dr. Gary Willow, Associate Supervisor for Curriculum and Instruction, WCPS

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Fiscal Requirements Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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 school-level Title I funds and all Title I funded positions.  <i>Required Attachment #8</i>	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 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.	1118(b)(1)	Documentation supporting the implementation of the written process which must include: 1. Most current, dated copy of the district's supplement, not supplant policy and procedures document. 2. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. 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"> <li>○ Job descriptions</li> <li>○ Time and effort reporting</li> <li>○ Personnel Activity Reports (PARs)</li> <li>○ Written procedures to review Time and Effort</li> </ul>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Fiscal Requirements Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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 #7</i>		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	3. The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate 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>	<b>1118(b)(2)</b>	Documentation supporting the implementation of the written process which must include: 1. LEA Internal Controls and Written Procedures 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.)	<b>1118(b)(1)-(2)</b> <b>1114(a)(2)(B)</b>	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

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b>  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
<b>Requirement 1- Equitable Services</b> <b>Table 7-8</b> 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.	1117(a)(4)(A)  <u><b>Link to Non-regulatory Guidance</b></u>	<ol style="list-style-type: none"> <li>1. Evidence of Equitable Services Expenditures to show Proportional Share               <ul style="list-style-type: none"> <li>○ School/LEA reservations are in the LEA budget and line items can be followed from the budget</li> <li>○ Transaction level reports</li> <li>○ Salary/wages information</li> <li>○ Materials, instructional supplies</li> <li>○ Invoices</li> </ul> </li> <li>2. Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies               <ul style="list-style-type: none"> <li>○ Transaction level reports</li> </ul> </li> <li>3. Evidence of professional development for teachers:               <ul style="list-style-type: none"> <li>○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration, if applicable.</li> </ul> </li> <li>4. Evidence of family engagement activities:               <ul style="list-style-type: none"> <li>○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities, if applicable.</li> </ul> </li> </ol>
<b>Requirement 2- Parent and Family Engagement-</b> <b>Table 7-9.1</b> 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	1116 (a)(3)(A) 1116(a)(3)(C)	Evidence of Parent and Family Engagement Expenditures <ol style="list-style-type: none"> <li>1. Evidence of implementing the written process for allocating of 90% to schools</li> <li>2. School/LEA reservations are in the LEA budget and line items can be followed from the budget</li> <li>3. LEA Transaction Level Reports of Expenditures</li> <li>4. Invoices, contracts, etc.</li> </ol> <b>Cost related to professional development</b> <ol style="list-style-type: none"> <li>1. LEA reservations are in the LEA budget and line items can be followed from the budget</li> </ol>

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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
expenditure Title I Parent and Family Engagement spending plan.		2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.  <b>Cost related to parent and family engagement</b> 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.
<b>Requirement 3 – Neglected &amp; Delinquent Reservation</b> <b>Table 7-9.1</b> 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 3. Invoices, contracts, etc. 4. Memorandum of Understanding (MOU)
<b>Requirement 4 - Homeless Children and Youth</b> <b>Table 7-9.1</b> 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 <b>Reservation:</b> 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.  <b>Instructional/Educational Support (If Applicable) – Costs associated with:</b>

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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
		<ol style="list-style-type: none"> <li>1. Tutoring Services, especially in shelters or other locations where homeless students live</li> <li>2. Extended learning time (before and after school, Saturday classes, summer school)</li> <li>3. Counseling services to address mental health issues related to homelessness that is impeding learning</li> <li>4. GED testing for school-age students</li> <li>5. Parental involvement specifically oriented to reaching out to parents of homeless students</li> <li>6. Fees for AP and IB testing</li> <li>7. Items of clothing, student fees, required records, medical and dental services, outreach services</li> </ol> <p><b>Homeless Liaison (If applicable):</b></p> <ol style="list-style-type: none"> <li>1. Cost associated with Homeless Education Coordinator/Liaison position</li> <li>2. Reservation is in the budget</li> <li>3. Job description</li> <li>4. Schedules (note who monitors/oversight)</li> </ol> <p><b>Transportation (If applicable):</b></p> <ol style="list-style-type: none"> <li>1. Cost associated with Homeless Education Transportation</li> <li>2. Reservation is in the budget</li> <li>3. LEA calculation of excess cost for providing transportation</li> <li>4. Invoices/payment schedule for transportation</li> </ol>
<b>Requirement 5 - Education for Foster Children</b> <b>Table 7-9.1</b>	Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance:	<p><b>Transportation (If applicable):</b></p> <ol style="list-style-type: none"> <li>1. Cost associated with Foster Care Student Transportation</li> <li>2. Reservation is in the budget</li> <li>3. LEA calculation of excess cost for providing transportation</li> <li>4. Invoices/payment schedule for transportation</li> </ol>

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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 are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds.	Ensuring Educational Stability for Children in Foster Care Program	5. Contracts
<b>Requirement 6- Districtwide Title I Instructional Programs</b> <b>Table 7-9 .2</b> LEAs must reserve funds for Districtwide instructional programs for Title I schools.	34 CFR Part 200.77	<b>Expenditures</b> 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.
<b>Requirement 7 - Districtwide Professional Development</b> <b>Table 7-9.2</b> 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	<b>Evidence of Districtwide professional development Expenditures, if applicable:</b> 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.
<b>Requirement 8- Administration</b> <b>Table 7-9.3:</b> LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can	34 CFR Part 200.77	<b>Evidence of Administration Expenditures, if applicable:</b> LEA reservations are in the LEA budget and line items can be followed from the budget 1. LEA Transaction Level Reports of Expenditures 2. Invoices, contracts, etc.

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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
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>		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
<b>Requirement 9 - Support for Title I TSI Schools</b> <b>Table 7-9.4</b>	Section 1111(d)(2)	Expenditures 1. LEA Title I, Part A set-aside 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, invoices and contracts, etc.
<b>Requirement 10 - Carryover Estimate</b> <b>Table 7-9.4</b>	1127 1117(a)(4)(B)	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
<b>Requirement 11 –Audits</b> 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)	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 4. MSDE follow-up reviews of findings 5. All required corrective actions from the audit findings are fully implemented within the agreed timeline. 6. Independent auditor's report shows that the LEA has corrected all actions required.
<b>Requirement 12 - Rank Order</b> The LEA ensures that it complies with the requirements of Title I when allocating	1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78	1. Local finance budget reports match amounts reported in the approved Allocation Worksheet. 2. If applicable, Charter Schools are included in the ranking



<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> 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 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.	Code of Federal Regulations (CFR)	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.
<b>Requirement 13 - Equipment and Related Property</b> 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 longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.  EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)  Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of	EDGAR 34 CFR 80.32, UGG §200.314	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 5. Expenditure Reports 6. LEA Transaction Level Reports of Expenditures

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

## **Staff Credentials and Certification: Types of Certificates and Glossary of Terms**

[Return to application](#)

[COMAR 13A.12.01.14 Waivers and Special Certification Provisions](#)

### **Types of Certificates**

There are three professional certificates: Professional Eligibility Certificate (PEC); Standard Professional (I & II) SPC; and Advanced Professional Certificate (APC).

The Resident Teacher Certificate (RTC) is granted to individuals completing a Resident Teacher Certificate Program, Maryland's alternative certification program; this certificate is issued only at the request of a local school superintendent.

The Conditional Certificate is issued only at the request of a local school system on behalf of an employee who has not yet met the requirements for professional certification. For the duration of the conditional certificate, the individual is considered to hold state certification; however, the conditional certificate is not a professional certificate. This certificate is issued to someone by a local school system when they cannot fill the position with a professionally certified educator and the individual must work towards the requirement of the professional certificate while on the conditional.

### **Guidance regarding flexibilities and/or extensions for teachers obtaining certification during the Covid-19 pandemic**

Per the Governor's Executive order, all educator certificates that expire during the state of emergency will be extended for 30 days from the date that the state of emergency is declared over. Given that we do not yet know when the state of emergency will end, it is unclear if the certificates expiring on July 1, 2020 will be extended. It is highly recommended that educators continue to work toward the renewal of their certificates.

### **Glossary of Terms**

- Ineffective teacher – An educator who is deemed unsuccessful by a State approved local evaluation model.
- Out-of-field teacher – Teachers teaching in a subject that they are not certified to teach.
- Inexperienced teacher – Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.
- Low-income student – Maryland uses the Free and Reduced Price Meal (FARMS) data and ranks the schools based on the percentage of those students within each school in MD from low to high. Each school is designated as either an elementary or a secondary school. One calculation includes all elementary schools in the state and the other includes all the secondary schools in the state. The quartiles are determined as two distinct calculations. Quartiles are assigned with the first quartile being lowest poverty (non-poor) and the fourth quartile being highest poverty (poor). Each quartile contains the elementary schools in that quartile and the secondary schools in that quartile.
- Minority student – Maryland defines minority students as those in all racial categories with the exception of white, to include Hispanic/Latino of any race, American Indian or Alaska Native,

Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Two or more Races. Quartiles are assigned with the first quartile being low minority and the fourth quartile being high minority.

- Certified teachers – Teachers holding a certification other than a Conditional Certification or a Provisional Certification. These certifications are Professional Eligibility Certificate (PEC), Standard Professional I Certification (SCPI), Advanced Professional Certificate (APC), or Resident Teacher Certificate (RTC).
- **Disparity Data** – Using the definitions provided and data demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A.



### 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 (2019-2020). 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

	Inexperienced teachers teaching American Indian/ Alaska Native students		Inexperienced teachers teaching Asian students		Inexperienced teachers teaching Black/African American students		Inexperienced teachers teaching Hispanic students		Inexperienced teachers teaching Multiple Race students		Inexperienced teachers teaching Native Hawaiian/Pacific Islander students		Inexperienced teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>														
<b>Non-Title I</b>														
<b>Difference</b>														

### Ineffective Teachers

	Ineffective teachers teaching American Indian/ Alaska Native students		Ineffective teachers teaching Asian students		Ineffective teachers teaching Black/ African American students		Ineffective teachers teaching Hispanic students		Ineffective teachers teaching Multiple Race students		Ineffective teachers teaching Native Hawaiian/Pacific Islander students		Ineffective teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>														
<b>Non-Title I</b>														
<b>Difference</b>														

### Out of Field (OOF) Teachers

	OOF teachers teaching American Indian/ Alaska Native students		OOF teachers teaching Asian students		OOF teachers teaching Black/ African American students		OOF teachers teaching Hispanic students		OOF teachers teaching Multiple Race students		OOF teachers teaching Native Hawaiian/Pacific Islander students		OOF teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>														
<b>Non-Title I</b>														
<b>Difference</b>														

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### **Schoolwide Program Plan Components Checklist**

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]: An eligible school operating a schoolwide program **shall** develop a comprehensive plan that **must** include the following components in their plan. [Return to application](#)

**1. Comprehensive Needs Assessment** of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

**Things to consider:**

- What types of qualitative and quantitative data are being collected?
- Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
- Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- What are the strengths of students, teachers, school and community? What are their needs?
- What are the contributing factors to academic strengths and needs?
- How is the data being used by administration, teachers and parents to guide decisions and instruction?
- How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

**2. Schoolwide Reform Strategies** that address school needs including a description of how strategies will:

- a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
- b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well-rounded education; (1114(b)(7)(A)(ii)
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)
  - Counseling, school-based mental health programs, specialized instructional support services;
  - Preparation for and awareness of opportunities for postsecondary education and the workforce;
  - Schoolwide tiered model to prevent and address problem behavior;
  - Professional development and other activities for teachers;
  - Strategies to assist preschool children in transition

**Things to consider:**

- How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.
- What evidence is being collected to demonstrate the effectiveness of reforms?

**3A. Parent, Family and Stakeholder Involvement** - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)

**3B. Strategies to Increase Parent and Family Engagement** (Section 1116)

**Things to consider:**

- How will parents, families, and community members be involved in developing the schoolwide plan?
- How will teachers, principals, and other school staff be involved in developing the schoolwide plan?

**4. Coordination and Integration of Federal, State, and local services and programs** - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)

**Things to consider:**

- Identify all federal, state, and local programs and services.
- How are federal, state, and local resources braided to maximize the impact of the schoolwide plan?



### Targeted Assistance School Program Checklist

**1115. TARGETED ASSISTANCE SCHOOLS (b) Targeted Assistance School Program-** To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section **shall**:

Eligible Children	
<p><b>Selection for eligible students. (Section 1115 (c)(1)(B))</b></p> <p>Eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</p>	
Seven Components of a TAS Program (1115 (b)(2)(A-G))	Check
(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which <b>may</b> include programs, activities, and academic courses necessary to provide a well-rounded education;	
(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which <b>may</b> include- (i) extended learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);	
(C) coordinate with and support the regular education program, which <b>may</b> include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II,-or State-run preschool programs to elementary school programs;	
(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;	
(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;	
(F) <b>if appropriate and applicable</b> , coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities <b>or targeted support and improvement activities</b> under section 1111(d);	
(G) provide to local educational agency assurances that the school <b>will</b> - (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (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.	

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# **Title I District-Level Parent and Family Engagement Policy/Plan Requirements – Section 1116: Checklist**

LEA: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

The LEA has a current year parent and family engagement plan/policy. Yes \_\_\_ No \_\_\_Section 1116 (a)(2)

A. Written Policy (Section 1116 (a)(1)(2))	Evidence of Implementation
1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)	
2. LEA's establishes expectations and objectives for meaningful parent and family involvement  Section 1116 (a)(1)(2)	
3. Parent and family member input:  a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2) b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A) c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A)	
4. Provides coordination, technical assistance, and other support necessary to assist <b>and *build the capacity of all</b> participating schools <b>within the LEA</b> in planning and implementing effective parent <b>and family</b> involvement activities to improve student academic achievement and school performance. (This <u>may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education</u> ). Section 1116(a)(2)(B)	
5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Section 1116(a)(2)(C)	

<p>6. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)</p> <ul style="list-style-type: none"> <li>a. barriers to greater participation by parents;</li> <li>b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;</li> <li>c. strategies to support successful school and family interactions;</li> <li>d. used findings from evaluation to design/revise the policy/plan incorporating <b>evidence-based</b> strategies for more effective parental involvement.</li> </ul>	
<p>7. The LEA's policy/plan includes at least one of the following strategies:</p> <ul style="list-style-type: none"> <li>a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies.</li> <li>b. Supporting programs that reach parents and family members at home, in the community, and at school.</li> <li>c. Disseminating information on best practices focused on parent and family engagement.</li> <li>d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</li> <li>e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan.</li> </ul>	
<p><b>B. *Building Capacity: Section 1116(a)(2)(B)</b>  <b>The Plan describes how the LEA will build the schools' and parents'/families capacity for parental involvement</b></p>	<p><b>Evidence of Implementation may include:</b></p>
<p>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. Section 1116 (e)(1)</p>	
<p>2. Provide materials and training to help parents work with their children to improve academic achievement,</p>	

such as literacy training and using technology. Section 1116 (e)(2)	
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)	
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.  Section 1116 (a)(2)(C) and (e)(4)	
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. Section 1116 (e)(5)	
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. Section 1116 (e) (14)	
<b>C. Accessibility: Section 1116 (f)</b>	<b>Evidence of Implementation</b>
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)	

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# **Title I School Level Parent and Family Engagement Plan and School Parent Compact – Section 1116: Checklist**

LEA: \_\_\_\_\_ School: \_\_\_\_\_ Date \_\_\_\_\_

***Does the school have a current year school parent and family engagement plan and school parent compact? Yes or No***

\_\_\_\_\_ Meets Requirements (M) \_\_\_\_\_ Does not meet the requirement (NM)

A. General Requirements: Section 1116 (b) (d)	Evidence of Implementation
<ul style="list-style-type: none"> <li>○ Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d)</li> <li>○ <b>Parent and Family Engagement Plan</b> <ul style="list-style-type: none"> <li>a. <b>Date Reviewed for input:</b> _____</li> <li>b. <b>Date distributed:</b> _____</li> </ul> </li> <li>○ <b>School-Parent Compact</b> <ul style="list-style-type: none"> <li>a. <b>Date Reviewed for input:</b> _____</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">SAN(E) from parent input meetings</a></li> <li>• <a href="#">Announcements/Fliers</a></li> <li>• <a href="#">Parents feedback</a></li> <li>• <a href="#">Translated documents, if applicable</a></li> <li>• <a href="#">Receipts for accommodations/interpreters, if applicable</a></li> </ul> <p>Examples of how the school level Plan is distributed may include:</p> <ul style="list-style-type: none"> <li>• <a href="#">School website</a></li> <li>• <a href="#">Student handbook</a></li> <li>• <a href="#">School newsletters</a></li> <li>• <a href="#">Plans sent home via backpack/ orientation packet</a></li> </ul>
<ul style="list-style-type: none"> <li>○ Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">SAN(E) from parent meetings specifying agenda item on Title I PFE funds</a></li> <li>• <a href="#">Announcements/Fliers for meetings</a></li> <li>• <a href="#">Parents feedback</a></li> </ul>
B. Policy Involvement: Section 1116 (c)	Evidence of Implementation
<p>1. 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. Sec.1116 (c)(1)</p>	<ul style="list-style-type: none"> <li>• <a href="#">SAN(E) from annual meeting(s) specifying information about Title I and parents rights to be involved</a></li> <li>• <a href="#">Announcements/Fliers of outreach/events</a></li> <li>• <a href="#">Translated documents, if applicable</a></li> <li>• <a href="#">Receipts for interpreters, transportation, or other accommodations, if applicable</a></li> </ul>
<p>2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Evidence showing flexible meeting times</a></li> <li>• <a href="#">Announcements/Fliers of outreach/events</a></li> </ul>
<p>3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3)</p> <ul style="list-style-type: none"> <li>a. School Parent and Family Engagement Plan</li> <li>b. Schoolwide plan</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">SAN from parent meetings specifying agenda item for review and input on</a> <ul style="list-style-type: none"> <li>○ <a href="#">School Parent and Family Engagement Plan</a></li> <li>○ <a href="#">Schoolwide plan</a></li> </ul> </li> <li>• <a href="#">Announcements/Fliers for meetings</a></li> <li>• <a href="#">Parent feedback</a></li> </ul>

4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)	
5. 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. Section 1116 (c)(5)	<ul style="list-style-type: none"> <li>How parents are informed about the SW plan and can make comments if plan is not satisfactory</li> </ul>
<b>C. Shared Responsibility: Section 1116 (d) (School-Parent Compact)</b>	<b>Evidence of Implementation</b>
<ul style="list-style-type: none"> <li>The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)</li> </ul>	
1. <b>School Responsibilities:</b> Describe how the school will: <ul style="list-style-type: none"> <li>Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1)</li> <li>Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A)</li> <li>Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B)</li> <li>Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C)</li> <li>Ongoing basis, ensuring regular two-way, meaningful communication between home and school and in a language the family members can understand. Section 1116 (d)(2)(D)</li> </ul>	<ul style="list-style-type: none"> <li>Completed MSDE PFE school level checklist for compact showing all components are addressed</li> <li>SANE from parent meetings specifying agenda item for review and input on the school-parent compact</li> <li>Announcements/Fliers for meetings</li> <li>Parent feedback</li> <li>Translated school-parent compacts, if applicable</li> <li>SANE from sharing school-parent compact with parents and family members</li> </ul>
2. <b>Parent Responsibilities:</b> Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, and use of extracurricular time.) Section 1116 (d)(1)	
3. <b>Student Responsibilities:</b> Describe ways students will support their own academic achievement. Section 1116 (d)	
<b>D. Building Capacity: Section 1116 (e)</b> The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement	<b>Evidence of Implementation may include:</b>
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	<ul style="list-style-type: none"> <li>SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>Announcements/Fliers for outreach/events</li> </ul>

<p>how to work with educators to improve the achievement of their children Section 1116 (e)(1)</p>	<ul style="list-style-type: none"> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
<p>2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)</p>	<ul style="list-style-type: none"> <li>• SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
<p>3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)</p>	<ul style="list-style-type: none"> <li>• SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
<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. Section 1116 (a)(2)(C) and (e)(4)</p>	<ul style="list-style-type: none"> <li>• SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate.</li> <li>• SANE from parent meetings, outreach or events with topic specific agenda items.</li> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
<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. Section 1116 (e)(5)</p>	<ul style="list-style-type: none"> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>
<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. Section 1116 (e)(14)</p>	<ul style="list-style-type: none"> <li>• Announcements/Fliers for outreach/events</li> <li>• Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>• Translated documents</li> <li>• Receipts for accommodations/ interpreters</li> </ul>

E. Accessibility: Section 1116 (f)	• Evidence of Implementation
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)	<ul style="list-style-type: none"> <li>• <a href="#">SANE from LEA technical assistance to schools</a></li> <li>• <a href="#">Translated documents</a></li> <li>• <a href="#">Receipts for accommodations/ interpreters</a></li> </ul>

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### Equitable Services Topics of Consultation

Below are topics that should be discussed in consultation for each Title program. Please mark if topics have been addressed:

Section 1117(b)(1)	Consultation Topic
	<b>A.</b> How the children's needs will be identified.
	<b>B.</b> What services will be offered.
	<b>C.</b> How, where, and by whom the services will be provided.
	<b>D.</b> How the services will be academically assessed and how the results of that assessment will be used to improve those services
	<b>E.</b> The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined
	<b>F.</b> The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools
	<b>G.</b> How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers
	<b>H.</b> How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor
	<b>I.</b> Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor
	<b>J.</b> Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in participating school attendance area who attend private schools or (2) in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools
	<b>K.</b> When, including the approximate time of day, services will be provided
	<b>L.</b> Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs

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**Maryland State Department of Education**  
**Affirmation of Consultation Form**  
**Federal Program Under ESSA**  
**Affirmation of Consultation Form**



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The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA:	TELEPHONE NUMBER:
LEA REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL:	TELEPHONE NUMBER:
PRIVATE SCHOOL REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

☐ Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A <input type="checkbox"/> ( ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
  - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
  - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

**Maryland State Department of Education**  
**Affirmation of Consultation Form**  
**Federal Program Under ESSA**



- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

**PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY**

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

**PART V: AFFIRMATION OF CONSULTATION**

*The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).*

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions, which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:	DATE:
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
--	-------

Please share any Comments or Requests for Further Consultation

**Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan**

# **Intent to Participate Form** **Federal Programs Under ESSA**



[Return to application](#)

Please complete the following Intent to Participate form **no later than** \_\_\_\_\_, and submit to:

Name

LEA

Mail/Email Address

**Name of Non-Public School/Address:**

Name:
Address:

The school's business model is: ☐ Non-profit ☐ For-profit *(not eligible for equitable services)*

**Non-Public School Representative:**

Name:	Title:
Phone:	Email:

☐ We **do not** intend to participate in *any* equitable services programs for the school year of **20XX-XX**.  
*(please sign form below)*

☐ We intend to participate in the following **20XX-XX** equitable services programs identified below:*(please sign form below)*

☐ Title I-A    ☐ Title I-C    ☐ Title II-A    ☐ Title III-A    ☐ Title IV-A    ☐ Title IV-B (21<sup>st</sup> CCLC)

Complete (current) Grades/Enrollment at Non-Public School:

PK			2			5			8			11	
K			3			6			9			12	
1			4			7			10				

**Signatures:**

LEA Representative Signature:	Date:
Private School Representative Signature:	Date:

Please share any Comments or Requests for Further Consultation:

***Each program must maintain a copy of this form in its records for program monitoring purposes.***

## MSDE: ESSA Title I and Title III Questions and Answers

[Return to application](#)

Question	Answer
1. <b>If a Local Education Agency (LEA) has Title I Targeted Assistance Schools (TAS), what funds should be used to send the parent notification letter to English learners (ELs)? Would the school use Title I funds only to include ELs that come up in the Title I ranking process?</b>	For TAS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.
2. <b>Regarding the parent notification letters: ESOL teachers have always been responsible for those, and will continue to be so. Do we have to send the parent notification letter twice or can the ESOL office give a copy to the Title I office?</b>	As the requirement of sending the parent notification letter to parents/guardians of ELs has been moved from Title III to Title I, the two offices in the LEA must <b>collaborate</b> . ESOL teachers can still be responsible for actually sending the letter and the copy of the parent notification letter must be kept in the student's cumulative folder in the school. Title I will pay for expenses associated with sending the parent notification letter to ELs in all Title I Schoolwide schools, and Title III will continue to pay for expenses associated with the parent notification letter for ELs in TAS and non-Title I schools.
3. <b>How do we ensure that the Lau v. Nichols requirements are being met before Title I or Title III funds can be used?</b>	Per the 1970 Memorandum and Lau v. Nichols, LEAs must take affirmative steps to provide meaningful language instruction educational programs to ELs such as ESOL and ESL. Therefore, LEAs should have procedures in place for identifying and assessing ELs, implement an EL curriculum, and allocate an appropriate number of teachers per EL enrollment. These activities should be conducted using local funds. The MSDE (Title I and Title III offices) will conduct monitoring visits to ensure local funds are being used to meet the Lau v. Nichols as well as Office of Civil Rights (OCR) requirements.
4. <b>What is the "English Language Proficiency (ELP) Indicator" for the Title I monitoring visit? What does Title I need?</b>	The ELP Indicator is Maryland's new accountability measure for ELs. The Title I and Title III offices will be working closely to provide technical assistance on requirements that were moved from Title III to Title I to LEAs as needed. In addition, Title I Coordinators will receive the updated Title I, Part A Application, Guidance document, and the monitoring tool at the Title I coordinators' meeting in May outlining how this indicator will impact the Title I, Part A monitoring visit.
5. <b>What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs?</b>	ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs <sup>1</sup> ) through locally funded English

Question	Answer
	language development program services such as ESOL and ESL. If an LEA has a large number of ELs in Title I schools, the LEA may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.
6. <b>We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?</b>	Yes, that is OK, but because the LEA has been using local funding for interpretation and translation, the LEA cannot use Title I or Title III funds to conduct such activities in the future.
7. <b>For the ELP indicator, if ELs are in ESOL, they have not met the state exit criteria yet, so how am I providing this data to our Title I supervisor?</b>	The school-level ELP results will be shared with LEAs from both the Title I and Title III offices. The information can also be accessed on <a href="http://mdreportcard.org">mdreportcard.org</a> website.
8. <b>Can ELs receive their services through an ELD program not led by a certified ESOL teacher?</b>	<b>No.</b> In Maryland, we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program <sup>1</sup> that serves as the ELD program for ELs.

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<sup>1</sup> This decision will be determined on a case-by-case basis in consultation with MSDE's EL/Title III Office.

Title I Skipped Schools' Addendum for SY 2020-2021  
Maryland State Department of Education

[Return to application](#)

**Title I Skipped Schools' Addendum SY 2020-2021**



Local Education Agency: \_\_\_\_\_

Signature/ Date: \_\_\_\_\_

Title I Coordinator: \_\_\_\_\_

Fiscal Representative: \_\_\_\_\_

## Title I Skipped Schools' Addendum for SY 2020-2021

### Maryland State Department of Education

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.



Title I Skipped Schools' Addendum for SY 2020-2021  
Maryland State Department of 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.

### 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;

## Addendum: Progress Monitoring through Growth Measures and Outcomes

### 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 Initiatives, Districtwide Parent and Family Engagement Activities and Districtwide Targeted Support and Improvement Activities**: Growth Target, Goals/Objectives, Rationale using an equity lens, 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 2020-2021 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 area where growth is needed for Title I, Part A schools in the local education agency (areas where Title I, Part A is performing below expectations). 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 Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens	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.
Title I Achievement Coordinators	Provide equitable access to excellent initial instruction for every student by implementing the grade-level Essential Curriculum in reading	<b>WCPs Mission Statement:</b> Washington County Public Schools' in partnership with community members, educates and enables all students to fully access opportunities afforded them in a rapidly changing, diverse, global society	2020-2023  Monthly Classroom Focused Improvement Planning (CFIP) Meetings	Title I, Part A	Maryland Comprehensive Assessment Program (MCAP)	Formative assessments, Progress Monitoring, USE of Dynamic Indicators of Basic Literacy Skills (DIBELS), and Individual Growth and Development Indicators (myIGDIs)	All students participating in an MCAP Reading/ English Language Arts (ELA) exam will score a 4 or 5. Reading ELA proficiency will increase to 37.6% in 2020-2021.

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens	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.
Title I EL/PreK Teacher	Identify PreK students for EL Intervention.  Provide Early EL intervention to PreK students in Title I schools to progress toward English Language proficiency to provide full access to the essential curriculum	<b>WCPs Mission Statement:</b> Washington County Public Schools' in partnership with community members, educates and enables all students to fully access opportunities afforded them in a rapidly changing, diverse, global society	2020-2023	Title I Part A	English Learner (EL) Kindergarten Access Placement Test (K-WAPT) and World-class Instructional Design and Assessment (WIDA) Screener  Individualized English Learner (EL) Lau Plans	Formative assessments, Progress Monitoring, USE of DIBELS, and myIGDIs  Goals and strategies defined in Individualized EL plans	Meet annual growth targets defined in MCAP English Language Proficiency (ELP) ACCESS for English Language Learners (ELL's) in Initial Year Proficiency

**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 Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens	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 progress	Baseline and final outcome measures. Were goals met, was strategy effective.
Title I Achievement Coordinators	Provide equitable access to excellent initial instruction for every student by implementing the grade-level Essential Curriculum in Mathematics	<b>WCPs Mission Statement:</b> Washington County Public Schools' in partnership with community members, educates and enables all students to fully access opportunities afforded them in a rapidly changing, diverse, global society	2020-2023  Monthly Classroom Focused Improvement Planning Meetings (CFIP)	Title I, Part A	MCAP	Formative Assessments  Common Assessments  Individualized Learning Plans	All students participating in an MCAP Math exam will score a 4 or 5. Math proficiency will increase to 37.6% in 2020-2021

**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:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens	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 progress	Baseline and final outcome measures. Were goals met, was strategy effective.

**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:

Districtwide Parent and Family Engagement Activities	Goals	Provide Rationale-through an equity lens	Describe the process for building strong parent partnerships	Timeline and Progress Check dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth (i.e. surveys, program evaluation, attendance)	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.
Transportation for Title I Families to Access the WCPS International Welcome Center (IWC)for EL Families	To provide support for the parents of EL students in Title I schools who are enrolling their children with document understanding, community resources, EL screenings, etc.	<b>WCPS Mission Statement:</b> Washington County Public Schools' in partnership with community members, educates and enables all students to fully access opportunities afforded them in a rapidly changing,	As Title I EL families come to schools to enroll, they are immediately referred to the IWC for language support and help in completing forms. Students are then assessed to determine the level of services	2020-2021	Title I, Part A	Increase in number of Title I families that are utilizing transportation services  Enrollment numbers of Title I EL students	Parent surveys and feedback during Center visits  International Welcome Center Visitor Log	Enrollment numbers of Increase in use of Transportation for Title I EL families from 2019-2020 to 2020-2021



Districtwide Parent and Family Engagement Activities	Goals	Provide Rationale-through an equity lens	Describe the process for building strong parent partnerships	Timeline and Progress Check dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth (i.e. surveys, program evaluation, attendance)	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.
		diverse, global society	needed. Families are also referred to any needed community resources. The goal is to give them an immediate point of contact that they can access supports developing from a positive partnership.					

### **Program Review Follow-up Addendum**

For any Local Education Agency that received a “not met” in one or more components during the 2019-2020 Title I, Part A Annual Program Review, the following addendum must be completed and submitted with the 2020-2021 Title I, Part A Application.

For each component in which a LEA received a “not met”, the LEA must complete and submit the following items:

1. The LEA will provide a copy of the 2019-2020 Title I, Part A Annual Program Review letter indicating which components were identified as “not met” and documenting the required actions for non-compliance.
2. The LEA will submit a written process describing how the LEA is addressing any required actions for non-compliance (as indicated in the letter referenced in number 1), which must include each of the following:
  - a. Steps taken to address the non-compliance issue, including how the steps are documented and monitored
  - b. Timeline to address the non-compliance issue
  - c. LEA personnel to include name and title involved in addressing the non-compliance issue
3. Based on the timeline provided in the 2019-2020 Title I, Part A Annual Program Review letter, the LEA must provide documentation to support that any required actions mandated to occur on or before September 1, 2020 have been completed.  
*(Note: Documentation to support any required actions mandated to occur after September 1, 2020 will be reviewed at the 2020-2021 Title I, Part A Annual Program Review.)*

**Washington County Public Schools' Addendum  
to the 2020-2021 Title I, Part A Application**

**2020-2021 Washington County Public Schools' Written Process Explaining How All  
Parties Are Involved in the Oversight  
and Administration of Title I, Part A Program Components**

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Section 1112  
Attestation 1

As required under section 1112, Washington County Public Schools (WCPS) regularly collaborates with and includes multiple departments in the oversight and administration of the Title I, Part A Program Components. On June 10, 2020 the Title I Department met with Student Services to review requirements for Homeless, Foster Care and Neglected and Delinquent and on June 22, 2020, met with the Human Resources Department, Finance Department, ESOL Supervisor, and Testing and Accountability Supervisor to review and discuss the components in the Title I, Part A application to ensure that each understand their departmental role in program oversight and administration of Title I program requirements. Representatives from the following WCPS departments were in attendance and are jointly responsible for ensuring programmatic oversight and compliance of Title I, Part A:

- Jeremy Jakoby, Director of Student Services
- Dana Pentoney, Title I Homeless Coordinator
- Renee Millburn, Accountant/Payroll Supervisor
- Leah Shaw, Accountant/Accounts Payable Supervisor
- Lindsay Darr, Coordinator of Human Resources
- Paula Moore, ESOL and World Languages
- Maureen Margevich, Supervisor of Testing and Accountability, Local Accountability Coordinator
- Kerry Walent, Title I Supervisor

Requirement 1112 was read and sections of the Title I Part A Monitoring tool were distributed and discussed with each department head. Each department had an opportunity to ask clarifying questions regarding their role in oversight of specific requirement(s) and evidence needed for Title I, Part A monitoring. On-going collaboration and specific component monitoring will occur with Department Heads as needed. The Title I Supervisor and the aforementioned representatives will communicate via email, phone, online platforms, such as Zoom, and face-to-face as permitted. A follow-up meeting will be scheduled with the entire administrative group in December of 2020.

**2020-2021 Washington County Public Schools' Written Process Explaining How the Title I Application is Developed with Timely and Meaningful Consultation**

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**Section 1112**

**Attestation 2**

As required under section 1112, Washington County Public Schools develops the Title I, Part A application with timely and meaningful consultation with teachers, school administrators, district level administrators, paraprofessionals and parents. On May 21, 2020, the Title I office distributed via email, a memo to all Title I Achievement Coordinators, Title I Principals, Assistant Principals, participating non-public school administrators and School Family Liaisons asking for assistance in gathering Timely and Meaningful consultation. School administrators made the memo available to staff through email, and to parents through virtual meetings through platforms such as Zoom, Google Classroom and class DoJo. Responses were submitted and collected from stakeholders in hard copy, email and through survey data by June 15, 2020.

Collected responses are reviewed and categorized by the corresponding application component by the Title I Supervisor. Suggestions pertaining to the Title I grant are considered in the development of grant funding categories. The Title I Supervisor considers each request and whether it is allowable, reasonable and appropriate. The Title I Supervisor shares any requests, not currently funded, with Dr. Gary Willow, Associate Superintendent for Curriculum and Instruction for final approval.

Suggestions that are specific to Title I schools and pertaining to school improvement initiatives are shared via email with individual school administrators to be considered by school improvement teams in the development of school improvement plans for the 2020-2021 school year.

---

TO: Dr. Kerry Walent, Title I Supervisor  
FROM: Sandy Hammond, Coordinator of Human Resources  
CC: Ms. Terri Baker, Director of Human Resources  
DATE: August 1, 2020  
RE: Certification and Licensure Status for Paraprofessionals

---

In order to obtain employment with Washington County Public Schools, all paraprofessional applicants must submit proof of meeting state licensure and certification status. The Human Resources office has established the following requirement during the hiring process.

**ADMINISTRATIVE PROCEDURE**

The Coordinator of Human Resources verifies all paraprofessional candidates for consideration for employment submit one of the following documents: Official transcript of AA Degree, Official transcript of minimum 48 credit hours, or passed the Paraprofessional Praxis test.

TO: Dr. Kerry Walent, Title I Supervisor

FROM: Lindsey Darr, Coordinator of Human Resources

CC: Ms. Terri Baker, Director of Human Resources

DATE: September 16, 2020

RE: Written Procedures for Teacher Certification Monitoring in Title I Schools

All teachers working in Title I schools are required to maintain a valid Maryland teaching certificate in order to maintain employment. The Human Resources office has established the following procedures for monitoring.

STEPS	ADMINISTRATIVE PROCEDURES
1	The Coordinator of Human Resources will notify all teachers of certification renewal requirements one year in advance of certificate expiration.
2	The Coordinator of Human Resources will send certificate renewal paperwork to teachers 3 months before the expiration of their teaching certificate. For certificates expiring in December, information is sent in September, for certificates expiring in June, information is sent in March. At this time, teachers will be notified of any outstanding obligations and required to submit documentation for renewal immediately.
3	The Coordinator of Human Resources will immediately notify, or as far in advance as possible, the Principal, Title I Supervisor, and Director of Human Resources of any and all potential changes to certification status of teachers working in Title I schools.
4	The Director of Human Resources, upon such notification, will inform the Deputy Superintendent of the changes, including the related circumstances.
5	Following advisement to and consultation with the Deputy Superintendent, any non-certified teachers working in Title I schools will be terminated effective the date their certificate expires. Per the teacher's Regular Contract, COMAR 13A.07.02.01, the teacher's contract "shall automatically terminate if the employee ceases to hold a professional certificate."

6	If a termination occurs for a teacher with a December 31 <sup>st</sup> certificate expiration, the parents of the affected students will be notified after the Board of Education approves the termination of contract. Washington County Public Schools will either hire a newly contracted, certified and/or licensed teacher or substitute for the teaching position for the remainder of the school year.
7	If Washington County Public Schools is unable to secure a certified, licensed teacher or substitute, and it is necessary to employ a non-certified substitute for four or more consecutive weeks, parents will be notified. In the event of planned long-term absences, parents will receive a dated letter regarding teacher certification and licensure one week prior to the start of the term of work. For all other absences that require substitutes, parents will receive notification by the end of the third week of an absence, when it is known by Human Resources that the regular teacher is not able to return to the position.





10435 Downsville Pike  
Hagerstown, MD 21740  
301-766-2800

TO: Dr. Kerry Walent, Title I Supervisor

FROM: Lindsey Darr, Coordinator of Human Resources

CC: Ms. Terri Baker, Director of Human Resources

DATE: August 1, 2020

RE: Written Procedures for Addressing Disparity for Low-Income and Minority Students in Title I Schools

In accordance with the Every Student Succeeds Act 1111(g)(1)(B) and 1112(b)(2), Maryland local school systems are required to set forth a plan to identify and address 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. The Human Resources office has established the following procedures for monitoring.

STEPS	ADMINISTRATIVE PROCEDURES
1	The Supervisor of Testing and Accountability will provide reports identifying and analyzing any disparities which result in low-income and minority students being taught a higher rate than other students by ineffective, inexperienced, or out-of-field teachers. Washington County Public Schools uses a gap and threshold model to identify gaps. A gap greater than 5% or any individual category that is over 5% is considered to have disparities. This report will be shared with the senior leadership team, Title I Supervisor, and Human Resources administration. SAN (Sign In sheets, Agendas and Notes) Documentation will be kept to support the implementation of this process. On-going communication with updates will also occur as necessary via phone, and email.
2	The Director of Human Resources, upon such notification, will inform the senior leadership team of options regarding staffing to address disparities. The Director of Human Resources will include language from COMAR and the teacher's negotiated agreement as a part of the staffing discussion.
3	Following advisement to and consultation with the senior leadership team, the Human Resources administration will take necessary steps to address disparity issues in Title I schools to the extent possible within COMAR and negotiated agreement.
4	Washington County Public Schools provides support for all non-tenured teachers through New Teacher Induction Program. Intensive county mentor support is provided in the first year and Lead Teachers continue to support teachers who are in their second and third year of teaching. This year, Title I schools and other schools who have lower retention rates have established a partnership to continue the intensive support for 2nd and 3rd year teachers. For non-tenured teachers, this includes additional coaching support by the county mentor, monthly professional learning support for all teachers, and a communication plan that helps the county mentor, school administrator, and Lead

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[www.wcpsmd.com](http://www.wcpsmd.com)

8/1/20

teacher work collaboratively in achieving School Improvement Goals. Both Title I and Title II funds are being used to support these efforts and create learning opportunities for non-tenured teachers to work with experienced teachers. We will be offering professional learning in these areas: Distance Learning instruction, Framework for Teaching, Universal Design for Learning, Instructional Planning and Implementation and working with children from diverse backgrounds. When we return to school, additional professional learning will be offered in Creating a Culture of Learning and how teachers can be aware, understand and manage student behavior effectively. Teachers also have the opportunity to participate in classroom peer visits, collaboratively plan with experienced teachers, and earn 3 MSDE credit courses.

**Certification and Licensure Status in Title I Schools**

Washington County Public Schools' Human Resources Department conducted a teacher licensure and certification check in Title I schools in August 2020. The information listed in the chart below includes 7 Title I Elementary schools and their teacher certification status. Bester Elementary has one teacher who does not hold appropriate certification. The position is in Library/Media. Human Resources and the Bester Elementary Principal were unable to find a teacher who holds certification in this area and feel that this teacher is the best candidate for this position. The teacher in this position is not working on a conditional certificate, because she holds certification in Early Childhood and Elementary teaching. The teacher is currently working in a Master's Degree program at McDaniel College to obtain certification in Library Media Science with a projected graduation date of December 2022. In accordance with Washington County Public Schools' process, a letter will go home the first week of school informing parents of this placement and the teacher's certification.

<b>Title I School</b>	<b>Number of Teachers Holding Appropriate Certification</b>	<b>Percentage of Teachers Holding Appropriate Certification</b>
Bester Elementary	51	51/52=98%
Eastern Elementary	42	42/42=100%
Hickory Elementary	27	27/27=100%
Lincolnshire Elementary	51	51/51=100%
Pangborn Elementary	64	64/64=100%
Ruth Ann Monroe Primary	54	54/54=100%
Salem Avenue Elementary	60	60/60=100%

**2020-2021 Washington County Public Schools' Paraprofessional  
Certification and Licensure Status**

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Section 1111,  
1112  
Attachment  
A. 3

**Certification and Licensure Status in Title I Schools**

Washington County Public Schools' Human Resources Department conducted a paraprofessional licensure and certification check in Title I schools in August 2020. The information listed in the chart below includes 7 Title I Elementary schools and their paraprofessional certification status. The check showed that all paraprofessionals hold the appropriate certification.

<b>Title I School</b>	<b>Number of Paraprofessional Holding Appropriate Certification</b>	<b>Percentage of Paraprofessionals Holding Appropriate Certification</b>
Bester Elementary	11	11/11=100%
Eastern Elementary	8	8/8=100%
Hickory Elementary	4	4/4=100%
Lincolnshire Elementary	22	22/22=100%
Pangborn Elementary	17	17/17=100%
Ruth Ann Monroe Primary	26	26/26=100%
Salem Avenue Elementary	21	21/21=100%



10435 Downsville Pike  
Hagerstown, MD 21740  
301-766-2800

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TO: Dr. Kerry Walent, Title I Supervisor

FROM: Lindsey Darr, Coordinator of Human Resources

CC: Ms. Terri Baker, Director of Human Resources  
Ms. Maureen Margevich, Supervisor of Testing and Accountability

DATE: August 1, 2020

RE: Data Used to Identify Disparities from Human Resources Records

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In accordance with the Every Student Succeeds Act 1111(g)(1)(B) and 1112(b)(2), Maryland local school systems are required to set forth a plan to identify and address 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.

Washington County Public Schools verifies that the data used for this disparity check was generated with the 2019 October Staff file, and end of year teacher effectiveness and certification information. This data was provided by the Human Resources Department and given to the Supervisor of Testing and Accountability to conduct the 2020-2021 disparity check.





### 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 (2019-2020). 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

	Inexperienced teachers teaching American Indian/ Alaska Native students		Inexperienced teachers teaching Asian students		Inexperienced teachers teaching Black/African American students		Inexperienced teachers teaching Hispanic students		Inexperienced teachers teaching Multiple Race students		Inexperienced teachers teaching Native Hawaiian/Pacific Islander students		Inexperienced teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>	2	6	11	8	32	15	30	14	31	15	0	0	32	14
<b>Non-Title I</b>	30	94	124	92	177	85	189	86	177	85	14	100	199	86
<b>Difference</b>	-28	-88	-113	-84	-145	-70	-159	-73	-146	-70	-14	-100	-167	-72

# 2020-2021 Washington County Public Schools' Disparity Summary

Section 1111,  
1112  
Attachment  
A.4

## Ineffective Teachers

	Ineffective teachers teaching American Indian/Alaska Native students		Ineffective teachers teaching Asian students		Ineffective teachers teaching Black/African American students		Ineffective teachers teaching Hispanic students		Ineffective teachers teaching Multiple Race students		Ineffective teachers teaching Native Hawaiian/Pacific Islander students		Ineffective teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<i>Title I</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Non-Title I</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Difference</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Out of Field (OOF) Teachers

	OOF teachers teaching American Indian/Alaska Native students		OOF teachers teaching Asian students		OOF teachers teaching Black/African American students		OOF teachers teaching Hispanic students		OOF teachers teaching Multiple Race students		OOF teachers teaching Native Hawaiian/Pacific Islander students		OOF teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<i>Title I</i>	0	0	0	0	1	3	1	3	0	0	0	0	1	2
<i>Non-Title I</i>	3	100	29	100	38	97	34	97	38	100	2	100	42	98
<i>Difference</i>	-3	-100	-29	-100	-37	-94	-33	-94	-38	-100	-2	-100	-41	-96

### **Disparity Explanation**

Washington County Public Schools conducted a disparity check between Title I Schools and Non-Title I Schools in Years of Experience, Teacher Effectiveness and In Field Teacher Placements. The county used a percentage of 5% or more to determine the statistical significance of a disparity. The data charts show the numbers of inexperienced, ineffective and out-of-field teachers. The data was disaggregated to include racial/ethnic groups.

In 2018-2019 Washington County Public Schools identified and addressed an 8.7% disparity between Title I schools and Non-Title I schools in the Years of Experience category as there were more teachers with 0, or no years of experience placed in Title I schools than Non-Title I. The results of a review for the 2019-2020 school year showed that Washington County Public Schools demonstrated progress by decreasing the disparity in 0 years of experience by showing more teachers identified in the 1-3 year(s) experience range. Additionally, although there was a disparity between the percentage of Title I and Non-Title I teachers demonstrating Effective and Highly Effective, and it is the goal to move more Title I teachers into the Highly Effective range, the quality of teaching is still deemed effective. The data showed little to no statistical significance between Title I and Non-Title I teachers evaluated as Ineffective. A check completed for subgroups, revealed no disparities. Attached, are the WCPS procedures for determining and addressing disparities.

The 2020-2021 review showed no disparities between Title I and Non-Title I schools.



## **2020-2021 Written Process for Developing, Implementing, and Monitoring Requirements in all Schoolwide Schools**

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Effective School Improvement Planning is essential for developing, implementing and monitoring requirements in all Schoolwide Title I Schools. As stipulated in Section 1114, Washington County Public Schools' (WCPS) Title I schools develop their School Improvement Plans jointly with teams consisting of School-based and Central Office Administrators, Lead Teachers, Classroom Teachers, Parents/Families, Paraprofessionals and Community Leaders. School Improvement Plans (SIPS) require the integration of federal, state, and local funds in the identification of resources needed to implement the identified strategies and activities. Funding source identification provides for the comprehensive use of funds, directly linked to the schools' measureable goals and objectives. Funding sources include Federal "Title", State, and WCPS funds.

### **Distance Learning 2020-2021**

The schoolwide checklist including the 4 components was distributed via email to all WCPS Title I Principals on June 19, 2020 in preparation for the 2020-2021 school year. This checklist is used in conjunction with WCPS school improvement planning requirements and the 2020-2021 WCPS Return to Learn plan in the development of each Title I school improvement plan.

Each Title I school was asked to be purposeful in their planning to ensure that all 4 Schoolwide components were represented within their plans. In response to COVID19, a comprehensive learning plan, Return to Learn, was to develop to support student learning. The WCPS Return to Learn implementation models include synchronous and asynchronous learning and should address specific strategies that support all students including English Learners, Advanced Learners, Special Education Students, and Homeless and Foster Care Students. School Improvement Plans should include diagnostic assessments to measure student learning, as well as professional develop for staff and training for families.

Plans are to be submitted to the Title I Office in September 2020. At this time, each plan will be reviewed by the Title I Supervisor to ensure that all Schoolwide components are present within the plan. If necessary, the principal is notified of the revision(s) needed to more adequately address a component so that the plan can be improved prior to the team review in October. Title I school teams comprised of school administrators, Lead Teachers, and School Family Liaisons will participate in a peer review process in October 2020. During this review, Title I schools will utilize the Schoolwide components checklist and the 4 Domains of Rapid School Improvement to provide feedback to the other Title I schools in the county. Plan feedback including strengths, areas for consideration and required revisions, is provided to each Title I school in writing. It is the expectation that any missing components are addressed and updated in a revised School Improvement Plan. The final plan is then submitted to the Title I Office by the end of October 2020. The Title I Supervisor will then review the revised plan to ensure that all 4 components are present.

WCPS Title I Supervisor continuously monitors schools during Classroom Focused Improvement and School Improvement Team Meetings with School-based Administrators, Lead Teachers, Teachers, Paraprofessionals and Parents/Families to ensure progress toward goal attainment. Schoolwide programs are analyzed for effectiveness through multiple data sources. The data includes PARCC and County Assessment data from the previous year. Title I Administrators work with their School Improvement Teams to establish yearly goals in the written plan. The Title I Supervisor meets monthly with Title I Administrators to review established goals and the progress made toward reaching them. Throughout the year, there is monthly review and monitoring of each school's data, both formative and summative, during School Improvement Team Meetings and Classroom Focused Improvement Meetings. In addition to school staff, central office staff, such as the Executive Director of Elementary Education, Elementary Content Area Supervisors, and the Title I Supervisor will attend to offer support. Overall, student achievement and areas requiring improvement are noted. The School Improvement Team will make decisions about instruction, materials, professional development, etc. Overall progress is reviewed at the end of the school year. A needs assessment will be conducted, and areas of need will be targeted and used to establish new goals for the upcoming school year.

The effectiveness of the Parent and Community Involvement program for each Title I school is monitored collaboratively by the Title I Supervisor and Title I School Administrators. The documentation that is kept by each school's Title I School Family Liaison regarding parent and community participation, events, workshops and trainings for parents is reviewed along with monthly reports submitted by each. The results of annual Parent focus groups are written on the Title I Parent Participation Form. If areas of need are noted, these will be discussed with the Title I School Administrator so that action steps can be developed and implemented. The Title I Program Review guiding document is used to monitor the necessary components of the program. The Title I Supervisor will visit schools regularly and will be in contact through phone and email to provide technical assistance as necessary, and to monitor the effectiveness of schoolwide programs.

**A Memorandum of Understanding Between  
Washington County Public Schools and Head Start of Washington County, Inc.**

**I. Parties to the Agreement**

- A.** Washington County Public Schools (WCPS)
- B.** Head Start of Washington County, Inc. (HSWC)

**II. Purpose of Agreement**

- A.** To ensure an effective working partnership between Head Start of Washington County, Inc.; and Washington County Public Schools.
- B.** To meet the needs of Washington County's children, age birth through age five, and their families, through the offering of quality services.
- C.** To support children's optimal development, and to prepare for successful school readiness.
- D.** To promote collaboration regarding shared use of facilities, and other resources, as appropriate.
- E.** To promote further collaboration to reduce duplication and enhance efficiency of services
- F.** To develop successful linkages between the Head Start Re-Authorization Act of 2007 and No Child Left Behind Act of 2001, in conjunction with the Head Start Program Performance Standards.

**III. Program Descriptions**

- A.** Washington County Public Schools is an agency of Maryland State Department of Education. The mission of WCPS is to build a world-class school system that will empower all students to take their places in the community and to equip them to meet the challenges of a rapidly changing, diverse, and global society.
- B.** Head Start of Washington County Inc. is the local grantee for the federal Head Start and Early Head Start grant programs funded by the U.S. Department of Health and Human Services. It is a comprehensive child development program for economically challenged at-risk families with young children. It provides services in the areas of education, social services, health, and family engagement. Head Start preschool programs are for children from 3 to 5 years of age, and their families. Early Head Start programs serve pregnant mothers and children from birth to 3 years of age, and their families. HSWC's mission

continued developmental growth, and to educate and empower families to take an active role in their child's early development.

Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start and Early Head Start program must have a written agreement with the local education agency (LEA) to coordinate and collaborate to best meet the needs of children and their families.

#### **IV. Authority**

- A. WCPS is authorized by The Maryland State Department of Education, an agency of the State of Maryland governed by the Education Article of the Annotated Code of Maryland.
- B. Head Start of Washington County's responsibility for coordination and collaboration with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start grantee is mandated in the Head Start Act: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007."

#### **V. Guiding Principles**

- Create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start programs, or who are preschool-aged, may receive comprehensive services to prepare them for elementary school.
- Family Engagement is essential to providing a quality, comprehensive program. Families are the primary nurturers and advocates for their children and are best served when providers work with them to strengthen the family/child partnership. Services and supports are provided in order to enhance a family's capacity to meet the special needs of their children, always respectful of the family's values and cultural diversity.
- Plan and implement strategies based on practice and research that have proven to support children's school success.
- Promote the involvement of local members from the early childhood community.
- Share commitment, cooperation, and collaboration for a coordinated service delivery system.

#### **VI. Joint Roles in System Review, Coordination, Collaboration, Alignment, and Implementation**

WCPS and Head Start of Washington County, Inc., will review and develop plans for the coordination, collaboration, alignment, and implementation of each of the following 9 activities, as mandated by the Act:

- A. Educational activities, curricular objectives, and instruction
  - 1. Head Start of Washington County implements the research-based and

2. Establish ongoing communications between WCPS and HSWC for developing continuity of developmentally appropriate curricular objectives and for shared expectations for children's learning and development as the children transition to school. HSWC will provide representation at the Early Intervention Local Interagency Coordinating Council (LICC) and Judy Center meetings. WCPS will provide representation at the Head Start Education Advisory/School Readiness Committee meetings.

3. Align assessment and accountability measures in preschool with the kindergarten scores.

4. Verify those children identified as Head Start children by submitting name of child and school attending prior to submitting school readiness data to MSDE.

5. Share information of children enrolled in Head Start once they enter kindergarten, specifically their school readiness scores.

**B. Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs**

1. WCPS and HSWC will attain a working knowledge of each other's eligibility criteria, services, and procedures. The agencies have agreed to cooperate with each other's monitoring systems and share information as deemed appropriate.

2. Information concerning assessment tools and data will be shared in writing at appropriate meetings such as those offered through WCPS and at Head Start's School Readiness Education Advisory meetings.

**C. Selection priorities for eligible children to be served by programs**

1. Child Find efforts will be the joint responsibility of WCPS and HSWC staff. The programs will annually, at a mutually agreed upon date, jointly plan public awareness activities and other community outreach events.

2. WCPS will provide opportunities for HSWC to enroll 0-3 year olds in the HSWC program.

3. For infants and/or toddlers a HSWC representative will attend regularly scheduled transition/IEP planning meetings to assist families through the transition process to community services/programs.

4. HSWC and WCPS will participate in kindergarten transition meetings, as needed.

5. HSWC will assist Head Start parents with enrollment into WCPS Kindergarten programs. WCPS will provide enrollment forms and other required paperwork/forms.

6. Communication will be established between HSWC's Family Section

of services to families experiencing homelessness.

**D. Definition of service areas**

1. Service and recruiting areas will be determined through the sharing of written documents which assess the demand of preschool populations in documents such as the annually updated Community Assessment. WCPS will provide Head Start with wage comparability information needed for wage comparability updates as requested within budgetary and time restraints.
2. WCPS/HISWC will collaborate to assure enrollment of students with the most needs.
3. WCPS will provide a list of current and proposed Pre/K and three-year-old classroom locations to HISWC by May 1<sup>st</sup> annually.

**E. Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, assessment tools, and social and emotional development**

1. Joint training will be provided for and by WCPS/HISWC when appropriate.
2. WCPS will provide ongoing training to HISWC on R4K/KRA Kindergarten Assessment tool.

**F. Program technical assistance**

1. HISWC will provide WCPS with information and/or training on HISWC eligibility and enrollment processes.
2. HISWC will invite WCPS to participate in Head Start staff development opportunities when appropriate.
3. WCPS will invite HISWC to participate in staff trainings on relevant issues and topics, including technical assistance necessary to support implementation of the IFSP or IEP when appropriate.
4. WCPS will assist in reviewing and setting Head Start School Readiness Goals by attending HISWC's School Readiness Education Advisory Meetings.

**G. Communication and parent outreach for smooth transitions to kindergarten**

1. HISWC will provide student's educational records and any additional information that would assist WCPS with transition into kindergarten (with written parental consent).
2. Comprehensive transition policies and procedures have been created to support children through a smooth transition from Head Start to

Start children to visit the kindergarten classrooms in the school that they will attend in the fall.

3. An interpreter from ELL Services will be brought in to assist families of limited English proficient children with the enrollment paperwork and other services provided by WCPS.
4. Reciprocal articulation between Head Start teachers and the WCPS' kindergarten teachers will be enhanced through visits between both Head Start and kindergarten staff. Head Start teachers will visit, as appropriate kindergarten classrooms. WCPS kindergarten teachers will visit Head Start classrooms, as appropriate. WCPS will provide opportunities for Kindergarten teachers to do home visits for Head Start children working with Birth to Kindergarten staff.

#### H. Provision and use of facilities, transportation, and other program elements

1. HSWC will provide transportation to and from spring kindergarten visits.
2. HSWC will provide a secure location/classroom for WCPS to provide special education services.
3. Special education files will be maintained in a secure location at the Head Start center in which the child attends.

#### I. Other elements mutually agreed to by the parties

### VII. Confidentiality

- A. All acknowledge confidentiality requirements that each grantee and agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. Each grantee and agency will protect the rights of young children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Family Educational Rights and Privacy Act (FERPA) will be followed. (See 34CFR 303.460.)
- B. The parties shall secure an authorization from the parents or guardians of participants in this program permitting the parties to share confidential information regarding parents, guardians and participants.

### VIII. Conflict Resolution

Parties will first attempt to resolve the dispute between or among themselves. All local agencies will ensure that a system is in place to resolve disputes and solve problems. The system should include:

collaborative activities, and resolve issues; and

b. The identification of a liaison from each grantee and agency.

**IX. Review of Agreement**

The agreement will be jointly reviewed by all parties annually, and more frequently, if laws and regulations are amended that will significantly impact this agreement, or when a party requests a formal change.

**X. Term of Agreement**

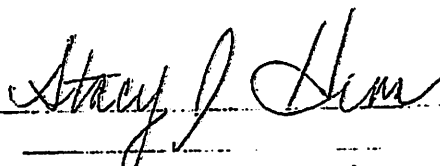
This MOU commences on July 1, 2020 and will end on June 30, 2021.

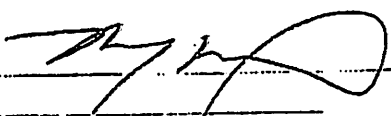
By signing the agreement each grantee and agency agrees to the terms.

The signed agreement will be binding on all successors of parties to the agreement.

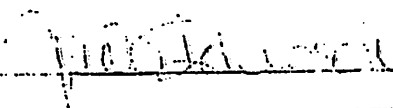
**XII. SIGNATURES**

For Washington County Public Schools

 4-17-20  
\_\_\_\_\_  
Washington County School Representative Date

 4/17/20  
\_\_\_\_\_  
Superintendent of Schools (if applicable) Date

For Head Start of Washington County, Inc.

 4/17/20  
\_\_\_\_\_  
Head Start Grantee Executive Director Date



**2020-2021 NOT APPLICABLE: Approval Letter from MSDE to Waive A Title I School with Less  
Than 40 % Poverty**

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Washington County Public Schools has not requested a poverty waiver and would therefore, not have an approval letter for this purpose and is not applicable.

**2020-2021 Written Process Supporting the Reduction and Overuse of Discipline Practices**

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As per citation 1112(b) (11), one of the goals of Washington County Public Schools is to reduce disproportionality between groups of students and to reduce the adverse educational impact caused by the overuse of discipline practices. (WCPS) supports efforts to reduce the overuse of discipline practices that remove students from the classroom, which includes actively monitoring student groups and supporting schools with high rates of discipline.

As data is received from the Maryland State Department of Education, our Local Accountability Coordinator will organize the data into a report for the Associate Superintendent, Director of Student Services, Equity Supervisor and the Secondary Executive Director for their review. In addition to regular reports, the WCPS Data Dashboard provides updates to building level administrators to track discipline. After examination of disaggregate groups and notice of potential disproportionalities, a plan of Central Office support will be developed. The Secondary Executive Director will monitor school level analysis and work jointly with school level administrators to devise any needed action plans emphasizing restorative approaches utilizing positive Behavioral Interventions and Supports, and any needed professional development for staff on topics such as trauma, youth mental health first aid, and adverse childhood experiences.

Strategies in action plans will be regularly monitored in joint meetings between school administrators and the Secondary Executive Director during which time; data will be analyzed to monitor disproportionality and school level progress. All initiatives will support Washington County Public Schools' goals that are reflective of positive behavioral reinforcement and restorative approaches.

**Distance Learning 2020-2021**

As per the WCPS Return to Learn 2020-2021 plan, restorative approaches will be continued using a virtual format inclusive of training in the use of strategies during distance Learning. WCPS staff have been encouraged to use strategies that build relationships with students and to use approaches both virtually and face-to-face. Staff will work collaboratively with school social workers and counselors to provide students with additional support.

## **Academic and Career Technical Education**

Washington County Public Schools (WCPS) supports programs that coordinate and integrate academic and career technical education through a systemic STEM and computational thinking plan. This plan was developed through data collection/data analysis including various stakeholder surveys and local career/labor trends. The resultant plan is a multi-disciplinary approach through math, science, technology education and library media.

At the elementary level, these academic, career and technical opportunities are provided through:

- Integration into math and science content focused lessons
- Development of lesson seeds and circulation of associated STEM kit materials
- Delivery of targeted lessons in coding/computational thinking through Library Media encore rotations for all students

At the secondary level, these academic, career and technical opportunities are provided through:

- Identified technology courses, programs of study and academies
- Expansion of Washington County Technical High School programs
- Opportunities to engage in computational thinking challenges through Library Media Centers for all students.

## **Work-based Learning Opportunities**

Students are provided with a variety of in-depth interaction opportunities with business and industry professions. Students can participate in job site shadowing at a variety of businesses to experience firsthand how a business functions. The opportunity to be an intern also exists. Students can complete a long-term internship at one business, or do numerous short-term internships at a variety of businesses, which will allow them the ability gain knowledge and insight in their specific content area. The Apprenticeship program gives students the opportunity to work at a business while being paid and earning academic credits. The Apprenticeship program is a career focused opportunity for the students, supported by the Maryland State Department of Education.

Instructional strategies in the technical education content areas are aligned with the current needs of industry. Students are taught using hands on technical instruction at experimental learning stations in in a lab setting. The monitoring of in-demand occupations is essential as our offered programs and new programs are evolving to meet industry needs. Career Technology Education (CTE) is continuously examining current industry Technical Skill Attainments (TSAs) tests so that the tests being given to the students are current. Students are also taught the soft skills needed to transition into the work force upon graduation.

## **Process for Student Opportunities**

- In 6-8<sup>th</sup> grades, students have access to Tech Ed, and can take Foundations of Technology, if offered.
- All 7<sup>th</sup> grade students in the county are transported to Hagerstown Community College for a career exploration day, hosted by CTE and the Chamber of Commerce.
- In the comprehensive high schools, all students have access to any CTE that the school offers.
- All 10<sup>th</sup> grade students tour the Technical High School for program exploration. If interested in a program, they can apply to the school for acceptance.

2020-2021 Written Process for Supporting Programs that Coordinate and Integrate Academic  
and Career and Technical Education and Work Based Learning Opportunities

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Section  
1112(b)(12)  
(A-B)  
Attachment  
B.5

**Distance Learning 2020-2021**

As per the WCPS Return to Learn plan, CTE programs of study will continue to operate under Maryland State Department of Education guidelines. WCPS CTE Programs were evaluated to determine the best way to transition to virtual learning. Efforts are being made to ensure that students will receive rigorous and relevant instruction that will prepare students for the workforce, some programs will require small group instruction due to the requirements of the course. When necessary, small group gatherings will meet, but will follow all social distancing protocols and guidelines outlined by local, state and national agencies. WCPS CTE department will regularly monitor all programs to ensure that schools have the appropriate materials for virtual and face-to-face learning.

## **2020-2021 Written Process for Developing, Implementing and Monitoring Requirements in Targeted Assistance Schools**

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As per section 1115, effective School Improvement Planning is essential for developing and monitoring requirements in all Targeted Assistance Schools. Title I schools develop their plans jointly with teams consisting of School-based and Central Office Administrators, Lead Teachers, Classroom Teachers, Parents/Families, Paraprofessionals and Community Leaders. Year-long planning begins in March or April of the year prior to implementation. Jointly, the Title I Supervisor and school administrators will hold a whole school orientation to inform staff, parents/families and community members of the program and implementation process. Professional development by the Title I Supervisor, and Central Office Content Specialists will be offered to staff and parents/families as needed to build capacity to understand, plan and implement Targeted Assistance Programs.

The Targeted Assistance School, and the Title I Supervisor will work with a planning team consisting of school stakeholders (school staff, district staff, community leaders, parents/families) to develop a written Targeted Assistance Plan that is inclusive of all Title I monitoring requirements. The plan will include a timeline for completion and a calendar of upcoming meeting dates. The plan will be submitted to the Title I office for approval in September of the implementation year. The Targeted Assistance School Program Checklist will be utilized to determine if all areas of the plan have met requirements. Additionally, regular and consistent monitoring of the program will occur through face to face meetings, phone conversation and email, and will be ongoing throughout the school year.

Multiple selection criteria is used for identifying eligible students who are in need of services, who are failing, or at risk of failing to meet State's Student Academic Achievement Standards. Once the list is identified, using multiple data sources (by school) consisting of state and local assessments, formative and informative data, the students will be placed in ranking order on a Master list. Students who are most needy will begin services. This may include students who received early intervention, are homeless, migrant and/or neglected and delinquent.

Targeted instruction will be developed using methods and instructional strategies that will address student needs. Methods may include expanded learning time, before and after school instruction and summer program opportunities. Students will receive services in small groups. Regular progress monitoring will occur at team meetings, where student progress will be analyzed and adjusted as needed. Student exit criteria will be developed by school and will be included as part of the plan. As children exit services, students waiting on the Master List will be picked up for additional support. Overall student progress will be monitored in May or June of the implementation year at which the planning process will begin once again for the year to come.

**A Memorandum of Understanding Between  
Washington County Public Schools and Head Start of Washington County, Inc.**

**I. Parties to the Agreement**

**A. Washington County Public Schools (WCPS)**

**B. Head Start of Washington County, Inc. (HSWC)**

**II. Purpose of Agreement**

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**B. To meet the needs of Washington County's children, age birth through age five, and their families, through the offering of quality services.**

**C. To support children's optimal development, and to prepare for successful school readiness.**

**D. To promote collaboration regarding shared use of facilities, and other resources, as appropriate.**

**E. To promote further collaboration to reduce duplication and enhance efficiency of services**

**F. To develop successful linkages between the Head Start Re-Authorization Act of 2007 and No Child Left Behind Act of 2001, in conjunction with the Head Start Program Performance Standards.**

**III. Program Descriptions**

**A. Washington County Public Schools is an agency of Maryland State Department of Education. The mission of WCPS is to build a world-class school system that will empower all students to take their places in the community and to equip them to meet the challenges of a rapidly changing, diverse, and global society.**

**B. Head Start of Washington County Inc. is the local grantee for the federal Head Start and Early Head Start grant programs funded by the U.S. Department of Health and Human Services. It is a comprehensive child development program for economically challenged at-risk families with young children. It provides services in the areas of education, social services, health, and family engagement. Head Start preschool programs are for children from 3 to 5 years of age, and their families. Early Head Start programs serve pregnant mothers and children from birth to 3 years of age, and their families. HSWC's mission**

continued developmental growth, and to educate and empower families to take an active role in their child's early development.

Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start and Early Head Start program must have a written agreement with the local education agency (LEA) to coordinate and collaborate to best meet the needs of children and their families.

#### IV. Authority

- A. WCPS is authorized by The Maryland State Department of Education, an agency of the State of Maryland governed by the Education Article of the Annotated Code of Maryland.
- B. Head Start of Washington County's responsibility for coordination and collaboration with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start grantee is mandated in the Head Start Act: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007."

#### V. Guiding Principles

- Create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start programs, or who are preschool-aged, may receive comprehensive services to prepare them for elementary school.
- Family Engagement is essential to providing a quality, comprehensive program. Families are the primary nurturers and advocates for their children and are best served when providers work with them to strengthen the family/child partnership. Services and supports are provided in order to enhance a family's capacity to meet the special needs of their children, always respectful of the family's values and cultural diversity.
- Plan and implement strategies based on practice and research that have proven to support children's school success.
- Promote the involvement of local members from the early childhood community.
- Share commitment, cooperation, and collaboration for a coordinated service delivery system.

#### VI. Joint Roles in System Review, Coordination, Collaboration, Alignment, and Implementation

WCPS and Head Start of Washington County, Inc., will review and develop plans for the coordination, collaboration, alignment, and implementation of each of the following 9 activities, as mandated by the Act:

- A. Educational activities, curricular objectives, and instruction
  - 1. Head Start of Washington County implements the research-based and

2. Establish ongoing communications between WCPS and HSWC for developing continuity of developmentally appropriate curricular objectives and for shared expectations for children's learning and development as the children transition to school. HSWC will provide representation at the Early Intervention Local Interagency Coordinating Council (LICC) and Judy Center meetings. WCPS will provide representation at the Head Start Education Advisory/School Readiness Committee meetings.

3. Align assessment and accountability measures in preschool with the kindergarten scores.

4. Verify those children identified as Head Start children by submitting name of child and school attending prior to submitting school readiness data to MSDE.

5. Share information of children enrolled in Head Start once they enter kindergarten, specifically their school readiness scores.

**B. Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs**

1. WCPS and HSWC will attain a working knowledge of each other's eligibility criteria, services, and procedures. The agencies have agreed to cooperate with each other's monitoring systems and share information as deemed appropriate.

2. Information concerning assessment tools and data will be shared in writing at appropriate meetings such as those offered through WCPS and at Head Start's School Readiness Education Advisory meetings.

**C. Selection priorities for eligible children to be served by programs**

1. Child Find efforts will be the joint responsibility of WCPS and HSWC staff. The programs will annually, at a mutually agreed upon date, jointly plan public awareness activities and other community outreach events.

2. WCPS will provide opportunities for HSWC to enroll 0-3 year olds in the HSWC program.

3. For infants and/or toddlers a HSWC representative will attend regularly scheduled transition/IEP planning meetings to assist families through the transition process to community services/programs.

4. HSWC and WCPS will participate in kindergarten transition meetings, as needed.

5. HSWC will assist Head Start parents with enrollment into WCPS Kindergarten programs. WCPS will provide enrollment forms and other required paperwork/forms.

6. Communication will be established between HSWC's Family Services



of services to families experiencing homelessness.

**D. Definition of service areas**

1. Service and recruiting areas will be determined through the sharing of written documents which assess the demand of preschool populations in documents such as the annually updated Community Assessment. WCPS will provide Head Start with wage comparability information needed for wage comparability updates as requested within budgetary and time restraints.
2. WCPS/HSWC will collaborate to assure enrollment of students with the most needs.
3. WCPS will provide a list of current and proposed Pre/K and three-year-old classroom locations to HSWC by May 1<sup>st</sup> annually

**E. Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, assessment tools, and social and emotional development**

1. Joint training will be provided for and by WCPS/HSWC when appropriate.
2. WCPS will provide ongoing training to HSWC on R4K:KRA Kindergarten Assessment tool.

**F. Program technical assistance**

1. HSWC will provide WCPS with information and/or training on HSWC eligibility and enrollment processes.
2. HSWC will invite WCPS to participate in Head Start staff development opportunities when appropriate
3. WCPS will invite HSWC to participate in staff trainings on relevant issues and topics, including technical assistance necessary to support implementation of the IFSP or IEP when appropriate.
4. WCPS will assist in reviewing and setting Head Start School Readiness Goals by attending HSWC's School Readiness Education Advisory Meetings.

**G. Communication and parent outreach for smooth transitions to kindergarten**

1. HSWC will provide student's educational records and any additional information that would assist WCPS with transition into kindergarten (with written parental consent).
2. Comprehensive transition policies and procedures have been created to support children through a smooth transition from Head Start to

Start children to visit the kindergarten classrooms in the school that they will attend in the fall.

3. An interpreter from ELL Services will be brought in to assist families of limited English proficient children with the enrollment paperwork and other services provided by WCPS.

4. Reciprocal articulation between Head Start teachers and the WCPS' kindergarten teachers will be enhanced through visits between both Head Start and kindergarten staff. Head Start teachers will visit, as appropriate kindergarten classrooms. WCPS kindergarten teachers will visit Head Start classrooms, as appropriate. WCPS will provide opportunities for Kindergarten teachers to do home visits for Head Start children working with Birth to Kindergarten staff.

#### **H. Provision and use of facilities, transportation, and other program elements**

1. HSWC will provide transportation to and from spring kindergarten visits.

2. HSWC will provide a secure location/classroom for WCPS to provide special education services.

3. Special education files will be maintained in a secure location at the Head Start center in which the child attends.

I. Other elements mutually agreed to by the parties

### **VII. Confidentiality**

A. All acknowledge confidentiality requirements that each grantee and agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. Each grantee and agency will protect the rights of young children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Family Educational Rights and Privacy Act (FERPA) will be followed. (See 34CFR 303.460.)

B. The parties shall secure an authorization from the parents or guardians of participants in this program permitting the parties to share confidential information regarding parents, guardians and participants.

### **VIII. Conflict Resolution**

Parties will first attempt to resolve the dispute between or among themselves. All local agencies will ensure that a system is in place to resolve disputes and solve problems. The system should include:

collaborative activities, and resolve issues; and

D. The identification of a liaison from each grantee and agency.

#### IX. Review of Agreement

The agreement will be jointly reviewed by all parties annually, and more frequently, if laws and regulations are amended that will significantly impact this agreement, or when a party requests a formal change.

#### X. Term of Agreement

This MOU commences on July 1, 2020 and will end on June 30, 2021.

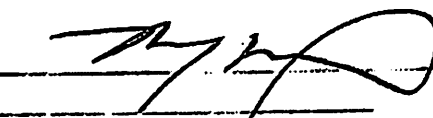
By signing the agreement each grantee and agency agrees to the terms.

The signed agreement will be binding on all successors of parties to the agreement.

#### XII. SIGNATURES

For Washington County Public Schools

 4-17-20  
\_\_\_\_\_  
Washington County School Representative Date

 4/17/20  
\_\_\_\_\_  
Superintendent of Schools (if applicable) Date

For Head Start of Washington County, Inc.

 4/17/20  
\_\_\_\_\_  
Head Start Grantee Executive Director Date

## **Washington County Public Schools' 2020-2021 Process for Monitoring the Implementation of Parent Family Engagement Requirements**

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All Title I schools have a full-time Title I School Family Liaison who serves as a point-of-contact working collaboratively with the schools' principal. The Title I School Family Liaison's responsibilities were developed from the National PTA Standards, which are based on the research of Dr. Joyce Epstein of Johns Hopkins University. The six standards are used to define research-based parental activities and programs.

### **Distance Learning 2020-2021**

The Title I Supervisor serves as a liaison between the school-based Title I School Family Liaisons and the Central Office. During COVID19, the Supervisor provides technical assistance and training to the Title I School Family Liaisons utilizing monthly Zoom meetings and /or trainings with on-going electronic and written communication via email. On-site visits will occur as permitted by Washington County Public Schools (WCPS).

Each Title I School Family Liaison keeps and Activity Log, a Communication Log and tracks volunteer hours. This information is submitted in the form of a Monthly Summary Report via Google Drive. These monthly reports are reviewed, monitored, and analyzed by the Supervisor. Annually, each Title I school evaluates the effectiveness of its parent involvement program. This evaluation is a review of the results of a Title I parent survey and the review and analysis of the documentation and data kept by Title I School Family Liaisons, and used to revise school-family engagement plans and compacts.

The Title I Supervisor works collaboratively with Title I school administrators and school stakeholders to ensure that Parent and Family Engagement Plans/Policies are developed in consideration of the Parent Family Engagement requirements specified in section 1116. Title I school teams consisting of administrators, teachers, paraprofessionals and parents meet annually to review compacts and plans utilizing the Maryland State Department of Education School-level Parent and Family Engagement Plan and Compact Checklist to ensure that all requirements are met. In preparation for the 2020-2021 school year, all plans and compacts were to be reviewed, revised and submitted to the Title I department by June 15, 2020.

Family engagement plans and compacts will be distributed in hard copy with student materials at the beginning of the 2020-2021 year in the Title I Parent Information folder. These documents will also be placed on school websites, Google Classrooms, etc. to ensure that parents have on-going access to provide input. Plans and compacts will also be reviewed during School Improvement Team meetings that include parent representation.

**Washington County Public Schools**  
**2020-2021**  
**Title I**  
**District Parent Involvement Plan**

Section 1116  
Attachment  
D.2

***Part I: WCPS Parent-Family Community Involvement Policy***

**PARENT-FAMILY-COMMUNITY ENGAGEMENT    *TITLE I Section 1116 (a)(1)(2)***

The Washington County Public School System, in its effort to provide quality education for all students, seeks a full partnership with the parents, family members, and the community. The Washington County Public School System recognizes that parents, family members, and communities need a full understanding of the educational opportunities for children and that schools need maximum involvement of parents, family members, and communities in the school improvement process.

Meaningful parent and family engagement enhances the academic and social development of students.

**Definitions**

The following definitions provide further understanding of vital Washington County Public School partners:

- Parent – the adult(s) responsible for the direct care of the child, i.e. biological parent(s), custodial parent(s), guardians, foster parent(s).
- Family – the people directly involved with the well-being of the child, i.e. brother(s), sister(s), aunt(s), uncle(s), grandparent(s).
- Community – all other people involved in supporting the child, i.e. neighbors, school, businesses, etc.
- Parent Involvement – any action or behavior, which directly or indirectly enhances or encourages a child's education, i.e. providing breakfast for the child prior to going to school, reviewing homework with the child each night, being active in a PTA/PTO, communicating often with teachers, serving on committees, attending school functions, etc.

**Goals**

In partnership for student success and achievement, Washington County Public Schools will work toward the following goals, developed based on the National and Maryland P.T.A. Standards and Dr. Joyce Epstein's Six Types of Parent Involvement:

- COMMUNICATION – Schools and family will communicate frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.
- PARENTING – Schools and community will work together to support families' parenting skills and developmental activities that prepare young children for school and promote ongoing achievement.
- STUDENT LEARNING – Parents, families, and community members will receive information and training to support academic achievement in the home and outside of the school setting, by reading with children, helping them with assignments, and engaging them in educational activities.
- VOLUNTEERING – Parents, families, and community members will be encouraged to volunteer in efforts to improve schools and support students.
- DECISION MAKING - Parents, families, schools, and community members will collaborate as appropriate, on educational decisions that affect children, families, and school improvement.
- COLLABORATION –The Washington County Public School System, community organizations, agencies, and businesses will collaborate effectively and efficiently to strengthen schools, families, and student learning.

**Washington County Public Schools**  
**2020-2021**  
**Title I**  
**District Parent Involvement Plan**

**Title I Schools**

To provide parents of students in Title I Schools with opportunities to provide input to the school, each school will:

- Convene an annual meeting to explain the Title I program and to inform parents of their right to be involved in the program;
- In an effort to address participation barriers, involve parents in the planning, review, improvement and annual evaluation of the school's Title I program, as appropriate;
- Provide information about the Title I program sent home to parents through Title I folders, posted on school websites and available through the School Family Liaison, as well as information to describe curricula, student assessments, and proficiency levels to support and provide an understanding of student learning and promote parent/teacher engagement;
- Provide parents with the opportunity to evaluate the school's Title I Plan and Compact, and submit feedback on how funds will be used to support parent involvement activities;
- Offer a flexible number of meetings, and may use Title I funds to pay related expenses, such as child care, transportation, or home visits to ensure that parents have multiple opportunities to engage in their child's education. *Section 1116 (a)(2)(D)(E).*

***Part II: WCPS Title I Office will plan and support parental involvement programs***

1. WCPS will involve parents in jointly developing the plan through their participation in an annual Title I Parent Involvement meeting at the county level. School-Family Liaisons at each school will provide fliers, brochures, and invitations to parents and community members in Title I school districts to inform and invite them to participate in the joint planning meeting to support the development of the WCPS Master Plan (Title I district-wide Parent Involvement Plan). The meeting will be held at a central location and transportation will be provided, as needed, for parents, to assure their participation. During this meeting parents, in conjunction with school teams, will be given opportunity to review and revise District and School Level Plans and Compacts and involvement in decision-making regarding the reservation of funds reserved for parent involvement activities. *Section 1116 (a)(2)(A) Section 1116(a)(3)(A)*
2. The WCPS Title I Supervisor will provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance. *Section 1116(a)(2)(B)*  
Activities/initiatives will include the following:
  - √ Collaborative establishment of expectations and objectives for meaningful parent involvement
  - √ Quarterly County meetings for School-Family Liaison at each participating Title I school at central location
  - √ Quarterly school communications (at a minimum) with each Title I school and/or time designated to meet with principal and/or School-Family Liaison.
  - √ Development of coordinated yearly calendar of training/technical assistance for parents and staff at each school and at the county level.
  - √ End of year county-wide training workshop for parents to plan for next year activities.
  - √ Spring training/workshop for Title I school teams and including parents to review and evaluate the school and district level parent involvement policy/plan and revise for next

# Washington County Public Schools

2020-2021

## Title I

### District Parent Involvement Plan

year based on accomplishments, needs, etc., in order to plan and implement effective evidenced-based parent involvement strategies to improve student achievement and school performance.

3. WCPS Title I program will build school and parent capacity for strong parent involvement. *Section 1116(a)(2)(B), Section 1116 (e)(1)*

A. Assistance to parents in understanding Maryland's Common Core State Standards and student achievement standards, state, and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement will be provided as follows:

- √ Distribution of curricula requirements and school-level training for parents to understand content requirements and skills. *Section 1116 (e)(2)*
- √ Parent access and training for ParentVUE, an on-line data management system for student information.
- √ County-wide parent assistance with individual student report card access on ParentVUE.
- √ Distribution of county-wide parent handbook which explains grade-level expectations, responsibilities, parent conferencing information, description of county parent groups and participation.
- √ Training and information for parents relative to extended learning opportunities and summer school.
- √ WCPS will coordinate parent and family engagement strategies with other Federal, State, and local programs such as Head Start and The Judy Center, as appropriate to support transition efforts into Title I schools. *Section 1116(a)(2)(C) and (e)(4)*

B. Provide materials and technical training to Title I Schools to help parents work with their children to improve achievement will include:

- √ Monthly newsletters to all parents.
- √ Regular (at least 4 times per year) school-based training for parents' relative to math, reading, technology, science, social studies.
- √ Input from parents regarding curriculum-related field trips and opportunities for parents to participate in curriculum-related student field trips.
- √ Annual Title I parent interest survey to help support development of materials and training to support parental involvement and student achievement.
- √ County public information sessions and training for parents relative to magnet programs and enrichment programs.
- √ Quarterly School-Family Liaison training, focused on county reading, math, and related content areas.
- √ Distribution of community services handbook that delineates services and process for accessing services.
- √ Evening meetings to understand assessments, school programs, etc.

C. With parental assistance, WCPS Title I program will educate instructional staff in the value and utility of contributions of parents, how to reach out to communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school as follows:

# Washington County Public Schools

2020-2021

## Title I

### District Parent Involvement Plan

- ✓ School-Family Liaison at each Title I school will develop a core group of parents (minimum 2-3) to review Title I program and make suggestions for increased parental involvement.
- ✓ Opportunity for parents to participate on School Improvement Teams as a Representative.
- ✓ Parent participation on targeted committees that support student achievement will be provided.
- ✓ Master Plan parental input will be included in the plan.
- ✓ Professional development for staff, such as Teaching with Poverty in Mind by Eric Jenson and others, that focuses on working with parents and students who are living in poverty will be provided.
- ✓ PTA/PTO involvement will be encouraged and supported.
- ✓ Professional development for teachers and staff that will focus on conferencing with parents, confidentiality, IEP process, referral process for special needs, differentiation to meet student needs, conducting home visits, encouraging volunteers, etc., will be offered.
- ✓ Parent compacts will be developed at each Title I school. *Section 1116 (e)(3)*

D. WCPS Title I Program will coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children as follows:

- ✓ Upon enrollment English learners and their families will be referred to the International Welcome Center for assistance with paperwork completion and resource support.
- ✓ District level resources are available via the WPCS iParent Portal that include support with Distance Learning, Curriculum Understanding and Technology.
- ✓ Title I supervisor will coordinate activities with Judy Center and participate on Judy Center Advisory Committee.
- ✓ WCPS's early childhood supervisor and content specialists will provide curriculum information and support alignment of curriculum.
- ✓ Information for "Partners in Literacy" reading day event will be provided to all Title I schools, including public preschool programs, Head Start centers, and child care programs through involvement of Early Childhood supervisor with WC Public Library.
- ✓ Head Start transition meeting for parents and staff of students transitioning to public Kindergarten will be provided at Head Start Centers/Elementary Schools in the spring each year (Early Childhood Supervisor).

E. WCPS Title I program will provide written communication, to the extent possible, in a language and format that they can understand. *Section 1116 (e)(5)* In addition, families may receive communication support through:

- ✓ Fliers in languages other than English
- ✓ Translators and Interpreters
- ✓ School calendars in languages, other than English
- ✓ Connect 5 (communication for all schools/parents)
- ✓ Telephone translator
- ✓ Channel 99
- ✓ County/school handbooks



**Washington County Public Schools**

**2020-2021**

**Title I**

**District Parent Involvement Plan**

F. WCPS Title I program will provide other reasonable support for parental involvement activities as parents may request. *Section 1116 (e)(14)* These will include but not be limited to:

- √ Materials/models for parent involvement
- √ Transportation
- √ Child Care
- √ Varied meeting times/locations
- √ Accommodations for parents with disabilities, with limited English proficiency and parents of migratory children.

Title I District-Level Parent and Family Engagement Policy/Plan Requirements – Section 1116: Checklist

LEA: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

The LEA has a current year parent and family engagement plan/policy. Yes \_\_\_ No \_\_\_ Section 1116 (a)(2)

A. Written Policy (Section 1116 (a)(1)(2))	Evidence of Implementation
1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)	
2. LEA's establishes expectations and objectives for meaningful parent and family involvement  Section 1116 (a)(1)(2)	
3. Parent and family member input:  a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2)  b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)  c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A)	
4. Provides coordination, technical assistance, and other support necessary to assist and <b>*build the capacity of all participating schools within the LEA</b> in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This <u>may</u> include <b>meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education</b> ). Section 1116(a)(2)(B)	
5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Section 1116(a)(2)(C)	

<p>6. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)</p> <ul style="list-style-type: none"> <li>a. barriers to greater participation by parents;</li> <li>b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;</li> <li>c. strategies to support successful school and family interactions;</li> <li>d. used findings from evaluation to design/revise the policy/plan incorporating <b>evidence-based</b> strategies for more effective parental involvement.</li> </ul>	
<p>7. The LEA's policy/plan includes at least one of the following strategies:</p> <ul style="list-style-type: none"> <li>a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies.</li> <li>b. Supporting programs that reach parents and family members at home, in the community, and at school.</li> <li>c. Disseminating information on best practices focused on parent and family engagement.</li> <li>d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</li> <li>e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan.</li> </ul>	
<p><b>B. *Building Capacity: Section 1116(a)(2)(B)</b> The Plan describes how the LEA will build the schools' and parents'/families capacity for parental involvement</p>	<p><b>Evidence of Implementation may include:</b></p>
<p>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. Section 1116 (e)(1)</p>	
<p>2. Provide materials and training to help parents work with their children to improve academic achievement,</p>	

such as literacy training and using technology. Section 1116 (e)(2)	
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)	
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.  Section 1116 (a)(2)(C) and (e)(4)	
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. Section 1116 (e)(5)	
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. Section 1116 (e) (14)	
<b>C. Accessibility: Section 1116 (f)</b>	<b>Evidence of Implementation</b>
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)	

[Return to application](#)

**2020-2021 Washington County Public Schools' Title I, Part A Process for Consultation,  
Service Delivery and Evaluation and Formal Agreement  
for Private School Participation**

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Section 1117  
Attachment  
E.1

As required under section 1117, Washington County Public Schools (WCPS) ensures a written process for inviting private school officials and conducting ongoing consultation to provide equitable participation to students in private schools. WCPS oversees, monitors, and evaluates Title I programs serving private school students, and as needed, develops a Memorandum of Understanding (MOU) with other LEA's to provide private schools equitable services.

**Invitation and Consultation:**

WCPS holds a joint meeting inclusive of the following Federal Programs: Title I, Part A, Title I, Part D, Title II, Part A and Title III, Part A. All non-public schools listed on the Maryland State Department of Education website as an approved non-public school in Washington County were invited by email, phone and/or letter to attend an initial consultation meeting scheduled for May 8, 2020 held virtually via Zoom due to COVID-19 and school closures. An additional meeting was held on June 9, 2020 via Zoom, as well as multiple emails, and phone communications, for those who could not make it on May 8, 2020. A summary of each federally-funded program and qualification of services were provided by the following staff:

Title I, Part A: Dr. Kerry Walent, Title I Supervisor

Title I, Part D: Mr. Jeremy Jakoby, Director of Student Services

Title II, Part A: Dr. Peggy Pugh, Associate Superintendent for Curriculum and Instruction

Ms. Joni Burkhart, Supervisor of Professional Learning

Title III, Part A: Ms. Paula Moore, Supervisor of World and Classical Languages

During consultation, non-public school administrators were given the opportunity to equitably participate in each funded area. Each was asked:

- To select the funded area and indicate their intention to participate in Federal Programs.
- To sign an Affirmation of Consultation Form with the option to indicate and initial that timely and meaningful consultation occurred.

Three private schools indicated interest in participation in Title I, Part A for the 2020-21 school year, they were: St. Mary's Catholic, Heritage Academy and Oak Hill House. Two of the schools, St. Mary's and Heritage Academy were eligible to submit names and addresses based on the serving grade span. Oak Hill house enrolls students in middle and high school. WCPS serves prek-5 students in their Title I schools.

**Distance Learning/Service Agreement**

The Archdiocese of Baltimore submitted student address and financial information for St. Mary Catholic. Heritage Academy submitted student addresses and economic information using the Free and Reduced Meal Application to assist in determining the eligibility of services. Addresses were verified and used to confirm that students reside in Title I school districts. Economic information was used to determine if the student's family has financial need.

Upon determination of eligibility for services the Title I Supervisor works closely with Private School Administrators to define and address the educational needs of students in the form of a written plan.

**2020-2021 Washington County Public Schools' Title I, Part A Process for Consultation,  
Service Delivery and Evaluation and Formal Agreement  
for Private School Participation**

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Section 1117  
Attachment  
E.1

Washington County Public Schools will begin 2020-2021 with Distance Learning. Therefore, a plan to address student educational needs virtually will be jointly developed by the non-public school administrator and Title I Supervisor. To determine educational goals, student assessment data is reviewed as part of a Needs Assessment. Multiple data points are used to define student achievement and to develop student progress goals.

The Title I Supervisor will review teaching candidates who meet state certification and licensure requirements. Candidates will provide documentation to the Title I office, who will then verify through the WCPS Human Resources to ensure that certification and/or licensure are valid and current. All certification documentation must be presented by August 31 prior to the beginning of the school year to be considered as a candidate to teach in a Title I program. Only Title I teachers meeting state certification and licensure requirements, are hired to teach in the private school's Title I program. A teaching schedule is devised to meet the educational needs of students as defined within the school written plan.

The Title I Supervisor meets quarterly with private school administrators to monitor progress on goals. Technical assistance is provided on an as needed basis through email and phone conversation. The educational plan between Washington County Public Schools' Title I Office and the participating private school is available for review by request by the Maryland State Department of Education Ombudsman. The following items are part of the consultation and agreement:

- All teachers working in a Title I program in private schools must meet MSDE certification and licensure requirements. Current certificates must be presented prior to the start of instruction by August 1<sup>st</sup> of each school year and must be current throughout the entire period of agreed upon services.
- Title I funds are managed at the Washington County Public Schools' Title I Office
- Services start at the beginning of the school year
- Consultation will be ongoing throughout the year and will take place in person, online, by email and phone.
- All materials will be ordered through the Title I office and are the property of the WCPS Title I and are labeled as such. Materials should be stored in a safe location within the school building and will be returned to the Title I office at the conclusion of services.
- The Title I Supervisor will supply a calendar of events of professional development opportunities for teachers and families of participating students.
- Copies of Washington County Public Schools' dispute resolution process (file KAB-R) are given to private school administrators to inform him or her of the process of resolving disagreements. This is done in effort to resolve all disputes at the local level and prior to escalation to the State Ombudsman.

**Evaluation**

The Title I Supervisor will confer monthly by phone, email and/or school visits, etc., with each participating private school administrator. The purpose is to provide the school with the necessary technical assistance and guidance while receiving Title I funds. The Title I Supervisor will oversee and evaluate the overall program throughout the funding time period. This will include budget management

**2020-2021 Washington County Public Schools' Title I, Part A Process for Consultation,  
Service Delivery and Evaluation and Formal Agreement  
for Private School Participation**

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Section 1117  
Attachment  
E.1

and oversight of the instructional services provided to students. Individual school plans will also be used to review goals and strategies to determine the effectiveness of the overall program. Pre and post data will be used to determine student growth. Ongoing progress monitoring will include established targets for individual students. Data collected will be formative and summative and will include student work, teacher observations and anecdotal notes, teacher created assessments, student-teacher conferencing notes, etc. All will be used to determine student academic success and the success of the overall Title I program. A written evaluation of the effectiveness of the overall program will be given to the private school administrator and will be used for consultation for the following school year should the school qualify for Title I services.

### **MOU Agreement and Timeline**

Although, WCPS does not currently hold a Memorandum of Understanding (MOU) with another county, the following steps are taken to gather preliminary information and to ascertain eligibility of services.

Approximately in January of each school year, in preparation for the upcoming school year, WCPS will send out letters to all MSDE private school administrators asking for lists of students who live in neighboring counties, and attend private school in Washington County. Submitted lists would be reviewed and the Title I Supervisor would contact the Title I Coordinator in the identified county to discuss eligibility requirements. Schools would be given approximately 2-3 weeks to submit this information.

In February, information, such as student address information and financial information, is exchanged between the counties to determine eligibility of services and for the purpose of planning for the upcoming school year. If preliminary investigations find there to be qualified students(s), then our county would begin the process of developing an MOU with that county to ensure that we were meeting the needs of the eligible student(s).

After consultation with the neighboring county, a draft MOU would be developed by the WCPS Title I Supervisor by the end of February, and would then be shared with the WCPS legal team for review. The MOU would be presented by the end of March to the neighboring county for review. With the goal to obtain formal agreement by the end of April to be used in the development of the following year's Title I, Part A grant.



## 2020-2021 Washington County Public Schools' Coordination of Services and Calculation for Homeless Children and Youth

### **Educationally Related Support Services**

To meet requirements under section 1116, the Title I and Student Services Departments communicate regularly to ensure that we are addressing the needs of Homeless students. Washington County Public School's Homeless Committee includes departmental representatives from Title I, Student Services, Early Childhood, Transportation, and Food and Nutrition. The committee meets quarterly to discuss needs at the county level. The collective goal is to create wrap around services for our students in transition in an effort to support them quickly and efficiently, and to minimize learning disruptions.

Washington County Public Schools (WCPS) established the position of Title I Homeless Coordinator three years ago. The position is held by Dana Pentoney. Ms. Pentoney works closely with schools to identify homeless students and to evaluate their educational, social emotional, and physical needs. She acts as a liaison between schools and the Homeless Committee and communicates with related departments to work collaboratively to meet the needs of students. Financial needs deemed as barriers to a child's education are reviewed in Student Services and once approved are submitted to the Title I office where items are approved for purchase. The Homeless Coordinator will follow up with school administrators and the student(s) to ensure that they have what is needed to fully access their education and to be successful in school.

### **Return to Learn 2020-2021**

Due to COVID-19, WCPS will begin the 2020-2021 school year with Distance Learning. To ensure that student's needs continue to be met, the Homeless Coordinator will regularly follow up with school administrators virtually, through email and phone to clearly understand areas of support. The McKenney-Vento Homeless Education Program typically provides services to 700-800 students that qualify as homeless each year. During this time of crisis, we will continue to provide services to identified students and families. As always, WCPS will collaborate to eliminate barriers to enrollment and maintain school stability for students. Data related to online participation in the spring of 2020 is being analyzed to address students that were unable to access their education so that issues can be addressed for the start of the 20-21 school year. Food services have been offered to families through the Meal Machine Program and food deliveries are being made regularly to families living in hotels. WCPS staff will ensure that all homeless students have access to their education and assist with delivering technology and or other educational resources when needed. These students are case managed closely and issues regarding any education barrier will be addressed. We will continue to use a variety of communication tools to stay in regular contact with families and well as home visits. School Counselors, Student Intervention Specialist, School Family Liaison, Pupil Personnel Workers, and the County Homeless Coordinator will monitor these students closely to address mental health needs. We will continue to work closely with community partners to develop and offer additional opportunities for students and increase internet options throughout the county.



## 2020-2021 Washington County Public Schools' Coordination of Services and Calculation for Homeless Children and Youth

### Method of Home Reservation and Calculation of Support

A needs assessment was used to determine the Homeless allocation. In preparation for the 20-21 school year, the Homeless Committee held a virtual meeting on June 10, 2020 at 1 p.m. During this meeting, Committee departments reviewed data and discussed past and current needs of students and families, as illustrated in the following assessment:



The group reviewed expenditures and projected costs for the upcoming school year, and considered both in the determination of the total calculation for allocation for materials, supplies, etc. The Committee conducted the yearly needs assessment regarding costs and compared it to the number of students identified as homeless. We identified that over a three-year period we had an average of 750 homeless students in Washington County, with an estimated \$8 per pupil rate, helped determine a \$6,000 set aside in the 2020-2021 Title I, Part A grant. These funds will be used to supplement the needs of homeless students as defined through the McKinney-Vento Homeless Assistance Act.

**SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION**  
**SY 2020-2021**


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: Washington County Public Schools

Homeless Education Coordinator/Liaison: Dana Pentoney 301-766-2823 301-302-6556  
Name Telephone Cell Phone

Homeless Education Coordinator / Liaison's Email: pentodan@wcps.k12.md.us

NAME OF SHELTER/CONTACT PERSON	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED
CASA/Melissa Lake	116 W. Baltimore St. Hagerstown, MD 21740	Women and Children
Salvation Army/ Nicole Grinith	534 W. Franklin St. Hagerstown, MD 21740	Women and Children
St. John's Shelter/Cindy	14116 Randolph Ave. Hagerstown, MD 21740	Family
REACH/Dana Jenkins	140 Franklin St. Hagerstown, MD 21740	Adults-18 Older
Mission-No Contact	125 N. Prospect St. Hagerstown, MD 21740	Men Only-18 Older

 8-12-20  
Signature - Homeless Education Coordinator/Liaison Date


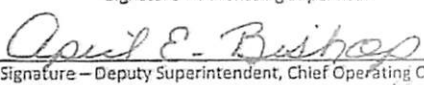
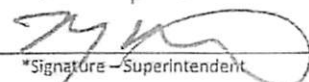
# CONTRACT SUMMARY

Vendor Name: <u>Dept. of Human Services, Dept. of Social Services</u>		WCPS Active Vendor #: _____	
Street Address: _____		Vendor Contact: _____	
City, State, Zip: _____		Vendor Phone #: _____	
Alternative Vendors Considered? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		Vendor Email: _____	
WCPS Contract Administrator: <u>Carol Costello</u>	This Form Completed By: _____	WCPS Dept. / Location Code: _____	
Bid/RFP #: _____	Contract Amount: <u>\$0</u>	Estimated Start Date: <u>Upon signature</u>	
Budgeted? <input type="checkbox"/> Yes <input type="checkbox"/> No	Renewal Date: _____		
Paid By: <input type="checkbox"/> WCPS <input type="checkbox"/> School Funds	Number of Renewals: _____		
Low Bid? <input type="checkbox"/> Yes <input type="checkbox"/> No* <input type="checkbox"/> N/A*	Contract Completion Date: <u>5 years</u>		
*If "No" or "N/A" please explain: _____			

AMOUNT	ACCOUNTING CODE	ENCUMBERED AMOUNT	NOT TO EXCEED
\$		\$	\$
\$		\$	\$
\$		\$	\$

WCPS Board Approval Required? ☐ Yes\* ☐ No      \*If "Yes", WCPS Board Approval Date: \_\_\_\_\_

Executive Summary: 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.

 *Signature - School Principal - <i>Superior</i>	<u>Carol W. Costello</u> Printed Name	<u>5/25/18</u> Date
*Signature - Sponsoring Director	Printed Name	Date
*Signature - Purchasing Supervisor	Printed Name	Date
 *Signature - Deputy Superintendent, Chief Operating Officer, or Assistant Superintendent (as appropriate)	<u>April Bishop</u> Printed Name	<u>5/29/18</u> Date
*Signature - Chief Legal Office	Printed Name	Date
 *Signature - Superintendent	<u>Boyd Michael</u> Printed Name	<u>5/29/18</u> Date

\*Your signature on this document serves to confirm that you have reviewed this contract or legal document and that its terms and conditions are acceptable.

Purchasing Dept. Only    ☐ Munis Contract    ☐ Purchase Order    ☐ Other:

## **Educational Stability Memorandum of Agreement**

This Memorandum of Agreement (Agreement) is entered into by the Department of Human Services, \_\_\_\_\_ Department of Social Services (CWA) and <sup>Washington</sup>~~County~~ Public Schools (LEA), 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 interests; and

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

*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 an LEA otherwise would spend to transport the student to the school serving the geographic attendance area of the out-of-home placement and what an LEA must spend to transport the student from the out-of-home placement to the school of origin.
- C. Best interests determination** – The CWA's decision regarding whether or not it is in the best interests 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. Child welfare agency (CWA)** – Includes a local department of social services created or continued in a county or in Baltimore City under §3-201 of the Human Services Article, the Montgomery County government under §3-402 of the Human Services Article, and a local department of juvenile services.
- E. Enroll/Enrollment** – Attending classes and participating fully in school activities.
- F. 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. Foster care does 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.
- G. Immediate** – As promptly as possible, without delay.
- H. LEA Foster Care Liaison and CWA Point of Contact (POC)** – The LEA and CWA staff people designated to work with the CWA and LEA, respectively, in connection with the identification, enrollment, and provision of support to students who are in foster care.

- I. **Local education agency (LEA)** – Any of the 24 local public school systems in the State.
- J. **Local zoned school** – School serving the catchment area of the student's out-of-home placement.
- K. **Out-of-home placement** – Location where CWA places the child when in foster care.
- L. **School of origin** – The school the student attended prior to placement or change of placement in out-of-home care or the school in which the child 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 INTERESTS DECISION**

### **A. Basic Procedure**

1. The CWA point of contact or caseworker will immediately notify the LEA Foster Care Liaison for the school of origin and also the LEA Foster Care Liaison of the local zoned school when a student is placed in foster care or a student's out-of-home placement changes.
2. This notification prompts the need for a best interests determination by the CWA in accordance with the provisions set forth below regarding whether the student will remain at the school of origin or whether the student will change schools.
3. For every student in an out-of-home placement, 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 interests 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. The CWA shall seek the LEA's input in the best interests decision through the LEA Foster Care Liaison or other school of origin representative, such as a school counselor, classroom teacher, school social worker, school psychologist, pupil personnel worker, special education coordinator, coach, or other representative from an extracurricular activity in which the student is involved.
6. The CWA shall consider the student's preference in making the best interests decision, if appropriate.

7. The CWA shall make all reasonable efforts to include additional persons who are able to contribute relevant information to the best interests 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 interests 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 interests determination is made. The transportation of the student to the school of origin during that time period is the responsibility of the CWA.

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

In determining the student's best interests for school placement, the CWA shall, in consultation with the LEA, consider the factors set forth in COMAR 07.02.11.12, and as set forth in the **Best Interests Determination Form, School Enrollment of Student in Out of Home Placement (Best Interests Form – Attachment A)**, which is attached hereto.

**C. Documentation and Notification**

1. The caseworker shall document the best interests determination on the Best Interests 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 interests factors considered, participants involved in the collaborative process, and the school placement decision.
2. Documentation of the best interests determination shall be maintained in both the CWA case file and the LEA student record.
3. Once the CWA makes the best interests determination, the CWA POC must notify the LEA Foster Care Liaison in the LEA serving the school of origin and the LEA serving the local zoned school (if different) of the decision.

**D. Best Interests Determinations Made by the LEA Prior to December 10, 2017**

1. If the LEA determined prior to December 10, 2017, that it was in the student's best interests to continue to attend the school of origin, the decision will remain in effect until the CWA determines that it is no longer in the student's best interests to attend the school of origin.
2. The LEA and CWA will follow the transportation procedures set forth in Section VII of this Agreement.

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

- A. After receiving notification from the CWA that it is not in the best interests of the student to remain at the school of origin, the LEA Foster Care Liaison of the local zoned school will alert the new school of the pending enrollment of the student.
- B. The CWA 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 LEA 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 CWA caseworker, or someone else authorized to enroll a child; and
    - (b) Photo identification.
- D. The local zoned school is responsible for promptly obtaining the student's education record from the school of origin. The CWA 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**

- A. The LEA 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 the CWA finds that it continues to be in the student's best interests to attend the school of origin. The LEA shall establish the most appropriate and cost-effective transportation for the student to remain enrolled there.
- B. For students whose out-of-home placement is in a group facility, the CWA will advise the LEA if transportation to school is provided and funded by the facility.
- C. Within two (2) school days of learning that, pursuant to the best interests decision, a student in foster care will remain enrolled in the school of origin, the LEA will advise the CWA of the transportation plan for the student.
- D. The LEA will arrange and implement the student's transportation to the school of origin within five (5) school days of learning of the best interests decision.
- E. The LEA 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, and private transportation services.
- F. The LEA 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, the LEA will provide and fund such transportation services.
- G. When the LEA has exhausted all appropriate no-cost options and transportation of a student to the school of origin will require "additional costs," the CWA will assess and notify the LEA if resources are available for foster parents or other custodians to provide transportation with mileage reimbursement or other adult ride share to the LEA or to a stop on an LEA existing route.
- H. The LEA will verify to the CWA 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 form Out of Home Placement (Transportation Plan Form – Attachment B), which is attached hereto.**

- I. If the CWA determines that it is more cost effective for the CWA to arrange and implement transportation, and it chooses to assume such responsibility, the CWA will notify the LEA in writing of its decision. The LEA will document the arrangement on the Transportation Plan Form, which is attached hereto, and include the written notification from the CWA. The CWA will request reimbursement from the LEA for monies that the LEA would have otherwise spent on transportation.
- J. In the five (5) school days during which the LEA is developing and implementing a transportation plan for the student to attend his or her school of origin, interim transportation will be provided by the CWA. Interim transportation should be addressed during the best interests determination.
- K. The CWA will reimburse the LEA for any additional costs incurred for the transportation of each student to that student's school of origin provided that the LEA produces a receipt 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.
- L. The CWA will reimburse the LEA within thirty (30) calendar days of receipt of a proper invoice and supporting documentation.
- M. The CWA will provide a contact for billing purposes, including a name, address, telephone number, and email address to ensure that invoices are directed to the proper individual and are paid promptly.
- N. The LEA's superintendent or designee may allow a student who exits foster care (through adoption, guardianship, or reunification with a parent) 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 until the end of the academic year if requested by the student's parent or guardian, and so long as transportation is provided by the parent or guardian, or the LEA or CWA agrees, in writing, to provide and pay for the student's transportation.
- O. CWA will fully reimburse LEA for any additional transportation costs that the LEA incurs.

## VIII. INFORMATION SHARING AND CONFIDENTIALITY

Consistent with the requirements of FERPA, the LEA will provide information to the CWA 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, the CWA has the authority to access the student's information without obtaining consent from the student in question or the student's parent. The CWA will re-disclose information only to the extent necessary to address the student's educational 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.

## IX. TERM OF AGREEMENT

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 anytime by written consent.


## X. 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 writing which has been duly signed by each and every signatory to the original of this Agreement or the successor in office.

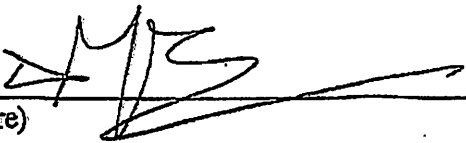
## XI. TERMINATION

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

### Authorization by LEA:

 (Signature)	<u>5/29/18</u> (Date)
<u>Dr. Boyd J. Michael, III</u> (Printed Name)	<u>Superintendent of Schools</u> (Title)

### Authorization by CWA:

  
(Signature) \_\_\_\_\_ (Date) 5/21/18  
David Michael Plesky, Jr. \_\_\_\_\_ Director  
(Printed Name) (Title)

**Washington County Public Schools' Process for Coordinated Effort to Inform Parents  
About ESOL Placement**

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As required under Section 1112 (e)(3), Washington County Public Schools ensures a coordinated effort to inform parents about the ESOL Program placement through sending out the Parent Notification letters within 30 days of the beginning of the school year, or within two weeks of the student's enrollment.

As Prek-12 students enroll in Washington County Public Schools, they are referred to the International Welcome Center for enrollment support and English Learner (EL) screening and testing. Paperwork is then shared with Pupil Personnel Workers, School Administration, and EL staff. If applicable, an EL Lau Plan will be developed for a new student and shared with the student's parents. Parent signature will then be obtained to initiate services. This process will occur within two weeks of the student's enrollment.

Screening assessments and questionnaires will be used to review progress for current EL students. Parents will receive updated placement information within 30 days of the start of the school year. Parent notification will occur via US Mail, and in-person pick up. Staff will utilize Language Line and translators to assist with understanding of the documentation. Parents will provide consent by returning paperwork with signatures either electronically or in hard copy.

## **Washington County Public Schools' Process for Sharing the Number and Percentage of English Learners Achieving English Language Proficiency**

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As required under Section 1111(h)(2) Washington County Public Schools has a process for sharing the number and percentage of English learners achieving English language proficiency. Dr. Michael, Superintendent for Washington County Public Schools receives official notification of student scores on the ACCESS and English Language Proficiency (ELP). Dr. Michael and senior staff hold individual meetings with principals to share MSDE Report Card and individual student data to gain an understanding of the number and percentage of students achieving English language proficiency. The timeline for this meeting depends on the Maryland State Department of Education's release of the data. The information is used to refine School Improvement Plans and individual student goals.

After the embargo is lifted, the data is also shared interdepartmentally at Washington County Public Schools' Division of Curriculum meetings. Title I and Title III offices meet to review English learner progress in Title I schools. Current supports and staffing are reviewed and data is used to develop plans of collaboration moving forward.

Once the data becomes public, parents receive individual student reports. Support in access and understanding of these reports are given on an as needed basis. Documents are translated and interpreters provided as needed to support parent understanding. Support can also be given from the WCPS International Welcome Center and from the office of the Supervisor of English Language Learners.

## **2020-2021 School Improvement-Targeted Support and Improvement Schools**

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### **Explanation of Responsibilities of Support for Target Support and Instruction Schools**

As required under Section 1111 and 1112, Washington County Public Schools has a written process explaining how they will carry out responsibilities for Targeted Support and Improvement Schools. The school level TSI plan is developed in conjunction with School Improvement Plans to ensure alignment of goals and strategies. Washington County Public Schools has 7 schools identified for the subgroup of Students with Disabilities. They are: North Hagerstown High School, Northern Middle School, Western Heights Middle School, Bester Elementary, Emma K. Doub Elementary, Fountaindale Elementary, and Pangborn Elementary.

### **TSI Plans**

In addition to the district's own needs assessment efforts, the Executive Director for Elementary Education will provide the principals of schools identified as TSI schools with training and assistance with establishing TSI teams, conducting root cause analyses, needs assessments, and action plans, including the identification of tools and data for progress monitoring. Each TSI school must establish a TSI Team that is a subset of their School Improvement team and includes stakeholders (principal, assistant principals, counselors, department leaders and/or grade-level teacher leaders, and any other teachers or staff members the principal determines appropriate) to conduct the needs assessment necessary for identifying performance and resources inequities. Teams will establish evidenced-based strategies that align with these findings. Washington County Public Schools is not providing additional funding to TSI schools at this time. However, school staff and central office-based staff will meet to determine a plan of action and a timeline for currently funded supports and resources to ensure that they are aligned with school goals and strategies.

### **Process for Approval**

The Executive Director of Elementary Education works closely with identified TSI schools. Administrators receive guidance throughout the school improvement planning process to ensure that they are addressing areas that will significantly improve student performance. The Executive Director assists with root cause analysis and with the development of measurable objectives. Feedback in plan development is given throughout this process. Final drafts of the School Improvement Plan with the TSI plan are due to the Executive Director on October 1 for her final review and feedback.

### **Monitoring**

The Executive Director will work with Department Supervisors and Principals to ensure that progress monitoring of the student subgroup is being used to measure progress. Progress reports are presented to the TSI team and School Improvement Team quarterly. Timelines for strategy implementation will be reviewed and the team will make recommendations based on the analysis of data specific to the special education group.

### **Addressing Inequities**

After the data analysis is complete. The TSI team will review for inequities of service and support for students with disabilities. Teams will make internal school adjustments to interventions as needed. Department Supervisors will provide support that impact services, and resources at the county level.

## 2020-2021 Skipped School Approval Letter and Addendum

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### **Skipped School Approval**

Washington County Public Schools has no skipped schools, and therefore has neither an approval letter, nor an addendum.

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## 2020-2021 Neglected & Delinquent or At-Risk Student Support

### Description

In accordance with section 1113, Washington County Public Schools (WCPS) Title I, Part A department conducts a coordinated effort with Title I, Part D Prevention and Intervention Programs to provide support to students who are Neglected & Delinquent or At-Risk. Departmental collaboration takes place between the Student Services, and Title I, Part A Office. As needs are known and validated, the staff from Student Services contact the Title I Supervisor to request funding for the services or materials needed to ensure that the student is able to fully access his or her education. The Title I, Part A office purchases materials and/or collaborates with Student Services to provide supplies, tutoring services, etc.

### Distance Learning 2020-2021

Due to COVID-19, Washington County Public Schools will begin the school year will Distance Learning. In an effort to support students who are Neglected & Delinquent or At-Risk, WCPS staff will work diligently to eliminate barriers that would impede student learning. Staff will ensure that students are able to utilize and technology to enable them to have full access to their education. Student Services and the Title I, Part A department will collaboratively manage and address any issues that arise that would interfere with student learning.

### Funding

There are no institutions that house Neglected and Delinquent students in Washington County. Students reside in various homes throughout the county. Therefore, there are no outside agencies and/or institutions that receive funds directly. Washington County Public Schools staff oversees all funds for students and works within the LEA to provide supplemental resources through the Neglected and Delinquent allocation within the Title I, Part A grant. The Title I grant provides an allocation of \$6,000 for instructional materials to supplement students' educational experience.

## 2020-2021 Education for Homeless Children and Youth

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### **Educationally Related Support Services**

Title I funds provide educationally related support services as a coordinated effort in Washington County Public Schools (WCPS). The Title I and Student Services Departments communicate regularly to ensure that we are addressing the needs of Homeless students. Washington County Public School departments including, Title I, Student Services, Early Childhood, Transportation, and Food and Nutrition comprise a Homeless Committee that meets quarterly to discuss needs at the county level. The collective goal is to create wrap around services for our student in transition in an effort to support them quickly and efficiently, and to minimize learning disruptions.

Title I funds are used to specifically support the needs of homeless students and are used in accordance with the McKinney-Vento Homeless Education Act. Title I funds were used to create the position of Title I Homeless Coordinator three years ago. This position works closely with schools to identify homeless students and to evaluate their needs. The Coordinator communicates with related departments to work collaboratively to meet the needs of students. Financial needs deemed as barriers to a child's education are reviewed in Student Services and once approved are submitted to the Title I office where items are approved for purchase. The Homeless Coordinator will follow up with school administrators and the student to provide the requested resources and to ensure that they have what is needed to fully access their education and to be successful in school.

### **Face-to-Face and Distance Learning**

WCPS will begin the 2020-2021 school year with Distance Learning. Title I funds are allocated to support student educational needs whether that is face-to-face learning or in Distance Learning. The Homeless Coordinator maintains regular contact with school administrators, counselors, pupil personnel workers, etc. to monitor the educational, social emotional and physical needs of students. Funds are used to support initiatives that may otherwise be a barrier to a student's access to an education. WCPS is prepared to support the educational needs of children no matter the means of access.

### **Calculation of Support**

Prior to the beginning of each school year, expenditures are reviewed by the Homeless Committee. Projected costs for the upcoming school year are considered in the determination of the total calculation for the allocation for materials, supplies, etc. In June 2020, the Committee conducted a yearly needs assessment regarding costs and compared it to the number of students identified as homeless. WCPS identified that over a three-year period we had an average of 750 homeless students in Washington County, with an estimated \$8 per pupil rate, helped determine a \$6,000 set aside in the 2020-2021 Title I, Part A grant. These funds will be used to supplement the needs of homeless students as defined through the McKinney-Vento Homeless Education Act.

**Position Description: Title I Homeless Education Program Coordinator**

Section  
1113  
Attachment  
J. 4

<b>Position Description</b>	<b>Title I Homeless Education Program Coordinator</b>
<b>Direct Supervisor</b>	<b>Supervisor of Student Services with additional program accountability to Title I</b>
<b>Evaluation</b>	Performance of this job will be evaluated in accordance with Board Policy on Evaluation of Professional Personnel.
<b>Terms of Employment</b>	Category 05 of the Unit I Salary Scale, 12-month work year. Title I grant funded position
<b>Role Overview</b>	
To provide an educational program that best meets the instructional needs of students within the policies of Washington County Public Schools.	
<b>Supervises</b>	
<b>Minimum Requirements</b>	
<ul style="list-style-type: none"> <li>• Eligibility for Maryland State Department of Education teacher certification preferred.</li> <li>• At least three (3) years of demonstrated successful teaching experience or related school-based experience.</li> <li>• A&amp;S certification</li> <li>• Knowledge of McKinney-Vento Homeless Education Assistance Act and related regulations.</li> <li>• Working knowledge of best practices and research-based interventions to ensure success of at-risk students.</li> <li>• Demonstrated initiative and leadership.</li> <li>• Effective interpersonal skills.</li> <li>• Ability to perform the essential functions of the job with or without reasonable accommodations.</li> </ul>	
<b>Preferred Qualifications</b>	
<b>Role Responsibilities</b>	
<ul style="list-style-type: none"> <li>• Research and communicate effective strategies to promote success for mobile, transient and homeless students.</li> <li>• Assist the Supervisor of Student Services in ensuring full system-wide compliance with the McKinney-Vento Homeless Education Assistance Act.</li> <li>• Ensure appropriate identification of students who are eligible for McKinney Vento rights and services.</li> <li>• Collaborate with Title I Supervisor to ensure program compliance and prepare for monitoring.</li> <li>• Facilitate and coordinate a WCPS Homeless Education Task Force including representatives from Student Services, Title I, Food and Nutrition, Early Learning and Transportation to determine program direction and ensure coordination.</li> <li>• Provide case management upon referral and/or request for students experiencing homelessness to ensure access to appropriate school services including after school programs, tutoring, mentoring, etc.</li> <li>• Inform school staff about and promote access and appropriate use of the WCPS Title I Homeless Set-Aside funds that support equal access to educational programming for homeless students.</li> <li>• Serve as a liaison with the transportation department to ensure that students receive prompt transportation to the school of origin or the school in the district where the student is currently staying, as deemed to be in the student's best interest, and to facilitate the resolution of transportation issues</li> </ul>	

**Position Description: Title I Homeless Education Program Coordinator**

expeditiously.

- Collaborate with and assist Early Learning Coordinator and Birth–Five office to ensure accurate identification, tracking and access to services for young children.
- Coordinate with WCPS Food and Nutrition Services to ensure that all homeless students immediately receive free school meals.
- Assist in the development and expansion of additional “shoulder meal” programs through after school programs and the summer Food Services initiatives.
- Ensure access to other appropriate food and nutrition support, including Mica’s Backpack, and school-based food pantries.
- Develop and provide professional development for various groups of WCPS staff, including counselors, administrators, secretaries, bus drivers, and others, on Homeless Education topics including legal issues, enrollment procedures, and educational and social needs of students and families experiencing excessive mobility.
- Compile, disseminate and facilitate analysis of data on achievement, discipline, attendance, withdrawal and graduation for students experiencing homelessness.
- Serve as liaison with families experiencing homelessness to ensure referral to appropriate community services.
- Develop and maintain cooperative relationships and facilitate cooperative programming and planning with county agencies and community partners including the Washington County Homeless Task Force, the Community Action Council and other shelters and agencies serving families in transition.
- Work collaboratively with Pupil Personnel Workers and other school staff, including participating in “home visits” and facilitating personal contact with families, in order to ensure that students experiencing homelessness are attending and engaged in school.
- Demonstrate courteous and professional demeanor to all stakeholders of Washington County Public Schools.
- Perform other duties as assigned by the Supervisor of Student Services and/or the Supervisor of Title I.

**Additional Notes**

<b>Reviewed By</b>		<b>Date</b>	
<b>Approved By</b>		<b>Date</b>	

07/14

## 2020-2021 Transportation for Homeless Children and Youth

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### Calculation of Support

Prior to the beginning of each school year, expenditures are reviewed by the Homeless Committee. Projected costs for the upcoming school year are considered in the determination of the total calculation for the allocation for materials, supplies, transportation, etc. In June 2020, the Committee conducted a yearly needs assessment regarding costs and compared it to the number of students identified as homeless. WCPS identified that over a three-year period we had an average of 750 homeless students in Washington County,

At the last Homeless Committee meeting for the year, the Title I Supervisor presents the total calculation for Homeless transportation costs and allocation for materials, supplies, etc. Expenditures are reviewed as a group and projected costs for the upcoming school year are considered. Yearly needs and costs are evaluated and compared to the number of students identified as homeless from one year to the next. If we see that numbers are increasing, the committee will adjust the amount as needed for the following school year.

The total calculation for the 2019-2020 school year for Transportation of Homeless students was: \$191,000.00. Title I funding is used to pay excess costs accrued that are beyond the student's normal bus route. This calculation was based on the total costs to the Title I Department in the 2018-2019 school year and adjusted for predicted homeless counts for the 2019-2020 school year. The calculation used was  $500 \times \$382.00 = \$191,000.00$ .

The Title I Department works closely with the Transportation Department to ensure that Title I funds are only used to pay for additional costs incurred in providing transportation to the school of origin. Washington County Public Schools' Transportation calculates a monthly charge back statement utilizing salary and fuel rate and submits spreadsheets to the Title I office showing calculations that reflect the difference between what would normally be spent to transport the students to the assigned school and the cost of transporting a child to the school of origin due to homelessness.

### Distance Learning 2020-2021

WCPS will begin the year in Distance Learning. Therefore, we will not begin the year with high needs in transportation costs. However, due to the rising number of students predicted at 750 for the 2020-2021 school year, WCPS wants to ensure that the allocation remains stable to incur any rising costs that could potentially occur during the school year when/if students return for face-to-face instruction. To accommodate those needs it was determined that the Title I Transportation allocation will be  $750 \times \$255.00 = \$191,250.00$  for the 2020-2021 school year.

## 2020-2021 Transportation for Foster Care Students

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### **Calculation of Support**

Washington County Public Schools (WCPS) has a Memorandum of Understanding with Washington County Department of Social Services (WCDSS). In this agreement, WCPS will provide transportation during the academic year to the child's school of origin as long as the Child Welfare Agency (CWA) finds that it is in the best interest of the child.

WCPS will work to arrange transportation within 5 days of a student's placement and will examine existing transportation options for the student. When WCPS has exhausted all no-cost options, the CWA will be notified to see if funds are available to cover additional costs that will be incurred. The CWA will determine what is the most cost-effective way to transport the child. If all parties agree that WCPS will provide transportation, then the CWA will reimburse WCPS for any excess costs incurred beyond that of the foster child's school of origin. The CWA will work directly with Washington County Public Schools' Transportation Department.

The Calculation of Support will be the excess cost of transportation for the student and will be based on current mileage rates, fuel costs and any additional salary considerations for the bus driver. Title I, Part A does not have an additional allocation in the Title I, Part A grant to cover costs associated for bus transportation for students in Foster Care.



# 2020-2021 Supplement Not Supplant Written Procedures and Methodology

## Written Procedures Used to Allocate State and Local Funds

### Methodology: Per Pupil Allocation and Enrollment

In compliance with requirement 1118 regarding supplement, not supplant, Washington County Public Schools (WCPS) determines a per student allotment for instructional materials, textbooks, equipment, Classroom Teacher allocations, postage, and SIT grant funds. All schools, regardless of whether a school receives Title I funds, are distributed in this manner. These allocations come from the unrestricted operating budget only, and do not include grant funding. Budgets are set up for each budgeted line by school except for the allocations WCPS sends out to schools. The Accounting Department retains the instructional materials, textbooks, equipment, and SIT additional pay items on our books and disburses the classroom teacher, SIT non-payroll, postage, and school enrichment allocations to the schools. The chart below shows an example of the discretionary breakdown totals per category. A total allocation is calculated per school. Principals then have the flexibility to determine how these funds are distributed across several expense lines to meet specific needs within each school. This is monitored through Washington County Public Schools' Finance Office.

Category	Allocation
Instructional Materials	\$20.00
Textbooks	\$20.00
Equipment	\$ 5.00
School Improvement Team	\$ 9.00
Classroom Teacher Allocation	\$ 2.66
Postage	\$ 2.01
<b>Per Pupil Allocation</b>	<b>\$ 58.67</b>
<b>Calculation</b>	<b>\$58.76 (per pupil) x 9/30/19 school enrollment= Individual School Allocation</b>

### Staffing: Based on Enrollment and Student Needs

While there is an overall salary allocation within the WCPS budget, schools do not receive a specific allocation for staffing purposes. The Elementary and Secondary Executive Directors jointly make staffing decisions with the Associates Superintendents and the Superintendent. WCPS allocates school staff based on student enrollment and the educational, emotional and behavioral needs of students. In response to these needs, Senior Leadership may reallocate staff to Title I and non-Title I schools, or will request that WCPS allocate additional funding to meet those needs. To ensure equitable placement of positions between Title I and non-Title I schools, staffing changes are continuously monitored through Human Resources and the Title I Office. The Title I Administrative Assistant receives information regarding staffing changes and regularly updates a Comparability Excel Spreadsheet to determine if staff is comparably placed within our schools. The Title I Supervisor works directly with the Elementary Executive Director and Human Resources to communicate any potential issues of disproportionality so that decisions can be made in respect to equitable placement of staff.

## 2020-2021 Monitoring School Level Use of Title I Funds and Title I Funded Positions

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Washington County Public Schools ensures that school-level use of Title I funds and Title I funded positions are documented and monitored. The Title I office works collaboratively with Title I schools, the Finance and Human Resources Departments to jointly monitor and adhere to Title I requirements. Departmental oversight and collaboration ensure school-level responsibility, and that approval is for purchases that are reasonable, necessary, allowable and allocable. Consistent communication and oversight will also ensure understanding of the roles and responsibilities for appropriate use of school-level Title I funded positions.

### **School-level Fiscal Responsibility and Approval of School-level Expenditures**

Once the Title I, Part A grant is approved, the Title I department distributes a school allocation sheet to each Title I Principal. Title I principals review the allocations and design a spending plan that is in alignment with their School Improvement Plan. Principals have the fiscal responsibility to manage and expend all funds. Principals submit approved spending requests to the Title I office. All requests are reviewed to ensure that they are reasonable, necessary, allowable and allocable. Funds are also reviewed to ensure that they are in alignment with Washington County Public Schools instructional initiatives, and then approved by the Title I Supervisor for purchase. The approval process then moves to the finance department to review and process.

### **Title I Roles and Responsibilities**

The job description for positions paid with Title I funds are jointly developed by the Title I office and school level administration. Once a position is approved through Title I funds, it is posted using a detailed job description indicating the function, and responsibility of the position. This description is used when working with school staff and the Title I Supervisor jointly discuss and develop a plan for the position. Day to day oversight of a school level position is the responsibility of the Title I Principal. Issues and decisions made about the position are a joint responsibility between the school administrative team and the Title I Supervisor. The Title I Supervisor will provide oversight and guidance on the use of the position during technical assistance meetings, email and phone conversations. The principal indicates by signing his or her name yearly on the Title I Addendum that Title I positions, such as teachers and paraprofessionals follow Title requirements and are engaged in duties as reflected in the job description for the position. Principals are reminded in writing and through email that paraprofessionals must work under the guidance of a certified teacher.



**TITLE: Supervisor of Title I**

**MINIMUM REQUIREMENTS:**

- Eligibility for Maryland State Department of Education Administrator I Certificate.
- Eligibility for Maryland State Department of Education certification in elementary education.
- Five years of successful classroom teaching.
- Demonstrated knowledge of federal and state funded programs and regulations.

**REPORTS TO:** Director for Elementary Education  
Assistant Superintendent for Elementary Education

**ESSENTIAL SKILLS AND ATTITUDES:**

- Commitment to the achievement of the Master Plan of the Washington County Public Schools.
- Knowledge of the Maryland Voluntary State Curriculum and the Maryland School Assessment Program.
- Familiarity with local, state, and national trends in education relevant to school programs.
- Successful leadership in educational activities related to instruction and administration.
- Ability to effectively apply knowledge of best practices and educational research.
- Ability to perform the essential functions of the job with or without reasonable accommodations.

**ESSENTIAL FUNCTIONS INCLUDE:**

- Develop grants for Title I and related programs.
- Monitor county Title I program.
- Develop and monitor budgets for Title I.
- Complete WCPS Master Plan requirements Re: Title I.
- Prepare evaluation, comparability program review, parent choice, needs assessment reports and other required reports.
- Observe and evaluate classroom teachers as assigned.
- Manage purchasing and inventory for Title I program.
- Supervise Family and Community Partnerships Coordinator (FCPS) Specialist and FCPC staff.
- Coordinate professional development with content supervisors and provide training for Title I staff as needed.
- Provide support to Title I principals and school staff.
- Monitor assignment of Title I personnel.
- Collaborate with central office and school based administration and school improvement teams to develop, implement, and evaluate school improvement plans and Title I school wide plans.
- Analyze data and provide support for low achieving schools.
- Attend relevant county and state meetings.
- Organize resources and information for audit and related reports.
- Demonstrate courteous and professional demeanor to all WCPS stakeholders.
- Assume others duties as assigned by Director for Elementary Education on Assistant for Elementary Education.

**TERMS OF EMPLOYMENT:** Category 06 on the Unit II Salary Scale, 12-month work year

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

revised 6/05, 2/09

(Supervisor of Title I)

**Position Description: Title I Homeless Education Program Coordinator**

34 CFR Part  
200.77  
Attachment  
J.9

<b>Position Description</b>	<b>Title I Homeless Education Program Coordinator</b>
<b>Direct Supervisor</b>	<b>Supervisor of Student Services with additional program accountability to Title I</b>
<b>Evaluation</b>	<b>Performance of this job will be evaluated in accordance with Board Policy on Evaluation of Professional Personnel.</b>
<b>Terms of Employment</b>	<b>Category 05 of the Unit I Salary Scale, 12-month work year. Title I grant funded position</b>
<b>Role Overview</b>	
To provide an educational program that best meets the instructional needs of students within the policies of Washington County Public Schools.	
<b>Supervises</b>	
<b>Minimum Requirements</b>	
<ul style="list-style-type: none"> <li>• Eligibility for Maryland State Department of Education teacher certification preferred.</li> <li>• At least three (3) years of demonstrated successful teaching experience or related school-based experience.</li> <li>• A&amp;S certification</li> <li>• Knowledge of McKinney-Vento Homeless Education Assistance Act and related regulations.</li> <li>• Working knowledge of best practices and research-based interventions to ensure success of at-risk students.</li> <li>• Demonstrated initiative and leadership.</li> <li>• Effective interpersonal skills.</li> <li>• Ability to perform the essential functions of the job with or without reasonable accommodations.</li> </ul>	
<b>Preferred Qualifications</b>	
<b>Role Responsibilities</b>	
<ul style="list-style-type: none"> <li>• Research and communicate effective strategies to promote success for mobile, transient and homeless students.</li> <li>• Assist the Supervisor of Student Services in ensuring full system-wide compliance with the McKinney-Vento Homeless Education Assistance Act.</li> <li>• Ensure appropriate identification of students who are eligible for McKinney Vento rights and services.</li> <li>• Collaborate with Title I Supervisor to ensure program compliance and prepare for monitoring.</li> <li>• Facilitate and coordinate a WCPS Homeless Education Task Force including representatives from Student Services, Title I, Food and Nutrition, Early Learning and Transportation to determine program direction and ensure coordination.</li> <li>• Provide case management upon referral and/or request for students experiencing homelessness to ensure access to appropriate school services including after school programs, tutoring, mentoring, etc.</li> <li>• Inform school staff about and promote access and appropriate use of the WCPS Title I Homeless Set-Aside funds that support equal access to educational programming for homeless students.</li> <li>• Serve as a liaison with the transportation department to ensure that students receive prompt transportation to the school of origin or the school in the district where the student is currently staying, as deemed to be in the student's best interest, and to facilitate the resolution of transportation issues</li> </ul>	

**Position Description: Title I Homeless Education Program Coordinator**

expeditiously.

- Collaborate with and assist Early Learning Coordinator and Birth–Five office to ensure accurate identification, tracking and access to services for young children.
- Coordinate with WCPS Food and Nutrition Services to ensure that all homeless students immediately receive free school meals.
- Assist in the development and expansion of additional “shoulder meal” programs through after school programs and the summer Food Services initiatives.
- Ensure access to other appropriate food and nutrition support, including Mica’s Backpack, and school-based food pantries.
- Develop and provide professional development for various groups of WCPS staff, including counselors, administrators, secretaries, bus drivers, and others, on Homeless Education topics including legal issues, enrollment procedures, and educational and social needs of students and families experiencing excessive mobility.
- Compile, disseminate and facilitate analysis of data on achievement, discipline, attendance, withdrawal and graduation for students experiencing homelessness.
- Serve as liaison with families experiencing homelessness to ensure referral to appropriate community services.
- Develop and maintain cooperative relationships and facilitate cooperative programming and planning with county agencies and community partners including the Washington County Homeless Task Force, the Community Action Council and other shelters and agencies serving families in transition.
- Work collaboratively with Pupil Personnel Workers and other school staff, including participating in “home visits” and facilitating personal contact with families, in order to ensure that students experiencing homelessness are attending and engaged in school.
- Demonstrate courteous and professional demeanor to all stakeholders of Washington County Public Schools.
- Perform other duties as assigned by the Supervisor of Student Services and/or the Supervisor of Title I.

**Additional Notes**

<b>Reviewed By</b>		<b>Date</b>	
<b>Approved By</b>		<b>Date</b>	

07/14

**Position Description: Title I Achievement Coordinator**

Revised: 5/24/16



34 CFR Part  
200.77  
Attachment  
J.9

<b>Position Description</b>	<b>Title I Achievement Coordinator</b>
<b>Direct Supervisor</b>	<b>Principal; Director of Elementary Education</b>
<b>Evaluation</b>	Performance of this job will be evaluated in accordance with Board Policy on Evaluation of Professional Personnel.
<b>Terms of Employment</b>	Category 05 of the Unit II Salary Scale
<b>Role Overview</b>	
To help plan, design, coordinate, and oversee effective learning programs for students in Title I schools.	
<b>Supervises</b>	
<b>Minimum Requirements</b>	
<ul style="list-style-type: none"> <li>• Eligibility for Maryland State Department of Education (MSDE) Administrator I endorsement.</li> <li>• Five (5) years' experience as a classroom teacher.</li> <li>• Broad knowledge of research based strategies that lead to increased student achievement for economically disadvantaged students and students with disabilities.</li> <li>• Knowledge of State and Federal laws pertaining to Title I.</li> <li>• Commitment to the Washington County Public Schools (WCPS) Master Plan, its goals and objectives, and progress as defined by MSDE.</li> <li>• Excellent written and oral communication skills.</li> <li>• Positive interpersonal and human relations skills.</li> <li>• Knowledge of WCPS curriculum and current WCPS program initiatives.</li> <li>• Ability to provide professional development for Title I staff.</li> <li>• Ability to perform the essential functions of the job with or without reasonable accommodations.</li> </ul>	
<b>Preferred Qualifications</b>	
<b>Role Responsibilities</b>	
<ul style="list-style-type: none"> <li>• Assist schools in identifying additional educational assistance and intervention for individual students and subgroups</li> <li>• Provide feedback and recommendations to enhance the effectiveness of instruction for students who are struggling to achieve proficiency.</li> <li>• Collaborate with school administrators, departments, and staff to plan appropriate programs.</li> <li>• Work with School Improvement Team to determine and address specific needs and strengths.</li> <li>• Facilitate participation of students for extended learning and summer school programs.</li> <li>• Work collaboratively with Lead Teachers to develop strategic plans that address student needs.</li> <li>• Review and analyze data in order to develop a systemic plan for school improvement.</li> <li>• Provide support to classroom teachers through informal visits, individual conferences, coaching, modeling, etc.</li> <li>• Design, develop, conduct, and/or facilitate professional development as needed.</li> <li>• Demonstrate courteous and professional demeanor to all stakeholders of Washington County Public Schools.</li> <li>• Perform other duties as required.</li> </ul>	
<b>Additional Notes</b>	

**Position Description: Title I Achievement Coordinator**

Revised: 5/24/16



Reviewed By		Date	
Approved By		Date	

6/09; 5/10



**Position Description:** Administrative Secretary II for Federal Title I Program



34 CFR Part  
200.77  
Attachment  
J.9

<b>Direct Supervisor</b>			
<b>Evaluation</b>			
<b>Terms of Employment</b>			
<b>Role Overview</b>			
To provide secretarial support and assist and relieve administration of paperwork and impediments so that they may devote maximum attention to education and educational administration.			
<b>Minimum Requirements</b>			
<ul style="list-style-type: none"> <li>• High School Diploma or GED.</li> <li>• Previous secretarial experience and/or advanced training.</li> <li>• Excellent organizational skills.</li> <li>• Demonstrated skill in a variety of software and electronic communication tools, including Microsoft Office.</li> <li>• Previous bookkeeping experience.</li> <li>• Experience assisting with grant management and budget organization.</li> <li>• Regular and predictable attendance is an essential function of this position.</li> <li>• Ability to perform the essential functions of the job with or without reasonable accommodations.</li> </ul>			
<b>Preferred Qualifications (may vary between departments)</b>			
<ul style="list-style-type: none"> <li>• Excellent verbal and written communication skills.</li> <li>• Ability to communicate effectively with diverse populations and promote positive public relations.</li> <li>• Ability to construct databases and spreadsheets to manipulate data and graphically display information.</li> <li>• Ability to plan proactively and seek creative solutions to production and administrative challenges.</li> <li>• Ability to handle confidential matters relating to Federal Title I Programs with a high degree of professionalism and tact.</li> <li>• Experience with Adobe 9 and Microsoft Visio.</li> <li>• Working knowledge of Board of Education policies and procedures.</li> </ul>			
<b>Role Responsibilities</b>			
<ul style="list-style-type: none"> <li>• Maintain high level of confidentiality in conducting office business and assignments.</li> <li>• Prepare correspondence, letters, memos, reports, etc., as requested or required.</li> <li>• Prepare materials as needed for meetings, conferences, and workshops.</li> <li>• Distribute mail and interoffice correspondence.</li> <li>• Maintain schedule of appointments and a timeline for completion of tasks.</li> <li>• Maintain efficient correspondence and reference files.</li> <li>• Maintain and organize documents relative to Title I.</li> <li>• Set up, modify, and operate computer data systems using standard software products.</li> <li>• Maintain accurate and up-to-date records for Title I budgets and Title I school allocations.</li> <li>• Demonstrate courteous and professional treatment to all stakeholders of Washington County Public Schools.</li> <li>• Perform other duties specific to the assigned department.</li> </ul>			
<b>Additional Notes</b>			

**Position Description:** Administrative Secretary II for Federal Title I Program



34 CFR Part  
200.77  
Attachment  
J.9

Reviewed By			
Approved By			

Position Description: **Paraprofessional Kindergarten Title I**

<b>Direct Supervisor</b>	Principal		
<b>Evaluation</b>	Performance of this job will be evaluated in accordance with Board Policy on Evaluation of Educational Support Personnel		
<b>Terms of Employment</b>	Grade 5 of the ESP Salary Scale	Work Hours	Hours Vary, 10-Month Work Year
<b>Role Overview</b>			
To assist in achieving instructional objectives by working with the individual student or small groups of students.			
<b>Minimum Requirements</b>			
<ul style="list-style-type: none"> <li>• High school diploma/GED.</li> <li>• Meets Certification and Licensure Requirements (A.A. Degree, 48 credit hours, or have successfully passed the Paraprofessional Praxis Test).</li> <li>• Two (2) years' experience in school setting or working with children or combination of education and experience totaling two years.</li> <li>• Regular and predictable attendance which is an essential function of this position.</li> <li>• Ability to perform the essential functions of the job with or without reasonable accommodations.</li> </ul>			
<b>Preferred Qualifications</b>			
<ul style="list-style-type: none"> <li>• Competency with fundamental language and math skills.</li> <li>• Ability to understand and follow directions.</li> <li>• Ability to work harmoniously with children and staff.</li> </ul>			
<b>Role Responsibilities</b>			
<ul style="list-style-type: none"> <li>• Work with individual students and small groups of students to reinforce skills introduced by the teacher(s).</li> <li>• Assist the teacher in devising special strategies for reinforcing skills and instruction.</li> <li>• Assist the teacher in maintaining classroom organization and a positive learning environment.</li> <li>• Operate and assist with the care of the classroom equipment.</li> <li>• Assist with supervision and management of students during instructional activities.</li> <li>• Follow through to carry out individual programs designed by the teacher.</li> <li>• Participate in and/or provide input for team planning functions as appropriate.</li> <li>• Maintain the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers.</li> <li>• Demonstrate courteous and professional demeanor to all stakeholders of Washington County Public Schools.</li> <li>• Other duties as assigned.</li> </ul>			
<b>Additional Notes</b>			



Position Description: Paraprofessional Kindergarten Title I

Reviewed By		Date	
Approved By		Date	

**Determination of Allocations**

Washington County Public ensures that at least 90% of the Title I, Part A Parent and Family Engagement allocation is distributed to Title I schools. The Title I Supervisor first determines 1% of the total grant allocation to ensure that sufficient funds are allocated to Parent Involvement. For the 2020-2021 school year, the total grant allocation is \$6,948,908.00. 1% would be \$69,489.08. This is the target amount to meet for the requirement for this school year. School allocations are calculated based on the schools' Free and Reduced Meals and Full Time Equivalent rate (FARMs and FTE) and a dollar amount given per school for Parent and Family Engagement supplies and materials. The supply and materials allocation are based on parent and family needs from the previous year and distributed equitably. The FARMs FTE and supply allocation are multiplied to come up with the school's total Parent and Family Engagement allocation. Once Title I schools receive notice of their allocations, they jointly develop a spending plan with parents and submit it to the Title I office. This plan aligns with each School Improvement Plan, and Parent Involvement Plans and Compacts. However, it is flexible and may be adjusted as needs arise.

Title I School	FARMs FTE	Supply and Materials Allocation per FTE	Total School Parent Involvement Allocation
Bester Elementary	567	\$23	\$13,041.00
Salem Avenue	718	\$23	\$16,514.00
Lincolnshire Elementary	449	\$23	\$10,327.00
Eastern Elementary	298	\$23	\$6,854.00
Hickory Elementary	220	\$23	\$5,060.00
Ruth Ann Monroe	439	\$23	\$10,097.00
Pangborn Elementary	534	\$23	\$12,282.00
<b>Total</b>			<b>\$ 74,175.00</b>

## 2019-2020 Program Review Follow Up Addendum

Washington County Public Schools Title I Office participated in a Title I, Program Review on March 5, 2020. On June 12, 2020, Washington County Public Schools (WCPS) received formal review feedback that they did not meet requirements under the law for Component E. Equitable Services. During the program review teacher certifications were requested. Three out of the four requested held current certificates. One teacher's certificate had lapsed. WCPS has submitted an action plan outlining steps to ensure that the area of non-compliance is immediately addressed.

### Steps and Timeline to Address the Issue

- June 25, 2020, the Title I Office submitted evidence of the Non-public school Action plan that was developed collaboratively with the school administrator and teacher on March 11, 2020. Implementation steps included the team's agreement that the teacher would remain in her position due to a shortage of licensed and certified teachers in the county. Each step was monitored by the Title I Supervisor to ensure that required evidence was completed. The dates of completion for the individual steps have been documented in the plan.
- The Title I Supervisor, holding appropriate licensure and certification, would then oversee the program by communicating weekly regarding lessons through email, phone and Google Classroom. This process continued through COVID19 and Distance learning. The Title I Supervisor's certificate was submitted to the Maryland State Department of Education (MSDE).
- A letter of notification was sent out to families on March 11, 2020 notifying them of certification and licensure requirements in a Title I program and the status of the teacher's certification.
- As part of the plan, the teacher agreed to take 6 MSDE credit hours needed to reinstate her certificate. The teacher completed all course requirements necessary on May 26, 2020 as confirmed through the WCPS Human Resources Department in a letter to MSDE on June 23, 2020. We are currently waiting for her certificate from MSDE.

### LEA Personnel Involved in Addressing the Issue:

Dr. Kerry Walent, Title I Supervisor, WCPS  
Lindsey Darr, Human Resources Coordinator, WCPS

### Evidence of Completed Documentation to MSDE:

- MSDE requested evidence of the courses taken by June 30, 2020. The evidence was submitted on June 25, 2020 by the Title I office.
- MSDE requested evidence of the implementation of the Non-Public/Equitable Services Action Plan by July 15, 2020. This evidenced was provided on June 25, 2020 by the Title I Office.
- MSDE requested evidence of WCPS' written process for the Oversight of Service Delivery of Equitable Services by July 15, 2020. This process was submitted by the Title I office on June 25, 2020.



### **Component E. Equitable Services**

#### **Assurance 6: Supervision and Evaluation**

The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. *(Required Attachment #1b, c, & d)*

**Reference to the Law: Section 1117(b)(1) and 1117 (d)(1)**

#### **Explanation:**

During the Title I Program Review, the WCPS Title I Office provided the teacher certifications of three of the four WCPS teachers providing Title I services in private schools. The fourth teacher's certification was requested but was not available. Subsequently WCPS indicated via email that the fourth teacher's certification had lapsed. WCPS provided an action plan, memorandum to the employee, timeline for course completion and indicated that the teacher has enrolled in courses.

#### **Required Actions:**

- Prior to June 30, 2020 please provide the results from the Teaching Students in a Blended Classroom and An Introduction to Underlying Principals and Research for Effective Literacy Instruction courses taken by the teacher.
- By July 15, 2020 please provide evidence of the implementation of the WCPS Non Public/ Equitable Services Action Plan.
- By July 15, 2020 please provide WCPS's updated Process for the Oversight of Service Delivery of Equitable Services to include: enhanced internal controls to ensure that WCPS teacher certifications (for teachers providing services in private schools) remain current and do not lapse. The process should indicate how WCPS will ensure that all teachers providing Title I services in private schools for WCPS are properly certified and licensed prior to the start of SY 2020-21.



### Directions for the Completion of the Excel Title I Allocation Worksheet

Fill in the LEA name and submission date in the upper left hand corner of the Worksheet.

**Notations:** First column place an **N** for schools NEW to Title I; **S** if the school is Skipped (must have prior State approval); and **C** for Charter School. The Priority and Focus School Notations have been removed. Please use **CSI** or **TSI** for schools designated as such. Leave blank if none of the above.

**Notations:** Second column designate **SW** for Schoolwide or **TAS** for Targeted Assistance School.

**Column D:** Report MSDE official school ID number for each school. This number can be found on MSDE's [www.mdreportcard.org](http://www.mdreportcard.org). Please report the 4 digit number (including leading "0s").

**Column E:** List the Title I public schools (use the official school name) in rank order by Percent of Poverty. *Approved Skipped Schools must appear on the allocation worksheet and complete Columns: D, E, F, G, H, I, J (if CEP), N, O, P.*

**Column F:** Report the specific (numeric) grade levels served in the school.

**Column G:** Designate **Y** for CEP School or **N** for non-CEP School.

**Column H:** Report the 9/30/19 official public school enrollment number.

**Column I:** Report the 10/31/19 official number of low income public school children (free/reduced or free lunch or CEP as calculated in column K and based on the data source indicated in Table 7-1) *Note: if the CEP school's number in ( K ) is greater than the school's total enrollment (H), enter the total enrollment number in Column I for the number of low income public school children. (Do not round up). If using a different poverty metric please notify your MSDE POC. If you choose to use Direct Certification only and not use the multiplier (only available for LEAs where all schools are CEP) then use the number in column J to populate Column I.*

**Column J:** Report the official number of CEP Direct Certification Children (as of 10/31/17) for CEP schools. For non-CEP schools put N/A.

**Column K:** Automatic calculation: of CEP children in column J multiplied by the 1.6 multiplier. Enter in column I, however if greater than column H then enter the number in column H into column I. *(Do not round up)*

**Column L:** Report the FTE for low income public school children. *(For any approved Skipped School enter 0 in column L)*  
Reminder: Count 1/2 day Pre-K children as .5 FTE. *Count should be the Low Income students. The LSS will need provide documentation regarding the count for Low Income Pre-K as the MSDE does not have those data.*

**Column M:** The Percent of Poverty for each school in rank order based on the calculation of columns I/H. If several schools rank the same percent of poverty, within that range sort by the total number of poverty students *(when using FARMS data) and the percentage of Direct Certification when ranking using the 1.6 multiplier in CEP schools.*

**Column N:** Report the number for low income private school children residing in the Title I school attendance area (Including the private school children residing in any approved Skipped School attendance area. *Private school children who reside in this attendance area and are from low-income families generate Title I funds.*

**Column O:** Report the FTE for low income private school children residing in the Title I school attendance area. Reminder: Count 1/2 day Pre-K children as .5 FTE. *The LSS will need provide documentation regarding the count for Low Income Pre-K as the MSDE does not have those data.*

**Column P:** Provide per pupil allocation, PPA may be the same for all schools or different amounts but must be descending order. (Approved Skipped Schools must provide the same PPA for private school children as calculated in the skipped school allocation worksheet where the public school received a PPA with local compensatory funding).

**Column Q:** Automatic calculation of the school's Title I allocation.

Complete the chart – Excel will automatically do the calculations for columns K, M, and Q. The totals from Q must equal Line 7 in Table 7-10. *Do not alter or override formula columns.*

If there is a need to insert additional rows, be sure to copy all formulas into new cells, as appropriate.

										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 9/30/19)	Number of Low Income Public School Children (as of 10/31/19)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/19)	CEP Direct Certification count multiplied by the 1.6 multiplier <sup>1</sup>	FTE Low Income Public School Children used to Allocate Title I Funds <sup>2</sup>	Percent of Poverty for Title I Allocation s (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 xP =Q)			
1	TSI	SW	1701	Bester Elementary	PreK-5	Y	570	567	395.0	632.0	567.0	99.47%	1	1.0	\$1,897.00	\$1,075,599.00			
2		SW	2503	Salem Avenue Elementary	PreK-5	Y	772	718	434.0	694.4	718.0	93.01%	1	1.0	\$1,773.00	\$1,273,014.00			
3		SW	2601	Lincolnshire Elementary	PreK-5	Y	529	449	274.0	438.4	449.0	84.88%			\$1,761.00	\$790,689.00			
4		SW	1002	Eastern Elementary	3-5	N	434	351	191.0	305.6	298.0	80.88%	1	1.0	\$1,735.00	\$517,030.00			
5		SW	2602	Hickory Elementary	PreK-5	Y	293	220	136.0	217.6	220.0	75.09%	1	1.0	\$1,702.00	\$374,440.00			
6		SW	0328	Ruth Ann Monroe Pangborn Elementary	PreK-2	N	596	439	284.0	454.4	439.0	73.66%	5	5.0	\$1,669.00	\$732,691.00			
7	TSI	SW	1802		PreK-5	N	739	534	324.0	518.4	534.0	72.26%	3	3.0	\$1,614.01	\$861,884.00			
8									0.0		#DIV/0!					\$0.00			
				Total				3278.0	2038.0	3260.8	3225.0		12.0	12.0		\$5,625,347.00			
								Table 7-9									Table 7-8		

Table 7-9

Table 7-8

\*Community Eligibility Provision

<sup>1</sup> The 1.6 multiplier applies to a Community Eligibility school.<sup>2</sup> 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 2019-2020 removed from Title I in SY 2020-2021

[illegible]



**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).

<input checked="" type="checkbox"/>	A.	Free Lunch
<input type="checkbox"/>	B.	Free and Reduced Lunch
<input type="checkbox"/>	C.	Temporary Assistance for Needy Families (TANF)
<input type="checkbox"/>	E.	Children eligible to receive medical assistance under the Medicaid program
		<i>Ages 5-17 in poverty as counted in the most recent LEA-level census poverty data approved by the Department; or</i>
		<i>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.</i>
<input type="checkbox"/>	D.	
		NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections
<input type="checkbox"/>	G.	1113(a)(5)(B) and (C)
<input checked="" type="checkbox"/>	F.	Community Eligibility Provision(CEP)
<input type="checkbox"/>	H.	<i>Counted by the LEA using a composite of any of the above measures.</i>

**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)

<input checked="" type="checkbox"/>	A.	Use FARMS to identify low-income students
<input type="checkbox"/>	B.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify.
<input type="checkbox"/>	C.	The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable
<input type="checkbox"/>	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
<input type="checkbox"/>	E.	Use comparable poverty data from a different source, such as scholarship applications
<input type="checkbox"/>	F.	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)
<input type="checkbox"/>	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.
2. 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.
3. 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.
4. 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.

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.

<input type="checkbox"/>	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. <b>Schools below the district-wide average cannot be served. Complete Table 7-3.</b>
<input checked="" type="checkbox"/>	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. <b>Complete Tables 7-3 and 7-4.</b>
<input type="checkbox"/>	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%. <b>Complete Tables 7-3.</b>
<input type="checkbox"/>	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. <b>Complete Tables 7-3 and 7-4.</b>
<input type="checkbox"/>	Special Rule: Feeder pattern for <b>secondary schools</b> . Using this method, a school system may project the number of low-income children in a <b>secondary school</b> based on the average poverty rate of the elementary school attendance areas that feed into the school. (ESEA section 1113 (a)(5)(B)). <b>Complete Tables 7-3 and 7-4.</b>



- ☐ **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** **in**

**Patterns in Maryland:**

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, 2019** enrollment data.

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

9,459.00	/	22,380.00	=	42.27%
Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2019)		Total LEA Student Enrollment (September 30, 2019)		District Wide Average (percentaged) 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)	5360	/	10955	48.93%
Middle (6-8)	2054	/	5167	39.75%
High (9-12)	2045	/	6258	32.68%

**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.**

0	/	0	=	#DIV/0!
		Total Number of Low-Income Public		Per Pupil Amount

**Local Educational Agency Title I, Part A  
Allocation (Taken from Table 7-9.1). This should  
match # on C-1-25**

**and Private School  
Students (Taken  
from Allocation  
Worksheet)**

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			

**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		

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:

N/A

**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.

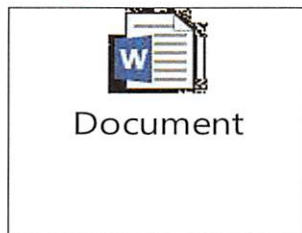


**Section 1113(b)(1)(D) of ESEA includes a “skipping provision” that permits the school system not to serve an eligible Title I school that has a high percentage of low-income students if the school meets all three of the following conditions:**

- 1. The school meets the comparability requirements of 1118(c).**
- 2. The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and**
- 3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I**

**Click on**

**ICON below for for Skipped School Addendum word document :**



### **Directions for the completion of the Skipped School Allocation Excel Worksheet**

Systems that have State approval to skip school(s) must complete this worksheet. The school(s) listed in this worksheet are also listed on the Title I allocation worksheet and designated (S).

**Notations Column:** Indicate the school code for each school as directed in the Notation Column. (1= Regular Ed School 2= Vocational Ed School, 3= Special Ed School and 4= Alternative School)

**Column D:** Report MSDE official school ID number for each school. This number can be found on MSDE's [www.mdreportcard.org](http://www.mdreportcard.org). Please report the 4 digit number (including leading "0s").

**Column E:** List the Skipped schools in rank order by Percent of Poverty.

**Column F:** Report the **specific (numeric) grade levels served in the school.**

**Column G:** Automatic calculation for Percent of Poverty.

**Column H:** Report the 9/30/18 9/30/19 official public school enrollment number.

**Column I:** Report the 40/31/18 10/31/19 official number of low income public school children (free/reduced or free lunch based on the data source indicated in Table 7-1).

**Column J:** Report the FTE for low income children. Count 1/2 day Pre-K children as .5 FTE.

**Column K:** Provide per pupil allocation. Funding must equal or exceed the amount that would have been provided under Title I Part A.

**Reminder:** PPA for skipped schools must equal or exceed the Title I PPA as reported on the Title I Allocation Worksheet (example: if all Title I schools have a PPA of \$960, the skipped school must receive additional State or local funds equals or exceeds the \$960 PPA).

**Column L:** Automatic calculation of the school's additional State and/or local allocation.

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

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 9/30/19)	Number of Low Income- Public School Children (as of 10/31/19)	FTE Low Income Public School Children (10/31/19)	Per Pupil Allocation (PPA)	Local/State Allocation to Skipped Public Schools (J x K =L)
1		N/A		#DIV/0!					\$0.00
2				#DIV/0!					\$0.00
3				#DIV/0!					\$0.00
4				#DIV/0!					\$0.00
5				#DIV/0!					\$0.00
6				#DIV/0!					\$0.00
7				#DIV/0!					\$0.00
8				#DIV/0!					\$0.00
9				#DIV/0!					\$0.00
10				#DIV/0!					\$0.00
11				#DIV/0!					\$0.00
12				#DIV/0!					\$0.00
13				#DIV/0!					\$0.00
14				#DIV/0!					\$0.00
15				#DIV/0!					\$0.00
16				#DIV/0!					\$0.00
17				#DIV/0!					\$0.00
18				#DIV/0!					\$0.00
19				#DIV/0!					\$0.00
20				#DIV/0!					\$0.00
		<b>Total</b>				0	0.0		\$0.00

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				
12	/	3,290	=	0.004
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
0.004	x	6,948,908.00	=	27,796.00
Proportion of reservation		Total Title I Allocation (Use # from C 125)		Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation				
27,796.00	x	1%	=	278
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				
27,796.00	-	278	=	27,518.00
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				
27,518	-	500	=	27,018
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				
27,018.00	-	522	=	26,496.00
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.)**

**Points of Clarification**

This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts

	26,496.00	/	12	=	\$ 2,208.00
Remaining proportional share for instruction (Table 7-8, line 1e)			Number of private school students.  (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	St. Mary Catholic School:Parent Family Engagement Activities to purchase materials (paper, markers, folders, reading books, math manipulatives,etc.) for training purposes and to support reading and mathematics within the home environment.	\$23.17 x 11 students=\$245 (approx) Example costs: 2 packs of paper x \$25=\$50.00, 10 reading books x 15.00 per book=\$150.00; 9 packs of manipulatives x 5=\$45.00	\$245.00
	Heritage Academy:Parent Family Engagement Activities to purchase materials (paper, markers, folders, reading books, math manipulatives,etc.) for training purposes and to support reading and mathematics within the home environment.	23.17 x 1 student=\$23.00 (approx) 2 books x \$11.50=\$23.00	\$23.00
	St. Mary Catholic School: Professional Development pay for 3 teachers in online/in person opportunities that will support mathematics and reading instruction as defined in St. Mary's Title I plan.	\$125 x 3 teachers=approx. 3.5 hrs. per teacher @35/hr.	\$375.00
Professional Development	Heritage Academy:Professional Development pay for 1 teacher to participate in online/in person training that will support intervention work in reading and mathematics as defined in Heritage's Title I plan.	\$125 x 1 teacher=approx. 3.5 hrs. per teacher @35/hr.	\$125.00
Administration	Washington County Public Schools Administrative Costs to process purchasing requests and for grant management purposes	\$27,796.00/.0273x.0273=\$522.00 (approx)	\$522.00
Instructional	St. Mary Catholic School: Instructional supplies(books, paper, manipulatives, etc.) that will support Title I classrooms. Pay for 3 teachers to teach in Title I programs for the 2020-2021 school year.	Estimated costs: Salary/fringe for 3 teachers to teach 6 hours a week x \$35/hr x 32 weeks=\$20,160.00(approx salary) fringe:\$2378.00 (approx) Examples of approx costs for Instructional materials: \$1,760.00; 8 reams of paper x \$25=\$200.00; leveled literacy books=\$1,000.00; math manipulatives \$50 x 10 packs =\$500.00; folders: 30 folders x \$2.00=\$60.00	\$24,298.00
	Heritage Academy: Instructional materials (books, paper, folders, scissor, manipulatives, etc.) needed to support Title I classrooms.	Estimated costs: salary/fringe: 1 teacher x 6 hoursx \$35/hr x10 hours=\$1890.00; approx fringe: 210.00Approx costs for instructional materials=\$108.00 Reading books to support instruction 4 books x \$27.00=\$108.00	\$2,208.00
Total Equitable Share			\$27,796.00

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 funds the district will reserve from the Title I allocation for required (mandatory) and authorized activities. Provide a brief, budget description that explains how the mandatory and 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.

Allocation - Proportional Share		27,796.00			
Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share in Table 7-8		\$ 6,921,112	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher. Minimum of 90% of 1% that must go to Schools	\$ 69,211.12	
				\$ 62,290.01	
		Total Reservations	Detailed Budget Description	Calculation	Total
2	Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA. Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family Engagement Spending Plan	\$81,175	Individual School allocations for parent activities and supplies	\$23 x FTE FARMs for 7 Title I Schools	\$74,175.00
			Bester Elementary	\$13,041.00	
			Salem Avenue Elementary	\$16,514.00	
			Lincolnshire Elementary	\$10,327.00	
			Eastern Elementary	\$6,854.00	
			Hickory Elementary	\$5,060.00	
			Ruth Ann Monroe Primary	\$10,097.00	
			Pangborn Elementary	\$12,282.00	
			District Reservation for translation services, materials and supplies	\$3,500.00	\$3,500.00
			Subscriptions to Parent Pages and Recipes for Success	\$1,400.00	\$1,400.00
		School Family Liaisons for Home visits @ \$5.57 5/mile or current IRS rate 7 Liaisons x \$300 = \$2100.00	7 x \$300 = \$2100	\$2,100.00	
3	Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA	\$87,878	Washington County has no N&D institutions: Requests of Funds will be made by schools through WCPS Student Services as needed and used to purchase instructional materials to supplement students' educational experience, such as school supplies	Based on 2019-2020: approximately 50 students @ \$120 = \$6,000	\$6,000.00
	Must reserve funds if N & D programs exist.		Additional Pay for Extended learning to support instructional needs beyond the regular school day and to promote a successful freshman summer transition for Delinquent and At-risk students. 7 paraprofessionals @ \$26.00/hour (approx) = approx. 68 hours	7 x \$26 (approx) x 68 hours = approx: \$12,500	\$12,500.00
	Note: Required Attachment- 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, the amount of funding provided.		Fringe for Extended school day and summer transition pay (approx) (.080024)	\$1,000.00	\$1,000.00
			N&D Drop out Presentation Paraprofessional Pay-1 Position	\$38,874.00	\$38,874.00
			Fringe for N&D Drop Out Prevention Position	\$29,504.00	\$29,504.00
4a	Required: Education for Homeless Children and Youth	\$7,739			
	Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10.		Funds will be used in conjunction with McKinney Vento funds to support Homeless Students' and separately to support instructional and educational needs of students in Foster Care, such as educational supplies, field trips, etc. In addition, funds may be used for extended learning for students beyond the regular school day.	Based on Need: Supplies and materials (backpacks, binders, pencils folders, calculators, graduation costs, fieldtrips, etc. 750 students x \$8 = \$6000	\$6,000.00
	Note: Required Attachment- Please 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.		Extended Learning 46 hours @ \$35/hr = \$1610.00		\$1,610.00
			Fringe for Extended Learning (.080024 approx)		\$129.00
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.	\$138,925	Title I Homeless Coordinator	\$91,425.00	\$91,425.00
				\$47,500.00	\$47,500.00
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 assigned school). Required Attachment if Applicable- 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..	\$191,000	Transportation for Homeless Students for Travel beyond the student's normal bus route	500 students x \$392 (approx costs) = \$191,000.00	\$191,000.00
			The calculation is based on the total costs to the Title I department in the 2019-2020 school year and adjusted for predicted homeless counts in WCPS for the 2020-2021 school year. 500 students x \$382 (approx. costs) = \$191,000.00		

5	Optional: Education for Foster Children			
	Sec. 11132(d)(4)(A)(i) of ESEA and the Regulatory Codebook, Ensuring Educational Stability for Children in Foster Care (Oregon, June 2018, Question 30, page 15). An LEA MAY use Title I funds to pay for ADDITIONAL COSTS needed to transport children in foster care to their schools of origin. Please note, however, that funds reserved for comparable services for homeless children and youth under section 11132(e)(3)(A)(i) of the ESEA may not be used to provide transportation needed to maintain children in foster care in their schools of origin.			
	Required Attachment if Applicable: 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 above. As part of developing and implementing its transportation provisions, 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.	\$0		
Total Mandatory Set Asides		\$506,717		\$506,717



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		\$ - Taken from the C-1-25			
		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
5	District-wide Title I Instructional Program(s)	\$26,000	Transportation reservation for Title I schools for student transportation for Extended Day Learning, Field Trips, cabs for Parent attendance to school meetings/events, etc.	\$2571.34 per school=\$2,000 for extended day learning, \$400 for Fieldtrips and \$175.43 for parent cabs(based on need) Estimated costs based on 2019-2020: \$2571.43 x 7 schools=\$18,000 (approx)	\$18,000.00
			Transportation for Title I English Learning students/families to the International Welcome and Support Center. This allocation is based on family need of transportation.	Estimated costs based on 2019-2020:\$25 per person (average) x estimated 320 people (Approximately, 46 families x 7 schools) = \$1142.86 x 7 schools=(approx) \$8000	\$8,000.00
6	District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA	\$0	N/A		
Total Districtwide Set Asides		\$26,000			\$26,000

**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	Management	\$186,925	Indirect costs for Business Support	6921112/1.0273x.0273=\$183,925.00 (approx)	\$183,925.00
			Office Supplies (paper, pencils, pens, folders, dividers, scanners, printers, label maker, lap top,postage, etc)	Examples: Supplies (paper for monitoring \$25 x 5 reams=\$125.00;scanner \$300; miscellaneous office supplies (pens, tape, post-its, staples, stapler, binders,labels, folders,calculator, dividers,etc.= \$750; printer \$300; Label maker \$125; lap top \$900.00=\$2500 (this is not an all inclusive list and will adjusted as needs arise during Distance Learning.) Postage related to distance learning needs, communications with non-public schools: \$500	\$3,000.00
	Staff	\$574,623.00	Salaries: Title I Supervisor	Salary:\$125,946.00 Fixed: \$29,054.00	\$155,000.00
			Title I Administrative Secretary	Salary:\$ 40,548.00 Fixed: \$35,756.00	\$76,304.00
			Title I Achievement Coordinator	Salary:\$100,916.00 Fixed: \$49,690.00	\$150,606.00
			Title I EL PreK Teacher	Salary: \$ 63,665.00 Fixed: \$41,069.00	\$104,761.00
			4 Temporary Itinerant Kindergarten Paraprofessionals	Salary: \$ 81,412.00 Fixed: \$6,540.00	\$87,952.00

Travel		\$1,500.00		Professional Development trainings TBD based on student/staff needs. \$250 x 3 people=\$750.00. MSDE technical assistance trainings, non-public school visits mileage/travel @57.5 reimbursement for Title I supervisor, Administrative Secretary, and Homeless Coordinator. Home visits 3 people x \$250=\$750. \$750 +\$750=\$1500.00	\$1,500.00
			Title I Travel Expenses for mileage/transportation		
		\$0			
		\$0			
Total Administrative Reservations		\$763,048			\$763,048

**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	N/A				\$0.00
	YES ____ NO <u>X</u> __						\$0.00
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 <b>Title I</b> TSI Schools?	\$0	Bester Elementary	\$0.00	N/A		\$0.00
	YES ____ NO <u>X</u> __		Pangborn Elementary	\$0.00	N/A		\$0.00
Total LEA Reservation		\$0					\$0



List the **2019-2020** 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>		\$0.00
Total			\$0.00

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

List the **2019-2020** 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 <u>X</u> NO _____	Bester Elementary	\$0.00			\$0.00
	Pangborn Elementary	\$0.00			\$0.00
	Fountaindale Elementary	\$0.00			\$0.00
	Emma K. Doub	\$0.00			\$0.00
	Northern Middle	\$0.00			\$0.00
	Western Heights Middle	\$0.00			\$0.00
	North Hagerstown High	\$0.00			\$0.00
	<b>Total</b>	<b>\$0.00</b>			<b>\$0.00</b>

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)	----	\$ 6,948,908
2	Equitable share total reported in Table 7-8	minus	\$ 27,796
3	Mandated set-asides total reported in Table 7-9.1	minus	\$ 506,717
4	District-wide Reservations total reported in Table 7-9.2	minus	\$ 26,000
5	Administration total reported in Table 7-9.3	minus	\$ 763,048
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	\$ -
7	<b>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.</b> <i>(LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i>	equals	\$ 5,625,347

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, 2018-September 30, 2019)

NOTE: Due to the COVID-19 Pandemic, there will be waivers in place for the 2019-2020 regarding the amount of carryover allowed for this year. LEAs may carryover more than 15% of the Title I, Part A funds for 2019-2020.

**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 2018-2019 2019-2020 allocation:

\$7,016,675.00

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, 2020 :

4.99%

**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	6,948,908.00	AMENDED BUDGET #		REQUEST DATE	08/26/20
GRANT NAME	ESEA, Title I, Part A	GRANT RECIPIENT NAME	Washington County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	21111		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2020	9/30/2022	
		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						183,925.00	183,925.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	414,902.00						414,902.00
Prog. 16 Inst. Admin. & Supv.	358,835.00		3,000.00	1,500.00			363,335.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.			77,675.00	3,500.00			81,175.00
Prog. 02 Special Prog.	3,362,468.00		117,315.00	13,076.00			3,492,859.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						27,796.00	27,796.00
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				217,000.00			217,000.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				2,167,916			2,167,916.00
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	4,136,205.00	0.00	197,990.00	2,402,992.00	0.00	211,721.00	6,948,908.00

Finance Official Approval	Leah Shaw	Leah Shaw	10/12/20	301-766-2831
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Boyd Michael, Ed.D.		10/12/2020	301-766-2815
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Paula Harris			410-767-0321
	Name	Signature	Date	Telephone #

Title I Table 7-8, 7-9 Crosswalk	FY		Title I Budget Narrative					
	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1-25)	Budget Object Number	Line Item	Calculation	Total	Notes
	WCPS	Provide Equitable Services to our Non-Public Partners	203-205 - 07- Inst. Categories-Non Public Transfer	08-Transfers	Equitable Services/Proportional Share	Heritage: \$52,208.00 1 teacher at \$35/hr x 63 hours (Approx) St. Mary Catholic: \$24,298.00 teachers at \$35/hr x 694 hours (Approx)	\$27,796.00	Proportional share to Heritage Academy and St. Mary Catholic for Instructional Services to meet the educational needs of qualifying students in Reading and Mathematics by providing tutoring services.
	WCPS	Support Students and Families through Parent/Family Engagement	203-205 Instruction/Prog.01 Regular Program	03 Supplies and Materials	Parent and Family Engagement	Individual School Allocations for parent activities and supplies \$23/FTE FARMs x 7 schools= \$74,175.00. District level services for translations, materials ad supplies \$3500. Scripsions to parent pages \$1500. Homevisit mileage for 7 School Family Liaisons \$2000.	\$81,175.00	Supplies and materials for parent activities, such as parent trainings, Reading and Math Night materials, translation services, parent subscriptions to support instruction within the home, mileage reimbursement for homevisits, etc.
	WCPS	Support Students who are Neglected and Delinquent	203-205 Instructional Categories	02 Special Programs	Services to Neglected Children	Funds were determined in conjunction with Student Services and N & D Director. Funds will be used to provide students with instructional materials and extended learning and summer transition support for incoming freshman. Funds were determined based on the 2019-2020 Set aside and needs of students. \$6,000 Additional Pay for Extended Learning and Summer Transition \$12,500.00 and fringe \$1,000. Pay for the Drop Out Prevention Paraprofessional @ \$ 38,874.00 for salary and 29,504.00 for varied benefits.	\$87,878.00	Funds will be used to support high risk Neglected and Delinquent Students by increasing adult support and academic opportunities after school and during the summer to help students successfully meet academic standards and to lead a productive life outside of the school system.
	WCPS	Support for Homeless Students to ensure access to education	203-205 Instruction/Prog. 02 Special Prog	02 Special Programs	Homeless Children	Miscellaneous Expenses, i.e. cap/gown, field trips, school supplies, etc. 240 students x \$25 average costs=\$6000	\$6,000.00	Funds will be used to support Homeless Students and those living in Foster Care. Funds used inconjunction with McKinney Vento funds to support Homeless Students and separately to support instructional and educational needs of students in Foster Care, such as tutoring, educational supplies, field trips, etc.

								Title I Homeless Coordinator will oversee and work collaboratively with Students Services and the Title I Department to ensure that services are appropriately coordinated and that the varied needs of Homeless Students are being met.
WCPS	Wrap Around Service Support for Homeless Students and their families	203-205 instructional Categories	02 Special Programs	Homeless Children	Salary for Homeless Coordinator FTE 1.0	Salary \$91,425.00 Benefits \$47,475.00 Total \$138,900.00		
					Based on the total cost in 2019-2020 and adjusted for homeless counts in WCPS 2019-2020 requests=500 x \$382 (approx costs) = \$191,000.00. Reservation for English Learners PreK 12 in Title I Washington County Public Schools for transportation to the International Welcome Center for support Services when registering for school \$1142.86 x 7 schools = \$8000. Reservation for transporting students for extended-day learning, and field trips=\$2571.43 x 7 schools=\$18,000.		Funds will be used to reimburse WCPS for Transportation Costs for Homeless Students that are beyond the student's normal bus route and for the cost of field trips, etc. They will also be used to reimburse the cab company to transport English Learners and their families to the WCPS International Welcome Center for support in their transition into the school system.	
WCPS	Provide Transportation for Homeless/EL Children	209 Student Transportation	04 Other Charges	Homeless/EL Children Transportation	Business Support \$6,921,112.00/1.0273x.0273 = \$183,925.20 (approx) Office supplies, postage: \$3,000 Salaries for Title I Supervisor FTE 1.0 \$125,946.00 Fixed: 29,513.47 29,054.00 Title I Administrative Secretary FTE 1.0: \$40,548.00 Fixed: 35,756.00 Title I Achievement Coordinator FTE 1.0 \$100,916.00 Fixed: \$49,690.00 EL PreK Teacher FTE 1.0 \$63,665.00 Fixed \$41,096.00 4 Temporary Intinerant Paras Salary \$81,412.00 fringe: \$6,540.00 (approx) Travel Expenses for Mileage and Food Costs \$1500	\$217,000.00		
WCPS	Salaries and funds for District Level Positions and Programmatic Oversight	202 Mid-level Administration	01 Salaries/ Wages			\$763,048.00	Indirect Costs for Business Support, Salaries, Office Supplies and Materials, and Travel	



Category/Program #s:	Category Descriptions	Budget Object #:
201 - 21-Admin-General Support	Admin-General Support	01-Salaries & Wages
201 - 22-Admin-Business Support	Admin-Business Support	02-Contract Services
201 - 23-Admin-Centralized Support	Admin-Centralized Support	03-Supplies & Materials
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	Mid-level Admin-Inst. Admin. & Supv.	04-Other Charges
203-205 - 01- Inst. Categories-Regular Prog.	Inst. Categories-Regular Prog.	05-Equipment
203-205 - 02- Inst. Categories-Special Prog.	Inst. Categories-Special Prog.	08-Transfers
203-205 - 07- Inst. Categories-Non Public Transfer	Inst. Categories-Non Public Transfer	
203-205 - 09- Inst. Categories-Instruction Staff Dev.	Inst. Categories-Instruction Staff Dev.	
203-205 - 10- Inst. Categories-Guidance Serv.	Inst. Categories-Guidance Serv.	
203-205 - 11-Inst. Categories-Psychological Serv.	Inst. Categories-Psychological Serv.	
207- Student Personnel Serv.	Student Personnel Serv.	
208 - Student Health Services	Student Health Services	
209 - Student Transportation	Student Transportation	
212 - Fixed Charges	Fixed Charges	
214 - Community Services	Community Services	

**Cross Walk Title I Application**  
 Equitable Services  
 Proportional Share  
 Parent and Family Engagement

District-wide Title I Instructional Programs  
 District-wide Professional Development  
 Administration Support for Title I CSI Schools  
 Services to Neglected Children  
 Education for Homeless Children and Youth  
 Homeless Liaison Position  
 Homeless Education transportation Costs (above what LEA would have otherwise provided)  
 Optional-Foster Care Transportation



# **Title I, Part D – Subpart 2 Application**



## **Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk**

### **Local School System Request for Renewal (RFR) School Year 2020-2021**

## LOCAL SCHOOL SYSTEM APPLICATION COVER SHEET

### Title I, Part D – Subpart 2 Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

**Name of Local School System:** Washington County Public Schools

**Agency DUNS number:** 074950007

**Address:** 10435 Downsville Pike, Hagerstown, MD, 21740

**Telephone Number:** 301-766-8776

**Fax Number:** 301-766-2938

**Program Manager:** Jeremy Jakoby

**Address:** 10435 Downsville Pike, Hagerstown, MD, 21740

**Telephone Number:** 301-766-8776

**Fax Number:** 301-766-2938

**E-mail Address:** jakobjer@wcps.k12.md.us

**Amount Requested:** \$96,183.95

#### Program Statement (100-word limit):

The main goal of our program is to service at-risk students through the following initiatives: Freshmen Summer Transition Program, graduation coaching, special education case management, WCPS/DJS Transition meetings, programs at Antietam Academy, alternative education options, Link Crew/Web, and ongoing professional development opportunities for staff and N and D partners working with these students. The goals of the program are for students to earn 75% of credits attempted and for students returning from adjudicated placement to matriculate back into school successfully.

Boyd J. Michael

**Name of LSS Superintendent/CEO**



**Signature**

11/11/2020

**Date**

**TITLE I, PART D – SUBPART 2 – REQUEST FOR RENEWAL APPLICATION  
Prevention and Intervention Programs for Children and Youth Who Are Neglected,  
Delinquent, or At-Risk**

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**Local School System: Washington County Public Schools\_\_ School Year 2020-2021**

**TITLE I, PART D COORDINATOR: \_KIMBERLY DUMAS\_\_\_\_\_**

**Telephone: \_\_301-766-8902\_\_ E-mail: dumaskim@wcps.k12.md.us\_\_\_\_\_**

**SUBMISSION TIMELINES:**

**1<sup>ST</sup> Submission for Program Manager Review:**

**On or before September 10, 2020**

**submit an electronic copy with required attachments to:**

**Melissa Surgeon, Interim Coordinator**

[Melissa.surgeon@maryland.gov](mailto:Melissa.surgeon@maryland.gov)

**C’c Shanna Edmond, Supervisor**

[Shanna.Edmond@maryland.gov](mailto:Shanna.Edmond@maryland.gov)

**Larina Mouzon, Admin Support**

[Larina.mouzon@maryland.gov](mailto:Larina.mouzon@maryland.gov)

**First submission through county’s Local ESSA Consolidated Strategic Plan POC:**

**By October 15, 2020**

**Final submission through county’s Local ESSA Consolidated Strategic Plan POC:**

**By November 16, 2020**

## TITLE I, PART D - SUBPART 2 – REQUEST FOR RENEWAL APPLICATION

### Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

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<b>Local School System: _Washington County Public Schools__School Year 2020-2021</b>
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#### A. PROGRAM NARRATIVE

**The Program Narrative must include the following components:**

- Extent of Need
- Goals, Objectives, and Milestones
- Plan of Operation
- Evaluation
- Management Plan/Key Personnel

##### **Extent of Need**

In recent years, Washington County has experienced a significant increase in the number of students involved in the Juvenile Justice system, resulting in approximately 30 students participated in the Washington County Public Schools Transition Meeting process upon their return to the community from adjudicated placement during each of the last three school years; over half of those youth returned to WCPS schools. Department of Juvenile Services (DJS) and Department of Social Services (DSS) placements in non-public residential facilities (group homes) for neglected and delinquent youth within the county also contribute to approximately 30 youth transitioning annually into WCPS schools. In addition, there are students who return to WCPS schools annually after an adjudication of less than 30 days, or are/have been involved with the DJS in some capacity.

Further exacerbating the educational gaps created by adjudicated placement, where “Few make meaningful educational progress during their confinement” (*Holder and Duncan, 6/9/14*), is often the inability of adjudicated students to independently form positive connections with their communities and within their school, which has been shown to diminish their ability to succeed academically and, subsequently, amplifies their risk of not graduating (*Holder and Duncan*). Dropping out of school is directly related to an alarming statistic provided at the Maryland State Department of Education’s Dropout and Alternative Programs Meeting 4/18/13, which indicated that 57% of those in our corrections system at that time were dropouts from 2007-2011. As revealed during the Maryland DJS Re-Entry Strategic Planning Meeting in May 2013, one-year post-release, approximately 14% of youth are re-incarcerated (in youth or adult facilities), 53% are charged/arrested, 21% are re-adjudicated, and only 12% are successfully continuing with school and/or work after one year. In Washington County, one-year post-release outcomes are a bit better, but are still not strong: in the past three years, roughly 45% of returning adjudicated youth are still enrolled in school, or have had successful outcomes, such as graduation.

In addition to those youths in contact with DJS, there is a potential subset of the student population who are at-risk of being unsuccessful in school. These students are deemed at-risk due to many factors. The number of WCPS students receiving Free and Reduced Meals

(FARM) has remained high each of the last several years: 47% of WCPS students received FARM in FY19. The number of homeless students has grown significantly, as well, from a total of 148 students in FY08 to 750 students in FY20, and WCPS enrollment data continues to indicate a rise in mobility, with many students moving multiple times during the school year. The number of youth who struggle with mental health issues is also growing as indicated by the 2014-2015 Youth Tobacco Risk Behavior Study (YTRBS) which enumerated county-specific, level-specific data for the first time ever. In this study, administered in every WCPS school, 26 % of WCPS high school students and 23.5 % of WCPS middle school students reported "feeling so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the past 12 months."

Like their adjudicated/transitioning peers who are also struggling with gaps in their education, the circumstances of poverty, homelessness, frequent mobility and living with mental health issues often lead to students performing academically 1-2 years behind, as well as being unconnected in positive ways to their school and community.

A particularly difficult obstacle for students at-risk are times of transition. "Transitional years in a student's education have the potential to throw them off-course as they attempt to successfully continue their education, especially . . . if they've been struggling academically." (*Education Commission of the States, Christie, K. & Zinth, K., 2008.*) WCPS Dropout Analysis data (an annual internal WCPS study of factors related to students dropping out) reflects the need for extra support during times of transition - moving from school to school or from one level to the next, such as moving from middle school to high school – as these junctures are particularly challenging for our at-risk students, both those coming into the county through DJS and DSS, as well as those WCPS at-risk students who have also faced gaps in their education due to mitigating circumstances which are so often an outgrowth of poverty, homelessness, frequent mobility and mental health issues.

All of these factors contribute to numerous WCPS students who face many difficult issues and challenges, requiring school staff to utilize a variety of interventions and to explore new educational programs and options to help those affected move toward academic success and successful community integration.

WCPS efforts to address these issues include the following initiatives:

- **A student intervention specialist/graduation coach (SIS) in every secondary school** whose focus is working with targeted at-risk students and who uses a case management approach to provide both school and community-based interventions to students and families. (*Ongoing WCPS initiative.*)
- **A student intervention specialist/graduation coach (SIS) specifically assigned to Antietam Academy**, WCPS alternative educational opportunity for grades 6-12 (see detailed description below) to support the most vulnerable and at-risk students in grades 6-12, including numerous students who reside in community-based N&D facilities. (*Funded through Title I, Part D, N&D funding since 2010.*)
- **A student support and transition specialist (SSTS)** to provide focus and coordination for staff and initiatives supporting at-risk students. (*Funded through Title I, Part D, N&D funding since 2010.*)
- **Special education case management** and its accompanying direct support. (*Ongoing WCPS standard of service.*)
- **WCPS/DJS Transition Meetings** for those WCPS students returning from adjudicated placement. (*Ongoing WCPS/DJS initiative.*)

- **Student Support Team meetings** held weekly and attended by administration, Pupil Personnel Worker (PPW), SIS, guidance counselor, special education case manager, school social worker and school nurse to examine the situations of struggling students, plan and implement supports. (*Ongoing WCPS standard of service.*)
- **Antietam Academy:** WCPS “Alternative educational opportunity for students demonstrating difficulties in areas of behavioral and emotional adjustment to the traditional school setting” *Antietam Academy Handbook, 2018-2019*. In 2016, Antietam Academy also instituted a Success Lab for students with reportable offenses who are returning to an educational setting, and expanded the development of trauma-sensitive learning spaces to all classrooms. (*Ongoing WCPS standard of service.*)
- **The Washington County Family Center**, a school credit program that provides parenting support and child development classes for pregnant and parenting students. (*Ongoing WCPS initiative.*)
- **Additional systemic alternative education options:** APEX, a blended online/in-class curriculum to supplement student repeat/recovery options (*Ongoing WCPS initiative. Initially funded through the Title I, Part D, N&D Grant 2010*); Evening High School and Twilight School, and their modified vocational completers. (*Ongoing WCPS initiatives.*)
- **The Freshman Summer Transition Program**, a summer credit-awarding program focusing on literacy and relationship-building for targeted at-risk rising 9<sup>th</sup> graders and other summer transition initiatives. (*Funded through Title I, Part D, N&D Grant since 2010.*)
- **Link Crew/WEB Initiative:** peer-led transition supports for those entering middle school and high school. (*Ongoing WCPS initiative. Title I, Part D, N&D funding provided the training and support for school-based coordinators from 2010-2020.*)
- **Big Picture:** career internship and entrepreneurial pilot program at Antietam Academy. (*Ongoing WCPS initiative. Title I, Part D N&D Grant funded WCPS’ initial exploration of Big Picture, including the initial visit to BP site in 2011.*)
- **Ongoing Professional Development opportunities for WCPS staff and community N&D partners.** Opportunities have included NAREN (National At-Risk Education Network) conferences; poverty’s impact on the brain and brain-based intervention workshops; and, workshops by both national and local presenters on trauma-informed education. (*Ongoing initiative funded jointly by WCPS and the Title I, Part D, N&D Grant since 2010.*)
- **Financial support for joint initiatives developed in partnership with county N&D provider facilities (group homes)**, such as the provision of technology, education and after-school tutoring offered to students at their residential N&D group homes. (*Ongoing initiative funded through Title I, Part D, N&D Grant since 2010.*)
- **Development and implementation of a Transition Plan worksheet** for those students targeted for services through the Title I, Part D grant. (*Initiated within Title I, Part D, N&D Grant 2015-2016, and set to continue in 2020-2021.*)
- **School based mental health program** providing mental health triage for students through short-term and referral services in all secondary schools. (*Initiated for 2015-2016, and set to continue in 2020-2021, funded by the Washington County Local Management Board.*)
- **Advanced workshops for staff and N&D partners on trauma-informed education.** (*Expansion of an ongoing WCPS initiative.*)

### **Goals, Objectives and Milestones**

#### **Timeline for FY 2019-2020**

<b>Goals</b>	<b>Objectives</b>	<b>Milestones</b>	<b>Deadline</b>
1. Neglected and Delinquent Transitioning Youth, who complete the school year, will successfully earn high school credits	N&D Transitioning Youth will earn 75% of credits earned/credits attempted	N&D Transitioning Youth will be passing 50% of their classes by the end of the 2 <sup>nd</sup> marking period	June 30, 2021
2. WCPS high school students who are identified as being at risk of not graduating on time will successfully earn high school credits	Targeted at- risk high school students will earn 75% of credits attempted	Targeted at- risk high school students will be passing 50% of their classes by the end of the 2 <sup>nd</sup> marking period	July 30, 2021
3. WCPS targeted at-risk rising 9 <sup>th</sup> graders will participate in summer transition initiatives	80% of targeted at-risk students will participate in summer transition initiatives	80% of targeted at-risk students will participate in summer transition initiatives	July 30, 2021
4. WCPS students returning from adjudicated placement will successfully matriculate back into school	75% of WCPS students returning from adjudicated placement will successfully matriculate back into school	75% of WCPS students returning from adjudicated placement will successfully matriculate back into school	June 30, 2021

**TITLE I, PART D - SUBPART 2 – REQUEST FOR RENEWAL APPLICATION**  
**Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk**

**Local School System: \_Washington County Public Schools\_School Year 2020-2021**

**B. PLAN OF OPERATION**

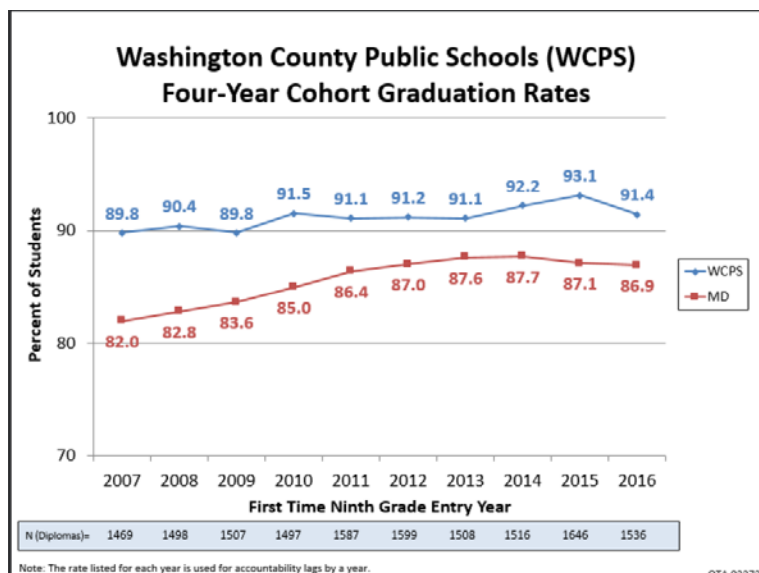
Requirement	Implementation Details
1. How WCPS coordinates with N&D facilities to ensure that N&D youth are participating in an education program comparable to that in student's local school	<p>a) WCPS Student Support and Transition Specialist (SSTS) communicates regularly with N&amp;D agencies and facilitates periodic meetings with all partners to develop joint initiatives to support students.</p> <p>b) WCPS/DJS Transition Meetings are facilitated by WCPS Director of Student Services for each youth returning from adjudicated placement to WCPS to ensure school placement in the student's best interest.</p> <p>c) Antietam Academy student intervention specialist/graduation coach (SIS) provides coordination and monitoring of services provided as outlined in the Transition Plan Worksheet to transitioning youth who are placed in the WCPS alternative setting.</p> <p>d) Funding is provided to N&amp;D facilities for student-focused initiatives such as after school tutoring and activities to augment instruction, and the purchase of additional technology and instructional materials.</p> <p>e) WCPS professional development opportunities offered to N&amp;D facility staff on curriculum, interventions and community and parent involvement.</p>
2. Program supports and services for youth returning from correctional facilities and for other at-risk children and youth	<p>a) WCPS/DJS Transition Meetings are facilitated by WCPS Director of Student Services for each youth returning from adjudicated placement to WCPS to ensure school placement in the student's best interest.</p> <p>b) Antietam Academy student intervention specialist (SIS) provides coordination and monitoring of services provided as outlined in the Transition Plan Worksheet to transitioning youth who are placed in the WCPS alternative setting.</p> <p>c) Student Support and Transition Specialist (SSTS) ensures post-transition meeting support is provided appropriately and that transition plans are being implemented by home school SIS.</p> <p>d) Home school-based SIS provide case management, mentoring, referral to outside resources, academic coaching, behavioral intervention and outreach to transitioning and at-risk students and families.</p> <p>e) Antietam Academy provides a Success Lab for students with reportable offenses who are returning to an educational setting.</p> <p>f) Antietam Academy has expanded to all classrooms trauma-sensitive learning spaces.</p> <p>g) Funding is provided to N&amp;D facilities for student-focused initiatives such as after school tutoring and activities to augment instruction, and the purchase of additional technology and instructional materials.</p>
3.Characteristics of youth returning from correctional facilities and other at-risk students	<p>a) Transitioning students frequently struggle with substance abuse, mental health issues, learning disabilities, mobility and instability, poverty, homelessness, the demands of pregnancy or parenting, special education needs and gang affiliation that have led to gaps in their education.</p> <p>b) At-risk students may also struggle with substance abuse, mental health issues, learning disabilities, mobility and instability, poverty, homelessness, the demands of pregnancy or parenting, special education needs and gang affiliation.</p>
How WCPS coordinates with existing programs	<p>c) The SSTS coordinates with N&amp;D partners and other community partners, and provides focus and coordination for all efforts targeting support for transitioning and at-risk youth, and for all dropout prevention/on-time graduation initiatives.</p> <p>d) Student intervention specialist/graduation coach (SIS) provide coordination and monitoring of services provided as outlined in the Transition Plan Worksheet, including case management,</p>



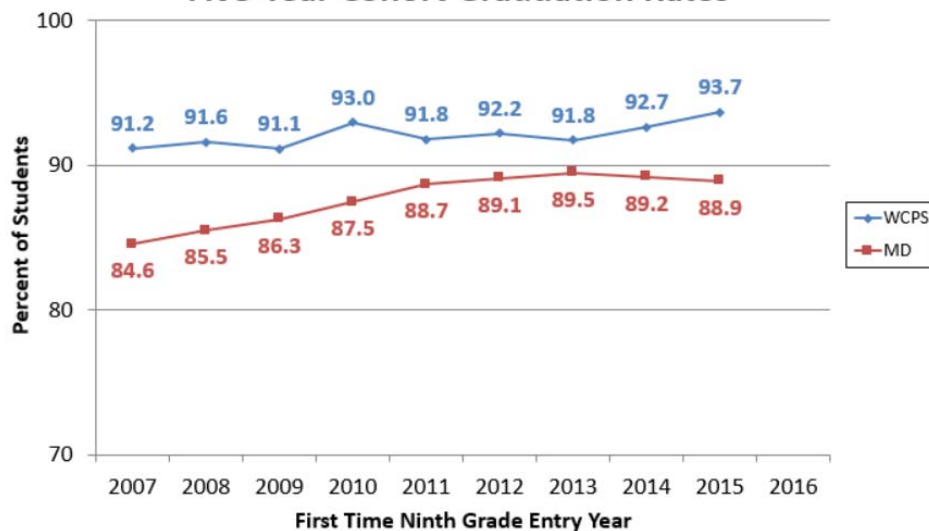
Number of youth expected to return to WCPS annually	mentoring, collaboration with special education, referral to outside resources, academic coaching, behavioral intervention and outreach to parents/families. <b>(*In-kind amount from WCPS General Fund to support SIS additional pay for work beyond the school day: \$30,000)</b> e) Student Support Teams (including SIS and Pupil Personnel Worker (PPW), school administrator, guidance counselor, special education case manager, nurse, school social worker, and other appropriate staff) meet weekly in each WCPS secondary school to develop strategies and plans to help facilitate student success. f) Approximately 50 youth are expected to return to WCPS during 2020-2021.
4. How WCPS coordinates w/existing social, health & other services to meet needs of targeted students	a) Student intervention specialist/graduation coach (SIS) reviews Transition Plan with returning student or student at-risk, assessing individual goals, strengths, and needs, and coordinates services as outlined in the Transition Plan Worksheet. b) SSTs and all SIS work closely with special education case managers in the implementation of individual student goals. c) SIS facilitates appropriate referrals to mental health providers, Washington County Substance Abuse Unit, Community Action Council (housing), CASA (Citizens Assisting and Sheltering the Abused), Children in Need (clothing and supplies), Food Resources and WIC (nutrition), Healthy Start (prenatal health care), Washington County Family Center (parenting and child development classes), Western Maryland Consortium (employment and entrepreneurship opportunities) and Way Station (employment readiness and independent living). d) SIS coordinates referral of students to the Western Maryland Consortium (WMC) for the purpose of obtaining summer employment. e) SIS and PPWs monitor attendance and student welfare issues; PPWs actively refer those in heightened need to the standing monthly Multi-Disciplinary Team chaired by the Department of Social Services.
5. Local Business Partnerships	a) Western Maryland Consortium: local Workforce Investment Agency providing student internships, job placement, entrepreneurship opportunities, summer employment for students and additional WCPS staff funding. <b>(*In kind Amount from WMC to support SIS additional work during summer months will be approximately \$30,000 in FY 21 -Grant proposal currently awaiting approval.)</b> b) Big Picture: individualized employment/entrepreneurship program at Antietam Academy. c) Brooklane Health Services: school-based mental health triage, on-site services and referral. d) Meritus Health Services: school-based nursing staff, substance abuse screenings, health triage, on-site services and referral.
6. Parental Involvement	a) All at-risk student intervention initiatives have an accompanying parent component (family information sessions, family dinner, family celebration, etc.). b) Monthly parent/family involvement activities have been implemented at Antietam Academy. c) Parents are incorporated with roles in school culture as often as possible (field trip chaperones, food bank volunteers, etc.). d) Systemic professional development (PD) designed to assist educators in effective strategies to engage families and to grow an intentionally culturally-responsive climate. e) Expansion of initiatives to increase two-way communication with students/families via Connect-5 (automated phone system) and school-based social media, as well as continuation of home visits and off-site visits.
7. Coordination with other Federal, State and Local programs	a) Longstanding partnership with the Western Maryland Consortium which provides funding and direct support for dropout prevention and at-risk initiatives, including providing youth employment opportunities. b) All activities and services funded by N&D Title I, Part D are coordinated and aligned with WCPS special education department staff. Director of Student Services, SSTs, SIS and special education case managers collaborate and meet regularly to ensure student IEP goals are addressed. c) Regular meetings and interaction involving homeless education coordinator, Title I, Part A supervisor, Director of Student Services, SSTs and SIS take place to discuss/plan/implement initiatives to support at-risk students. d) Ongoing interaction occurs with supervisor of career, technology and enrichment education to ensure program/course options and access for students at-risk.

	<p>e) Title I, Pt A Homeless Set-Aside funding is used to provide direct support (tutoring, transportation, etc.) for at-risk youth experiencing homelessness or in state-supervised care. <b>(*In-kind amount from Title I, Part A Set-aside for N&amp;D: \$90,00)</b></p> <p>f) Title I, Pt A N&amp;D Set-Aside funding will be used in a coordinated effort to support N&amp;D students.</p> <p>g) WCPS Director of Student Services is a member of the Local Management Board, Community Action Council Board, Workforce Investment Board, and Strategic Impact Planning Council and DSS Multi-Disciplinary Team.</p>
8. Coordination with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974	<p>a) WCPS/DJS Transition Meetings are facilitated by Director of Student Services for each youth returning from adjudicated placement to WCPS to ensure school placement in the student's best interest. Team members include DJS, Coordinator of Antietam Academy, SSTS, Supervisor of District Programs for Special Education, and appropriate school-based administrator(s).</p> <p>b) Director of Student Services meets quarterly with Juvenile Stakeholders Committee that includes juvenile court judges, States Attorney's Office, the Public Defender's Office, and the WCPS Coordinator of School Safety to ensure communication and the provision of services to youth involved in the juvenile justice system.</p>
9. Collaboration with probation officers	a) WCPS has developed a process for confidential exchange of information and an easy-access school visitation for DJS probation officers.
10. Coordination of IEP services with correctional facilities	a) WCPS Director of Student Services and Supervisor of District Programs for Special Education ensure that special education records are exchanged upon the receipt of the request of records from a correctional facility.
11. Alternative placement when public school is not appropriate	<p>a) Coordinator of Antietam Academy is an active member of the WCPS/DJS Transition Meeting Team and ensures that returning students who need the support that an alternative setting can provide are promptly enrolled.</p> <p>b) WCPS Supervisor of District Programs also is a member of the Transition Team and facilitates placement through the IEP process if a non-public placement is indicated.</p>

## 12. WCPS progress in dropout prevention

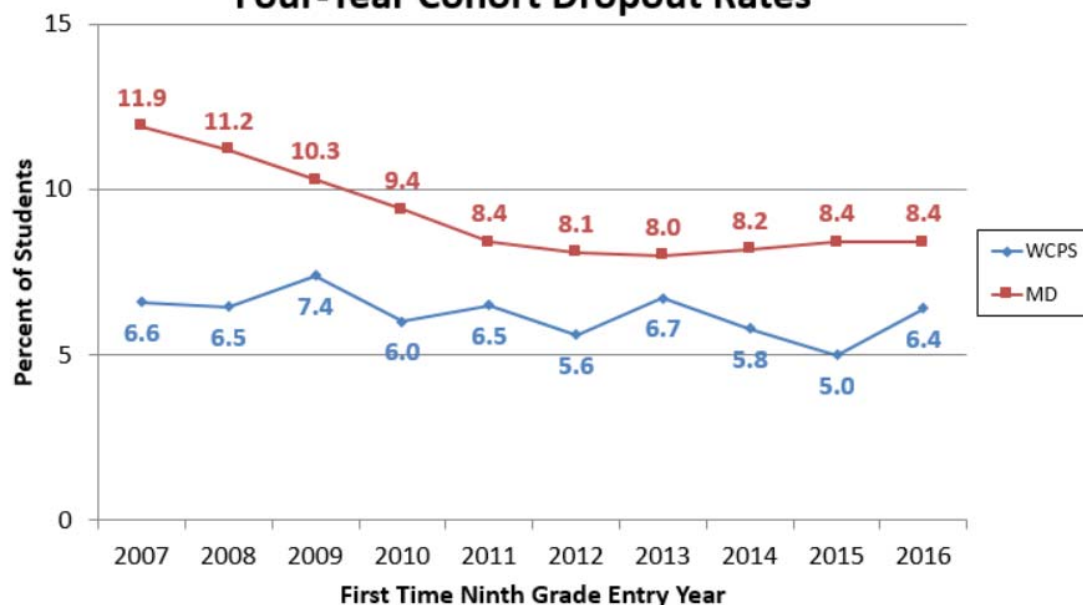


### Washington County Public Schools (WCPS) Five-Year Cohort Graduation Rates



N (Diplomas) = 1524 1520 1528 1522 1603 1599 1508 1527 1662

### Washington County Public Schools (WCPS) Four-Year Cohort Dropout Rates



N (Dropouts) = 108 107 124 98 114 99 111 95 88 108

Note: The rate listed for each year is used for accountability lags by a year.

OTA 022720

13. Number of students to be served during the grant period

Approximately 160 students will receive direct service as a result of this grant: 50 youth transitioning back to WCPS from adjudicated placement, 30 youth living in N&D facilities attending WCPS, and 80 at-risk WCPS students.

### C. EVALUATION OF TITLE I, PART D PROGRAM ACTIVITIES: [Section 1431.]

Evaluation Criteria	Performance Measures
<b>MSDE-Generated Criteria</b>	
1. % of long-term students served who have both pretest and posttest scores in reading	In 2010-2011, WCPS requested, and received, MSDE approval to use <b>credits earned</b> as a measure (rather than pre and post testing). WCPS will continue to monitor credits earned for all students served by the grant.
2. % of long-term students served who have both pretest and posttest scores in math	In 2010-2011, WCPS requested, and received, MSDE approval to use <b>credits earned</b> as a measure (rather than pre and post testing). During 2020-2021, WCPS will explore the possibility of using other pre-post test equivalencies.
3. % of long-term students served who improved from ½ to one full grade level on mathematics assessments	<b>Previously MSDE-approved criteria:</b> Measured by mathematics <b>credits earned</b> /attempted: 1 credit earned=1 grade level advancement; 50-59 (no credit earned) = .5 grade level advancement; ≤49 (no credit earned) = 0 grade level advancement. 75% of targeted students will advance ≥ .5 grade level in mathematics.
4. % of long-term students served who improved from ½ to one full grade level on reading assessments	<b>Previously MSDE-approved criteria:</b> Measured by English/reading <b>credits earned</b> /attempted: 1 credit earned=1 grade level advancement; 50-59 (no credit earned) = .5 grade level advancement; ≤49 (no credit earned) = 0 grade level advancement. 80% of targeted students will advance ≥ .5 grade level in English/reading. During 2020-2021, WCPS will also explore measuring SRI growth as indicated in #1 above.
5. % of students served earning high school course credits up to 90-days after exit from the Title I, Part D program	Students receive WCPS services until graduation, school completion, transfer or withdrawal. N&D partners report legal inability to obtain information about youth post-exit. We are continuing to explore opportunities to work together to track these outcomes.
6. % of students enrolled in school after exit from the Title I, Part D program	Students receive WCPS services until graduation, school completion, transfer or withdrawal. N&D partners report legal inability to obtain information about youth post-exit. We are continuing to explore opportunities to work together to track these outcomes.
7. % of students with transition plans that successfully transition from institutions to schools, post-secondary education, vocational training or employment.	80% will have greater than 85% attendance while enrolled in WCPS.
8. % of students obtaining a high school diploma, or its recognized equivalent, or obtaining employment.	75% of N&D 12 <sup>th</sup> grade students who complete their year with WCPS and who obtain a high school diploma, or its recognized equivalent, or obtain employment.
<b>WCPS-Generated Criteria</b>	
1. N&D Transitioning Youth will earn 75% of credits earned/credits attempted	Measured by credits earned/attempted for N&D Transitioning Youth
2. Targeted at- risk high school will earn 75% of credits attempted	Measured by credits earned/credits attempted for targeted at-risk high school students
3. 80% of targeted at-risk students will participate in summer transition initiatives	Measured by number of participating students/number of targeted students.
4. 75% WCPS students returning from adjudicated placement will successfully matriculate back into school	Measured by N&D Transitioning Youth who enroll in WCPS schools following Transition Meeting

### Evaluation Plan

Specific student data (attendance, academic achievement, credits earned and graduation) for those WCPS students residing in residential facilities, transitioning back to WCPS from adjudication, attending the Summer Freshman Transition Program, or on SIS caseloads, will continue to be monitored and analyzed to determine program effectiveness. In addition, other continuing initiatives supporting transition and student success will be assessed bi-monthly by the SSTS and the supervisor.

### D. MANAGEMENT PLAN/KEY PERSONNEL:

Jeremy Jakoby the Director of Student Services will act as Program Manager and provide direct supervision and oversight of this project. Kimberly Dumas, Student Support and Transition Specialist, will provide daily coordination/focus for efforts to meet the needs of students at-risk. Phillip Powell, Antietam Academy Student Intervention Specialist/Graduation Coach, will provide direct support, and coordinate services as outlined in the Transition Plan Worksheet, to the most vulnerable and at-risk WCPS students in grades 6-12 (80% of Antietam's student population is currently/or has previously been involved with DJS and/or is residing at an N&D Facility).

#### Management Plan/Key Personnel

Action Description	Beginning & End Dates	Person Responsible
Participation in SEA Tech. Asst.	July 2020, Spring 2021	Director of Student Services, SSTS
Submission of required reports	July 1, 2020 – Sept. 30, 2021	Student Support & Transition Specialist (SSTS)
Program performance monitoring	July 1, 2020 – Sept. 30, 2021	Director of Student Services, SSTS
Startup activities	Fall/Winter 2020/2021	SSTS
Assuring continuity & quality of implementation	July 1, 2020 – Sept. 30, 2021	Director of Student Services, SSTS
Monitoring fiscal requirements	July 1, 2020 – Sept. 30, 2021	Director of Student Services
Submission of evaluation data	July 1, 2020 – Sept. 30, 2021	SSTS
Purchasing & distribution of supplies, materials & equipment	July 1, 2020– Sept. 30, 2021	SSTS, Student Services Admin. Sec.
Professional development activities	July 1, 2020 – Sept. 30, 2021	Director of Student Services, SSTS
Stakeholder & staff meetings	July 1, 2020 – Sept. 30, 2021	SSTS
<b>MSDE Requirements</b>		
Interim Progress Report (C-1-25C)	<b>March 31, 2021</b>	Director of Student Services, SSTS
Final Progress Report (C-1-25D)	<b>November 30, 2021</b>	Director of Student Services, SSTS
Annual Count Report	<b>December 2020/January 2021</b>	Director of Student Services, SSTS

Consolidated State Report Data	<b>January 2021</b>	Director of Student Services, SSTS
Three-Year End-of-Cycle Report	<b>December 31, 2021</b>	Director of Student Services, SSTS
Annual Financial Report (AFR)	<b>November 30, 2021</b>	Director of Student Services, SSTS
Annual on-site and/or desk monitoring	<b>Spring/Summer 2021</b>	Director of Student Services, SSTS

#### **E. BUDGET INFORMATION AND NARRATIVE**

Regular Instruction Programs	1 FTE Resource Teacher/Specialist (12/11/20 thru 9/30/21)	\$ 52,150	\$ 52,150
<b>Total Salaries/Wages:</b>			<b>\$52,150</b>
Regular Instruction Programs	<i>Living Classroom Foundation: Shipboard Experience</i>	3 one-day (30 students Per day) x \$840/day	\$2,520
Regular Instruction Programs	<i>Freshmen Summer Transition school-based team building activities</i>	3 schools- \$400 per school	\$1,200
<b>Total Contracted Services:</b>			<b>\$ 3,720</b>
Other Student Transportation	Student bus transportation for summer transition initiatives	\$1,500	\$1,500
Fixed Charges	Teacher Spec. benefits (12/11/20 thru 9/30/21)	\$33,600	\$33,600
<b>Total Other:</b>			<b>\$ 35,100</b>
Business Support	Calculated at .02	$\$96,183.95 \times .02 = \$1,923.68$	\$1,923.68
Nonpublic Transfers (Funding allocated for use by non-public agency partners)	For joint initiatives supporting success of at-risk students who attend WCPS and live in an N&D facility. Funding to include supports such as after-school tutoring, purchase of materials (to augment instruction), and equipment/technology to assist in supporting student achievement.	\$3,290.27 (Direct funding allocation to Non-Public N&D partners; no indirect cost associated)	\$3,290.27
<b>Total Transfers:</b>			<b>\$ 5,213.95</b>
<b>TOTAL</b>			<b>\$96,183.95</b>

**Title I, Part A Set-Aside: \$90,000**

#### **BUDGET FORM – C-1-25**

**The C-1-25 budget form must be signed by the LSS's Financial/Budget Officer and the LSS Superintendent/Chief Executive Officer.**

**MSDE budget forms are available in Excel format through the local finance officer or the MSDE Web Site at [www.marylandpublicschools.org](http://www.marylandpublicschools.org)**



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

ORIGINAL GRANT BUDGET	\$96,184	AMENDED BUDGET #		REQUEST DATE	10/27/20
GRANT NAME	Title I Part D	GRANT RECIPIENT NAME	Washington County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	ESEA Title I Part D Sub Part 2	RECIPIENT AGENCY NAME	Washington County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2020	9/30/2021	

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						1,924.00	1,924.00
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.	52,150.00	3,720.00					55,870.00
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						3,290.00	3,290.00
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				1,500.00			1,500.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				33600			33,600.00
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	52,150.00	3,720.00	0.00	35,100.00	0.00	5,214.00	96,184.00

Rjm  
10/28/20

Finance Official Approval	David Brandenburg		10/27/20	301-766-2831
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Boyd Michael		10/27/20	301-766-2815
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



## RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of \$750,000 or more in a single fiscal year must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the 12/4/2015 16:01:40 Notice of Grant Award 4

Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

  
Superintendent of Schools

  
Washington County  
Local School System

  
11/11/2020  
Date



## APPENDICES

### **DOCUMENTATION: Complete and attach the LSS's copy of the following:**

1. **MOUs/MOAs:** Signed and dated MOUs/MOAs are required from all project partners for the **school year 2020-2021**. Each MOUs/MOAs must contain the following:
  - a. A statement acknowledging and supporting the goal(s) and objectives of the project;
  - b. The participant's expected gains from the project;
  - c. The expertise, resources, and financial contributions the participant is making toward the project. Financial contributions (in-kind and cash) should be quantified;
  - d. A clear statement detailing the roles, responsibilities, and capabilities of the partners; and
  - e. A clear statement that the partners intend to maintain the partnership for the duration of the grant period.
2. **FACILITY PROFILES:** The LSS must complete the attached Facility Profile for each facility students receive education services for the **2020-2021** school year.
3. **PROFESSIONAL DEVELOPMENT PLAN:** The LSS must include a professional development plan for staff, parents, and community partners for **the 2020-2021** school year. **Include a description of the PD activity, objectives & expected outcomes, date, and audience.**
4. **MONITORING PLAN:** The LSS must submit a plan for monitoring the educational program of students at each of the LSS's facilities for the **2020-2021** school year. **Include a projected schedule, dates, facility or program site and monitoring templates used.**
5. **TRANSITION PLAN:** The LSS must include the **LSS's Transition Plan Template** that will be used by the transition specialist for each student and will include the following elements:
  - Information about the students family and friends
  - Physical and emotional health
  - Religion and values
  - Assessments, classes/courses and placement information
  - Skill plans
  - Living options/budgeting assistance
  - Necessary documents
  - Transition plan review (frequency)
  - Psychological/counseling
  - Education/goals & objectives
  - Team participants

## **APPENDIX 1**

### **MOUs/MOAs**

**School Year 2020-2021**

**Memorandum of Understanding**  
**Title I, Part D Program for Prevention and Intervention for Children and Youth Who Are**  
**Neglected, Delinquent, and At-Risk**  
**By and Between**  
**Board of Education of Washington County**  
**and**  
**[Oak Hill House- USF, Inc.]**

THIS Memorandum of Understanding (hereinafter "MOU") is entered into this 4 day of December, 2019, by and between the Board of Education of Washington County (hereinafter "Board of Education") and Oak Hill House- USF, Inc. (hereinafter "Participant").

WHEREAS, Washington County Public Schools (hereinafter "WCPS") is the recipient of a Title I, Part D Grant from the Maryland State Department of Education (hereinafter "MSDE"); and

WHEREAS, the grant funds are to be used to support initiatives for prevention and intervention efforts aimed at children and youth who are neglected, delinquent, and at-risk (hereinafter "Project"); and

WHEREAS, one of the requirements of the grant is that WCPS must enter into a MOU with its partners that addresses the following:

- A. A statement acknowledging and supporting the goal(s) and objectives of the Project.
  - 1. The primary goal and objective of the Project is to provide all eligible Washington County children classified as "neglected and delinquent youth" (youth involved with the Department of Juvenile Services or the Department of Social Services) who are placed in Washington County Group Homes, equitable access to the supports and opportunities made possible through WCPS and its partners in accordance with the Title I, Part D Program Grant regardless of gender, race, national origin, color, disability or age.
  - 2. During the grant period, WCPS students with disabilities will be afforded access and support through the WCPS Special Education Department.
  - 3. The specific goals and objectives of the Project are set forth in the grant application submitted by WCPS, including ongoing communication and collaboration, participation in planning for student success and graduation, mutual professional development, and implementation of jointly-developed strategies to support at-risk students.
  - 4. The parties to this MOU support the goals and objective of this Project.
  - 5. The parties agree to uphold all confidentiality provisions required by FERPA.
- B. The Participant's expected gains from the Project.

1. The Participant can expect that WCPS will fully participate in all efforts to successfully transition eligible students to the appropriate WCPS school or program, participate in the development of a Transition Plan for each eligible student, and assist in the implementation of educational support to help each student achieve success.
  2. The Participant can expect that WCPS will allocate a portion of grant funds for use by the Group Homes to develop supportive out-of-school initiatives in the residential environment that will support students' educational progress and success.
- C. The expertise, resources, and financial contributions the Participant is making toward the project.
1. The Participant will provide out-of-school support for students in the residential setting that will encourage each student's achievement of his/her goals and lead to academic success.
  2. The participant will assist in the collection of all data required by the Maryland State Department of Education (Survey, Census, Progress Reports, etc.)
- D. A statement of the roles, responsibilities, and capabilities of the parties to the MOU.
1. WCPS will:
    1. Assist with scheduling an Intake/Transition meeting and assist in appropriate enrollment and school placement decision-making for students placed in the group home.
    2. Provide opportunities for communication with regard to specific individual student concerns through Transition/Intake meetings, participation in Student Support Team meetings, and review of the individual student Transition Plan.
    3. Provide ongoing intervention, support and referral during the school day, as specified on the IEP (if relevant) and the Transition Plan worksheet.
    4. Provide periodic opportunities for Participant to submit a proposal to WCPS to use designated Title I, Part D Neglected, Delinquent and At-Risk Youth funding for specific funding for project(s) that will benefit mutually-served students after school hours.
    5. Provide opportunities for Participant's staff to be a part of WCPS' targeted professional development throughout the school year.

2. [Oak Hill House- USF, Inc] will:

- a. Complete the attached Facility Profile template by October 1 of each year.
- b. Provide WCPS school or program of enrollment with a Supplemental Enrollment Questionnaire for each student with appropriate sections completed prior to the school intake/enrollment meeting.
- c. Provide WCPS school of enrollment with educational transfer records (SR7) and complete course history (including most recent copy of the IEP) prior to the school intake/enrollment meeting.
- d. Provide administrator and WCPS Director of Student Services with information about Reportable Offense charges for the student seeking enrollment prior to the school intake/enrollment meeting.
- e. Provide WCPS Student Support and Transition Specialist with the Annual Report of Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected or Delinquent Children (Annual N&D Census) information required to be submitted to MSDE each year.
- f. Provide WCPS Student Support and Transition Specialist with Consolidated State Report (Annual Provider Survey) information required to be submitted to MSDE each year.
- g. Attend any school Student Support Team (SST) meetings scheduled to discuss and develop strategies that will lead to success for specific mutually-served students.
- h. Provide out-of-school assistance to students to reinforce and encourage students to succeed academically and achieve objectives stated on the Transition Plan worksheet.
- i. Provide school of enrollment with appropriate transfer information when student transfers out of the group home.
- j. Attend semi-annual N&D partner collaboration meetings to facilitate cooperation and communication among all parties.

E. Communications for the purpose of billing, payment, performance, and submission of documentation required by this MOU shall be between the Contract Monitors who are as follows:

**For Board:**

Jeremy Jakoby  
10435 Downsville Pike

**For Consultant:**

Name: Courtney Lloyd, CEO  
Address: 12806 Independence Road

Hagerstown, MD 21740

City, State, Zip Code: Clear Spring, Md  
21722

301-766-8776  
301-766-2938

Phone Number: 301-582-4980  
Fax Number: 301-582-4982  
Tax Identification Number/SS #:52-1765558

F. A clear statement that the partners intend to maintain the partnership for the duration of the grant period.

Both parties agree to maintain all elements of this MOU for the period specified below. If either party wishes to amend this MOU, that party will provide the other with written notice of the specific change desired sixty (60) days in advance of the implementation of any change.

The term of this MOU shall be five (5) years. The parties to this MOU agree to maintain the partnership during the duration of this MOU (grant period).

IN WITNESS WHEREOF, the parties have signed and sealed this MOU as of the day first written above.

For [Oak Hill House- USF, Inc]

For Washington County Board of  
Education

Name: 

Position: 

Date: 12/4/2019

  
Dr. Boyd Michael

Superintendent of Schools

Date: 12/10/19

## FACILITY PROFILE

Name of Facility: United States Fellowship, Incorporated

Address: 12806 Independence Road

City, State ZIP: Clear Spring, Maryland 21722

Administrator/Principal/Program Manager: Courtney Wiggins-Lloyd, CEO

LES Liason/Transition Coordinator/Point of Contact: Courtney Wiggins-Lloyd, CEO

**Facility Type (Check one):**

☐ Adult Corrections ☐ Juvenile Corrections ☐ Juvenile Detention ☒ Neglected ☒ At Risk

**Brief description of facility and the core mission:**

**OUR CHALLENGE**

Adolescent young men in urban and rural America face dismal prospects. Poverty, crime, drugs, and above all- disrupted families pose nearly insurmountable obstacles to success. All too often these young Americans enter the juvenile justice or social service systems. Absent interventions to stabilize their lives and restore their sense of self, these young men may enter a cycle of frustration, anger, and further alienation from society. Oak Hill House exists to change that.

**OUR VISION**

To insure that youth and families referred by juvenile agencies in Maryland receive the highest level of therapeutic compassion, empathy, professionalism and respect necessary for fostering healthy outcomes with the ultimate goal of successful family reunification and social reintegration

**OUR ROLE**

To provide safe, supportive, stability for our clients and their families using innovative, humane, and highly individualized strategies which promote change in the context of our home-like atmosphere using least restrictive techniques including an on-grounds school to eliminate barriers to education.

**OUR MISSION**

To remain a strong, viable option for referral agencies, youth and families in need of care by inspiring hope while building character and teaching skills, values, confidence, and respect necessary for countering challenges of each youth's personal and societal demands.

**OUR ULTIMATE GOAL**

To see previously troubled young men restored to supportive family environments, equipped with the personal, educational, emotional, and professional resources they need to achieve successful reintegration as productive contributors to a strong American society.

**Approximate Count of Currently Enrolled Students:**

WCPS	Non-Public	Other
0 (3 IEP meetings are pending as of 12/4/2019 and may result in Public School Placements with 3 new DJS residents)	6	0

Age Range: 14-18

Grade Range of Students: 7-12

Average Length of Stay (in days): 220

**Memorandum of Understanding**  
**Title I, Part D Program for Prevention and Intervention for Children and Youth Who Are**  
**Neglected, Delinquent, and At-Risk**  
**By and Between**  
**Board of Education of Washington County**  
**and**  
**Stone Bridge**

THIS Memorandum of Understanding (hereinafter "MOU") is entered into this 11<sup>th</sup> day of December, 2019, by and between the Board of Education of Washington County (hereinafter "Board of Education") and Stone Bridge (hereinafter "Participant").

WHEREAS, Washington County Public Schools (hereinafter "WCPS") is the recipient of a Title I, Part D Grant from the Maryland State Department of Education (hereinafter "MSDE"); and

WHEREAS, the grant funds are to be used to support initiatives for prevention and intervention efforts aimed at children and youth who are neglected, delinquent, and at-risk (hereinafter "Project"); and

WHEREAS, one of the requirements of the grant is that WCPS must enter into a MOU with its partners that addresses the following:

- A. A statement acknowledging and supporting the goal(s) and objectives of the Project.
  - 1. The primary goal and objective of the Project is to provide all eligible Washington County children classified as "neglected and delinquent youth" (youth involved with the Department of Juvenile Services or the Department of Social Services) who are placed in Washington County Group Homes, equitable access to the supports and opportunities made possible through WCPS and its partners in accordance with the Title I, Part D Program Grant regardless of gender, race, national origin, color, disability or age.
  - 2. During the grant period, WCPS students with disabilities will be afforded access and support through the WCPS Special Education Department.
  - 3. The specific goals and objectives of the Project are set forth in the grant application submitted by WCPS, including ongoing communication and collaboration, participation in planning for student success and graduation, mutual professional development, and implementation of jointly-developed strategies to support at-risk students.
  - 4. The parties to this MOU support the goals and objective of this Project.
  - 5. The parties agree to uphold all confidentiality provisions required by FERPA.
- B. The Participant's expected gains from the Project.



1. The Participant can expect that WCPS will fully participate in all efforts to successfully transition eligible students to the appropriate WCPS school or program, participate in the development of a Transition Plan for each eligible student, and assist in the implementation of educational support to help each student achieve success.
  2. The Participant can expect that WCPS will allocate a portion of grant funds for use by the Group Homes to develop supportive out-of-school initiatives in the residential environment that will support students' educational progress and success.
- C. The expertise, resources, and financial contributions the Participant is making toward the project.
1. The Participant will provide out-of-school support for students in the residential setting that will encourage each student's achievement of his/her goals and lead to academic success.
  2. The participant will assist in the collection of all data required by the Maryland State Department of Education (Survey, Census, Progress Reports, etc.)
- D. A statement of the roles, responsibilities, and capabilities of the parties to the MOU.
1. WCPS will:
    1. Assist with scheduling an Intake/Transition meeting and assist in appropriate enrollment and school placement decision-making for students placed in the group home.
    - b. Provide opportunities for communication with regard to specific individual student concerns through Transition/Intake meetings, participation in Student Support Team meetings, and review of the individual student Transition Plan.
    - c. Provide ongoing intervention, support and referral during the school day, as specified on the IEP (if relevant) and the Transition Plan worksheet.
    - d. Provide periodic opportunities for Participant to submit a proposal to WCPS to use designated Title I, Part D Neglected, Delinquent and At-Risk Youth funding for specific funding for project(s) that will benefit mutually-served students after school hours.
    - e. Provide opportunities for Participant's staff to be a part of WCPS' targeted professional development throughout the school year.
  2. Stone Bridge will:

- a. Complete the attached Facility Profile template by October 1 of each year.
- b. Provide WCPS school or program of enrollment with a Supplemental Enrollment Questionnaire for each student with appropriate sections completed prior to the school intake/enrollment meeting.
- c. Provide WCPS school of enrollment with educational transfer records (SR7) and complete course history (including most recent copy of the IEP) prior to the school intake/enrollment meeting.
- d. Provide administrator and WCPS Director of Student Services with information about Reportable Offense charges for the student seeking enrollment prior to the school intake/enrollment meeting.
- e. Provide WCPS Student Support and Transition Specialist with the Annual Report of Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected or Delinquent Children (Annual N&D Census) information required to be submitted to MSDE each year.
- f. Provide WCPS Student Support and Transition Specialist with Consolidated State Report (Annual Provider Survey) information required to be submitted to MSDE each year.
- g. Attend any school Student Support Team (SST) meetings scheduled to discuss and develop strategies that will lead to success for specific mutually-served students.
- h. Provide out-of-school assistance to students to reinforce and encourage students to succeed academically and achieve objectives stated on the Transition Plan worksheet.
- i. Provide school of enrollment with appropriate transfer information when student transfers out of the group home.
- j. Attend semi-annual N&D partner collaboration meetings to facilitate cooperation and communication among all parties.

E. Communications for the purpose of billing, payment, performance, and submission of documentation required by this MOU shall be between the Contract Monitors who are as follows:

**For Board:**

Jeremy Jakoby  
10435 Downsview Pike  
Hagerstown, MD 21740

**For Consultant:**

Ralph Hertges  
13310-B Brook Lane  
Hagerstown, MD 21742

301-766-8776  
301-766-2938

301-733-0331 x1212  
301-733-1073  
83-0891593

F. A clear statement that the partners intend to maintain the partnership for the duration of the grant period.

Both parties agree to maintain all elements of this MOU for the period specified below. If either party wishes to amend this MOU, that party will provide the other with written notice of the specific change desired sixty (60) days in advance of the implementation of any change.

The term of this MOU shall be five (5) years. The parties to this MOU agree to maintain the partnership during the duration of this MOU (grant period).

IN WITNESS WHEREOF, the parties have signed and sealed this MOU as of the day first written above.

**For Stone Bridge**

**For Washington County Board of  
Education**



Name: Ralph Hertges  
Position: Director of Residential Services  
Date: 12/10/19



Dr. Boyd Michael  
Superintendent of Schools  
Date: 1/8/2020

## FACILITY PROFILE

**Name of Facility:** Stone Bridge Academy

**Address:** 13310-B Brook Lane

**City, State ZIP:** Hagerstown, MD 21742

**Administrator/Principal:** Margaret Fogle

**Facility Type (Check one/Underline one):**

☐ Adult Corrections ☐ Juvenile Corrections ☐ Juvenile Detention ☒ Neglected ☐ At Risk

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**Brief description of the facility and the core mission:**

Our goal is to provide a safe, caring, and nurturing residential environment that supports the physical and emotional needs of children and adolescents. The program provides treatment for children and adolescents who need short-term or residential services within a structured therapeutic environment. Located within the program, Stone Bridge Academy is a Type III non-public school. Each resident receives education services in accordance with their personal education plan.

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**Approximate Count of Currently Enrolled Students:** 13

**Age Range:** 7-17

**Grade Range of Students:** 1<sup>st</sup>-11<sup>th</sup>

**Average Length of Stay (in days):** 150 days

**Number of Hours of Direct Instruction for Each Core Content Area Provided Per Week:**

32.5 school hours, 4 core content areas

**Number of Highly Qualified Teachers/Instructors:** 1

**Academic Offerings Provided:** English Language Arts, Mathematics, Social Studies, Science

**Specific Academic Performance Measures (i.e. list pre and post assessments used):** WRAT 4

(Green Version)

**Memorandum of Understanding**  
**Title I, Part D Program for Prevention and Intervention for Children and Youth Who Are**  
**Neglected, Delinquent, and At-Risk**  
**By and Between**  
**Board of Education of Washington County**  
**and**  
**[Cedar Ridge Children's Home]**

THIS Memorandum of Understanding (hereinafter "MOU") is entered into this 16th \_\_\_\_\_ day of \_December\_\_\_\_\_, 2019, by and between the Board of Education of Washington County (hereinafter "Board of Education") and Cedar Ridge Children's Home \_\_\_\_\_ (hereinafter "Participant").

WHEREAS, Washington County Public Schools (hereinafter "WCPS") is the recipient of a Title I, Part D Grant from the Maryland State Department of Education (hereinafter "MSDE"); and

WHEREAS, the grant funds are to be used to support initiatives for prevention and intervention efforts aimed at children and youth who are neglected, delinquent, and at-risk (hereinafter "Project"); and

WHEREAS, one of the requirements of the grant is that WCPS must enter into a MOU with its partners that addresses the following:

- A. A statement acknowledging and supporting the goal(s) and objectives of the Project.
1. The primary goal and objective of the Project is to provide all eligible Washington County children classified as "neglected and delinquent youth" (youth involved with the Department of Juvenile Services or the Department of Social Services) who are placed in Washington County Group Homes, equitable access to the supports and opportunities made possible through WCPS and its partners in accordance with the Title I, Part D Program Grant regardless of gender, race, national origin, color, disability or age.
  2. During the grant period, WCPS students with disabilities will be afforded access and support through the WCPS Special Education Department.
  3. The specific goals and objectives of the Project are set forth in the grant application submitted by WCPS, including ongoing communication and collaboration, participation in planning for student success and graduation, mutual professional development, and implementation of jointly-developed strategies to support at-risk students.
  4. The parties to this MOU support the goals and objective of this Project.
  5. The parties agree to uphold all confidentiality provisions required by FERPA.

- B. The Participant's expected gains from the Project.
1. The Participant can expect that WCPS will fully participate in all efforts to successfully transition eligible students to the appropriate WCPS school or program, participate in the development of a Transition Plan for each eligible student, and assist in the implementation of educational support to help each student achieve success.
  2. The Participant can expect that WCPS will allocate a portion of grant funds for use by the Group Homes to develop supportive out-of-school initiatives in the residential environment that will support students' educational progress and success.
- C. The expertise, resources, and financial contributions the Participant is making toward the project.
1. The Participant will provide out-of-school support for students in the residential setting that will encourage each student's achievement of his/her goals and lead to academic success.
  2. The participant will assist in the collection of all data required by the Maryland State Department of Education (Survey, Census, Progress Reports, etc.)
- D. A statement of the roles, responsibilities, and capabilities of the parties to the MOU.
1. WCPS will:
    1. Assist with scheduling an Intake/Transition meeting and assist in appropriate enrollment and school placement decision-making for students placed in the group home.
    2. Provide opportunities for communication with regard to specific individual student concerns through Transition/Intake meetings, participation in Student Support Team meetings, and review of the individual student Transition Plan.
    3. Provide ongoing intervention, support and referral during the school day, as specified on the IEP (if relevant) and the Transition Plan worksheet.
    4. Provide periodic opportunities for Participant to submit a proposal to WCPS to use designated Title I, Part D Neglected, Delinquent and At-Risk Youth funding for specific funding for project(s) that will benefit mutually-served students after school hours.
    5. Provide opportunities for Participant's staff to be a part of WCPS' targeted professional development throughout the school year.
  2. [Cedar Ridge Children's Home] will:

- a. Complete the attached Facility Profile template by October 1 of each year.
- b. Provide WCPS school or program of enrollment with a Supplemental Enrollment Questionnaire for each student with appropriate sections completed prior to the school intake/enrollment meeting.
- c. Provide WCPS school of enrollment with educational transfer records (SR7) and complete course history (including most recent copy of the IEP) prior to the school intake/enrollment meeting.
- d. Provide administrator and WCPS Director of Student Services with information about Reportable Offense charges for the student seeking enrollment prior to the school intake/enrollment meeting.
- e. Provide WCPS Student Support and Transition Specialist with the Annual Report of Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected or Delinquent Children (Annual N&D Census) information required to be submitted to MSDE each year.
- f. Provide WCPS Student Support and Transition Specialist with Consolidated State Report (Annual Provider Survey) information required to be submitted to MSDE each year.
- g. Attend any school Student Support Team (SST) meetings scheduled to discuss and develop strategies that will lead to success for specific mutually-served students.
- h. Provide out-of-school assistance to students to reinforce and encourage students to succeed academically and achieve objectives stated on the Transition Plan worksheet.
- i. Provide school of enrollment with appropriate transfer information when student transfers out of the group home.
- j. Attend semi-annual N&D partner collaboration meetings to facilitate cooperation and communication among all parties.

E. Communications for the purpose of billing, payment, performance, and submission of documentation required by this MOU shall be between the Contract Monitors who are as follows:

**For Board:**

Jeremy Jakoby  
10435 Downsview Pike

**For Consultant:**

Bill Childers  
12146 Cedar Ridge Rd.

Hagerstown, MD 21740  
301-766-8776  
301-766-2938

Williamsport, MD 21795  
301-582-0282 ext.128  
301-582-2477  
520809957

F. A clear statement that the partners intend to maintain the partnership for the duration of the grant period.

Both parties agree to maintain all elements of this MOU for the period specified below. If either party wishes to amend this MOU, that party will provide the other with written notice of the specific change desired sixty (60) days in advance of the implementation of any change.

The term of this MOU shall be five (5) years. The parties to this MOU agree to maintain the partnership during the duration of this MOU (grant period).

IN WITNESS WHEREOF, the parties have signed and sealed this MOU as of the day first written above.

For [Cedar Ridge Children's Home]

For Washington County Board of  
Education



Name: Bill Childers  
Position: Residential Supervisor  
Date: 12-16-2019



Dr. Boyd Michael  
Superintendent of Schools  
Date: 1/8/2020



## FACILITY PROFILE

Name of Facility: Cedar Ridge Children's Home

Address: 12146 Cedar Ridge Rd.

City, State ZIP: Williamsport, MD 21795

Administrator/Principal: Paula Shatzer

Facility Type (Check one/Underline one):

☐ Adult Corrections ☐ Juvenile Corrections ☐ Juvenile Detention ☒ Neglected ☐ At Risk

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Brief description of the facility and the core mission:

Cedar Ridge is a therapeutic group home. We have house 24 youths, with a maximum of 8 youths in each house. We hope to open another house in the near future that would allow us to house 6 additional youths. We also have a group home off campus that house 4 youths, but is not classified as therapeutic. We currently have a full population of 28 youths.

Our primary goal is to return youth to their home and community with new skills that have helped turn discouragement into courage, social isolation into a sense of belonging, and aimlessness into a productive purpose.

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Approximate Count of Currently Enrolled Students: 17 in WCPS / 28 in our program

Age Range: 14-19

Grade Range of Students: 9-12

Average Length of Stay (in days): 180-365

Number of Hours of Direct Instruction for Each Core Content Area Provided Per Week: We provide a minimum of 2 hours of study/tutoring a week. We average approximately 4 hours.

Number of Highly Qualified Teachers/Instructors: In the cottage setting there would be no "highly" qualified teachers.

Academic Offerings Provided: N/A in the cottage settings

Specific Academic Performance Measures (i.e. list pre and post assessments used): N/A

**Memorandum of Understanding**  
**Title I, Part D Program for Prevention and Intervention for Children and Youth Who Are**  
**Neglected, Delinquent, and At-Risk**  
**By and Between**  
**Board of Education of Washington County**  
**and**  
**The Arc of Washington County, Inc.**

THIS Memorandum of Understanding (hereinafter "MOU") is entered into this 17<sup>th</sup> day of December, 2019, by and between the Board of Education of Washington County (hereinafter "Board of Education") and The Arc of Washington County, Inc. (hereinafter "Participant").

WHEREAS, Washington County Public Schools (hereinafter "WCPS") is the recipient of a Title I, Part D Grant from the Maryland State Department of Education (hereinafter "MSDE"); and

WHEREAS, the grant funds are to be used to support initiatives for prevention and intervention efforts aimed at children and youth who are neglected, delinquent, and at-risk (hereinafter "Project"); and

WHEREAS, one of the requirements of the grant is that WCPS must enter into a MOU with its partners that addresses the following:

- A. A statement acknowledging and supporting the goal(s) and objectives of the Project.
  - 1. The primary goal and objective of the Project is to provide all eligible Washington County children classified as "neglected and delinquent youth" (youth involved with the Department of Juvenile Services or the Department of Social Services) who are placed in Washington County Group Homes, equitable access to the supports and opportunities made possible through WCPS and its partners in accordance with the Title I, Part D Program Grant regardless of gender, race, national origin, color, disability or age.
  - 2. During the grant period, WCPS students with disabilities will be afforded access and support through the WCPS Special Education Department.
  - 3. The specific goals and objectives of the Project are set forth in the grant application submitted by WCPS, including ongoing communication and collaboration, participation in planning for student success and graduation, mutual professional development, and implementation of jointly-developed strategies to support at-risk students.
  - 4. The parties to this MOU support the goals and objective of this Project.
  - 5. The parties agree to uphold all confidentiality provisions required by FERPA.
- B. The Participant's expected gains from the Project.

1. The Participant can expect that WCPS will fully participate in all efforts to successfully transition eligible students to the appropriate WCPS school or program, participate in the development of a Transition Plan for each eligible student, and assist in the implementation of educational support to help each student achieve success.
  2. The Participant can expect that WCPS will allocate a portion of grant funds for use by the Group Homes to develop supportive out-of-school initiatives in the residential environment that will support students' educational progress and success.
- C. The expertise, resources, and financial contributions the Participant is making toward the project.
1. The Participant will provide out-of-school support for students in the residential setting that will encourage each student's achievement of his/her goals and lead to academic success.
  2. The participant will assist in the collection of all data required by the Maryland State Department of Education (Survey, Census, Progress Reports, etc.)
- D. A statement of the roles, responsibilities, and capabilities of the parties to the MOU.
1. WCPS will:
    - a. Assist with scheduling an Intake/Transition meeting and assist in appropriate enrollment and school placement decision-making for students placed in the group home.
    - b. Provide opportunities for communication with regard to specific individual student concerns through Transition/Intake meetings, participation in Student Support Team meetings, and review of the individual student Transition Plan.
    - c. Provide ongoing intervention, support and referral during the school day, as specified on the IEP (if relevant) and the Transition Plan worksheet.
    - d. Provide periodic opportunities for Participant to submit a proposal to WCPS to use designated Title I, Part D Neglected, Delinquent and At-Risk Youth funding for specific funding for project(s) that will benefit mutually-served students after school hours.
    - e. Provide opportunities for Participant's staff to be a part of WCPS' targeted professional development throughout the school year.
  2. The Arc of Washington County, Inc. will:

- a. Complete the attached Facility Profile template by October 1 of each year.
- b. Provide WCPS school or program of enrollment with a Supplemental Enrollment Questionnaire for each student with appropriate sections completed prior to the school intake/enrollment meeting.
- c. Provide WCPS school of enrollment with educational transfer records (SR7) and complete course history (including most recent copy of the IEP) prior to the school intake/enrollment meeting.
- d. Provide administrator and WCPS Director of Student Services with information about Reportable Offense charges for the student seeking enrollment prior to the school intake/enrollment meeting.
- e. Provide WCPS Student Support and Transition Specialist with the Annual Report of Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected or Delinquent Children (Annual N&D Census) information required to be submitted to MSDE each year.
- f. Provide WCPS Student Support and Transition Specialist with Consolidated State Report (Annual Provider Survey) information required to be submitted to MSDE each year.
- g. Attend any school Student Support Team (SST) meetings scheduled to discuss and develop strategies that will lead to success for specific mutually-served students.
- h. Provide out-of-school assistance to students to reinforce and encourage students to succeed academically and achieve objectives stated on the Transition Plan worksheet.
- i. Provide school of enrollment with appropriate transfer information when student transfers out of the group home.
- j. Attend semi-annual N&D partner collaboration meetings to facilitate cooperation and communication among all parties.

E. Communications for the purpose of billing, payment, performance, and submission of documentation required by this MOU shall be between the Contract Monitors who are as follows:

**For Board:**

Jeremy Jakoby  
10435 Downsville Pike  
Hagerstown, MD 21740

**For Consultant:**

Doug Ford Jr. – Senior Director  
820 Florida Avenue  
Hagerstown, MD 21740

301-766-8776  
301-766-2938

301-992-2260  
301-791-5040  
#31055347

F. A clear statement that the partners intend to maintain the partnership for the duration of the grant period.


Both parties agree to maintain all elements of this MOU for the period specified below. If either party wishes to amend this MOU, that party will provide the other with written notice of the specific change desired sixty (60) days in advance of the implementation of any change.

The term of this MOU shall be five (5) years. The parties to this MOU agree to maintain the partnership during the duration of this MOU (grant period).

IN WITNESS WHEREOF, the parties have signed and sealed this MOU as of the day first written above.

For The Arc of Washington County, Inc.

For Washington County Board of  
Education

 Doug Ford Jr. - Senior Program  
Director

Name: Doug Ford Jr.  
Position: Senior Director of Juvenile Programs  
Date: 12-11-2017



Dr. Boyd Michael  
Superintendent of Schools  
Date: 1/8/2020

## FACILITY PROFILE

Name of Facility: The Arc of Washington County, Inc.

Address: 820 Florida Avenue

City, State ZIP: Hagerstown, MD 21740

Administrator/Principal: Doug Ford Jr. – Senior Director of Juvenile Programs

Facility Type (Check one/Underline one): Residential Services

☐ Adult Corrections ☐ Juvenile Corrections ☐ Juvenile Detention ☐ Neglected ☐ At Risk

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Brief description of the facility and the core mission:

Residential Services for Youth in Washington County with a Developmental Model. High Intensity Group homes are offered for boys and girls and a Semi-Independent Living Group is offered for girls (5).

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Approximate Count of Currently Enrolled Students:

Age Range: 10 - 21

Grade Range of Students: Secondary

Average Length of Stay (in days): Varies

Number of Hours of Direct Instruction for Each Core Content Area Provided Per Week: N/A

Number of Highly Qualified Teachers/Instructors: N/A

Academic Offerings Provided: N/A

Specific Academic Performance Measures (i.e. list pre and post assessments used):

Life Skills and Social Skills

Improving Mental Health

Community Integration and Access

**Memorandum of Understanding**  
**Title I, Part D Program for Prevention and Intervention for Children and Youth Who Are**  
**Neglected, Delinquent, and At-Risk**  
**By and Between**  
**Board of Education of Washington County**  
**and**  
**[Washington County Shelter]**  
**Board of Education**

THIS Memorandum of Understanding (hereinafter "MOU") is entered into this 12<sup>th</sup> day of December, 2019, by and between the Board of Education of Washington County (hereinafter "Board of Education") and Washington County Shelter (hereinafter "Participant").

WHEREAS, Washington County Public Schools (hereinafter "WCPS") is the recipient of a Title I, Part D Grant from the Maryland State Department of Education (hereinafter "MSDE"); and

WHEREAS, the grant funds are to be used to support initiatives for prevention and intervention efforts aimed at children and youth who are neglected, delinquent, and at-risk (hereinafter "Project"); and

WHEREAS, one of the requirements of the grant is that WCPS must enter into a MOU with its partners that addresses the following:

- A. A statement acknowledging and supporting the goal(s) and objectives of the Project.
  - 1. The primary goal and objective of the Project is to provide all eligible Washington County children classified as "neglected and delinquent youth" (youth involved with the Department of Juvenile Services or the Department of Social Services) who are placed in Washington County Group Homes, equitable access to the supports and opportunities made possible through WCPS and its partners in accordance with the Title I, Part D Program Grant regardless of gender, race, national origin, color, disability or age.
  - 2. During the grant period, WCPS students with disabilities will be afforded access and support through the WCPS Special Education Department.
  - 3. The specific goals and objectives of the Project are set forth in the grant application submitted by WCPS, including ongoing communication and collaboration, participation in planning for student success and graduation, mutual professional development, and implementation of jointly-developed strategies to support at-risk students.
  - 4. The parties to this MOU support the goals and objective of this Project.
  - 5. The parties agree to uphold all confidentiality provisions required by FERPA.
- B. The Participant's expected gains from the Project.



1. The Participant can expect that WCPS will fully participate in all efforts to successfully transition eligible students to the appropriate WCPS school or program, participate in the development of a Transition Plan for each eligible student, and assist in the implementation of educational support to help each student achieve success.
2. The Participant can expect that WCPS will allocate a portion of grant funds for use by the Group Homes to develop supportive out-of-school initiatives in the residential environment that will support students' educational progress and success.

C. The expertise, resources, and financial contributions the Participant is making toward the project.

1. The Participant will provide out-of-school support for students in the residential setting that will encourage each student's achievement of his/her goals and lead to academic success.
2. The participant will assist in the collection of all data required by the Maryland State Department of Education (Survey, Census, Progress Reports, etc.)

D. A statement of the roles, responsibilities, and capabilities of the parties to the MOU.

1. WCPS will:
  1. Assist with scheduling an Intake/Transition meeting and assist in appropriate enrollment and school placement decision-making for students placed in the group home.
  - b. Provide opportunities for communication with regard to specific individual student concerns through Transition/Intake meetings, participation in Student Support Team meetings, and review of the individual student Transition Plan.
  - c. Provide ongoing intervention, support and referral during the school day, as specified on the IEP (if relevant) and the Transition Plan worksheet.
  - d. Provide periodic opportunities for Participant to submit a proposal to WCPS to use designated Title I, Part D Neglected, Delinquent and At-Risk Youth funding for specific funding for project(s) that will benefit mutually-served students after school hours.
  - e. Provide opportunities for Participant's staff to be a part of WCPS' targeted professional development throughout the school year.

2. [Washington County Shelter] will:

- a. Complete the attached Facility Profile template by October 1 of each year.
- b. Provide WCPS school or program of enrollment with a Supplemental Enrollment Questionnaire for each student with appropriate sections completed prior to the school intake/enrollment meeting.
- c. Provide WCPS school of enrollment with educational transfer records (SR7) and complete course history (including most recent copy of the IEP) prior to the school intake/enrollment meeting.
- d. Provide administrator and WCPS Director of Student Services with information about Reportable Offense charges for the student seeking enrollment prior to the school intake/enrollment meeting.
- e. Provide WCPS Student Support and Transition Specialist with the Annual Report of Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected or Delinquent Children (Annual N&D Census) information required to be submitted to MSDE each year.
- f. Provide WCPS Student Support and Transition Specialist with Consolidated State Report (Annual Provider Survey) information required to be submitted to MSDE each year.
- g. Attend any school Student Support Team (SST) meetings scheduled to discuss and develop strategies that will lead to success for specific mutually-served students.
- h. Provide out-of-school assistance to students to reinforce and encourage students to succeed academically and achieve objectives stated on the Transition Plan worksheet.
- i. Provide school of enrollment with appropriate transfer information when student transfers out of the group home.
- j. Attend semi-annual N&D partner collaboration meetings to facilitate cooperation and communication among all parties.

E. Communications for the purpose of billing, payment, performance, and submission of documentation required by this MOU shall be between the Contract Monitors who are as follows:

**For Board:**

Jeremy Jakoby  
10435 Downsview Pike  
Hagerstown, MD 21740

**For Consultant:**

Name *Shamika Brwinton*  
Address *13420 Herman Myers Road*  
City, State, Zip Code *Hagerstown, MD, 21742*

301-766-8776

301-766-2938

Phone Number

Fax Number

Tax Identification Number/SS #

F. A clear statement that the partners intend to maintain the partnership for the duration of the grant period.

Both parties agree to maintain all elements of this MOU for the period specified below. If either party wishes to amend this MOU, that party will provide the other with written notice of the specific change desired sixty (60) days in advance of the implementation of any change.

The term of this MOU shall be five (5) years. The parties to this MOU agree to maintain the partnership during the duration of this MOU (grant period).

IN WITNESS WHEREOF, the parties have signed and sealed this MOU as of the day first written above.

For [Washington County Shelter]  
*Board of Childcare*

For Washington County Board of  
Education



Name: Shamika Bruinton  
Position: Supervisor/Case Manager  
Date: 12/12/2019



Dr. Boyd Michael  
Superintendent of Schools  
Date: 1/8/2020

## FACILITY PROFILE

Name of Facility: Washington County Shelter/Board of Child Care  
Address: 13420 Herman Myers Road, Hagerstown MD, 21742  
City, State ZIP: Hagerstown, Maryland, 21742  
Administrator/Principal: Karen Morice  
Facility Type (Check one/Underline one):  
☐ Adult Corrections ☐ Juvenile Corrections ☐ Juvenile Detention ☐ Neglected ☐ At Risk

Brief description of the facility and the core mission: Instill life skills and independence, to prepare our youth for life outside of care.  
Enriching communities one family at a time.

Approximate Count of Currently Enrolled Students: 0

Age Range: 16-20.5

Grade Range of Students: 0

Average Length of Stay (in days): 365 days

Number of Hours of Direct Instruction for Each Core Content Area Provided Per Week: N/A

Number of Highly Qualified Teachers/Instructors: N/A

Academic Offerings Provided: 0

Specific Academic Performance Measures (i.e. list pre and post assessments used): N/A

**APPENDIX 2  
FACILITY PROFILE 2020-2021**

**\*Please note, the facility profile for each group home is included within their MOU.**

**FACILITY PROFILE 2019-2020**

**Name of Facility:** Antietam Academy

**Address:** 40 West Oak Ridge Drive

**City, State ZIP:** Hagerstown, MD 21740

**Administrator/Principal:** D. Tim Morrow

**Transition Specialist:** Phillip Powell

**Facility Type (Check one):**

☐ Adult Corrections ☐ Juvenile Corrections ☐ Juvenile Detention ☐ Neglected ☒ At Risk

**Brief description of facility and the core mission:**

Antietam Academy is the Washington County Public School Alternative Program that serves at-risk students in grades 6-12. It is a structured and small setting that utilizes a multi-facet approach to addressing at-risk students who struggle in the comprehensive school environment.

The mission of Antietam Academy is to provide a meaningful and measurable learning experience for students with attendance, behavior, and/or achievement problems who have not been successful in traditional school settings. Antietam is committed to providing a positive, student centered, individualized and academically comprehensive program that includes academics, counseling, online learning, project based learning and career and college readiness training. Our goal is to empower our students to become productive, confident, active and contributing members of their communities and the global society.

**Approximate Count of Currently Enrolled Students:** 65 (# will rise to an avg. of 120-130)

**Age Range:** 11-19

**Grade Range of Students:** 6-12

**Average Length of Stay (in days):** Minimum Average – 30 days, Maximum Average - Varies

**Number of Hours of Direct Instruction for Each Core Content Area Provided Per Week: 5**

**Number of Highly Qualified Teachers/Instructors: 24**

**Academic Offerings Provided:**

High school credits, high school completion programs as needed for graduation, high school diplomas

**Specific Academic Performance Measures (i.e. list pre and post assessments used):**

MAP Testing, MSA, HSA, PARCC, SRI, Subject specific pre-assessments/post-assessments, Benchmarks, Cornerstone tasks

**APPENDIX 3**  
**PROFESSIONAL DEVELOPMENT PLAN**  
**School Year 20-21**

2020-2021 Student Services PD Plan

PD Categories: Materials (items under \$1,000), textbooks, equipment (items over \$1,000), consultants, professional development

Funded by Title IV, not PD Funds (in priority order):

1. Summer Link Crew/Web Planning for all 17 Student Intervention Specialists (ESP hourly rate). 20 hours each July/August 2020 and 10 hours each for June 2021. Total \$10,500
2. Link Crew/Web initial training for five additional school coordinators to replace school coordinator vacancies (sub for 15 days = \$1,785); (\$2,500 training cost and meals x 5 = \$12,500; plus \$1,000 travel costs) Total \$15,285
3. Link Crew/Web coordinator spring workshop to share best practices (30 participants x 2hrs. x 30 = \$1,800)
4. Attendance at the National Alternative Education conference or National Dropout Prevention Network Conference or National At-Risk Youth Education Network conference by up to four members of student services and up to four school based staff to learn and share best practices to improve school engagement with at risk students. (8 x \$600 = \$4,800)
5. RESEARCH REFERENCE FOR WEB/LINK
  - a. DeLamar, S. & Graham Brown, C. (2016). Supporting Transition of At-Risk Students Through a Freshman Orientation Model. Journal of At-Risk Issues, 2016.
  - b. Gold, E.; Evans, S; Haxton, C.; Maluk, H.; Mitchell, C.; Simon, E. & Good, D. (2010). Transition to High School: School "Choice" & Freshman Year in Philadelphia. Research for Action, 2010.
  - c. The freshman year of high school is critical to a student's success. The transition from grade 5 to 6 and from grade 8 to 9 can be very difficult for the average student. Transition programs are critical for our at-risk students and provides the necessary support and connections to help them be successful.

Materials (in priority order):

1. Monthly service fee for 16 (includes 5 new ones) hotspots for HHT students at \$40 per month \$7,680
2. Purchase of five additional mobile wifi hotspots for HHT students/\$44 per unit = \$220  
Student Services Instructional Substitute Account 4550 (Max of \$1,000)
1. Substitute for Family Center lead teacher to attend lead teacher meetings (\$119 x 16 = \$1,904)  
Student Services Travel Account 7001 (Max of \$4,000)
1. MAPP memberships for all PPWs and Director of Student Services (9 staff x \$30 = \$270)
2. MD Association of Pupil Personnel (MAPP) fall and spring conferences. Addressing chronic truancy as it relates to ESSA. Fall 1-day conference in Silver Spring November 2020 (9 x \$100 registration fee = \$900)/April-May 2021 two-day conference in Ocean City (3 x \$100 registration fee plus stay \$149/night (\$747). Total cost \$1,647)
3. Brooklane Child Welfare Conference (Hager Hall)- \$69 per/spring- All 17 SISs and 8 PPWs. (25 x \$69 = \$1,725)
4. MASSP/NASSP membership for Director of Student Services (\$370)
5. Director of Student Services attendance at MSDE and MABE workshops and retreats (\$400)

No Funding Needed in 20-21

1. Attendance at the National Association for the Education of Homeless Children and Youth McKinney-Vento funding
2. Bester Community of Hope training April 9- \$39 per person; 10 or more is \$25 per person (17 SIS, SSTS, Director, 8 PPW, 4 Fam Center, Mental Health, and Homeless) 20-21 is paid for as result of carryover balance due to April 2020 event cancellation due to COVID.
3. MABE PPW Law Seminar in Annapolis November 16, 2019 9-12PM- no cost
4. MD School Safety Annual Conference in Annapolis for Mental Health Coordinator- no cost



## APPENDIX 4

### MONITORING PLAN School Year 2020-2021

Jeremy Jakoby, Director of Student Services, as Program Manager, will provide direct supervision and oversight of this project. Kimberly Dumas, Student Support and Transition Specialist, will provide daily coordination/focus for efforts to meet the needs of students at risk. Phillip Powell, Antietam Academy Student Intervention Specialist/Graduation Coach, will provide direct support, and coordinate services as outlined in the Transition Plan Worksheet, to the most vulnerable and at-risk WCPS students in grades 6-12 (80% of Antietam's student population is currently/or has previously been involved with DJS and/or is residing at an N&D Facility).

#### Management Plan/Key Personnel

Action Description	Beginning & End Dates	Person Responsible
Participation in SEA Tech. Asst.	July 2020, Spring 2021	Director of Student Services, SSTS
Submission of required reports	July 1, 2020 – Sept. 30, 2021	Student Support & Transition Specialist (SSTS)
Program performance monitoring	July 1, 2020 – Sept. 30, 2021	Director of Student Services, SSTS
Startup activities	Fall/Winter 2020/20	SSTS
Assuring continuity & quality of implementation	July 1, 2020 – Sept. 30, 2021	Director of Student Services, SSTS
Monitoring fiscal requirements	July 1, 2020 – Sept. 30, 2021	Director of Student Services
Submission of evaluation data	July 1, 2020 – Sept. 30, 2021	SSTS
Purchasing & distribution of supplies, materials & equipment	July 1, 2020– Sept. 30, 2021	SSTS, Student Services Admin. Sec.
Professional development activities	July 1, 2020 – Sept. 30, 2021	Director of Student Services, SSTS
Stakeholder & staff meetings	July 1, 2020 – Sept. 30, 2021	SSTS

## APPENDIX 5

### TRANSITION PLAN TEMPLATE 2020-2021

#### WCPS TRANSITION PLANNING WORKSHEET LINK:

<https://forms.gle/agKyAnTi6vuZ6QR69>

### Washington County Public Schools Transition Planning Worksheet 20-21

\* Required

Email address \*

Your email

Initial Meeting Date \*

MM DD YYYY Time

\_\_ / \_\_ / \_\_ : \_\_ AM ▼

Student Name

Your answer

Student ID #

Your answer

State ID #

Your answer

Parent/Guardian Information

Please include DO NOT CONTACT (if applicable)

Your answer

Currently Resides with

(if different than above)

Your answer

Street Address

Your answer

City, State ZIP

Your answer

**Name and Address Residential Facility**

Your answer \_\_\_\_\_

**Group Home Case Manager Information**

Please include contact information (phone number and email, if able)

Your answer \_\_\_\_\_

**List 2 Possible Contacts**

(Family, Friends, or Other Supports)

Your answer \_\_\_\_\_

**Most Recent School of Attendance**

(prior to residential placement)

Your answer \_\_\_\_\_

**Cohort Year**

(first year of 9th grade)

Your answer \_\_\_\_\_

Grade

Your answer

Is an IEP currently available for review?

☐ Yes, we have included a copy of the IEP for review.

☐ No, this student does not currently have an IEP

☐ Other:

Credits Earned

(mark number of credits earned in each category)

	0	1	2	3	4	5	6
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FOT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health/Life Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Completer Program

Your answer \_\_\_\_\_

### Credits Earned

Total/24

Your answer \_\_\_\_\_

### HSA/PARCC Scores \*

	Passed	Failed	Bridge	Comp Score Earned	Waived	Did not take
Algebra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### SRI/Lexile Score

(most recent)

**SSL Hours**

earned/75

Your answer \_\_\_\_\_

**Known Issues Related to Personal & Mental Health**

List medications taken if desired.

Your answer \_\_\_\_\_

**Employment Information**

(if applicable)

Your answer \_\_\_\_\_

**Monthly Income**

from all sources

Your answer \_\_\_\_\_

**Goals/Plan/Criteria**

Please list long and short term goals, as well as plan details and anticipated completion date.

Your answer \_\_\_\_\_

Date of Next Review

MM DD YYYY

\_\_ / \_\_ / \_\_

Transition Team Members Present

Your answer

Person Responsible for Progress Monitoring

Your answer

Documents Included

☐ Transcript

☐ IEP

☐ Psychological Exam

☐ Custody

☐ Other: \_\_\_\_\_

A copy of your responses will be emailed to the address you provided.

Submit

Page 1 of 1



## APPENDIX D

Revised April 2020



### Title II, Part A

#### Systems of Support for Excellent Teaching and Leading

Local School System: Washington County Public Schools

Fiscal Year: FY21

Title II-A Coordinator: Dr. Gary Willow

Telephone: 301-766-2820

E-mail: willogar@wcps.k12.md.us

**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, 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 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) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(D) 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).

WCPS is committed to prioritizing funds for the implementation of activities and supports that will have systemic impact on student achievement. As explained in detail in our *2020-21 Local ESSA Consolidated Strategic Plan*,

WCPS prioritizes the supports in Title IIA with four distinct efforts:

1. WCPS will provide equitable access to excellent initial instruction for every student every minute of every day using the Essential Curriculum.
2. WCPS will use the formative assessment process to ensure students reach the desired results.
3. WCPS will have a systematic response to the needs of the students who struggle to meet or exceed the grade level performance standards.
4. WCPS will provide funds and professional learning support for 6 TSI schools in the area of specialized instruction, to include co-development, co-implementation, and co-monitoring of student progress for special education students. Each identified school has created an action plan unique to the schools needs assessment and root cause analysis, which will be updated accordingly.

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.

#### Needs Assessment Efforts:

1. May 8 and June 9<sup>th</sup> consultation meetings with non-public partners
2. August 25-August 27<sup>th</sup> Professional Learning Days- Teachers were given the opportunity to review curriculum changes and provide feedback.
3. Math and English content team data meetings for analysis (ongoing)
4. Math and ELA Team analysis meetings with Senior Leadership September 21<sup>st</sup>, and September 29<sup>th</sup>.
5. Literacy Action Plans with school instructional leadership teams to analyze a collection of evidence and develop action plans to address gaps in professional development and resources necessary to implement the plans.
6. Superintendent Listening Sessions with students, teachers, and families held 3 regionals in 2019-20 and four different regions are scheduled for 2020-21 as an open forum to ask questions of the superintendent and senior leadership.

In addition to the steps outlined above, two different workgroups were created during the COVID 19 Pandemic.

In April 2020, the *Students First COVID-19 Task Force* ([Appendix B](#) & [C](#)) representing students, parents, teachers, staff, and administration convened to plan together to meet the educational needs of WCPS' students during the COVID-19 pandemic.

The workgroups gathered and organized information to advise the superintendent of the concerns, questions, and ideas for student learning and achievement during marking period 4 (ready to learn at home), summer (retain learning), and marking period 1 (re-enter learning at school). Washington County Teachers Association (WCTA) and Washington County Educational Support Personnel (WCESP) bargaining representatives provided questions for consideration throughout April and May and continued to meet regularly with senior staff through the summer.

In June and July, additional stakeholder feedback was sought through teacher, administrator, and parent surveys. A total of 746 teachers, 90 administrators, and 7,043 parents and guardians responded. Over 200 teachers were asked to provide input through summer workshops. The curriculum workshops continued through the summer, and every one of them discussed student and staff learning, expanding educator input into the plan for reopening and accelerating learning.

In early July 2020, a second stakeholder workgroup was formed to collaboratively draft this plan to return to learning for the fall of 2020. At the July 14, 2020, Board of Education meeting, Board members voted and unanimously agreed to begin the 2020-2021 school year with all Pre-K through grade 12 students engaged in distance learning.

In August of 2020, Washington County Public Schools published its Return to Learn Plan for reopening and accelerating learning. The plan overview ([Appendix D](#)) was shared at the Board's Public Business Meeting on August 4, 2020, and the plan was posted to the district website [www.wcpsmd.com](http://www.wcpsmd.com) by August 14, 2020, as required by the Maryland State Department of Education. During the September 1, 2020 Board meeting, the five phases for returning students for in-person instruction was presented publicly ([Appendix EE](#)). The first groups of students were scheduled to return for in-person learning on September 16, 2020. Educational Support Personnel were notified to return to work on September 8, 2020, and teaching staff were notified to report to work in-person no later than September 16, 2020.

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.

In the 2019-2020 school year WCPS required the recipients of Title IIA to develop and submit action plans to the Associate Superintendent of Curriculum and Instruction. All six of the identified TSI schools submitted plans on how they were going to improve student achievement during the 2019-2020 school year. Due to the COVID pandemic the state of Maryland canceled MCAP assessments in the Spring of 2020. In the summer of 2020 WCPS purchased a new assessment platform to deliver district assessments. This new assessment platform will allow teachers, administrators, and district leadership real-time data on student mastery on the Maryland College and Career Ready Standards. All recipients will update their actions plans to incorporate new data points. These action plans are reviewed quarterly by the Associate Superintendent of Curriculum and Instruction, the Division of Curriculum Supervisors, and the Executive Directors of Secondary and Elementary and feedback is given to the recipients. Action plans are updated as needed based on qualitative and quantitative feedback.

Washington County Public Schools will meet monthly with stakeholders to review ESSA goals, strategies, and evaluation outcomes to monitor progress. Our primary stakeholders include division of curriculum supervisors, lead teachers, school-based administrators, teachers, students, and community groups

WCPS continues to provide updates to the efforts as guided by the community outreach through the Board of Education Meetings, weekly meetings with the Washington County Teachers Association (WCTA), and monthly meetings with the Special Education Citizen Advisory Committees (CAC) The Board meetings are streamed to our community and attended by our local news publications including the Herald Mail newspaper and WDVM a local independent television station. WCPS has also created an application that is representative of all schools and provides a common area for parents to access local school information and student information.

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	None		
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.

WCPS adopted its Equity Policy in April of 2020, which established, *as a matter of priority, a commitment to providing each student in Washington County Public Schools equitable access to the educational rigor, resources, and support needed to maximize each student's academic success and social/emotional well-being*. As WCPS navigates these unprecedented times, it has employed the use of an equity lens designed to enhance choices, support decision making and allocation of resources; examine any unintended harm; and allow an added layer of necessary professional learning. WCPS demonstrated its commitment to maximizing the academic success of each student and is determined to eliminate achievement and opportunity gaps while valuing students' differences and supporting their successes as outlined in the [Equity Policy](#). Toward that end, WCPS has taken a number of steps to mitigate disparities among and between student groups to ensure the success of every student. Initiatives such as Meals on Wheels, devices for each student, supporting families with securing internet connectivity and supporting academic recovery through summer school and tutoring opportunities demonstrated WCPS' commitment to meeting the needs of every student to foster an environment dedicated to excellence in student achievement.

Using a data-driven approach, WCPS focused on providing an instructional experience that is differentiated to meet student needs; is challenging and rigorous to encourage academic growth, and flexible to accommodate various circumstances. As WCPS moved to reopen schools, survey data from community stakeholders, student participation data collected in the spring as well as local achievement data helped to guide decisions connected to which populations would return first ([Appendix EE](#)). As students return, students in grades k-8 (and selected high school students) will be engaged in diagnostic literacy assessments; students in grades 1-5 will participate in mathematics assessments ([see assessment schedule](#)). Data collected from these assessments will serve as a baseline for teacher planning as well as progress monitoring. School staff will collect formative data bi-weekly to inform the Classroom-Focused Improvement Process (CFIP). Based on the regular review of formative classroom data, scheduled local assessments and attendance, WCPS schools will monitor and assess the impact of instruction; achievement gap reductions and inform the Return to Learn: Reopen and Accelerate Learning Plan.

Based on school-based data collected, students not meeting with success or who have significant gaps between their current level of achievement and expected grade-level standard performance will receive additional small group instruction/intervention/support sessions to meet their need for additional academic or social-emotional support and intervention.

Finally, to support the success of the aforementioned measures, the Office of Equity & Excellence will work with system leaders and staff in four areas: professional development, district leadership collaboration, support to schools, and community engagement and partnerships.

The Supervisor of Equity & Excellence is working to provide professional learning opportunities for the Board of Education, Senior Leadership, Division of Curriculum and building leaders that focuses on equity literacy, cultural competence, culturally responsive teaching, restorative practices and related topics, with emphasis on how these show up in virtual spaces and best practices during these challenging times.

The Supervisor of Equity and Excellence collaborates regularly with members of the Superintendent's cabinet and will continue to be involved in the decision-making process around reopening. The Office of Equity & Excellence will collaborate with the Student Services Department to provide not only social-emotional supports to students during reopening, but also assist in monitoring the engagement of families and outreach as it pertains to digital devices, translation of documents, outreach to families, and other key components to the reopening of school and throughout the year. Additionally, the Office of Equity & Excellence will work closely with the Division of Curriculum to support the development of differentiated resources as well as ensure curriculum alignment with the district commitment to equity, diversity and inclusion. Lastly, the Office of Equity & Excellence will collaborate with the Special Education Department to address the needs of students with disabilities.

The Office of Equity & Excellence will continue collaborating with individual schools and school leaders to assist in promoting, developing and addressing diversity, equity, and inclusion issues. This work will continue during reopening. Additionally, the Office of Equity & Excellence will work to begin identifying Equity Coaches for each school who will work closely with the Office of Equity & Excellence and provide training supports to meet the unique needs of each school.

The Office of Equity & Excellence will continue collaborating with community stakeholders to identify how issues related to diversity, equity and inclusion manifest in the greater community and identify solutions related to the experiences of marginalized and disenfranchised groups. The Office of Equity & Excellence alongside city government, law enforcement, institutions of higher learning and other community agencies will work to develop proactive engagement opportunities, addressing concerns, and troubleshooting equity and issues raised by the community and families.

Educational equity involves providing each student what he, she or they need in order to assist them in reaching their potential and preparing them for college and/or careers. WCPS will



continue to provide resources and additional support to students who need these supports the most. Among those students whose needs demand equity are our students who are disproportionately impacted by structural inequities, students with disabilities, students requiring additional social-emotional or health related supports, English learners, students who are living in and experiencing poverty, students who are experiencing homelessness, students who are gifted and require additional academic rigor, and students with limited to no educational engagement during the Continuity of Learning this past spring. WCPS' attention to all of the aforementioned areas will not only yield positive results related to student achievement and opportunity gap reduction but the improvement of the culture of the community at large.

## Equity Plan

The Washington County Public Schools *Equity Plan* ([Appendix G](#)) provides guidance and strategies for addressing barriers and special circumstances that would prevent members of specific student groups from being successful. These populations include English Learners, students who receive special education services, economically disadvantaged, those without internet access, students of color, and homeless students.

## Using an Equity Lens for Distance Learning

Setting Expectations for Distance Learning
<p><b>Equity Lens:</b> For any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.  <a href="#">(COMAR 13A.01.06 Educational Equity)</a></p>
Accessibility of Online Resources
<p><a href="#">Section 508</a>            Section <b>508</b>, an amendment to the United States Workforce Rehabilitation Act of 1973, is a federal law mandating that all electronic and information technology developed, procured, maintained, or used by the federal government be accessible to people with disabilities (<a href="#">Fields, 2017</a>).</p> <ul style="list-style-type: none"> <li>• <a href="#">Create Accessible Digital Products</a></li> <li>• <a href="#">Test for Accessibility</a></li> </ul>
Resources



The following resources provide information that can be applied to the creation of instruction that is engaging and reaches all learners in a classroom, virtual, or home setting. *This is not an exhaustive list.*

- [Learning in the Time of COVID-19 \(Darling-Hammond, 2020\)](#)
- [Distance Learning During the Coronavirus Pandemic: Equity and Access Questions for School Leaders \(Seale, 2020\)](#)
- [Teaching Through Coronavirus \(Teaching Tolerance, 2020\)](#)
- [Maryland Assessment, Accessibility and Accommodations Policy Manual \(MSDE, 2017\)](#)
- [Best Practices in Educational Equity \(Hanover Research, 2017\) \\*pages 5 & 6](#)
- [Equity and Personalized Learning: A Research Review \(Council of Chief State School Officers, 2017\)](#)
- [Equity vs. Equality: 6 Steps Toward Equity \(Safir, 2016\)](#)
- [Equity Matters: Digital and Online Learning for Students with Disabilities \(Basham et al., 2015\)](#)
- [Access and Equity in Online Classes and Virtual Schools \(Rose & Blomeyer\)](#)
- [Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education \(Patrick, Kennedy, and Powell\)](#)
- [Access and Equity for All Learners in Blended and Online Education \(Rose, 2014\)](#)
- [Equity in Motion - Math Assignment Analysis Guide \(EdTrust 2020\)](#)

### Questions to Consider

- What do I know about the learners in my classroom?
- What structure have I created to build, continue, and strengthen teacher/student relationships?
- Do the lessons and activities I've selected/created connect to my students' interests? Are they engaging?
- Is the learning opportunity accessible to all students?
- Can I ensure accommodations are implemented in the continuity of instruction similarly as outlined in my students' IEP, 504, and EL Plan (e.g. text to speech). If not, who can I collaborate with to ensure this happens?
- Does the learning opportunity accommodate the diverse learning styles of my students?
- How does the learning opportunity connect to what students already know?
- Have students been provided with various options to demonstrate their learning?
- If an option to complete an online task has been developed, has an alternative method been created?
- Have I developed learning opportunities that allow all students to engage in learning without the use of technology?
- What learning opportunities can I create that allow students to take content knowledge and apply it to solving real-world problems or making improvements in their community?
- What learning opportunities can I create that allow students to stay connected with their peers?
- Will students be able to complete the lesson/activity with minimal assistance from siblings/parents/guardians etc.?
- How can I create learning opportunities that require students to use the knowledge gained across various content areas?
- Have I communicated clear expectations?
- What process will I put in place to regularly communicate with all students and their families? How will I monitor student progress?

#### 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"> <li>• anticipated outcomes</li> <li>• implementation plan</li> <li>• intended audience</li> </ul>	Cite: <ul style="list-style-type: none"> <li>• the level of evidence</li> <li>• study or studies that support this activity/series</li> </ul>	Total Public School Costs
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		<ul style="list-style-type: none"> <li>• specific timeline</li> <li>• plan for evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• the rationale for your rating</li> </ul>	
<b>1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals</b>				
<b>1.1</b>	<p><b>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).</b></p> <p><b>The LSS may develop initiatives that provide:</b></p>			
1.1.1	expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)			
1.1.2	ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic			

	<p>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>			
1.2	<p><b>Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders,</b></p>			

	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;			
1.3	Reducing class size to a level 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, to improve student achievement through the recruiting and hiring of additional effective teachers			
1.4	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:	Aspiring Educators is a program developed for student teachers to learn about teaching in WCPS and recruit teachers to WCPS. Two instructors will work with student teachers monthly to support them in best practices. WCPS has a vested interest in retaining those teachers who have completed student teaching in WCPS.	This is a Level 4 program. While no empirical studies have been conducted on aspiring educator programs within WCPS. Hiring teachers who have had experience student teaching in Washington County would benefit students because the teacher would be more familiar with the	\$1,715

		<p>This program will start in the Fall of 2020. For the 2020-2021 school year, WCPS has created a goal to successfully attain 80% of student teachers who have been offered employment with WCPS. WCPS will evaluate this goal in January and June of 2021.</p> <p>In addition, through a partnership with Frostburg State and Shepherd University, WCPS will provide professional learning to mentor teachers and student teachers serving WCPS students. This program will support student teachers' capacity to teach for understanding using the Essential Curriculum and best pedagogic practices as guided by the Framework for Teachers. This effort will be evaluated by student artifacts, UbD lesson plans and units, and video samples.</p>	Essential Curriculum and WCPS resources.	
<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>				
<b>2.1</b>	<p><b>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</b></p>			

	improving teaching and student learning and achievement. The LSS may develop initiatives that:			
2.1.1	Help all students develop the skills essential for learning readiness and academic success;	<p>Throughout the 2020-2021 school year, WCPS will continue to offer MSDE courses so that teachers will be given the opportunity to earn renewal credits. Required literacy/reading courses and Special Education courses will be offered throughout the year on a rotating basis. A partnership has been formed with Frostburg University to teach the elementary courses, and WCPS teachers will be used to teach the secondary literacy courses. The professional learning department will also sponsor two additional courses in pedagogy and leadership to help teachers advance teaching and leadership skills. Through the offering of these courses, 100 percent of teachers will earn the necessary credits for renewal. This goal will be evaluated in June of 2021.</p> <p><a href="#">Here is our full evaluation plan for this activity.</a></p>	<p>This is a Level 4 program. While no empirical studies have been conducted for each MSDE course, there is rationale that access to this program is likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>In alignment with the requirements as directed by MSDE.</p> <p>All MSDE courses will be required to support the Learning Forward Professional Learning Standards.</p> <p>Forward, L., Killion, J., &amp; Crow, T. L. (2011). Standards for professional learning. Learning Forward.</p>	\$17,391
		<p>WCPS created an Essential Curriculum (EC) Blue Print for all content areas in FY 2017. This curriculum was aligned to the Maryland College and Career Readiness Standards. The curriculum was organized and developed to align with UbD with a clear commitment to building an understanding focused curriculum. In the summer of 2020, more</p>	<p>This is a Level 4 program. While no empirical studies have been conducted for the WCPS Essential Curriculum, there is rationale that access to this program is likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>McTighe, J., &amp; Schollenberger, J. (1985).</p>	\$153,792

		<p>specific units and learning plans were developed. In FY 2021, WCPS will support professional development workshops and conferences in ELA/Social Studies content areas to teachers to support the advancement and implementation of the curriculum</p> <p><b>Intended outcomes for ELA/SS Communities of Practice:</b> Teachers who participate in the ELA/SS Communities of Practice will increase their knowledge of the Essential Curriculum in order to provide excellent initial instruction for all students. The <a href="#">WCPS Instructional Shifts in Practice</a> outline the desired changes in teacher knowledge, attitudes, skills, and behaviors:</p> <ul style="list-style-type: none"> <li>• From day-to-day planning toward designing coherent plans from the desired results</li> <li>• From looking at correct answers toward looking for students' thinking</li> <li>• From stating-a-standard toward communicating expectations for learning</li> <li>• From routine tasks toward reasoning tasks</li> <li>• From teaching about representations toward teaching through representations</li> <li>• From show-and-tell toward share-and-compare</li> <li>• From questions that seek expected answers toward questions that illuminate and deepen student understanding</li> </ul>	<p>Why teach thinking: A statement of rationale. Developing minds: A resource book for teaching thinking, 3-6.</p> <p>Wiggins, G. P., &amp; McTighe, J. (2007). Schooling by design: Mission, action, and achievement. ASCD.</p> <p>Communities of Practice: The Organizational Frontier and Wiggins and McTighe and their work on UbD</p> <p>Frey, N., &amp; Fisher, D. (2011). The formative assessment action plan: Practical steps to more successful teaching and learning. ASCD.</p> <p>Pinnell, G. S., &amp; Fountas, I. C. (2007). The Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support. Heinemann.</p> <p>Wiggins, G. P., &amp; McTighe, J. (2005). Understanding by design. ASCD.</p> <p>Tomlinson, C. A., &amp; McTighe, J. (2006). Integrating differentiated instruction &amp; understanding by design: Connecting content and kids. ASCD.</p>	
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		<ul style="list-style-type: none"> <li>• From teaching so that students replicate procedures toward teaching so that students select efficient strategies</li> <li>• From learning-made-easy toward learning-takes-time</li> <li>• From teaching so that students <i>confirm content</i> toward teaching so that students <i>uncover content</i></li> </ul> <p><b>Evaluation:</b> At the conclusion of each session, participants will complete an evaluation form within the Professional Development Management System to identify changes in knowledge, skills, attitudes, skills, and behaviors. The teachers will also commit to a change in practice focused on one WCPS Instructional Shift. Participation in ongoing sessions is encouraged and each session will begin with a reflection on the impact the change in practice from the previous Community of Practice had on their students' learning. The goal is for the professional learning to result in an increase in the number of students proficient by at least 5% as demonstrated by the 2021 ELA MCAP results. The baseline data will be the 2018-2019 MCAP data since there was no testing in the spring of 2020.</p> <p>Qualitative data provided at the sessions, as most are ongoing in a <i>Communities of Practice</i> (CoP) format, sessions and enrollment will be managed through our Professional Development Management System; WCPS will collect artifacts from each</p>		
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		presentation to include agendas, teacher work, etc..		
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 (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;			
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);	<p><b>Activity 2.1.4 - Digital Integration (3 activities)</b></p> <p>WCPS will advance the Essential Curriculum through professional learning that supports the digital integration of the <a href="#">Nine Digital Capacities</a>. This funding request will be utilized to support the following Digital Integration Specialist projects:</p> <p><b>1.)</b> Asynchronous and synchronous Chromebook training will be provided for fifteen remaining secondary schools receiving new Chromebooks in 2020-2021.</p>	<p>This is a Level 4 program. While no empirical studies have been conducted for the WCPS nine digital capacities, there is rationale that access to this program is likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>* Why do we need technology integration?  <a href="https://www.edutopia.org/technology-integration-guide-importance">https://www.edutopia.org/technology-integration-guide-importance</a> * The importance of integrating technology in the classroom</p>	\$43,452

		<p><b>Audience:</b> Approximately 700 staff members, grades 6-12.</p> <p><b>Outcome:</b> To support the 1:1 transition from iPad to Chromebook. Teachers will understand Chromebook features and applications to use in the blended learning classroom. Go Guardian will assist teachers in monitoring student engagement at school and at home in a hybrid environment.</p> <p><b>Timeframe:</b> Two initial asynchronous training opportunities will occur prior to January 2021, which include Chromebook Basics and Go Guardian. Synchronous training will be based on school requests from January- May to personalize the needs of staff and students.</p> <p><b>Evaluation:</b> Feedback will be collected from each Tech Team within the school via Google Form with opportunities for teams to request additional synchronous training.</p> <p><b>2.)</b> Nine Digital Capacities training of approved applications that support concurrent teaching</p> <p><b>Audience:</b> All Pre-K -12 teachers will be offered these blended learning training opportunities from paid workshops, PD modules, and certification courses offered by WCPS.</p> <p><b>Outcome:</b> This training supports teacher use of approved digital tools to engage and collaborate with virtual and face to face learners within a concurrent setting.</p>	<p><a href="https://blog.edgenuity.com/importance-of-integrating-technology-in-the-classroom/">https://blog.edgenuity.com/importance-of-integrating-technology-in-the-classroom/</a></p> <p>This is a Level 4 program. While no empirical studies have been conducted for Apex Coordinators and Computer Science PLC, there is rationale that access to this program is likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>Romrell, D., Kidder, L. C., &amp; Wood, E. (2014). The SAMR model as a framework for evaluating learning. <i>Online Learning</i>, 18(2).</p> <p>Archambault, L. M., &amp; Barnett, J. H. (2010). Revisiting technological pedagogical content knowledge: Exploring the TPACK framework. <i>Computers &amp; Education</i>, 55(4), 1656-1662.</p> <p>Magana, S. (2017). <i>Disruptive Classroom Technologies: A Framework for Innovation in Education</i>. Corwin Publishing Co.</p> <p>Garrison, D. Randy, and Norman D. Vaughan. <i>Blended learning in higher education: Framework, principles, and guidelines</i>. John Wiley &amp; Sons, 2008.</p>	\$15,615
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		<p><b>Timeframe:</b> Aug. 2020-May 2021. Jamboard, Kami, Screencastify and additional applications will be chosen every three months based on LEARN Platform analytics. Thereafter, training will be determined by usage reports on LEARN Platform and teacher feedback</p> <p><b>Evaluation:</b> All participants will complete a Google Form evaluation to share new understandings, request additional support, share next steps, and recommend future adjustments or additions to offerings.</p> <p><b>3.)</b> Additional district wide training will occur in Fall 2020 to introduce Learn Platform, and SchoolNet with ongoing PD throughout the year.</p> <p><b>Audience:</b> Systemic training will happen with Division of Curriculum Supervisors, Library Media Specialists, Lead Teachers, Principals, and then School Staff.</p> <p><b>Outcome:</b> Learn Platform provides a system to organize, streamline and analyze applications and websites. This will support all educators with information, tools and resources that have been approved in the Steering Committee process to ensure privacy and security of student data.</p> <p>SchoolNet by Pearson allows Curriculum Supervisors and educators to create, manage, administer and monitor data from standards-aligned assessment to monitor performance and support</p>		
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		<p>learning. Training will also address the challenges with assessing virtual students. All educators will be able to administer assessments, collect data, analyze results and adjust instruction.</p> <p><b>Timeframe:</b> Learn Platform: Introductory training will start in Fall 2020 and then be embedded in all other blended learning training throughout the year to highlight updates.</p> <p>SchoolNet: Introductory training will begin systemically with all educators in August and continue monthly as assessments are added.</p> <p><b>Evaluation:</b> All training includes a follow up evaluation to adjust the course and consider future needs. After a month of training, teachers will also receive a feedback survey through LEARN Platform asking them to grade the application and give specific feedback (<a href="#">example</a>) on how they have implemented the application. Educators will have the opportunity to share artifacts that will be collected and shared on both the PD Modules, featured on our district wide Blended Learning @ WCPS website and through the LEARN Platform.</p> <p><b>Activity 2.1.4 - Apex</b></p> <p><b>Audience:</b> This includes training for all Middle and High School Apex Site Coordinators, training for Apex teachers of record, and the Online Teaching in Maryland offered by MSDE course available to all WCPS teachers.</p> <p><b>Outcome:</b> Professional development for Site Coordinators builds upon previous knowledge,</p>		
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		<p>provides time for collaboration between schools, is job-embedded, classroom focused, and data driven. Site Coordinators gain an understanding of the administrative side of Apex.</p> <p>Apex Teachers gain an understanding of the functionality Apex courses and tutorials. The teacher of record certification courses helps teachers develop the functionality skills and best practices needed to effectively use comprehensive courses and tutorials across a range of implementation models.</p> <p>MSDE Course, part 1 teaches participants the background knowledge to be an effective online facilitator</p> <p>The goal is to continue to encourage Apex Site Coordinators and Teachers to expand their knowledge and build leadership skills to support other Apex teachers and increase effective online instruction districtwide.</p> <p><b>Timeline:</b> The initial training for Apex Site Coordinators will be completed by September 2020.</p> <p>Apex Site Coordinators Professional Development:</p> <ul style="list-style-type: none"> <li>• August 2020: All middle and high school Apex Site Coordinators</li> <li>• January 2021: All middle and high school Apex Site Coordinators</li> <li>• May 2021: All middle and high school Apex Site Coordinators</li> </ul>		
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		<p>Site Coordinators provide ongoing training at their individual schools to their Apex teachers, so their professional development follows the train-the-trainer model throughout the 2020-2021 school year. Apex teacher of record is offered online continuously all year.</p> <p>MSDE Course part 2 will be offered in spring 2021</p> <p>The Online Teaching in Maryland (OTM) MSDE course is 10-weeks in duration. It allows teachers to earn the first part of their OTM certification. Certified OTM WCPS instructors facilitate this course.</p> <p><b>Evaluation:</b> Teachers who successfully complete the Apex course earn a certificate through the Apex Academy. This online course is offered monthly to new teachers of record for Apex courses and additional support is offered at the school level with the Site Coordinator.</p> <p>100% of Apex Site Coordinators will attend online Professional Development. Apex teachers will contact Site Coordinators for support as a train-the-trainer model.</p> <p>24 teachers have completed the initial MSDE Course towards certification.</p>		
2.1.5	provide opportunities for experiential learning through observation			
2.1.6	provide training, technical	<b>Activity 2.1.6</b> WCPS expanded standards-based grading to all	This is a Level 4 program. There is rationale that access	\$46,210

	<p>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)</p>	<p>elementary schools in 2019-2020. 2020-2021 additional training will be provided for new teachers and teachers who request support.</p> <p><b>Audience:</b> All new elementary school teachers and teachers of interest</p> <p><b>Outcome:</b> Professional development is necessary to develop teacher understanding of both standards-based grading as well as the use of the electronic gradebook. Training includes grading in Synergy gradebook, grading principles, setting up and logging into grade book, learner behavior assignments, frontloading the standards, student progress reports and various assessment tools.</p> <p>Elementary Teachers will be able to use standards-based grading to evaluate student learning.</p> <p><b>Timeline:</b></p> <p>September 2020: Getting Started with the Standards Based Grading Gradebook</p> <p>October 2020: Using the Tools within the Gradebook</p> <p>October 2020: How to use the Comment Features and Transfer Grades</p> <p>Optional training in Frontline with school visits and virtual support, as requested.</p> <p>The Teachable Course will be completed for teacher use in 2021</p> <p>All training materials are organized and updated on the Standards-</p>	<p>to a standards-based grading program is likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>Guskey, T. R. (2014). On your mark: Challenging the conventions of grading and reporting. Solution Tree Press.</p> <p>Heflebower, T., &amp; Hoegh, J. K. (2014). A School Leader's Guide to Standards-Based Grading. Solution Tree Press.</p>	
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		<p>Based Grading website housed in the WCPS portal.</p> <p><b>Evaluation:</b></p> <p>All teachers who have been trained will accurately complete grades in Synergy aligned to Standards-based grading. Google Form evaluation are used for feedback from teachers to adjust and plan future professional development.</p>		
2.1.7	<p>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, including computer science</p>	<p>WCPS created an Essential Curriculum (EC) Blue Print for all content areas in FY 2017. This curriculum was aligned to the Maryland College and Career Readiness Standards and the Next Generation Science Standards. The curriculum was organized and developed to align with UbD with a clear commitment to building an understanding focused curriculum. In the summer of 2020, more specific units and learning plans were developed. In FY 2021, WCPS will support professional development workshops and conferences in ELA/Social Studies content areas to teachers to support the advancement and implementation of the curriculum</p> <p><b>Intended outcomes for Math/Science Communities of Practice:</b> Teachers who participate in the Math/Science Communities of Practice will increase their knowledge of the Essential Curriculum in order to provide excellent initial instruction for all students. The <a href="#">WCPS Instructional Shifts in Practice</a> outline the desired changes in teacher knowledge, attitudes, skills, and behaviors:</p>	<p>This is a Level 4 program. While no empirical studies have been conducted for the WCPS Essential Curriculum with the Next Generation Science Standards, there is rationale that access to this program is likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>Frey, N., &amp; Fisher, D. (2011). The formative assessment action plan: Practical steps to more successful teaching and learning. ASCD.</p> <p>Pinnell, G. S., &amp; Fountas, I. C. (2007). The Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support. Heinemann.</p> <p>Wiggins, G. P., &amp; McTighe, J. (2005). Understanding by design. ASCD.</p> <p>Tomlinson, C. A., &amp; McTighe, J. (2006). Integrating differentiated instruction &amp; understanding</p>	\$153,793

		<ul style="list-style-type: none"> <li>• From day-to-day planning toward designing coherent plans from the desired results</li> <li>• From looking at correct answers toward looking for students' thinking</li> <li>• From stating-a-standard toward communicating expectations for learning</li> <li>• From routine tasks toward reasoning tasks</li> <li>• From teaching about representations toward teaching through representations</li> <li>• From show-and-tell toward share-and-compare</li> <li>• From questions that seek expected answers toward questions that illuminate and deepen student understanding</li> <li>• From teaching so that students replicate procedures toward teaching so that students select efficient strategies</li> <li>• From learning-made-easy toward learning-takes-time</li> <li>• From teaching so that students <i>confirm content</i> toward teaching so that students <i>uncover content</i></li> </ul> <p><b>Evaluation:</b> At the conclusion of each session, participants will complete an evaluation form within the Professional Development Management System to identify changes in knowledge, skills, attitudes, skills, and behaviors. The teachers will also commit to a change in practice focused on one WCPS Instructional Shift. Participation in ongoing sessions is encouraged and each session will begin with a reflection on the impact the change in practice from the previous</p>	by design: Connecting content and kids. ASCD	
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		<p>Community of Practice had on their students' learning. The goal is for the professional learning to result in an increase in the number of students proficient by at least 5% as demonstrated by the 2021 Math MCAP results. The baseline data will be the 2018-2019 MCAP data since there was no testing in the spring of 2020.</p> <p>Qualitative data provided at the sessions, as most are ongoing in a <i>Communities of Practice</i> (CoP) format, sessions and enrollment will be managed through our Professional Development Management System; WCPS will collect artifacts from each presentation to include agendas, teacher work, etc...</p>		
2.2	<p><b>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</b></p>			

	<b>challenging State academic standards</b>  <b>The LSS may develop initiatives that increase:</b>			
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;			
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;			
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			
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			
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			
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			
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			
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)			
2.2.9	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:			
<b>3. Strategies and Activities to Retain and Provide Support to Effective Educators</b>				
<b>3.1</b>	<b>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</b>			

	The LSS may develop initiatives that:			
3.1.1	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>The New Teacher Program is fully developed to support first, second, and third-year teachers. Teacher mentors will be fully supported and expected to work with all first-year teachers throughout the entire year. Lead Teachers will work with second and third-year teachers in combination with county mentors as needed. The goal of NTI is to develop and retain new teachers so that they have a better understanding of the curriculum, maintain a learning and secure environment for students (virtually and physically) and have a clear understanding of the expectations of working in WCPS.</p> <p><a href="#">Here is our full evaluation plan of the NTA program</a></p>	<p>This is a Level 4 program. While no empirical studies have been conducted for WCPS New Teacher Induction Program, there is rationale that access to this program is likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>Moir, E., &amp; Gless, J. (2001). Quality induction: An investment in teachers. <i>Teacher Education Quarterly</i>, 109-114.</p> <p>Moir, E., &amp; Bloom, G. (2003). Fostering leadership through mentoring. <i>Educational leadership</i>, 60(8), 58-61.</p> <p>Danielson, C. (2013). <i>The framework for teaching: Evaluation instrument</i>. Princeton, NJ: Danielson Group.</p> <p>Forward, L., Killion, J., &amp; Crow, T. L. (2011). <i>Standards for professional learning</i>. Learning Forward.</p>	\$257,154
3.1.2	provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use	<p>WCPS will continue to advance the capacity of coaching through consult in core content and cognitive coaching. Our intended outcomes will target Lead Teachers, Mentor Teachers, and other teacher leaders within WCPS. Goal 1: 50% of Lead Teachers will</p>	<p>This is a Level 4 program. While no empirical studies have been conducted for the WCPS Peer to Peer Coaching model and Professional Development Schools, there is rationale that access to this program is</p>	\$18,250

	evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.	<p>practice,implement and reflect on coaching skills needed to provide teachers with coaching data conversations, goal attainment and student improvement</p> <p>Goal 2: 100% of County Mentors will practice,implement and reflect on coaching skills needed to provide teachers with coaching data conversations, goal attainment and student improvement.</p> <p><a href="#">Here is our full evaluation plan</a></p>	<p>likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>Tschannen-Moran, B., &amp; Tschannen-Moran, M. (2010). <i>Evocative coaching: Transforming schools one conversation at a time</i>. John Wiley &amp; Sons.Li</p> <p>Killion, Joellen, and Cindy Harrison. "Taking the lead: New roles for teachers and school-based coaches." <i>Learning Forward</i> (2017).</p>	
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve 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.	Throughout the 2020-2021 school year, 17 WCPS teachers are pursuing NBCT certification. This certification process will be a 2-year process. Teachers will pursue Components 1 and 3 throughout the first year and Components 2 and 4 throughout the second year. MOUs have been signed by all participants, and MSDE will pay for three components, while WCPS will pay for 1 component. The instructors will conduct nine meetings throughout the school year with participants for 1 hour	<p>This is a Level 4 program. While no empirical studies have been conducted for NBCT, there is rationale that access to this program is likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>Goldhaber, D., &amp; Anthony, E. (2007). Can teacher quality be effectively assessed? National board certification as a signal of effective teaching. <i>The</i></p>	\$3,870



		and read individual writings to critique items sent to MBCT for scoring. The goal is for 100% of candidates to pass all components of NBCT. This will be evaluated at the conclusion of the 2-year program.	<i>Review of Economics and Statistics</i> , 89(1), 134-150.  Vandevoort, L. G., & Berliner, D. C. (2004). National Board-Certified Teachers and Their Students' Achievement. <i>Education policy analysis archives</i> , 12(46), n46.	
3.1.5	support the instructional services provided by effective school library programs			
3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback			
3.1.7	provide common planning time to help prepare students for postsecondary education and the workforce			
3.1.8	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:			
<b>4. Use of Funds to Improve Equitable Access to Effective Educators to All Students</b>				

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.			
<p><b>*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.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Evidence for ESSA</a> (Hopkins)</li> <li>• <a href="#">Report on School Leadership Interventions under ESSA</a> (RAND)</li> <li>• <a href="#">Social and Emotional Learning Interventions under ESSA</a> (RAND)</li> <li>• <a href="#">What Works Clearinghouse</a> (IES)</li> <li>• <a href="#">Evidence-Based Intervention Network</a> (University of Missouri)</li> <li>• <a href="#">National Center on Intensive Intervention</a> (AIR)</li> <li>• <a href="#">Substance Abuse and Mental Health Services Registry</a> (SAMHSA)</li> <li>• <a href="#">Results First Clearinghouse Database</a> (Pew)</li> <li>• <a href="#">Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools</a> (Hopkins)</li> <li>• <a href="#">Impact of Family Involvement on the Education of Children</a> (MDRC)</li> </ul>				

5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - <b>Required</b>
Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards. [Section 2102 (b)(2)(A)]
<p>WCPS curriculum is aligned to Maryland College and Career Ready Standards (MCCRS). These standards are essential in ensuring that students have a strong command of the skills and understandings associated with the critical areas. These skills and understandings are critical to building the foundational knowledge needed for the success of students. The WCPS curriculum includes a plan for accelerating students’ learning instead of remediating by:</p> <ol style="list-style-type: none"> <li>1. identifying grade-level content and processes as the academic priority</li> <li>2. prioritizing the most critical prerequisite skills from unfinished learning</li> </ol>

3. embedding diagnostic tools and tasks focused on the most critical content and processes of each unit to diagnose student strengths and needs

4. supporting teachers in making strategic instructional decisions using just-in-time data, so students reach grade-level expectations through multiple means

As indicated in section 4.0, WCPS has emphasized aligning efforts to the advancement and implementation of the Maryland College and Career Readiness Standards for both ELA and Math, the Next Generation Science Standards, and the Maryland Technology Education Standards. WCPS also offers approved MSDE Courses to support certification requirements and advance instructional practice. In addition to the special education and reading courses required for maintaining certification, WCPS offers courses to expand leadership opportunities currently focused on developing teacher leaders, aspiring administrators, and aspiring principals. All MSDE courses support advancing the Maryland College and Career Readiness Standards and align with the Professional Standards for Educational Leaders and the Learning Forward Standards. Before any courses are offered, all courses must provide a detailed course overview to the WCPS Continuing Professional Development Supervisor for approval.

#### **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.

WCPS emailed an invitation to all Non-Public Schools to attend our Non-Public Meeting on May 8th. For those Non-Public Schools that were interested but unable to attend the meeting we held an additional meeting on June 9th. Each Non-Public School was provided an agenda, a supporting booklet, and sign-in acknowledging attendance and receipt of directions for accessing the allocated funds. Once the grant is approved, we will give the allocation amount to our Non-Public Schools. They will provide an action plan on the Title II Part A Non-Public Grant Planning and Consultation Form provided by MSDE, we will monitor that they are spending to the specifics of the grant, and at the end will provide us with impact data. Title II Manager contact information is provided during consultation. Any dispute or complaint will be reviewed by Title II Manager. Non-Public School will be contacted by the Title II Manager for additional information to clarify their concern. Consultation with MSDE as needed for clarification and problem solving. Resolution will be proposed by Title II Manager.

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a need's assessment and professional development action plan. (Include below or as an attachment)

All of our Non-Public Schools were given the opportunity to participate in receiving Title II Part A funds. To calculate the funds equitably between our Public Schools and our Non-Public Schools, we

took the total enrollment of both and divided it by the total allocation amount to determine the cost per pupil. Once the grant is approved, we will give the allocation amount to our Non-Public Schools. They will provide a professional development plan, we will monitor that they are spending to the specifics of the grant, and at the end they will provide us with impact data.

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)

Broadfording Christian Academy – 275 enrolled - \$34.92 per pupil - \$9,603  
 Cedar Ridge – 31 enrolled - \$34.92 per pupil - \$1,083  
 Good Shepherd Preschool – 32 enrolled - \$34.92 per pupil - \$1,117  
 Grace Academy – 266 enrolled - \$34.92 per pupil - \$9,289  
 Hagerstown Children’s School – 54 enrolled - \$34.92 per pupil - \$1,886  
 Heritage Academy – 188 enrolled - \$34.92 per pupil - \$6,565  
 Highland View Academy – 77 enrolled - \$34.92 per pupil - \$2,689  
 Laurel Hall School – 59 enrolled - \$34.92 per pupil - \$2,060  
 Lifehouse Learning Center – 14 enrolled - \$34.92 per pupil - \$489  
 Mt. Aetna SDA School – 108 enrolled - \$34.92 per pupil - \$3,771  
 Mt. Nebo Christian Preschool – 192 enrolled - \$34.92 per pupil - \$6,705  
 Oak Hill House School – 5 enrolled - \$34.92 per pupil - \$175  
 Open Arms Christian Child Development Center – 20 enrolled - \$34.92 per pupil - \$698  
 St. Maria Goretti High School – 189 enrolled - \$34.92 per pupil - \$6,600  
 St. Mary School – 191 enrolled - \$34.92 per pupil - \$6,670  
 Stone Bridge Academy – 8 enrolled - \$34.92 per pupil - \$279  
 Trinity Learning Center – 29 enrolled - \$34.92 per pupil - \$1,013  
 Truth Christian Academy – 65 enrolled - \$34.92 per pupil - \$2,270

Total Amount of Transfers: \$62,962

## 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.

Category/Object	Line Item	Calculation	Amount	Total
Mid-Level Administration Salaries & Wages	Professional Development Coordinator Strategy #3.1.1	Salary	\$96,458	\$96,458
Mid-Level Administration Salaries & Wages	Professional Development Assistant Strategy #3.1.1	Salary	\$35,861	\$35,861
Instructional Staff Development Salaries & Wages	Workshop Pay Aspiring Educators #1.4	20 hours for mentors or teachers	\$500	\$500
Instructional Staff Development Salaries & Wages	Workshop Pay COP and EC #2.1.1	55 participants x 14 sessions x 6 programs @ \$25	\$115,500	\$115,500
Instructional Staff Development Salaries & Wages	Workshop Pay Digital Integration #2.1.4	56 participants x 25 sessions @ \$25	\$35,000	\$35,000
Instructional Staff Development Salaries & Wages	Workshop Pay Blended Learning or Virtual Classes #2.1.4	15 participants x 25 sessions @ \$25	\$9,375	\$9,375
Instructional Staff Development Salaries & Wages	Workshop Pay SBG #2.1.6	64 participants x 25 sessions @ \$25	\$40,000	\$40,000
Instructional Staff Development Salaries & Wages	Workshop Pay STEM #2.1.7	55 participants x 14 sessions x 6 programs @ \$25	\$115,500	\$115,500
Instructional Staff Development Salaries & Wages	Workshop Pay New Teacher Induction #3.1.1	4264 hours @ \$25	\$106,600	\$106,600

Instructional Staff Development Salaries & Wages	Workshop Pay Coaching #3.1.2	30 LTs x 4 hours @ \$25  57 LTs x 6 hours @ \$25	\$11,550	\$11,550
Instructional Staff Development Salaries & Wages	Additional Pay Aspiring Educators #1.4	9 meetings x 3 hours @ \$45	\$1,215	\$1,215
Instructional Staff Development Salaries & Wages	Additional Pay MSDE Courses #2.1.1	Lead Teacher Course  FFT Course	\$3,375	\$3,375
Instructional Staff Development Salaries & Wages	Additional Pay COP and EC #2.1.1	14 sessions x 6 programs x 3 facilitators @ \$45	\$11,340	\$11,340
Instructional Staff Development Salaries & Wages	Additional Pay Digital Integration #2.1.4	25 sessions x 4 facilitators @ \$45	\$4,500	\$4,500
Instructional Staff Development Salaries & Wages	Additional Pay Blended Learning or Virtual Classes #2.1.4	25 sessions x 2 facilitators @ \$45	\$2,250	\$2,250
Instructional Staff Development Salaries & Wages	Additional Pay SBG #2.1.6	25 sessions x 2 facilitators @ \$45	\$2,250	\$2,250
Instructional Staff Development Salaries & Wages	Additional Pay STEM #2.1.7	14 sessions x 6 programs x 3 facilitators @ \$45	\$11,340	\$11,340
Instructional Staff Development Salaries & Wages	Additional Pay New Teacher Induction #3.1.1	183 hours @ \$45	\$8,235	\$8,235
Instructional Staff Development Salaries & Wages	Additional Pay National Board-Certified Teachers #1.1.3	9 meetings x 2 instructors @ \$45  68 hours @ \$45	\$3,870	\$3,870

Instructional Staff Development Contract Services	Consultant MSDE Courses #2.1.1	6 session @ \$2,025	\$12,150	\$12,150
Instructional Staff Development Contract Services	Consultant New Teacher Induction #3.1.1	10 sessions @ \$1,000	\$10,000	\$10,000
Instructional Staff Development Materials	Materials MSDE Courses #2.1.1	New books for new Literacy Course	\$1,866	\$1,866
Instructional Staff Development Materials	Materials COP and EC #2.1.1	770 books @ \$30 + supplies needed for workshops @ \$3,852	\$26,952	\$26,952
Instructional Staff Development Materials	Materials Digital Integration #2.1.4	56 books @ \$17	\$952	\$952
Instructional Staff Development Materials	Materials Blended Learning or Virtual Classes #2.1.4	30 books @ \$33	\$990	\$990
Instructional Staff Development Materials	Materials SBG #2.1.6	64 books @ \$15	\$960	\$960
Instructional Staff Development Materials	Materials STEM #2.1.7	770 books @ \$30 + supplies needed for workshops @ \$3,853	\$26,953	\$26,953
Instructional Staff Development Other	Travel Digital Integration #2.1.4	3 participants to attend conference @ \$3,000	\$3,000	\$3,000
Instructional Staff Development Other	Travel Blended Learning or Virtual Classes #2.1.4	3 participants to attend conference @ \$1,000	\$3,000	\$3,000



Instructional Staff Development Other	Travel SBG #2.1.6	3 participants to attend conference @ \$1,000	\$3,000	\$3,000
Instructional Staff Development Other	Membership Fee Coaching/PDS #3.1.2	\$6,700	\$6,700	\$6,700
Fixed Charges	FICA	Salaries Fringe	\$31,544	\$31,544
Fixed Charges	FICA	\$482,400 x 8.03%	\$38,737	\$38,737
Instructional Staff Development Non-Public Transfers	18 Non-Public Schools	1,803 students enrolled x \$34.92	\$62,962	\$62,962
Administration Business Support	Indirect Costs	\$865,821 – Non-Publics \$62,962 / 1.0273 x .0273	\$21,336	\$21,336
	<b>TOTAL</b>		\$865,821	\$865,821

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

ORIGINAL GRANT BUDGET	\$865,821.00	AMENDED BUDGET #	N/A	REQUEST DATE	10/14/20
GRANT NAME	Title II, A	GRANT RECIPIENT NAME	Washington County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Washington County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2020	6/30/2022	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support						21,336.00	21,336.00
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	132,319.00						132,319.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 07 Non Public Transfers						62,962.00	62,962.00
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	482,400.00	22,150.00	58,673.00	15,700.00			578,923.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>							
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				70,281.00			70,281.00
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
<b>Total Expenditures By Object</b>	<b>614,719.00</b>	<b>22,150.00</b>	<b>58,673.00</b>	<b>85,981.00</b>	<b>0.00</b>	<b>84,298.00</b>	<b>865,821.00</b>

Finance Official Approval	David Brandenburg		11/12/20	10/14/2020	301-766-2831
	Name	Signature		Date	Telephone #
Supt./Agency Head Approval	Dr. Boyd Michael			10/14/2020	301-766-2815
	Name	Signature		Date	Telephone #
MSDE Grant Manager Approval					
	Name	Signature		Date	Telephone #



## RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants, including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, the grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees relating thereto and rising out of or in connection with the negligent acts or omissions of the grantee under this agreement.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7 -910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

  
Superintendent of Schools/Head of Grantee Agency

11/12/2020  
Date

**Appendix E**

**Title III, Part A Grant Application**  
**English Language Acquisition, Language Enhancement,**  
**and Academic Achievement**



**Office of English Learner/Title III**

### TITLE III, PART A

### ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Washington County Public Schools Fiscal Year 2021

**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.

<b>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 [section 3115(c)(1)]</b>			
Required Activities	Descriptions	Public School Costs	Private School Costs
	Please address each item (a-c) in your required activity descriptions.  a) Outcomes and brief description of the services including evidence level <b>when appropriate</b> b) Timelines or target dates c) Services to private schools		
1.1. Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)].	a) Supplemental academic language and content tutoring support to EL students in grades preK-12 to increase student performance in science, social studies, English language arts, and mathematics based upon increases on annual state assessment data, student report card grades and/or increases on academic language based upon ELs meeting their growth to target measure. Tutoring may occur during, before or after school as well as during summer school based upon students' needs. Tutoring is a level 3 evidence indicator.	\$58, 909	\$0



	<p>b) August 2021-June 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>		
<b>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 [section 3115(c)(2)]</b>			
<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 [section 3115(c)(2)(D)].</p>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].</p>	<p>a) Provide professional development courses in order to increase language and literacy skills English learners need to be successful in school including listening, reading, writing, and speaking in English for academic purposes. MSDE CPD credit courses will be offered to classroom teachers, EL teachers, and administrators on integrating oral and written English language instruction into content-area teaching. The workshops will include a variety of instructional strategies to effectively integrate language and content instruction to meet the needs of ELs. Educators will learn about strategies to motivate student learning, integrate oral and written English language instruction into content-area teaching.</p> <p>b) June 2021-July 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. A professional development course catalog will</p>	\$5834.00	\$0

	be distributed to participating schools through Title II to register for EL professional development.		
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 [section 3115(c)(2)(B)].	a) b) c)		
2.3 Providing for professional development effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].			
<b>3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)]</b>			
3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [section 3115(c)(3)].	1a) Provide supplemental training, materials, and assistance to preK-12 EL parents in Washington County Public Schools with topics such as understanding the WCPS and US school systems, ACCESS for ELLs, family literacy, opportunities for parents to learn about important topics and skills, home-school partnerships on behalf of EL students, bilingual resources on family literacy and parenting, and student assistance at home. The outcome is to increase parent engagement and increase parent access to their child's education.  2a) Provide supplemental support to the International Welcome Center and assist families with language support with school records, documentation, and school processes/procedures.  b) July 2021-August 2022	\$3677.00	\$0

	c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.		
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### TITLE III, PART A

### ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Washington County Public Schools Fiscal Year 2021

**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 [section 3115(a)]			
Authorized Activities	Descriptions  Please address each item (a-c) in your authorized activity descriptions.  a) Outcomes and brief description of the services including evidence level when appropriate b) Timelines or target dates c) Services to private schools	Public School Costs	Private School Costs
4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	a)  b)  c)		
4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and	1a) Supplemental tools of instruction will be purchased for ELs in grades 1-12 with the goal of developing listening, reading, writing, and speaking as assessed on ACCESS for ELLs. Finish Line for ELLs 2.0 content is written for students with developing proficiency levels. With the practice in	\$375	\$0

assessment procedures [section 3115(d)(2)].	<p>Finish Line for ELLs, students can improve their performance across the language domains and become familiar with tested item types on ACCESS for ELLs to meet growth to target indicators for English Language Proficiency per ESSA. Each unit begins with a model lesson to work through with the students. The lessons in each unit address a content theme and are organized by a specific context for language acquisition: conversational language, academic language arts, academic mathematics, academic science and academic social studies. Supplemental materials will be purchased to provide supplemental support to EL students in accelerating.</p> <p>b) September 2021-July 2022</p> <p>c) Non-public schools will not receive funding for direct student services. Non-public schools will receive professional development, consultation, and instructional resources upon request.</p>		
4.3 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].	<p>a)</p> <p>b)</p> <p>c)</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 [section 3115(d)(4)].	<p>a)</p> <p>b)</p> <p>c)</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	<p>a)</p> <p>b)</p> <p>c)</p>		

in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 3115(d)(7)].			
4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(8)].	a) b) c)		
<b>5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)].</b>			
5.1 Providing programs to improve the English language skills of ELs [section 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 [section 3115(d)(6)(B)].	a) b) c)		
<b>6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i> [section 3115(d)(9)].</b>			
6.1 Carrying out other activities that are consistent with the purposes of this section [section 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	Private 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%.			0

**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.	$(70,171/1 + .02) \times .02$	\$1376
<b>Total Title III, Part A English Language Acquisition Funding</b>		<b>\$70,171</b>

### **TITLE III, PART A**

#### **ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

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<b>Local School System: <u>Washington County Public Schools</u> Fiscal Year 2021</b>
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#### **E. EQUITABLE SERVICES TO ENGLISH LEARNERS (ELs) 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.

X ☐ Consultation timeline for each program

X ☐ Signed Affirmation of Consultation

X ☐ Complaint procedures/dispute resolution process for covered programs under ESSA

☐ Total number of participating ELs in private schools-0 students were reported to WCPS by private schools

2. Describe the school system's process to invite private schools to the initial meeting, and on-going consultation meetings [Sec. 8501(c)(1)(3)].

A written invitation and notice of Federal Grant programs were mailed to all private schools in the spring of 2020. A copy of this invitation is included on the attached Google documents. Schools returned their intent to attend, reschedule, and participate in Title III services via a self-addressed and stamped envelope. Schools that did respond received a personalized phone call to invite them or follow up on the mailed invitation. The Supervisor of ESOL met virtually with non-public schools to explain Title III professional development and individualized consultation services upon the school's request. Non-public schools then completed and signed the attached form indicating their interest in Title III support. Follow up individual meetings and emails were made with schools that were unable to attend. Schools are sent a catalog of WCPS offered MSDE CPD EL courses and private schools may register and attend for any professional development WCPS holds for WCPS staff. Schools have the ESOL supervisor's contact information and can request support as needs arise in private schools.

**Complete numbers 3 to 5 if services are provided to ELs in private schools.**

3. 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 III services in the Attachment H Equitable Services Table [Sec. 8501 (a)(4)(C)].

**Total Amount for Private School Transfers:**

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.
  - b. How services were monitored.
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).

**F. RECIPIENT ASSURANCES**

Attach the signed recipient assurances form with the final submission.

**TITLE III, PART A**

**ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

## G. BUDGET NARRATIVE

### Guidance for Completion of the Budget Narrative for Individual Grants

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. **Make absolutely sure your numbers add up.**

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

#### **Personnel Costs:**

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.



- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

### **Contracted Services**

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

### **Supplies and Materials**

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

### **Other Charges**

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

### **Equipment**

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

### **Transfers**

- Transfers are payments to other LSSs, Private Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LSS to the project.

### **Indirect Costs**

- To calculate 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.

### Sample Title III Budget Narrative

Category # – Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
<b>Activity 1.1</b>						
203-205 – 02 Special Prog.	01-Salaries & Wages	ESOL teacher wage for summer supplemental newcomer curriculum writing	1 teacher x 20 days x 175/day	3,500		3,500
212 Fixed Charges	04 Other Charges	FICA	7.65% of \$3,500	268		268
				<b>Total:</b>		<b>\$3,768</b>
<b>Activity 2.2</b>						
203-205 – 02 Special Prog.	02-Contract Services	Delivery of workshop: “Best Practices for Teachers of EL/REL Students”	\$650/school x 4 schools x 2 days at each school (\$5200) + \$650/school x 3 schools x 1 day (\$1950)	7,150		7,150
				<b>Total:</b>		<b>\$7,150</b>
<b>Activity 3.2</b>						
203-205 – 02 Special Prog.	01-Salaries & Wages	ESOL teacher stipends for facilitating evening parent outreach programs	4 schools x \$1,500	6,000		6,000
212 Fixed Charges	04-Other Charges	FICA	7.65% of \$6,000	459		459
				<b>Total:</b>		<b>\$6,459</b>
<b>Activity 4.1</b>						
203-205 – 02 Special Prog.	03-Supplies & Materials	Supplemental materials to support instruction such as picture dictionary, flash cards, and leveled readers	\$360/site x 6 sites (\$2160) Shipping (\$63)	2,223		2,223
				<b>Total:</b>		<b>\$2,223</b>
<b>Activity 7.1</b>						
202 – 16 Inst. Administration & Supervision	08-Transfer	Administrative costs (2%)	\$20000 x .02	400		400
				<b>Total:</b>		<b>\$400</b>

**Total Title III Grant: \$20,000**

Title III Budget Narrative: EL

**Category # -  
Program #**

<b>Budget Obj. #</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In- Kind</b>	<b>Total</b>
--------------------------	------------------	--------------------	---------------	---------------------	--------------

<b>Activity 1.1</b>					
203-205 -02-Special Prog.	01-Salaries & Wages	Supplemental tutoring salaries	\$19/hr X 35 weeks x 82 hrs	54,530	54,530
212-Fixed Charges	04-Other Charges	FICA	Salaries \$54530 X 8.03%	4,379	4,379
			<b>Total:</b>		<b>\$58,909</b>

<b>Activity 2.1</b>					
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Supplemental EL PD Salaries for instructors	\$45/hr X 120	5,400	5,400
212-Fixed Charges	04-Other Charges	FICA	\$5400 x 8.03%	434	434
<b>Total:</b>					<b>\$5,834</b>

<b>Activity 3.1</b>					
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Salaries for leading parent training & involvment	\$25 x 10 teachers x 13 hours	3,250	3,250
203-205 -02-Special Prog.	03-Supplies & Materials	Parent materials	84 books x \$1.99	167	167
212-Fixed Charges	04-Other Charges	FICA	\$3250 x 8.03%	260	260
<b>Total:</b>					<b>\$3,677</b>

<b>Activity 4.2</b>					
203-205 -02-Special Prog.	03-Supplies & Materials	Supplemental books and literacy materials	\$25 x 15 books	375	375
<b>Total:</b>					<b>\$375</b>

<b>Activity 8.1</b>					
201 -22-Business Support	08-Transfers	Indirect Costs	(70,171/1 + .02) X .02	1,376	1,376
<b>Total:</b>					<b>\$1,376</b>

**Grand Total: \$70,171**

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

ORIGINAL GRANT BUDGET	\$70,171	AMENDED BUDGET #		REQUEST DATE	8.12.20
GRANT NAME	English Language Acquisition: State Formula Grant	GRANT RECIPIENT NAME	Paula Moore		
MSDE GRANT #	210481	RECIPIENT GRANT #	21113		
REVENUE SOURCE	84.365A	RECIPIENT AGENCY NAME	Washington County Public Schools		
FUND SOURCE CODE	6941	GRANT PERIOD	7/1/2020	9/30/2022	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET CAT. /PROG.
	01 - & WAGES	02 - SERVICES	03 - MATERIAL	04 - OTHER CHARGES	05 - EQUIPMENTS	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,376.00	1,376.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	54,530.00		542.00				55,072.00
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.	8,650.00						8,650.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				5073			5,073.00
<b>213 Food Services</b>							
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	63,180.00	0.00	542.00	5,073.00	0.00	1,376.00	70,171.00

Finance Official Approval	David Brandenburg		9/17/20	301-766-2831
	Name	Signature	Date	Telephone #
Suppt./Agency Head Approval	Dr. Boyd J. Michael, III		9/17/20	301-766-2815
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

*fjm*  
9/17/20



## RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, the grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees relating thereto and rising out of or in connection with the negligent acts or omissions of the grantee under this agreement.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

  
\_\_\_\_\_  
Superintendent of Schools/Head of Grantee Agency

9/18/2020  
\_\_\_\_\_  
Date

**Appendix F: FY 2021 (July 1, 2020 – June 30, 2022)**

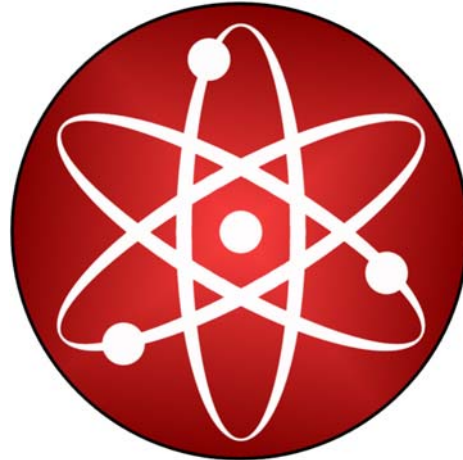
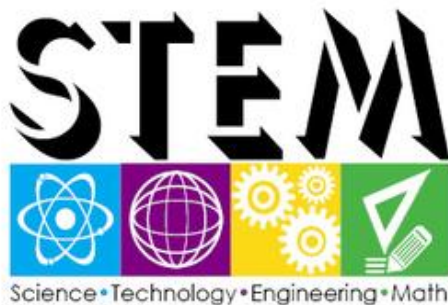
**Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**

**Local Educational Agency (LEA):** Washington County Public Schools **Grant Year: FY 2021**  
(use drop down)

**Title IV-A Point of Contact:** Dr. Gary Willow

**Telephone:** 301-766-2820

**E-mail:** willogar@wcps.k12.md.us



**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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## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency (LEA):</b> <u>Washington County Public Schools</u> (use drop down)	<b>Grant Year:</b> FY 2021
<b>Title IV-A Point of Contact:</b> <u>Dr. Gary Willow</u>	
<b>Telephone:</b> <u>301-766-2820</u>	<b>E-mail:</b> <u>willogar@wcps.k12.md.us</u>
<b>Title IV, Part A Application: Overview</b>	
<ul style="list-style-type: none"><li>• Data Profile (Data should be part of the needs assessment to identify local priorities.)</li><li>• Identified needs through a need's assessment</li></ul> <ol style="list-style-type: none"><li>1.0: Consultation (Required)</li><li>2.0: Administrative Costs (Allowable)</li><li>3.0: Needs Assessment (Required)</li><li>4.0: Activities to Support Well-Rounded Educational Opportunities (Required)</li><li>5.0: Activities to Support Safe and Healthy Students (Required)</li><li>6.0: Activities to Support the Effective Use of Technology (Required)</li><li>7.0: Equitable Services (Required)</li><li>8.0: Assurances (Required)</li><li>9.0: Internet Safety (Required)</li><li>10.0: Budget Narrative</li></ol>	
<p><b>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:</b></p> <ol style="list-style-type: none"><li>1) provide all students with access to a well-rounded education;</li><li>2) improve school conditions for student learning; and</li><li>3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.</li></ol>	



## **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 (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;
- 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;
- 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

<b>Local Educational Agency: <u>Washington County Public Schools</u></b> (use drop down)	<b>Grant Year: FY 2021</b>
<b>1.0 CONSULTATION - Required</b>	
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)).	
<b>Needs Assessment Efforts</b>	
<ol style="list-style-type: none"> <li>1. May 8 and June 9<sup>th</sup> consultation meetings with non-public partners</li> <li>2. August 25-August 27<sup>th</sup> Professional Learning Day with all teachers and paraprofessionals for feedback on EC</li> <li>3. Analysis of internal and perceptual data measures at School Improvement Planning meetings</li> <li>4. Weekly meetings with WCTA and WCESP.</li> <li>5. Individual principal data meetings for analysis</li> <li>6. Math and English content team data meetings for analysis (ongoing)</li> <li>7. Math and ELA Team analysis meetings with Senior Leadership on September 21 and September 29</li> <li>8. Literacy Action Plans with school instructional leadership teams to analyze a collection of evidence and develop action plans to address gaps in professional development and resources necessary to implement the plans.</li> <li>9. Superintendent Listening Sessions with students, teachers, and families held 3 regionals in 2019-20 and four different regions are scheduled for 2020-21 as an open forum to ask questions of the superintendent and senior leadership.</li> </ol>	
<p>Washington County Public Schools (WCPS) is committed to delivering a high-quality education that results in improved student learning outcomes under the exceptional circumstances of the COVID-19 pandemic. In the spring of 2020, Maryland public school campuses closed to limit the spread of the COVID-19 virus, and WCPS teachers began delivering instruction remotely, guided by a Distance Learning Plan to provide continuity of learning (<a href="#">Appendix A</a>). The plan was revised based on feedback, and then evaluated and approved by the Maryland State Department of Education (MSDE).</p>	
<p>In April 2020, the <i>Students First COVID-19 Task Force</i> (<a href="#">Appendix B in WCPS Return to Learn Plan</a> &amp; <a href="#">C in WCPS Return to Learn Plan</a>) representing students, parents, teachers, staff, and administration convened to plan together to meet the educational needs of WCPS' students during the COVID-19 pandemic. The workgroups gathered and organized information to advise the superintendent of the concerns, questions, and ideas for student learning and achievement during marking period 4 (ready to learn at home), summer (retain learning), and marking period 1 (re-enter learning at school). Washington County Teachers Association (WCTA) and Washington County Educational Support Personnel (WCESP) bargaining representatives provided questions for consideration throughout April and May and continued to meet regularly with senior staff through the summer.</p>	
<p>In June and July, additional stakeholder feedback was sought through teacher, administrator, and parent surveys. A total of 746 teachers, 90 administrators, and 7,043 parents and guardians responded. Over 200 teachers were asked to provide input through summer workshops. The curriculum workshops continued through the summer, and every one of them discussed student and staff learning, expanding educator input into the plan for reopening and accelerating learning.</p>	
<p>In June of 2020 Superintendent, Dr. Boyd Michael established multiple groups of diverse and knowledgeable professionals from across the district to consider all of the information gathered and the bodies of research that continue to grow to develop a reopening plan. Workgroups were created under two strategic areas—curriculum and instruction; and operations, health, and safety. The curriculum and instruction committee were tasked with ensuring that the required standards for learning in each content area were prioritized and organized to support teachers and students through both distance and in-person learning. To accomplish the work, several</p>	

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

subcommittees were formed, including the elementary and secondary curriculum standards committees, the elementary and secondary scheduling committees, the elementary and secondary professional development committees, and the technology committee. The operations, health, and safety committee were tasked with planning to ensure the health and safety of students and staff, and it also included several subcommittees. The student services committee addressed attendance tracking, home and hospital teaching, and mental and emotional well-being. The committees specifically addressed the activities in Title IV, Part A application.

At the school level, each school team reviews school improvement data and updated their plans. All school improvement plans in Washington County have goals created around the, including measurable goals in student achievement, attendance, track data, and access to and completion of a well-rounded curriculum. Each school implements different strategies to help reach their goals. There is an overlap between the stakeholders that are involved in the ESSA plan and those involved in the Title IV needs assessment.

Every *Targeted Support and Improvement* (TSI) school in WCPS are required to 1) conduct a needs assessment that includes a root cause analysis, 2) develop an intervention plan that is aligned with the identified needs and includes goals and evidence-based strategies, and 3) monitor, assess, and adjust the intervention plan strategies as needed. The school plan must be approved by the school district. The Title IV, Part A activities listed in this application help support our TSI school plans.

In August of 2020, Washington County Public Schools published its Return to Learn Plan for reopening and accelerating learning. The plan overview ([Appendix D in WCPS Return to Learn Plan](#)) was shared at the Board's Public Business Meeting on August 4, 2020, and the plan was posted to the district website [www.wcpsmd.com](http://www.wcpsmd.com) by August 14, 2020, as required by the Maryland State Department of Education. A presentation on the ESSA plan including Titles I-IV was shared at the Board's Public Business Meeting on October 20, 2020.

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)).

In response to the community outreach, WCPS has and will continue to communicate updates directly from the Superintendent, and the Associate Superintendents Offices as guided by our Public Communications Office. These monthly communications are extensive, including ongoing communication from the county website, system social media, and system communication vehicles such as Connect 5.

Washington County Public Schools will meet monthly with stakeholders to review ESSA goals, strategies, and evaluation outcomes to monitor progress. Our primary stakeholders include Division of Curriculum Supervisors, Lead Teachers, School Based administrators, teachers, students, and community groups.

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)).

WCPS will continue to partner with local organizations to expand on the activities listed in Title IV, Part A. One such example is a recent partnership with a major business, JLG, in our area. JLG would like to support WCPS specifically in engineering and computation thinking. WCPS and JLG Tours are having discussions centered around our "Girls in Engineering" and "Girls Who Code Clubs" to help female students understand some of the careers and job

## **Appendix F**

### **Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**

opportunities are available in engineering and coding. WCPS will continue to meet on a monthly basis with Greater Hagerstown Council to determine who Title IV, Part A activities and local activities can collaborate together.

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Washington County Public Schools</u> (use drop down)			Grant Year: FY 2021
<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><b>Administrative Costs:</b> 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- <b>DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE &amp; HEALTHY STUDENTS</b>)</p>			
<b>2.0 ADMINISTRATIVE COST – Allowable</b>			
Item	Line Item	Description	Public School Costs
2.1	Clerical Support	Management of the grant to include required progress reports, account management, supporting resources, and coordinating expenditures	\$10,926
2.2			
2.3			
2.4			
		Total for Section 2.0	10,926

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Washington County Public Schools</u> (use drop down)		Grant Year: FY 2021		
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: <ul style="list-style-type: none"><li>• Access to, and opportunities for, a well-rounded education for all students;</li><li>• School conditions for student learning to create a healthy and safe school environment; and</li><li>• Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.</li></ul> 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)).				
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?	<p>Reading/English Language Art 3-8 and English 10: Improve the academic achievement of all students in literacy proficiency by providing excellent initial instruction, using the formative assessment process to ensure students reach the desired results, and having a systematic response to meet the needs of all students.</p> <p>Academic Achievement Math 3-8 and Algebra I, Geometry, Algebra II: Improve the academic achievement of all students in mathematics proficiency by providing excellent initial instruction, using the formative assessment process to ensure students reach the desired results, and having a systematic response to meet the needs of all students.</p> <p>9<sup>th</sup> Grade readiness for Post-Secondary Success</p>	<p>Meeting the social emotional needs of students during the COVID Pandemic.</p> <p>Vaping, drug, and alcohol use among teenagers</p> <p>Physical activity, especially during the COVID Pandemic</p> <p>Attendance and engagement levels of students in a concurrent classroom</p> <p>African American, Two or More Races, Special Education, and FARM student groups attendance percentages.</p> <p>Student incidents of disrespect, and insubordination at schools.</p> <p>Mental Health Supports.</p>	<p>Inventory of Technological devices across the system. Rollout and implementation of new Chromebook and iPad to students and staff.</p> <p>Delivery of instruction using technology in a concurrent classroom</p> <p>The use of instructional resources and technology practices (9 capacities) during the COVID pandemic.</p> <p>The use and familiarity of video and communication platforms such as Zoom, and Google Meet.</p> <p>Access to high speed internet service for students during the pandemic.</p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>Access and completion of well-rounded curriculum in high school</p> <p>Post-secondary readiness of high school graduates</p> <p>Access to CTE coursework during the COVID 19 pandemic.</p> <p>Student achievement data for special education students, and English Language Learners</p> <p>Kindergarten Readiness Results- 44% of students identified for readiness in 2019</p> <p>Gifted and Talented Instruction during the Covid 19 pandemic.</p>		
3.2	What data support the identified local needs?	<p>Maryland Integrated Science Assessment Field test data</p> <p>Kindergarten Readiness Assessment</p> <p>Early Learning Assessment</p> <p>Current % of 5<sup>th</sup> grade disaggregated by student subgroups AND enrolled in science, social studies, fine arts, physical education, and health</p> <p>Current % of 8th grade students passing math, ELA, social studies and science AND enrolled in fine arts, physical education, health,</p>	<p>Chronic absenteeism attendance</p> <p>School attendance percentages</p> <p>Office referrals for drugs, alcohol, and tobacco</p> <p>SAP Referrals</p> <p>Maryland Youth at Risk Data</p> <p>Office of Civil Right Data Collection</p> <p>Safety and Risk Data</p> <p>Naviance Self Surveys</p>	<p>Parent survey results</p> <p>Staff survey results</p> <p>Comcast/Antietam internet provider enrollment numbers. WCPS pays for internet access for families in this program.</p> <p>Just in Time professional development feedback from staff</p> <p>Professional development enrollment and completion of Professional Analytics for the use of Educational Technology Solutions</p> <p>Equity of Access to technology</p> <p>Use of 1:1 resource to redefine learning-</p> <p>Nine Digital Integration Skills</p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>and computational learning disaggregated by student subgroups</p> <p>Percent of students “on track “in 9th grade</p> <p>Percent of students graduating with a certificate of completion and the percent of students enrolling in general education core academic or elective course</p> <p>Percent of diploma-bound students enrolled in AP or IB, participating in dual enrollment, or earning a CTE concentrator</p> <p>AND the percentage of concentrators earned in each cluster</p> <p>Percent of students determined college or career-ready</p>		<p>Analytics to Family and Staff Portal, WCPS You Tube, Websites</p>
3.3	What are the hardest to serve student groups?	<p>Special Education students</p> <p>EL students</p> <p>Free and Reduced Students</p> <p>2 or More Races</p>	<p>Attendance- African American, Two or More Races, Special Education, and FARM student groups. These groups have lower attendance rates than other subgroups.</p>	<p>FARM Students- due to a lack on connectivity.</p> <p>Students living in rural areas due to a lack of service providers.</p>
3.4	What inequities inherent in the system are driving some of the local needs?	<p>Many of our minority, and FARM students enter kindergarten with academic gaps.</p> <p>Many financial barriers still exist for post-secondary education.</p> <p>Funding challenges make it more difficult to expand additional programming.</p>	<p>There are inequities throughout our county in terms of access to quality care-mental health. Different sub-sections of our populations are living in areas of poverty, violence, and neglect.</p>	<p>As technology continues to advance at an exponential rate, inequities are being found in computational thinking skills and instruction. Equities also exists in rural areas for broadband services</p>
3.5	How are the identified needs being prioritized when several significant needs are identified?	<p>The needs that directly impact students’ access to and completion of a well-rounded curriculum should be given first priority.</p>	<p>Safety should be the priority for children, followed closely by access to a supportive caring environment,</p>	<p>Equitable Access to technology and professional development for teacher use of technology to support student</p>



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local</b>	<b>Educational Agency: <u>Washington County Public Schools</u></b> (use drop down)	and appropriate care by community practices.	learning in the nine digital capacities and computational thinking skills. <b>Grant Year: FY 2021</b>
<p>ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA:</p> <ul style="list-style-type: none"> <li>i. are among the schools with the greatest needs, as determined by such LEA;</li> <li>ii. have the highest percentages or numbers of children counted under section 1124(c);</li> <li>iii. are identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i);</li> <li>iv. are implementing targeted support and improvement (TSI) plans as described in section 1111(d)(2); or</li> <li>v. are identified as a persistently dangerous public elementary school or secondary school under section 8532.</li> </ul>			
<b>Prioritizing Funds to School- Required</b>			
<p><b>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.</b></p>		<p><b>Provide a statement explaining how and why the LEA prioritized funds for the selected schools. If selected, please define "school with the greatest need".</b></p>	
<p>1. Have the highest percentages/numbers of children counted under sec.1124(c)</p>		<p>The work from both COVID 19 stakeholder groups identified a need for equity among all student groups. In looking at funding streams available to different student groups, it was determined that gifted and talented students, English Learners and students with 504 accommodations and Special Education services needed more focus in the online learning environment and this aligned with Title IV parameters. Also in alignment with Title IV, is the greater need for social emotional learning and mental health services due to the extended school closure. For this reason, the 2020-2021 Title IV-A focus will be on securing services in these areas for students.</p>	

<b>Local Educational Agency: <u>Washington County Public Schools</u></b> (use drop down)	<b>Grant Year: FY 2021</b>
<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</p>	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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).**

**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.**

### 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)	WCPS actively engages in ongoing calendared meetings with numerous community-based services to align services and programs. These coordinated efforts include Hagerstown Community College, Department of Business Development, Western MD Consortium, Department of Labor Licensure and Regulation, Washington County Free Library, Chamber of Commerce, Hagerstown Greater Council, and the Economic Development Coalition partnerships to plan Work Ready Community designation and educational opportunities leading to college and career readiness.
4.2	(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity <b>with a demonstrated record of success in implementing activities</b> ; [Section 4107](a)(2)	<p>WCPS continues to refine and align all efforts with numerous institutions to include Hagerstown Community College, University Systems of Maryland Hagerstown, Purdue Global, Pittsburgh Institute of Aeronautics, Greater Hagerstown Committee-Education Forum and On Track, Chamber of Commerce-Business Education Forum, Vision 2.0, and Leadership Washington County partnerships through Education Program Day to focus on local educational challenges and opportunities.</p> <p>In addition, WCPS continues to host focus groups for the business community, educational community, parents and students to determine interest and support for computational thinking for all efforts.</p>

## 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. <b>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.</b>	
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
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

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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. <b>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.</b></p>	
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—(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 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	Increasing access to accelerated learning courses and dual or concurrent enrollment programs
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

## 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. <b>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.</b>	
Well Rounded Education: Federal Examples ESEA§4107	Abbreviated Name
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

**LECS Plan Focus Area:** All local school systems must ensure that Maryland College and Career Ready Standards, prekindergarten through grade 12, are taught in all content areas and the state frameworks are followed for each content.

**Proposed Well-Rounded Activity 4.1:** Quaver Music Resource In accordance with the Every Student Succeeds Act (ESSA) of 2015, Quaver Music recognizes that every student is entitled to a well-rounded education which includes music. Quaver Music lessons and resources are rooted in an evidence-based approach to music education and aligned with state and national standards for general music. The curriculum supports teachers as they ask students to critically assess music and make cross-curricular connections whenever possible.

**Activity Implementation:** The funds will be used to purchase the program and required licenses for 2020-2021 school year. Every teacher and student will have an account established at beginning of the year. Free student accounts make it easy for students to access assignments digitally and printable resources support students without access to technology or connectivity at home. By integrating learning across multiple subject areas, Quaver Music is able to ensure that students and adults view music as a part of the academic content of a well-rounded education. Quaver Music also helps schools provide equitable access to this high-quality content.

Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? <a href="#">(Check all that apply; add more as needed)</a>	What Title IV-A strategies align to the proposed activity? <a href="#">(Use Drop Down Menus)</a>
<p><b>Who benefits from this activity?</b>  <input checked="" type="checkbox"/> Students</p> <p><b>What are the desired changes?</b></p> <p><b>Outcome 1:</b>  Ninety percent of music teachers will have accessed and used this resource by the completion of the 2020-2021 school year.</p> <p><b>Outcome 2:</b>  Ninety percent of elementary students will have logged in and used the Quaver music resource by the end of the school year.</p>	<p>Music and arts programs or activities</p> <p><a href="#">Level III - Promising Evidence</a></p> <p>At the end of the 2017/18 School Year, the Fine Arts Supervisors from 87 school districts asked their music teachers to assess the impact of the <a href="#">Quaver Curriculum</a>. Additionally, the Quaver team reached out to a wider audience of teachers individually in all 50 states across the country. For students, teachers noticed an increase in concept retention, better performance on assessments, a significant increase in student engagement, and a positive impact on exceptional students.</p> <p><b>Students of music perform better on standardized tests.</b> Research from The College Entrance Examination Board found that students involved in public school music programs scored 107 points higher on the SAT's than students with no participation. (<a href="#">The College Board, 2002</a>)</p> <p><b>Graduation rates soar alongside participation in music.</b> According to a Harris Interactive poll, schools with music programs have an estimated 90.2% graduation rate and 93.9% attendance rate compared to schools without music education, which average 72.9% graduation and 84.9% attendance. (<a href="#">Harris Interactive, 2006</a>)</p> <p><b>Music reaches all student groups.</b> In fact, experts say African American and Latino students do better in school, have higher graduation rates and a better chance of getting into college when exposed to music education on an ongoing basis throughout their K-12 education. (<a href="#">Children's Music Workshop</a>)</p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<b>Evaluation</b>
		How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
		<b>Evaluation for Outcome 1:</b> WCPS will monitor quarterly usage reports provided by Quaver and work with teachers who have not accessed the site.
		<b>Evaluation for Outcome 2:</b> WCPS will monitor quarterly usage reports provided by Quaver and work with administrators and teachers to ensure students have access to the program.
<b>Use of Funds:</b>	<b>Provide a <i>total</i> dollar amount per activity.</b>	<b>\$47,040</b>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

### 4.2 Well-Rounded Education Activities

**LECS Plan Focus Area:** All local school systems must ensure that Maryland College and Career Ready Standards, prekindergarten through grade 12, are taught in all content areas and the state frameworks are followed for each content.

**Proposed Well-Rounded Activity 4.2:** Computational Thinking. WCPS will increase equity and access to instruction that advances and supports computational thinking. These efforts will specifically target skills such as decomposition, pattern recognition, abstraction, and algorithm in pre-12 Library Media, 9-12 Computer Science, and 6-12 Vex Robotics.

**Activity Implementation:** WCPS will increase access to computational thinking texts by building library collection and monitoring the circulation of those materials. Capstone interactive e-books/ audiobooks for Prek-8 with collections such as 10-minutes Project, 3D Pen Projects... and more. Once those books are in our collection, we can pull circulation reports by dates to show increase in circulation over time. These materials would provide a launching off point for us teaching Computational Thinking with virtual learners, too. For grades 6-12, we can offer opportunities in robotics, specifically VEX, by offering both LMS and Computer Science teachers kits and professional development opportunities.

Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
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)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences  <a href="#">Level IV - Logic Model/Rationale</a> While no empirical studies have been conducted for computational thinking STEM programs, there is a rationale that access to this program is likely to improve relevant outcomes based on the high-quality research finding cited.
<b>What are the desired changes?</b> <b>Outcome 1:</b> The number of students reading at grade level will increase by 4% in grades 2-12.  <b>Outcome 2:</b> The Vex robotics program will expand into three additional middle schools during the 2020-2021 school year.	Computational Thinking for A Computational World <a href="https://digitalpromise.org/wp-content/uploads/2017/12/dp-comp-thinking-v1r5.pdf">https://digitalpromise.org/wp-content/uploads/2017/12/dp-comp-thinking-v1r5.pdf</a>  Infusing computational thinking into the middle and high school curriculum <a href="https://www.researchgate.net/publication/254462492_Infusing_computational_thinking_into_the_middle_and_high-school_curriculum">https://www.researchgate.net/publication/254462492_Infusing_computational_thinking_into_the_middle_and_high-school_curriculum</a>
<b>Evaluation</b>	



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
		<p><b>Evaluation for Outcome 1:</b></p> <p>All 2<sup>nd</sup> -12<sup>th</sup> grade students reading below grade level were identified in the Fall of 2020. WCPS will reassess these students in the spring of 2021.</p> <p><b>Evaluation for Outcome 2:</b></p> <p>Quarterly updates from CTE Supervisor on expansion plans. The 3 additional middle schools will have fully established teams by the spring of 2021.</p>
<b>Use of Funds:</b>	<b>Provide a <i>total</i> dollar amount per activity.</b>	<b>\$65,000</b>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

### 4.3 Well-Rounded Education Activities

**LECS Plan Focus Area:** Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning, and prepare a path for instructional success and recovery.

**Proposed Well-Rounded Activity 4.3: EL Reading Programs and Supports** WCPS will improve MCAP assessment results for EL students by providing the following supplemental resources:

- EL Reading Eggs
- Starfall,
- RAZ kids,
- EL Reading A-Z resources
- iLit ELL

**Activity Implementation:** By supporting grade-level reading, writing, speaking, and listening skills at ELs' individual proficiency levels. iLit ELL is a single, easy-to-manage solution that supports long-term ELs who struggle to exit the EL program or meet their MSDE learning and accountability growth targets. iLit ELL accelerates English language development through a mix of strategic scaffolding, interactive content, visual aids, academic vocabulary support, grade level and leveled literacy text and home language help. ELs often struggle with the academic language of school. This puts them at an immediate disadvantage. iLitELL includes explicit instruction to teach academic vocabulary at varying levels of English proficiency. The routine also prepares ELs for academic discussions, offering guidance and practice. ELs can "hear" modeled oral readings, demonstrating sounds and pronunciation in English. EL Teachers and support staff will be able to access these resources during the 2020-2021 school year.

Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
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)
<p><b>Who benefits from this activity?</b></p> <p><input checked="" type="checkbox"/> Students</p> <p><input type="checkbox"/> Educators</p> <p><b>What are the desired changes?</b></p> <p><b>Outcome 1:</b> All EL students will make adequate quarterly progress on their specific goals in their LAU Plan.</p> <p><b>Outcome 2:</b> All schools will meet the quarterly benchmarks for EL program implementation as defined by COMAR.</p>	<p>Multiple discipline integration programs or activities</p> <p>Level IV - Logic Model/Rationale</p> <p>Empirical studies that assess the efficacy of secondary school EL interventions generally evaluate students' mastery of academic vocabulary knowledge. Mastery of key academic vocabulary across all content areas, particularly for middle and high school students, has been shown to have positive effects on EL students' reading comprehension and target word knowledge. This facilitates understanding of key content-area themes and concepts (Vaughn et al., 2009; and Lesaux et al.). Direct vocabulary instruction benefits both EL and English-only students at both the primary (Carlo et al.) and secondary (Vaughn et al., 2009) levels. This has important implications for programmatic implementation, as dedicated academic vocabulary instruction can be administered as a whole-class intervention.</p>

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	<p>Source: 1. <a href="https://www.gssaweb.org/wp-content/uploads/2016/04/A-Meta-Analysis-of-Research-on-English-Learners.pdf">https://www.gssaweb.org/wp-content/uploads/2016/04/A-Meta-Analysis-of-Research-on-English-Learners.pdf</a>  2. <a href="https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog16_helping-english-learner-students-succeed.asp">https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog16_helping-english-learner-students-succeed.asp</a></p> <p><b>Evaluation</b>  How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p> <p><b>Evaluation for Outcome 1:</b>  LAU monthly progress will be reviewed by the EL Teacher. The Supervisor of EL will monitor yearly progress.</p> <p><b>Evaluation for Outcome 2:</b>  All WCPS schools will follow the established EL mandates to identify students and deliver services in alignment with MD Comar regulations for English Learners.</p>
<b>Use of Funds:</b>	<p><b>Provide a <i>total</i> dollar amount per activity.</b></p> <p><b>\$31,637</b></p>

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<b>4.4 Well-Rounded Education Activities</b>	
<b>LECS Plan Focus Area:</b> Area of Focus #2: ACADEMIC ACHIEVEMENT READING/ENGLISH LANGUAGE ART 3-8 AND ENGLISH 10	
<b>Proposed Well-Rounded Activity 4.5:</b> EBSCO Flipster Digital Magazines Funding from this request would be utilized to renew digital content utilized for the summer learning program. This program helps to ensure that all students have access to the same digital reading materials regardless of which school they attend.	
<b>Activity Implementation:</b> EBSCO Flipster digital magazines at the amount needed to renew for the 2020-2021 school year. These materials are accessible to all students and staff and are an important part of our summer reading program and device checkout program. Access to high quality digital resources are even more important during the COVID 19 pandemic because of the challenges of sharing resources. Library media specialists will be trained on using this resource. WCPS Public information office will promote the use of this resource on our website and through publications sent out to parents, staff, and students.	
<b>Outcomes</b>	<b>Strategies:</b> <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? <span style="color: red;">(Check all that apply; add more as needed)</span>	What Title IV-A strategies align to the proposed activity? <span style="color: red;">(Use Drop Down Menus)</span>
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> <b>Students</b>  <input checked="" type="checkbox"/> <b>Educators</b>  <b>What are the desired changes?</b> <b>Outcome 1:</b> In the summer of 2020 the Flipster Digital Magazine had 450 downloads and 95 online views. For the 2021 school year our goal is to see that number increase by 100 percent. <b>Outcome 2:</b> This is one of our literacy tools used to increase reading achievement Lexile scores. In the spring of 2021 the percentage of students reading at their grade level Lexile will increase by 5%	Multiple discipline integration programs or activities  <a href="#">Level IV - Logic Model/Rationale</a>  Numerous studies cite the impact of voluminous reading and access to high quality materials on reading levels.  Kids and Family Reading Report: The Summer Reading Imperative (7th edition) <a href="http://www.scholastic.com/content/dam/KFRR/SummerReading/KFRR_SummerReadingImperative.pdf">www.scholastic.com/content/dam/KFRR/SummerReading/KFRR_SummerReadingImperative.pdf</a>  Summer Reading Loss <a href="https://www.readingrockets.org/article/summer-reading-loss">https://www.readingrockets.org/article/summer-reading-loss</a>  <b>Evaluation</b> How and when will the listed outcomes be measured for success? <span style="color: red;">(Add more as needed)</span>  <b>Evaluation for Outcome 1:</b> WCPS will evaluate usage quarterly throughout the 2020-2021 school year <b>Evaluation for Outcome 2:</b> Students will take the eRI assessment in the fall of 2020 and again in the spring of 2021. WCPS will evaluate the percentage of students reading at grade level from the fall of 2020 to the spring of 2021.
<b>Use of Funds:</b>	<b>Provide a total dollar amount per activity.</b>
	<b>\$30,000</b>

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Local Educational Agency: <u>Washington County Public Schools</u> (use drop down)		Grant Year: FY 2021
<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. <b>(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)</b></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><b>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.</b></p>		
<b>5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]</b>		
(5.1) Coordinated with other schools and community-based services and programs; [Section 4108](1)]	WCPS works intimately with numerous schools and community-based services to support safe and healthy students. These partnerships include the Family Center, Department of Social Services, REACH cold weather shelter, Salvation Army, Goodwill Horizon, the Boys and Girls Club and Leadership Washington County to coordinate Human Services Program Day to educate participants about the local challenges and available non-profit services.	
(5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]	WCPS coordinates numerous efforts and events to support safe and healthy environments for the betterment of student attainment. These specific efforts include Washington Goes Purple, Community Safety Committee, Opioid and Safety Task Force, partners of the Public Service Academy-Maryland Fire and Rescue Institute, Homeland Security, Criminal Justice and law enforcement organizations, and Meritus to highlight discussions around current legislation, community needs, and mental health services.	
(5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)]	Parents are an integral part of the community efforts and activities. Through active participation in the customized learning plans in the multi-tiered levels of support to the engagement in Opioid and Safety Task Forces, partnerships with parents are a priority. WCPS also meets monthly with a Special Education Citizens Advisory Committee (SECAC) to promote programming and supports that advance safe and healthy students.	
(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)]	WCPS maintains ongoing partnerships with civic organizations like the Rotary and Lions Club, Washington County non-profits, retired school administrators, P20 Council with Allegany, Garrett, Washington, and Frederick Counties, and the Maryland Municipal League to discuss potential barriers and accomplishments to guide academic progress.	

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<b>Activity Key for Safe and Healthy Students</b>	
<b>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.</b>	
<b>Safe and Healthy Students: Federal Examples ESEA§4108</b>	<b>Abbreviated Name</b>
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
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

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Activity Key for Safe and Healthy Students</b>	
<b>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.</b>	
<b>Safe and Healthy Students: Federal Examples ESEA§4108</b>	<b>Abbreviated Name</b>
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
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



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Activity Key for Safe and Healthy Students</b>	
<b>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.</b>	
<b>Safe and Healthy Students: Federal Examples ESEA§4108</b>	<b>Abbreviated Name</b>
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
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	
<b>LECS Plan Focus Area:</b> Mental Health and Emotional Well Being- Return to Learn Plan	
<b>Proposed Safe &amp; Healthy Student Activity 5.1: PBIS Expansion</b> Positive Behavioral Interventions and Supports (PBIS) is an <a href="#">evidence-based three-tiered framework</a> for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful. PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective. (from PBIS.org)	
<b>Activity Implementation:</b> WCPS will expand PBIS into four additional schools. The process will begin by training staff in the spring and summer of 2021. WCPS will also provide Tier II training to two additional schools, when funding is approved.	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
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)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students  <input checked="" type="checkbox"/> Educators  <b>What are the desired changes?</b> <b>Outcome 1:</b>  Four (4) additional schools participate in new team training in June 2021 to begin implementing a PBIS program in their school Two (2) additional schools participate in Tier II training to implement additional PBIS strategies in their school during 2020-21 school year. <b>Outcome 2:</b>  Schools that have completed Tier II training will see a 5% reduction in office referrals and reports of bullying.	Implementing schoolwide PBIS  <a href="#">Level IV - Logic Model/Rationale</a>  Guidance for States on ESSA State Plans: Aligning the School Climate Indicator and SW-PBIS <a href="https://assets-global.website-files.com/5d3725188825e071f1670246/5d8a8733506a9e5e3864a113_Guidance%20for%20States%20on%20ESSA%20State%20Plans.pdf">https://assets-global.website-files.com/5d3725188825e071f1670246/5d8a8733506a9e5e3864a113_Guidance%20for%20States%20on%20ESSA%20State%20Plans.pdf</a>  SW-PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes,"17 all of which address ESSA requirements (Horner et al., 2009; Sprague & Horner, 2007)  PBIS is not a packaged curriculum, scripted intervention, or a particular, manualized strategy, but instead is a set of core features that can be achieved through an array of options, and creates safe, positive, school environments to benefit all students (Lewis & Sugai, 1999; Sugai & Horner, 2002; Sugai et al., 2000).

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	<p><b>Evaluation</b></p> <p>How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p> <p><b>Evaluation for Outcome 1:</b></p> <p>Four new school teams will be trained in June 2021, and two additional school teams will be trained in the Fall of 2020 to begin implementation in the Spring 2021.</p> <p><b>Evaluation for Outcome 2:</b></p> <p>WCPS will track office referrals at schools who have received Tier II training on a monthly basis comparing the 2019-2020 and 2020-2021 school years.</p>
<b>Use of Funds:</b>	<p><b><i>Provide a total dollar amount per activity.</i></b></p> <p><b>\$11,262</b></p>

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5.2 Safe & Healthy Students' Activities	
LECS Plan Focus Area: N/A	
<b>Proposed Safe &amp; Healthy Student Activity 5.2:</b> 6 <sup>th</sup> Grade and 9 <sup>th</sup> Grade Transition Programs- Student leaders representing various students' groups will welcome transitioning students into new schools through WEB and Link. As part of providing a safe and supportive school climate, school counselors and social workers implement and oversee character education at various schools in WCPS.	
<b>Activity Implementation:</b> Our goal is to have a WEB(middle school) or Link (high school) team in every middle and high school in Washington County. These teams consist of students, teachers, and other staff. The purpose of the teams is to provide a safe and supportive climate for incoming sixth and ninth grade students. WCPS offers a transition day before the start of the school year. Students have the opportunity to participate and learn about their school. The activities focus on social emotional learning goals and help prepare students to be successful in either middle or high school.	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
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)
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <b>What are the desired changes?</b> <b>Outcome 1:</b> 100% of secondary schools will have a WEB or Link team, and all members of these teams will be properly trained. <b>Outcome 2:</b> At a minimum 80 percent of students new to each middle and high school will attend an orientation by the end of September to ease the transition	School dropout prevention and reentry programs  <a href="#">Level IV - Logic Model/Rationale</a>  DeLamar, S. & Graham Brown, C. (2016). Supporting Transition of At-Risk Students Through a Freshman Orientation Model. Journal of At-Risk Issues, 2016.  Gold, E.; Evans, S; Haxton, C.; Maluk, H.; Mitchell, C.; Simon, E. & Good, D. (2010). Transition to High School: School "Choice" & Freshman Year in Philadelphia. Research for Action, 2010.
	<b>Evaluation</b>
	How and when will the listed outcomes be measured for success? (Add more as needed)
	<b>Evaluation for Outcome 1:</b> WCPS will offer training to staff in the Spring of 2021 to the appropriate staff members and training to WEB and Link Leaders in the Summer of 2021. The Director of Student Services will be responsible for this task.  <b>Evaluation for Outcome 2:</b> Student attendance will be taken at orientation by school.
<b>Use of Funds:</b>	<b>Provide a total dollar amount per activity.</b> <b>\$27,603</b>

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5.3 Safe & Healthy Students' Activities	
<b>LECS Plan Focus Area:</b> Mental Health and Emotional Well Being- Return to Learn Plan	
<b>Proposed Safe &amp; Healthy Student Activity 5.3:</b> Restorative Practices <b>Circle Processes</b> – This is a whole class restorative approach where the teacher and students are creating a safe space in the classroom to discuss an issue. There are set rules to follow (1) Listen with respect; 2) Each person gets a chance to talk; 3) One person talks at a time. Don't cut people off; 4) Speak for yourself and not as the representative of any group; 5) It's OK to disagree, but no name-calling or attacking), the students and teacher sit in a circle, there is a talking piece (only held by the person speaking – all others are quiet and listening), the teacher asks a reflective question about the issue and each student has the opportunity to share or pass. After the questions have been addressed, there is the opportunity to openly discuss a plan on how to repair any harm from the issue and restore the classroom atmosphere for learning.  <b>Restorative Conferences</b> – This restorative approach is used when school staff wants to repair harm done and reestablish relationships within a school. During a conference facilitated by a staff member, students get a chance to deal with the consequences of their wrongdoing and decide how to best repair any harm caused. During a restorative conference, students will get a chance to share their feelings, ask questions, and have a say in any outcomes. Victims get the opportunity to talk with their offenders and explain how the offender's actions have affected them. Offenders also get the chance to listen to the victim, participate in the conference, and repair any harm done. Typically, offenders will apologize, make amends, and agree to a personal or school community-service centered solution to the problem. The staff facilitator is not the deciding voice for the students. Instead, students come up with their own solutions to conflicts. This is a voluntary process for students to participate. These build a school climate and culture for open communication, understanding and connection among students and staff.	
<b>Activity Implementation:</b> WCPS will train an additional 100 – 200 staff members in Restorative Circles to provide school teams to targeted elementary, middle and high schools based on student data and/or behavior support programs embedded at the school. WCPS will train up to four (4) administrative staff to be Facilitating Restorative Conferences trainers for WCPS and up to 25 additional administrative staff in Facilitating Restorative Conferences practices. The trainings will begin in March of 2021 and continue through the summer of 2021.	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? <span style="color: red;">(Check all that apply; add more as needed)</span>	What Title IV-A strategies align to the proposed activity? <span style="color: red;">(Use Drop Down Menus)</span>
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students  <input checked="" type="checkbox"/> Educators  <b>What are the desired changes?</b> <b>Outcome 1:</b> Student suspension rates will decrease by a minimum of 5% at schools who have implemented restorative practices.  <b>Outcome 2:</b> Office referrals will decrease by a minimum of 5% at schools who have implemented restorative practices.	High-quality training for school personnel related to crisis management and conflict resolution techniques  <a href="#">Level IV - Logic Model/Rationale</a> <a href="https://www.rand.org/pubs/research_briefs/RB10051.html">https://www.rand.org/pubs/research_briefs/RB10051.html</a>  <ol style="list-style-type: none"> <li>1) Restorative practices — inclusive and non-punitive ways to respond to conflict and build community — were successful in reducing student suspensions in the Pittsburgh Public Schools district.</li> <li>2) Restorative practices reduced suspension rates of elementary grade students, African American students, students from low-income families, and female students more than for students not in these groups.</li> </ol>

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	<p>A 2012 report from the US Attorney General's office (<a href="http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf">http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf</a>) states that restorative practices are especially helpful for children and youth who engage in and are harmed by bullying</p> <p><b>Evaluation</b></p> <p><b>Evaluation for Outcome 1:</b></p> <p>WCPS will continue to track the number of suspensions by school. WCPS will compare suspension data on a monthly in schools that have implemented Restorative Practices.</p> <p><b>Evaluation for Outcome 2:</b></p> <p>Review the number of administrative staff trained in facilitating the restorative conferences practice</p>
<b>Use of Funds:</b>	<p><b>Provide a <i>total</i> dollar amount per activity.</b></p> <p><b>\$47,904</b></p>

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5.4 Safe & Healthy Students' Activities		
<b>LECS Plan Focus Area:</b> Mental Health and Emotional Well Being- Return to Learn Plan		
<b>Proposed Safe &amp; Healthy Student Activity 5.4</b> Social Emotional Learning In the WCPS Return to Learn plan there is a focus on engaging students in lessons through the school counseling curriculum developed from various resources as part of the recovery plan with a primary focus on the student's social-emotional wellbeing.		
<b>Activity Implementation:</b> The curriculum will be available in a virtual format and an in-person format. There will also be additional lessons to utilize based on individual school and classroom needs. Some resources can be shared with staff and parents, as needed. These are developed for all student's Pre-K to grade twelve. The topics include, but are not limited to, self-regulation, anxiety, stress, resilience, change, behavior, and equity. WCPS wants to expand social emotional learning by training staff to create a common language and understanding across WCPS schools when working with students to support social emotional learning in all grade levels (Pre-K to 12 <sup>th</sup> grade). The training and additional resources would provide additional supports to staff by providing an opportunity to learn a variety of strategies and skills to use based on the needs at their school and developmentally appropriate for students. WCPS will create a multi-tiered system of supports (MTSS) framework that takes an integrated approach to academics and behavior at three tiers of support (universal, secondary, and tertiary).		
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>	
What specific changes will occur as a result of the activity and who will benefit? <span style="color: red;">(Check all that apply; add more as needed)</span>	What Title IV-A strategies align to the proposed activity? <span style="color: red;">(Use Drop Down Menus)</span>	
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students  <input checked="" type="checkbox"/> Educators  <b>What are the desired changes?</b> <b>Outcome 1:</b> WCPS will train minimally 50% of staff who work with students on a regular basis on social emotional learning understanding, strategies and skills.  <b>Outcome 2:</b> When a minimum of 50% of staff are trained, overall student attendance will improve by .25% in Washington County from 2020-2021 to 2021-2022.	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse  <div style="background-color: #d3d3d3; padding: 2px; margin-bottom: 5px;">Level IV - Logic Model/Rationale</div> Supporting Social-Emotional Learning With Evidence-Based Programs <a href="https://blueprintsconference.org/presentations/W7-A%20Supporting%20with%20EBP-2018_2018.pdf">https://blueprintsconference.org/presentations/W7-A%20Supporting%20with%20EBP-2018_2018.pdf</a>  The adoption of evidence-based programs is key to providing consistent, high-quality SEL opportunities for all student <a href="https://drc.casel.org/promote-sel-for-students/evidence-based-programs-and-practices/">https://drc.casel.org/promote-sel-for-students/evidence-based-programs-and-practices/</a>	
<b>Evaluation</b>		
<b>Evaluation for Outcome 1:</b> Attendance will be taken at social emotional learning professional development. Each school will have a list of staff members trained.  <b>Evaluation for Outcome 2:</b> WCPS will monitor monthly student attendance at the school level.		
<b>Use of Funds:</b>	<span style="color: red;">Provide a total dollar amount per activity.</span>	
		<b>75,386</b>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>5.5 Safe &amp; Healthy Students' Activities</b>		
<b>LECS Plan Focus Area:</b> Mental Health and Emotional Well Being- Return to Learn Plan		
<b>Proposed Safe &amp; Healthy Student Activity 5.5: (Title) Trauma Informed Practices</b> Incorporating trauma informed practices across WCPS will provide more support for students and educators. When staff are trained to provide instruction from a trauma informed perspective, they are better equipped to handle various student situations.		
<b>Activity Implementation:</b> There are two different trainings offered in WCPS. The first one-hour training is offered after school on a monthly basis. The second training, Forward Facing Trauma, has multiple parts and offered over several sessions. Training sessions begin in December of 2020, pending funding approval.		
<b>Outcomes</b>	<b>Strategies:</b> <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>	
What specific changes will occur as a result of the activity and who will benefit? <span style="color: red;">(Check all that apply; add more as needed)</span>	What Title IV-A strategies align to the proposed activity? <span style="color: red;">(Use Drop Down Menus)</span>	
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> <b>Students</b> <input checked="" type="checkbox"/> <b>Educators</b>  <b>Outcome 1:</b> A 10% reduction in office managed referrals will occur in classrooms where the teacher has received the one-hour training.  <b>Outcome 2:</b> 90% of school counselors will complete the Forward-Facing Trauma training during the 2020-2021 school year.	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices  <span style="color: blue;">Level IV - Logic Model/Rationale</span>  The Substance Abuse and Mental Health Services Administration indicates that more than two thirds of children reported at least 1 traumatic event by age 16. The ACE Study confirms, with scientific evidence that adversity during development increases the risk of physical, mental and behavioral problems later in life. The additional training provided to staff will help them to meet the needs of students.	
	<b>Evaluation</b>	
	<b>Evaluation for Outcome 1:</b> A month to month comparison of referral data will occur before and after the teacher has completed the training. <b>Evaluation for Outcome 2:</b> WCPS will keep staff attendance at the Forward-Facing Trauma sessions.	
<b>Use of Funds:</b>	<b>Provide a total dollar amount per activity.</b>	
	<b>\$10,652</b>	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>5.6 Safe &amp; Healthy Students' Activities</b>	
<b>LECS Plan Focus Area:</b> Mental Health and Emotional Well Being- Return to Learn Plan	
<b>Proposed Safe &amp; Healthy Student Activity 5.6: Access to Mental Health Services</b>	
Mental health service funds in each WCPS school ensures that students are guaranteed access to the mental health support necessary. Barriers such as lack of insurance, the inability to pay for services, and transportation outside of the school day prevent students from accessing mental health services.	
<b>Activity Implementation:</b> WCPS employees a Mental Health coordinator at our Central office. The mental health coordinator will organize and oversee mental health services as needed for all students throughout the 2021-2022 school year. Funds allocated would allow contracted providers to come into schools to see referred students.	
<b>Outcomes</b>	<b>Strategies:</b> <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? <span style="color: red;">(Check all that apply; add more as needed)</span>	What Title IV-A strategies align to the proposed activity? <span style="color: red;">(Use Drop Down Menus)</span>
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> <b>Students</b>  <b>What are the desired changes?</b> <b>Outcome 1:</b>  All schools will be familiar with the referral process and referrals will be made available to all students in need of mental health supports. Each school employed mental health professional (counselor, social worker, and psychologist) will have access to the referral materials necessary to seek services.  <b>Outcome 2:</b> At a minimum 50% of students who are referred and receiving services will show an academic (grades), behavioral (referrals), or attendance improvement depending on the reason they were referred	School-based mental health services, including early identification of mental health symptoms, drug use, and violence  <a href="#">Level IV - Logic Model/Rationale</a>  Students are facing different mental health challenges that impact attendance, behavior, and achievement. By addressing these issues, students have a better chance of being successful in schools.  <div style="background-color: #d3d3d3; padding: 2px;"><b>Evaluation</b></div> <b>Evaluation for Outcome 1:</b> WCPS will keep track of referral numbers by school and will review these numbers on a quarterly basis.  <b>Evaluation for Outcome 2:</b> As part of the initial referral the school employed mental health professional indicate areas of concern. A quarterly evaluation will occur between the Mental Health Coordinator and the school employed mental health professional to determine if the student made improvement.
<b>Use of Funds:</b>	<b>Provide a total dollar amount per activity.</b>
	<b>27,008</b>



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>5.7 Safe &amp; Healthy Students' Activities</b>		
<b>LECS Plan Focus Area:</b> Mental Health and Emotional Well Being- Return to Learn Plan		
<b>Proposed Safe &amp; Healthy Student Activity 5.7:</b> Culturally Responsive Pedagogical practices are implemented in selected elementary, middle and high schools.		
<b>Activity Implementation:</b> This professional development will promote the social emotional and academic development of students. Teachers will employ an asset-based approach to instruction which values the identities of students and yields improved academic success. This training will take place in the spring and summer of 2021.		
<b>Outcomes</b>	<b>Strategies:</b> <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>	
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)	
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students  <b>What are the desired changes?</b> <b>Outcome 1:</b> Decrease the disproportionate representation of identified student groups (SES, gender, race) in discipline data (OSS, ISS) by 10%.	Bullying and harassment prevention training for school personnel  Level IV - Logic Model/Rationale  Research support: <a href="https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/understanding-culturally-responsive-teaching/">https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/understanding-culturally-responsive-teaching/</a>  <b>What Does Research Say About Culturally Responsive Teaching?</b> Compelling research highlights the benefits of culturally responsive teaching. For instance, studies in brain science and education find that drawing on learners' background knowledge shapes comprehension; indeed, all learners process new information best when it is linked to what they already know. <sup>19</sup> Research also illustrates that instructional materials, assignments, and texts that reflect students' backgrounds and experiences are critical to engagement and deep, meaningful learning. <sup>20</sup> A smaller, yet promising group of studies evaluating the effectiveness of CRT interventions link this approach to a wide range of positive outcomes such as academic achievement and persistence, improved attendance, greater interest in school, among other outcomes. <sup>21</sup>	
	<b>Evaluation</b>	
	<b>Evaluation for Outcome 1:</b> Collection, disaggregation and analysis of WCPS discipline data on a quarterly basis.	
<b>Use of Funds:</b>	<b>Provide a total dollar amount per activity.</b>	<b>\$40,511</b>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.8 Safe & Healthy Students' Activities	
<b>LECS Plan Focus Area:</b>	
<b>Proposed Safe &amp; Healthy Student Activity 5.8: Physical Education Supports</b> New materials for distance learning and new archery training and equipment. Resistance training (also called strength training or weight training) is the use of resistance to muscular contraction to build the strength, anaerobic endurance and size of skeletal muscles.	
<b>Activity Implementation:</b> Equipment will be purchased upon approval of the grant, training staff to use the equipment will occur in the fall of 2020 or during January of 2021 depending on when the additional materials arrive. Resistance training is based on the principle that muscles of the body will work to overcome a resistance force when they are required to do so. When you do resistance training repeatedly and consistently, your muscles become stronger. A well-rounded fitness program includes strength training to improve joint function, bone density, muscle tendon and ligament strength, as well as aerobic exercise to improve your heart and lung fitness, flexibility and balance exercises. Through weight training students will be stronger and healthier. Healthy students have better attendance and concentration, thus allowing them to perform better academically. Through weight training students will be stronger and healthier. Healthy students have better attendance and concentration, thus allowing them to perform better academically.	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Teachers  <b>Outcome 1:</b> Physical Education equipment will be purchased by December of 2020 and additional training for staff will occur by January of 2021.  <b>Outcome 2:</b> 100% percent of students will have access to the new equipment.	Programs or activities that integrate health and safety practices in schools or athletic programs  <a href="#">Level IV - Logic Model/Rationale</a>  Evidence confirms physical activity fosters normal growth and development, can reduce the risk of various chronic diseases, and can make people feel better, function better and sleep better. (CDC) Physical Activity, especially physical education, improves classroom behaviors and benefits several aspects of academic achievement, especially mathematics-related skill, reading and composite scores in youth. (American Academic of Pediatrics)
	<b>Evaluation</b>
	<b>Evaluation for Outcome 1:</b> Verified equipment purchases and staff attendance for professional development. <b>Evaluation for Outcome 2:</b> Confirm equipment is set up and all students have the opportunity to participate in physical education coursework.
<b>Use of Funds:</b>	<b>Provide a total dollar amount per activity.</b>
	<b>\$15,000</b>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency: <u>Washington County Public Schools</u></b> (use drop down)	<b>Grant Year: FY 2021</b>
<b>6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]</b>	
<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)). <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.</b></p>	
<b>Activity Key for Effective Use of Technology</b>	
<b>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.</b>	
<b>Effective Use of Technology Federal Examples ESEA§4109</b>	<b>Abbreviated Name</b>
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

<b>Activity Key for the Effective Use of Technology</b>	
<b>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.</b>	
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 <b>drop-down menu</b> 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 Safe & Healthy Student Activity 6.1: Goalbook Pathways and Toolkit	
<p><b>Activity Implementation:</b> Previous Title IV, Part A funds have covered the purchase of Goalbook Pathways for WCPS elementary teachers, and Goalbook Toolkit for WCPS special educators. Goalbook Pathways combines professional learning with ready to use exemplars so teachers can ensure all students are learning at high levels. Goalbook Toolkit guides educators working with specialized student populations to vary the levels of instructional support. WCPS will use Title IV, Part A funds to continue to support these programs. This year WCPS will offer expanded professional development opportunities for elementary and special education teachers.</p>	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
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)
<p><b>Who benefits from this activity?</b></p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><b>Outcome 1:</b></p> <p>40% of students in grades 2-5 will score proficient or advanced on the Math MCAP assessment and 50% will score proficient on the English MCAP assessment.</p> <p><b>Outcome 2:</b></p> <p>90% of special education case managers will access and use the Goalbook Toolkit.</p>	<p>Providing professional learning resources to personalize learning</p> <p>Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources</p> <p>Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources</p> <p>Level III - Promising Evidence</p> <p>Research shows how Goalbook impacts instructional coaching  <a href="https://goalbookapp.com/research-study-shows-goalbooks-impact-on-instructional-coaches-and-educators/">https://goalbookapp.com/research-study-shows-goalbooks-impact-on-instructional-coaches-and-educators/</a></p>
<b>Evaluation</b>	
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

		<b>Evaluation for Outcome 1:</b> Spring 2021 MCAP data <b>Evaluation for Outcome 2:</b> WCPS will monitor Quarterly Usage reports for Goalbook Toolkit
<b>Use of Funds:</b>	<b>Provide a <i>total</i> dollar amount per activity.</b>	<b>\$54,520</b>

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Washington County Public Schools</u> (use drop down)		Grant Year: FY 2021
<b>7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:</b>		
<b>Equitable Services:</b> 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)).		
<b>Participating Private Schools and Services:</b> 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)		
<p>All of our Non-Public Schools were given the opportunity to participate in receiving Title IV Part A funds. To calculate the funds equitably between our Public Schools and our Non-Public Schools, we took the total enrollment of both and divided it by the total allocation amount to determine the cost per pupil. Please see the following page on how the per pupil non-public amount was determined.</p> <p>Broadfording Christian Academy – 275 enrolled - \$21.62 per pupil  Cedar Ridge – 31 enrolled - \$21.62 per pupil  Good Shepherd Preschool – 32 enrolled - \$21.62 per pupil  Grace Academy – 266 enrolled - \$21.62 per pupil  Hagerstown Children’s School – 54 enrolled - \$21.62 per pupil  Heritage Academy – 188 enrolled - \$21.62 per pupil  Highland View Academy – 77 enrolled - \$21.62 per pupil  Laurel Hall School – 59 enrolled - \$21.62 per pupil  Lifehouse Learning Center – 14 enrolled - \$21.62 per pupil  Mt. Aetna SDA School – 108 enrolled - \$21.62 per pupil  Mt. Nebo Christian Preschool – 192 enrolled - \$21.62 per pupil  Oak Hill House School – 5 enrolled - \$21.62 per pupil  Open Arms Christian Child Development Center – 20 enrolled - \$21.62 per pupil  St. Maria Goretti High School – 189 enrolled - \$21.62 per pupil  St. Mary School – 191 enrolled - \$21.62 per pupil  Stone Bridge Academy – 8 enrolled - \$21.62 per pupil  Truth Christian Academy – 65 enrolled - \$21.62 per pupil</p>		
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.		
<b>Initial Consultation:</b>	WCPS emailed an invitation to all Non-Public Schools to attend our Non-Public Meeting on May 8 <sup>th</sup> . For those Non-Public Schools that were interested but unable to attend the meeting we held an additional meeting on June 9 <sup>th</sup> . Each Non-Public School was provided an agenda, a supporting booklet, and sign-in acknowledging attendance and receipt of directions for accessing the allocated funds.	

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>On-Going Consultation:</b>	Once the grant is approved, we will give the allocation amount to our Non-Public Schools. They will provide an action plan, we will monitor that they are spending to the specifics of the grant, and at the end will provide us with impact data.
<b>Managing Disputes/Complaints:</b>	Title IV Manager contact information is provided during consultation. Any dispute or complaint will be reviewed by Title IV Manager. Non-Public School will be contacted by the Title IV Manager for additional information to clarify their concern. Consultation with MSDE as needed for clarification and problem solving. Resolution will be proposed by Title IV Manager.
Describe the school system's <i>process for providing equitable participation</i> to students in private schools. This should include evidence of a need's assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)	
<b>Needs Assessment:</b>	Each Non-Public School was required to submit a request that included a needs assessment, and these are on file.
<b>Monitoring:</b>	As each funding request is received, WCPS reviews the approved activity and analyzes the evidence. On-going financial reports are sent bi-monthly. Consultative supports are available at any time.
<b>Professional Development Plan:</b>	The professional development plan for each Non-Public School is received and reviewed as part of the application and the activity request.
<b>Total Amount for Non-Public Transfers:</b>	<b>\$38,354</b>
<b>REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.</b>	



## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

#### FY21 Title IV Non-Public Allocations

County enrollment from 09/30/19	22993
Non-Public enrollment for participating Title IV Schools as of 09/30/19	1,774
Total enrollment used to determine Title IV per-pupil allocation	24767
FY2021 Title IV allocation for Washington County	\$ 535,375.00
Allocation of \$535,375 by total enrollment of per pupil	\$ 21.62

School	Enrollment	X \$ Per Pupil	Total	Allocation
Broadfording Christian Academy	275	\$ 21.62	\$ 5,945.50	\$ 5,946.00
Cedar Ridge	31	\$ 21.62	\$ 670.22	\$ 670.00
Good Shepherd Preschool	32	\$ 21.62	\$ 691.84	\$ 692.00
Grace Academy	266	\$ 21.62	\$ 5,750.92	\$ 5,751.00
Hagerstown Children's School	54	\$ 21.62	\$ 1,167.48	\$ 1,167.00
Heritage Academy	188	\$ 21.62	\$ 4,064.56	\$ 4,065.00
Highland View Academy	77	\$ 21.62	\$ 1,664.74	\$ 1,665.00
Laurel Hall School	59	\$ 21.62	\$ 1,275.58	\$ 1,276.00
Lifehouse Learning Center	14	\$ 21.62	\$ 302.68	\$ 303.00
Mt. Aetna SDA School	108	\$ 21.62	\$ 2,334.96	\$ 2,335.00
Mt. Nebo Christian Preschool	192	\$ 21.62	\$ 4,151.04	\$ 4,151.00
Oak Hill House School	5	\$ 21.62	\$ 108.10	\$ 108.00
Open Arms Christian Child Development Center	20	\$ 21.62	\$ 432.40	\$ 432.00
St. Maria Goretti High School	189	\$ 21.62	\$ 4,086.18	\$ 4,086.00
St. Mary School	191	\$ 21.62	\$ 4,129.42	\$ 4,129.00
Stone Bridge Academy	8	\$ 21.62	\$ 172.96	\$ 173.00
Truth Christian Academy	65	\$ 21.62	\$ 1,405.30	\$ 1,405.00
TOTAL	1774		\$ 38,353.88	\$38,354.00

Washington County Title IV Allocations	\$ 535,375.00
Non-Public Allocations	\$ 38,354.00
Washington County Public Schools Allocations	\$ 497,021.00

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency:</b> <u>Washington County Public Schools</u> (use drop down)	<b>Grant Year:</b> FY 2021
<b>8.0 Assurances [ESEA, Section 4106(E)(2)]:</b> <b>EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL—</b>	
<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"><li>(i) are among the schools with the greatest needs, as determined by such LEA;</li><li>(ii) have the highest percentages or numbers of children counted under section 1124(c);</li><li>(iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);</li><li>(iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or</li><li>(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;</li></ul> <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"><li>(i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1);</li><li>(ii) the LEA <b>expenditures</b>, 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</li><li>(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).</li></ul> <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>(f) <b>SPECIAL RULE.</b>—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

<b>Local Educational Agency:</b> <u>Washington County Public Schools</u> (use drop down)	<b>Grant Year:</b> FY 2021
<b>9.0 INTERNET SAFETY [ESEA, Section 4121]:</b>	
<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"><li>(i) obscene;</li><li>(ii) child pornography; or</li><li>(iii) harmful to minors; and</li></ul> <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"><li>(i) obscene; or</li><li>(ii) child pornography; and</li></ul> <p>(B) is enforcing the operation of such technology protection measure during any use of such computers.</p>	
<p><b>(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.</b>—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>	

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency:</b> <u>Washington County Public Schools</u> (use drop down)	<b>Grant Year:</b> FY 2021
<b>10.0 BUDGET NARRATIVE:</b>	
Guidance for Completion of the Budget Narrative for Individual Grants (REMEMBER TO CALCULATE THE PERCENTAGES FOR WELL-ROUNDED (20%) & SAFE & HEALTHY STUDENTS (20%) OFF THE TOP OF THE ORIGINAL ALLOCATION)	
<p>The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information: <i>It is recommended that you arrange the budget narrative by content area, i.e., 4.0: Well-Rounded Education, 5.0: Safe and Healthy Students, and 6.0: Effective Use of Technology for reporting purposes.</i></p> <ul style="list-style-type: none"><li>• Description of the specific item (What is it?)</li><li>• Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)</li><li>• Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)</li></ul> <p>Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. Make absolutely sure your sums are accurate.</p> <p>Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.</p> <p>Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.</p> <p>Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.</p>	
<b><u>Personnel Costs:</u></b>	
<ul style="list-style-type: none"><li>• <b><u>For Salaries:</u></b> List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.</li></ul>	

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<ul style="list-style-type: none"><li>• <b><u>For Employee Benefits:</u></b> Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. <b>Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.</b></li></ul>
<b><u>Contracted Services</u></b> <ul style="list-style-type: none"><li>• For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.</li></ul>
<b><u>Supplies and Materials</u></b> <ul style="list-style-type: none"><li>• All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).</li></ul>
<b><u>Other Charges</u></b> <ul style="list-style-type: none"><li>• Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.</li></ul>
<b><u>Equipment</u></b> <ul style="list-style-type: none"><li>• Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project. <b>Must be subtracted from indirect cost calculation.</b></li></ul>
<b><u>Transfers</u></b> <ul style="list-style-type: none"><li>• Transfers are payments to other LEAs, non-public schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project. <b>Must be subtracted from indirect cost calculation.</b></li></ul>
<b><u>Indirect Costs</u></b> <ul style="list-style-type: none"><li>• To calculate the indirect cost, 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. The calculation is as follows:  Total allocation less (–) transfers (equitable services) less (–) equipment x 0.0(ICR) x 1.0(ICR)  Example: The LEA total allocation is \$50,000. The LEA indirect cost rate = 2.0%. The LEA has \$4,000 in transfers for equitable services and \$1,000 in equipment. The indirect cost rate calculation =  \$50,000 - \$4,000 (equitable services) - \$1,000 (equipment) = \$45,000. \$45,000 x .02 = \$900. \$900 x 1.02 = <u>\$918 INDIRECT COSTS.</u></li></ul>

You should use the format as shown in one of the two following samples shown on the next pages:

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Sample Budget Narrative						
Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
4.1	203-205 – 02 / 01	Stipends for summer workshop for ESOL teacher	1 teacher x 20 days x 175/day	3,500		3,500
	212 / 04	FICA	7.65% of \$3,500	268		268
				<b>Total:</b>		<b>\$3,768</b>
4.2	203-205 – 02 / 03	Supplemental materials to support instruction	\$314/site x 5 sites	1,570		1,570
				<b>Total:</b>		<b>\$1,570</b>
4.3	203-205 – 01 / 02	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
				<b>Total:</b>		<b>\$3,000</b>
5.1	203-205 – 09 / 04	Membership/registration fees for conf. & workshops for ESOL staff	11 ESOL staff members x \$342.64	3,769		3,769
				<b>Total:</b>		<b>\$3,769</b>
5.2	203-205 – 02 / 02	Delivery of workshop: “Best Practices for Teachers of ELL/RELL Students”	\$600/school x 4 schools x 2 days at each school + \$600/school x 3 schools x 1 day	6,600		6,600
				<b>Total:</b>		<b>\$6,600</b>
5.3	203-205 – 02 / 01	Parent outreach programs	4 schools x \$1,500	6,000		6,000
	212 / 04	FICA	7.65% of \$6,000	459		459
				<b>Total:</b>		<b>\$6,459</b>
6.1	203-205 – 01/ 02	Buses for 2 field trips to art museums	2 x \$450	900		900
				<b>Total:</b>		<b>\$900</b>
2.0	202 – 16 / 08	Transfers	2% Admin costs	443		443
				<b>Total:</b>		<b>\$443</b>
<b>Grand Total:</b>						<b>\$26,509</b>

\*Upon final approval, please submit the Title IV, Part A application in the final LECS Plan.

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity #	Category/Object	Line Item	Calculation	Amount	Total
2.0	Mid-Level Administration Salaries & Wages	Administrative Costs	\$546,301 x 2% = \$10,926	\$10,114	\$10,114
	Fixed Charges	FICA	8.03% x \$10,114	\$812	\$812
					\$10,926
4.1	Regular Program Materials	Quaver Music customizable lesson plans and musical resources	PreK = 24 x \$280 K-5 = 24 x \$1,680	\$47,040	\$47,040
4.2	Regular Program Materials	Computational Thinking online resources	\$50,000 – Computational Thinking for a Computational World  \$15,000 – STEM materials	\$65,000	\$65,000
4.3	Regular Program Materials	EL Reading Programs and Supports	\$10,000 – Reading A-Z  \$18,637 – EL materials  \$3,000 – EL Dictionary	\$31,637	\$31,637
4.4	Regular Program Materials	EBSCO Flipster Digital Magazines	\$30,000 – subscription for online magazines and books for students	\$30,000	\$30,000
					\$173,677
5.1	Instructional Staff Development Salaries & Wages	PBIS Meetings & Trainings	417 participants @ \$25	\$10,425	\$10,425
	Fixed Charges	FICA	8.03% x \$10,425	\$837	\$837
5.2	Instructional Staff Development Salaries & Wages	Link Crew/Web Crew Trainings	492 participants @ \$25	\$12,300	\$12,300
5.2	Instructional Staff Development	Link Crew/Web Crew Substitutes	12 days @ \$140	\$1,680	\$1,680

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	Salaries & Wages				
	Fixed Charges	FICA	8.03% x \$13,980	\$1,123	\$1,123
5.2	Instructional Staff Development Other	Link Crew/Web Crew Conferences	5 participants @ \$2,500	\$12,500	\$12,500
5.3	Instructional Staff Development Salaries & Wages	Restorative Practices Trainings	936 participants @ \$25	\$23,400	\$23,400
5.3	Instructional Staff Development Salaries & Wages	Restorative Practices Additional Pay	84 hours trainer @ \$45	\$3,780	\$3,780
5.3	Instructional Staff Development Salaries & Wages	Restorative Practices Substitutes	8 days @ \$140	\$1,120	\$1,120
	Fixed Charges	FICA	8.03% x \$28,300	\$2,272	\$2,272
5.3	Instructional Staff Development Materials	Restorative Practices Materials	936 books x \$12	\$11,232	\$11,232
5.3	Instructional Staff Development Other	Restorative Practices Conference and Memberships	5 participants @ \$1,000 20 memberships @ \$55	\$6,100	\$6,100
5.4	Instructional Staff Development Salaries & Wages	Social Emotional Learning Meetings/Trainings	400 participants x 6 hours @ \$25	\$60,000	\$60,000
	Fixed Charges	FICA	8.03% x \$60,000	\$4,818	\$4,818
5.4	Instructional Staff Development Materials	Social Emotional Learning Materials	400 books @ \$26.42	\$10,568	\$10,568
5.5	Instructional Staff Development Salaries & Wages	Trauma Informed Practices Trainings	250 participants @ \$25	\$6,250	\$6,250
	Fixed Charges	FICA	8.03% x \$6,250	\$502	\$502
5.5	Instructional Staff Development Materials	Trauma Informed Materials	60 books	\$1,500	\$1,500
5.5	Instructional Staff Development Other	Trauma Informed Conference	2 participants @ \$1,200	\$2,400	\$2,400



## Appendix F


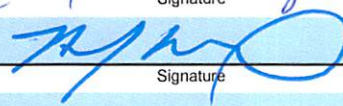
### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.6	Instructional Staff Development Salaries & Wages	Access to Mental Health Services	1,000 participants @ \$25	\$25,000	\$25,000
	Fixed Charges	FICA	8.03% x \$25,000	\$2,008	\$2,008
5.7	Instructional Staff Development Salaries & Wages	Culturally Responsive Training	1,500 participants @ \$25	\$37,500	\$37,500
	Fixed Charges	FICA	8.03% x \$37,500	\$3,011	\$3,011
5.8	Regular Program Materials	Physical Education Support materials	\$3,750 – BSN  \$3,750 – Gopher  \$3,750 – Go Mark Sports  \$3,750 – FlagHouse	\$15,000	\$15,000
					\$255,326
6.1	Regular Program Materials	Goalbook licenses to an online platform	188 users @ \$290	\$54,520	\$54,520
				\$54,520	\$54,520
	Non-Public Transfers	17 Non-Public Schools	1,774 students enrolled x \$21.62	\$38,354	\$38,354
	Administration Business Support Transfers	Indirect Costs	\$546,301 – Non-Publics \$38,354 / 1.0273 x .0273	\$13,498	\$13,498
		<b>TOTAL</b>		\$546,301	\$546,301

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

ORIGINAL GRANT BUDGET	\$546,301.00	AMENDED BUDGET #	N/A	REQUEST DATE	10/14/20
GRANT NAME	Title IV Part A	GRANT RECIPIENT NAME	Washington County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Washington County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2020	6/30/2022	
		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	
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support						13,498.00	13,498.00
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.	10,114.00						10,114.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.			243,197.00				243,197.00
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 07 Non Public Transfers						38,354.00	38,354.00
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	181,455.00		23,300.00	21,000.00			225,755.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>							
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
212 Fixed Charges				15,383.00			15,383.00
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
<b>Total Expenditures By Object</b>	191,569.00	0.00	266,497.00	36,383.00	0.00	51,852.00	546,301.00

Finance Official Approval	David Brandenburg		10/14/2020	301-766-2831
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Boyd Michael		10/14/2020	301-766-2815
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

02/11/20  
AS



By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, the grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees relating thereto and rising out of or in connection with the negligent acts or omissions of the grantee under this agreement.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

  
Superintendent of Schools/Head of Grantee Agency

11/12/2020  
Date



**2020 FINE ARTS INITIATIVE  
STATE GRANT APPLICATION  
Washington County Public Schools**



## Fine Arts Initiative Grants Application

Local school systems should provide a cohesive, stand-alone response to the prompts below.

1. Complete the chart below describing the progress and challenges in meeting the Programs in Fine Arts goals articulated in the system's 2019-2020 Annual Update. Identify the programs, practices or strategies, and resource allocations that are related to the progress.

2019-2020 Fine Arts		
Goals	Progress	Challenges
Dance	A new ballet class offering was created for students after school at Fountaindale Elem. through a partnership with Ballet and All that Jazz in Hagerstown. Creative scheduling has allowed a dance teacher to add an additional school to her schedule to offer dance to PreK students at Salem Ave. Elem.	Funding for new positions Scheduling current staff with expanded PreK offerings with no new positions.
Media Arts	New media arts programs have been implemented at Boonsboro High, E. Russel Hicks Middle, and The Barbara Ingram School for the Arts. The CTE department has provided funding to equip these programs with appropriate technology.	Funding for new positions Space and infrastructure in older buildings Funding for adequate technology
Music	Curriculum teams are working to further develop courses in Creative Songwriting and Music Technology. A small team of teachers are examining the possibility of adding Modern Band. A new choral music position was added at Boonsboro High School. New digital tools include expanding Quaver resources to PreK and offering SmartMusic and Sight-Reading Factory to secondary programs.	The six-period day in our secondary schools provide challenges for students to have space in their schedules to maintain sustained and sequential music education through 4 years. Several students take summer classes to help avoid scheduling conflicts.
Theatre	A curriculum team is currently working on revisions to include additional opportunities in a wider scope of offerings including technical	Funding for new positions and securing dedicated certified positions at the secondary level to support sustained and sequential instruction.

	theatre and lighting and sound engineering. The theatre department and course offerings at the Barbara Ingram School for the Arts have been reorganized to support this effort.	
Visual Arts	Classroom sets of DSLR cameras were purchased for Williamsport High School and Hancock Middle-Sr. High Schools expanding course offerings. Apple pencils were purchased for Clear Spring High School to use with their set of iPads.	Funding for new positions at the secondary level. The six-period day creates challenges for students to have space in their schedules to take additional opportunities past Art I. Many teachers are the only art teacher in their building teaching primarily Art 1. Creative scheduling has placed some advanced students in a higher level class section taught during Art 1 to expand opportunities.

- Complete the chart below outlining the system's 2020-2021 goals to implement COMAR 13A.04.16 Programs in Fine Arts and 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.

<b>Fine Arts</b>	<b>2020-2021 Goals</b>	<b>2023 Targets</b>  <i>Forecast to Fine Arts Certification in 2024</i>
Dance	Maintain and expand curriculum and instruction opportunities in this area to include more schools than currently offering dance education.	Implement a dance program of some sort into 5 additional schools over the K-12 spectrum.
Media Arts	Maintain and expand curriculum and instruction opportunities in this area to include more schools than currently offering focused media arts education experiences.	Implement a media arts program of some sort into 12 additional schools at the secondary level.
Music	Maintain and expand curriculum and instruction opportunities for	Improve staffing ratios in all secondary schools to accommodate a wider scope of music offerings to

	music students throughout the county.	include music theory, music technology and more diverse ensemble and performance experiences.
Theatre	Maintain and expand curriculum and instruction opportunities in each school in theater arts to include technical support and skill development.	Improve staffing ratios in all secondary schools to accommodate a wider scope of theater offerings to include technical theater and lighting and sound engineering opportunities.
Visual Arts	Maintain and expand curriculum and instruction opportunities to include increasing access to all types of digital art experiences.	Improve staffing ratios in all secondary schools to accommodate a wider scope of art offerings to include AP courses and digital media offerings.

The Fine Arts Initiative grant is essential to the growth and success of the visual and performing arts program in Washington County. The program has fostered many new initiatives and opportunities for Washington County Public School students to experience the arts. The program also has worked hand in hand with local community partnerships to create new possibilities for the arts to thrive.

### **Elementary Overview**

All elementary students from kindergarten through grade five have 30 minutes each of art and music weekly in the concurrent model used during the COVID-19 epidemic. This will expand to 50 minutes upon reaching stage 4 of our return plan. Progress is being made in elementary schools that integrate learning of the arts with traditional academic education. This helps promote and reinforce connections between abstract academic learning and concrete arts applications of the same content. Students are exposed to a variety of art styles and techniques including dance, movement, theater, music and visual arts during their traditional academic classes. They learn about problem solving, use thinking skills and learn more in depth about each particular art form. Perhaps most importantly, they make connections between real life, the curriculum, and the arts.

Elementary arts programs have expanded to include choral ensembles, instrumental music in grades four and five, the incorporation of dance into the music curriculum, experiences in photography, and greater activities related to cross-cultural initiatives. The recently achieved county wide access to the Quaver Music Program provides every elementary music teacher and their students with interactive and constantly updated digital resources to enhance music instruction. The development of the Museum Literacy program for grades three, four, and five incorporates a trip to the Washington County Museum of Fine Arts for the purpose of learning about art and is followed in the classroom by an extended writing experience that meets the goals set forth by the WCPS Reading Initiatives programs. Every fourth grade student is transported to the Maryland Theater in the spring to participate with the Maryland Symphony Orchestra in an educational concert experience that is strongly linked to county/state and national arts standards and the WCPS Essential Curriculum. Through the partnership with the MSO, many other opportunities (ensembles in the schools, master classes, Kinder Konzerts) have been created to provide for more arts experiences in the younger grades.

### **Secondary Overview**

The middle schools offer regularly scheduled programs in art, general music, and instrumental music. Most sixth, seventh, and eighth grade students take art and / or general music. Orchestra is available in six middle schools. Performing arts, a combination of music, drama, and dance, is available in three schools. A theater program is in its eighth year at Springfield Middle School and offers a specialized theater experience at the middle school level. Western Heights Middle is continuing a robust dance program in addition to their comprehensive music and art programs. The high schools offer regularly scheduled classes in Visual Art, Studio Art, Photography, Photography Studios, Digital Photography, AP Studio Art, Marching Band, Concert Band, Jazz Band, Chorus, Show Choir, Music Theater, AP Music Theory, Piano/Guitar/Rhythm/String Lab, Songwriting, Orchestra, Theater, and Dance. High school arts programs usually have from 25% to 45% of the student body involved as students, artists, and performers. WCPS continues to strive to increase performing arts options to include dance and theater, and to continue financial support for critical materials and equipment necessary to teach each arts discipline. Partnerships include the University of Maryland System Art display and the constantly evolving community arts partnerships with the Maryland Symphony, The Washington County Arts Council, and the Museum of Fine Arts – Washington County.

Continuing initiatives include expansion of the large ensemble adjudication to five full days to accommodate multiple groups at each school in the county to be assessed and guided toward raising achievement standards; expansion of solo and ensemble assessments to two days; providing funds for much needed instrument repairs; providing opportunities for outside artists and guest clinicians to



adjudicate and guest conduct many events throughout the year with successful honors concerts, art shows, musicals, and concerts; refining teacher assessment skills and working toward countywide assessment and rubric development; and continuing to support the replacement and upgrading of equipment necessary to provide quality arts instruction in the existing music, art, and theater programs, as well as supporting the needs for the expansion of arts programs and the addition of weighted credits for more upper-level courses in the arts. Many upper-level students are forced out of their discipline in search of weighted credits and this concern is exacerbated by the implementation of the 6 period day in the high schools, thus reducing the choices available to students in the arts at the high school level. These students are often some of the top arts students in the state and should be recognized for their hard work and provided with the opportunity to maintain a full four year sequential program of study in the arts. Support also needs to be continued to upgrade current facilities and equipment to meet technological and instructional needs of the future.

### **Master Plan**

During FY20, many master plan action steps were accomplished. These include: updating and replacing faulty equipment by purchasing replacement music stands, art stools, CD players, headphones, guitar cases, risers, and kilns; expanded teaching labs across the county with new digital camera packs, keyboards and guitars; purchasing new instruments and equipment to expand the opportunities, diversity, and style of the performing groups; purchasing art supplies, clay and matt board for public display of student artwork; providing funds for much needed instrument repairs and overhauls; continuing needed updates to local school sound systems and equipment; continuing the assessment of the county kiln repairs; continuing to expand the large ensemble adjudication to five full days adjudicating every middle and high school band, orchestra, and chorus in the county as well as several elementary groups to be assessed and guided towards improved performance achievement; providing opportunities for outside artists and guest clinicians to adjudicate and guest conduct many events throughout the year with successful honors concerts, art shows, musicals, and concerts; providing opportunities for students to participate in the following state and county art shows – Trilogy High School Art Contest, University System of Maryland Hagerstown Show, Washington County Museum of Fine Arts Student exhibit; splitting the WCMFA student exhibit into two separate shows to showcase more students; providing many opportunities to showcase the performing arts students through the following county and state events - All State Band, All State Orchestra, All State Chorus, Showcase of Marching Bands, All County Chorus, All County Orchestra, All County Band/Jazz Band, Washington County Solo and Ensemble Festival, Orchestra Large Ensemble Festival, Band Large Ensemble Festival, Choral Large Ensemble Festival, offering many opportunities for teachers to gain professional development through the following activities – Reflective Practices for Arts Teachers PD seminar, Museum Day Program for Teachers to see the inner workings of the museum, AP Trainings; formed, maintained and increased several county-wide arts programs in partnership with various outside agencies; implemented a faculty arts showcase; implemented a student honors recital held at the Washington County Museum of Fine Arts, continuing to plan for many county events; refining teacher assessment skills and working toward countywide assessment and weighted arts credit opportunities; completing the eighth annual Maryland Symphony Orchestra (MSO) concert for county 7th and 10th graders to align with the vision of the MSO and the county school system; purchasing frames for displaying student artwork throughout the community; continuing BISFA summer camp opportunities; regularly meeting with the different committees regarding the School for the Arts and created curriculum plans and scheduling options; continuing the CATS (Center for artistically talented students) Saturday program to offer opportunities in the arts for interested middle school students; continuing the instrument donation program including monetary donations from the Maryland Symphony Orchestra Guild to put instruments in the hands of every interested student. Many of these events held in the spring were reimaged for a virtual learning environment.

### **Barbara Ingram School for the Arts:**

The Barbara Ingram School for the Arts (BISFA) opened its doors for its first students in August 2009.

The development of the school began in 2001 when Washington County Public Schools Superintendent Dr. Elizabeth Morgan commissioned a study group, which proposed a school for the arts as a priority. The elected School Board formally accepted the recommendation in 2002. In 2003, Mr. Vincent Groh donated the former Henry's Theater on South Potomac Street in Hagerstown to Washington County Public Schools in memory of his late wife. A donation of \$25,000 by the Hagerstown/Washington County Chamber of Commerce to the Board of Education expedited the feasibility study on Henry's Theater. An additional \$20,000 from the Community Legacy Fund helped complete the feasibility study. This study was completed in 2005. The Washington County Delegation also supported the project by passing a \$400,000 bond bill in the Maryland FY05 budget for program planning and architectural fees for BISFA. The WCPS Board secured funding in 2007 for restoration and renovation of the BISFA building.

The current school make up is a unique collaboration between the school system and downtown Hagerstown institutions. Students take their academic classes at the University System of Hagerstown Center and their arts disciplines at the Barbara Ingram School. The Washington County Free Library serves as the media center for the school, and the Maryland Theatre is the home for many of the students' performances.

The BISFA program provides young people with intensive, pre-professional training in the arts within the context of a college preparatory academic curriculum. Students are accepted by either audition or portfolio. The BISFA experience will ultimately result in the development of an individualized artistic skill that will assist students in a professional or college bound career. Through its current design, the school will serve as an arts resource for Washington County by offering performances, educational workshops, and extensive after-school training opportunities in the arts.

The physical building design devotes one floor for each instructional subject. Facilities include a black box theatre, keyboard room, choral/music room, dance room with associated changing rooms, visual arts floor with computer lab for photography and graphic arts students, a sculpture area, a small lounge and gallery area, several individual offices on each floor, an elevator, health suite, and an administrative suite. Students and guests enter the school via a central receiving area in the front lobby. In 2010, BISFA won the National ASSA award for outstanding school architecture. The school further expanded in 2020 with the construction of an adjacent academic building and link to the newly renovated historic Maryland Theatre.

### **Future Challenges**

COVID-19 has presented unique but urgent needs for our programs. Large equipment purchases have been delayed to secure licenses for digital tools such as SmartMusic, MusicFirst and Sight-Reading Factory as well as expanding Quaver access to PreK. Additional funding shifted to many COVID-19 related expenses such as PPE for students, teachers, and instruments. To avoid sharing art supplies, we purchased considerably more materials for classrooms. The unknown longevity of the current crisis and other unanticipated expenses create further uncertainty around budgeting. A major challenge lies with scheduling difficulties because of the implementation of a 6-period day in the high schools. While the fine arts grant cannot specifically impact the schedule, the grant has helped to build awareness about the importance and crucial nature of the arts especially in its support of system wide large ensemble music assessments. Future needs include revamping the school schedule to include high school embedded periods and more frequent classes in the elementary and middle schools to better facilitate the performing arts. For the arts to be beneficial, they need to be sequential and sustained, preferably all year for the full four-year high school experience and available to all elementary and middle school students in alignment with COMAR expectations. Professional development in the area of arts integration and highly effective teaching methods are currently being explored. Another goal is creating easier and faster solutions to give feedback and assessments to students in the form of digital recorders, software, and a portfolio

system to follow the students throughout their school career. There also need to be more opportunities for students to experience theater and dance at all levels and in all buildings.

### **Special Programs through the FAI Grant**

Many special programs have benefited and been created because of the Fine Arts Initiative grant.

#### **Museum Literacy**

**Description** – Students attend the Washington County Museum of Fine Arts with art-oriented tasks from which they develop an extended writing product constructed from the existing ELA curriculum model. This year the program will undergo changes to better facilitate the needs of the students and museum. The teachers will be exploring different scenarios and ideas. This program is an all-inclusive grade 3, 4 and 5 program. The museum experience may be the first and only visit by many of these students and provides a unique cultural and social educational experience. The community also benefits from the program creating exposure for the Arts and expanding awareness of the museum. 3,000 students took part in the museum literacy program during FY20 in grades 3-5.

Currently, the third grade program consists of a self-contained lesson to be facilitated by the art teacher with museum exemplars. Fourth graders focus on using the elements and principles of art to begin developing a formal critique of artwork featured at a museum as a newspaper reporter. Students participate in guided note taking and develop an article featuring a selected piece of artwork from the museum. Also a sketching activity is incorporated into the newspaper article. Fifth graders build on vocabulary and interpretation skills, along with the elements and principles of art, to develop a formal critique on selected artwork. Students are engaged with a scavenger hunt in an art expedition, which also includes a sketching activity.

**Strategy** – Participation of all students in grades 3-5. Progressive art and literacy units are set up throughout the different grade levels.

**Cost in proposed budget** – \$6,207.00 for program director. WCPS funds transportation costs for this program. Also included is \$4,440.00 for substitute teachers. A program requirement is that art teachers attend with their students, to serve as a resource while in the museum and to handle the aesthetic criticism component at their home schools. As the program has grown, so have the costs and time of the museum director and substitute needs.

#### **Assessment System**

**Description** – One of the major components of the overall assessment system is the large ensemble adjudication festival. This program had originally been offered only to interested groups on weekends. Starting FY05 the program took place during the school day and is now mandatory for every performing group in WCPS. This program has grown each year in size and quality. The festival is now up to five full days of adjudication to accommodate all of the interested performing groups. We are working on alternative assessment models for a distance or concurrent teaching model.

**Strategy** – Increase the knowledge and hands-on experience for students and teachers in the performing arts. Students and teachers receive comments, evaluations, and suggestions on their performance, and are provided opportunities to hear other groups performing. This festival also serves as the regional experience to qualify groups for the state level festivals. Additional student and peer assessment strategies and instruments have been developed by teachers to facilitate student efforts with pre and post-

performance critique and writing experiences focused on improving performance proficiency, musical understanding and disciplinary literacy.

**Cost in proposed budget** –\$4,440.00 will be used to provide substitutes for the teachers to accompany their students. Transportation costs have been covered by the board of education.

### **County Wide Public Relations Program**

**Description** – Washington County has a wealth of outstanding students. The Countywide PR program will concentrate on opportunities to showcase their talents and skills. The county will continue to develop and refine the following projects: Showcase of Bands, All County Chorus, All County Orchestra, All County Band, and the Washington County Museum of Fine Arts Art Show.

**Strategy** – Showcase the county’s best musicians, visual artists, and other performing artists to educate the community on the value and importance of the arts.

**Cost in proposed budget** – \$1,100.00 will be used to pay teacher stipends for leadership roles with the many differentiated programs; guest clinicians and conductors will be compensated through county funds.

### **Arts Integration**

Arts Integrated Instruction has become an area of great interest over the past decade as schools across the state are discovering the power of the arts when used as a catalyst for teaching across the curriculum. **Arts integration is not a substitute for teaching the arts for their own sake.** Arts integration is not about artist residencies, or occasional arts projects that connect to other curricular subjects. **It is about a methodology and a philosophical approach to education** that creates a level of personal connection and added depth in the classroom through a creative, inquiry-based process of teaching and learning. Simply put, arts integration is when there is a natural connection between the curriculum and the art form. The teacher teaches both the arts objective and the curriculum objective side by side enabling students to make connections between the two and their real life world. When the arts are brought into a classroom, learning takes on a new life. Artist educators’ work with classroom teachers to co-plan and co-teach arts integrated lessons that create connections between curricular subjects and the arts. The arts infuse typical academic subjects—math, English, science, and history—with the vitality to engage and propel students to approach intellectual ideas and academic principles from new and multiple perspectives.

Students are exposed to a variety of art styles and techniques including dance, movement, theater, music, and visual arts. They learn about problem solving, use thinking skills, and learn more in depth about each particular art form. Perhaps most important, they make connections between real life, the curriculum, and the arts. In 2009, Fountaindale Elementary School for Arts and Academic Excellence was honored with two statewide awards from Arts Education in Maryland Schools (AEMS). The first was the Creative Ticket School Award for Excellence in the Arts, and the second was the Maryland Visionary Award. There is support to move this growing trend for the arts integration into the middle schools with the creation of our first middle school arts integrated school—Western Heights Middle School.

**Description** – WCPS instructional goals include a focus on integrating the arts into other academic areas. It is commonly known that the arts help students better understand their other classes and help students think critically and creatively.

**Strategies** – Contract to provide consultants and artists for classrooms to guide students and teachers with learning strategies and integration

**Cost in proposed budget** – \$986.00 to contract with arts integration specialists to focus on connecting teachers with best practices in arts integration and in cross disciplinary instruction in the arts.

**Washington County Public Schools  
FINE ARTS INITIATIVE GRANT – 2020-2021**

**Summary / Explanation Grant Request Fine Arts Initiative Grant 2020-2021**

<b>Total Washington County Grant Allocation - \$18,468.00</b>
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<b>Category: Salaries / Wages</b>
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- |    |  |
|----|--|
| 1. | Museum Literacy Program – Director – \$6,207.00                |
| 2. | Substitute Teachers for Museum Program – \$4,440.00            |
| 3. | Substitute Teachers for Large Ensemble Assessment - \$4,400.00 |
| 4. | County Wide Teacher Leadership Responsibilities - \$1,100.00   |

<b>Total – \$16,187.00</b>
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<b>Category: Fixed Charges</b>
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- |    |                   |
|----|-------------------|
| 1. | Fringe \$1,295.00 |
|----|-------------------|

<b>Total – \$1,295.00</b>
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<b>Category: Contracted Services</b>
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- |    |  |
|----|--|
| 1. | Arts Integration Specialist - \$986.00 |
|----|--|

<b>Total – \$986.00</b>
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<b>Total Grant Request – \$18,468.00</b>
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<b>Category/Object</b>	<b>Line Item</b>	<b>Calculations</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
Regular Programs Salaries & Wages	Salary for Museum Literacy Program Director	196 hrs x \$31.67/hr	\$6,207.00		\$6,207.00
Regular Programs Salaries & Wages	Substitute Teachers for Museum Program	31 subs x \$140/day or 60 half day subs	\$4,440.00		\$4,440.00
Regular Programs Salaries & Wages	Substitute Teachers for Large Ensemble Assessment	31 subs x \$140/day or 60 half day subs	\$4,440.00		\$4,440.00
Regular Programs Salaries & Wages	Salary for Leadership Responsibility	44 hrs x \$25/hr	\$1,100.00		\$1,100.00
Staff Development Contracted Services	Arts integration specialist	\$986.00	\$986.00		\$986.00
Fixed Charges	Current Rate	\$16,187.00 x 8.0%	\$1,295.00		\$1,295.00
	<b>TOTAL</b>		\$18,468.00		\$18,468.00





**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET**

ORIGINAL GRANT BUDGET		AMENDED BUDGET #	N/A	REQUEST DATE	10/13/20
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Washington County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	FAI	SCHOOL NAME	Washington County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	07/01/20	09/30/21	
			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	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	16,187.00						16,187.00
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.		986.00					986.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				1,295.00			1,295.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	\$16,187.00	\$986.00	\$0.00	\$1,295.00	\$0.00	\$0.00	\$18,468.00

ds 11/11/20

Finance Official Approval	David Brandenburg		10/13/2020	301-766-2827
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Boyd Michael		10/13/2020	301-766-2815
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



## RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
  2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform to the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, the grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees relating thereto and rising out of or in connection with the negligent acts or omissions of the grantee under this agreement.
  3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
  4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
  5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
  6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
  7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
  8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
  9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
  10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
  11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.
- I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

  
Superintendent of Schools/Head of Grantee Agency

11/12/2020  
Date



## **Appendix H**

### **Equitable Services to Private Schools under ESSA Section**

#### **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: 21<sup>st</sup> Century Community Learning Centers

To ensure equitable services and other benefits are being provided for eligible private school students, teachers, and other educational personnel, the Equitable Services State Ombudsman is responsible for monitoring and enforcing the requirements in the Every Student Succeeds Act (ESSA) under Title I and covered programs under Title VIII. **Please submit the following:**

- ☐ Consultation timeline for each program
- ☐ Signed Affirmation of Consultation
- ☐ Complaint procedures/dispute resolution process for covered programs under ESSA

In addition, the Maryland State Department of Education and local education agencies (LEA) must annually provide information to private school officials on the amount of funds allocated for equitable services under Title I and each of the covered programs under Title VIII (*Sections 1117(a)(4)(C) and 8501 (a)(4)(C)*).

**Please complete the Equitable Services Table for each program listed.** Provide information regarding the names of participating private schools, the number of private school participants, and proportionate share for equitable services.

**Local School System: Washington County Public Schools**
**Equitable Services Table**

<b>Participating Private School Name and Address</b>	<b>Title I-A</b>	<b>Title I-D</b>	<b>Title II-A</b>	<b>Title III-A</b>	<b>Title IV-A</b>	<b>Title IV-B</b>
<b>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. <a href="http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx">http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</a></b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Staff</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>
Example: Archbishop Nealle School 104 Port Tobacco Road La Plata, MD 20646	6	0	27	0	36	0
Broadfording Christian Academy 13535 Broadfording Church Road Hagerstown, MD 21740			275		275	
Cedar Ridge 12146 Cedar Ridge Road Williamsport, MD 21795			31		31	
Good Shepherd Preschool 168 West Main Street Hancock, MD 21750			32		32	
Grace Academy 13321 Cearfoss Pike Hagerstown, MD 21740			266		266	
Hagerstown Children's School 22 N. Mulberry Street, Suite 200 Hagerstown, MD 21740			54		54	
Heritage Academy 12215 Walnut Point West Hagerstown, MD 21740	1		188		188	
Highland View Academy			77		77	

10100 Academy Drive Hagerstown, MD 21740						
Laurel Hall School 13310-A Brook Lane Hagerstown, MD 21742			59		59	
Lifehouse Learning Center 515 E. Wilson Boulevard Hagerstown, MD 21740			14		14	
Mt. Aetna SDA School 10207 Crystal Falls Drive Hagerstown, MD 21740			108		108	
Mt. Nebo Christian Preschool 134 South Main Street Boonsboro, MD 21713			192		192	
Oak Hill House School 12806 Independence Road Clear Spring, MD 21722		5	5		5	
Open Arms Christian Child Development Center 17906 Garden Lane Hagerstown, MD 21740			20		20	
St. Maria Goretti High School 1535 Oak Hill Avenue Hagerstown, MD 21742			189		189	
St. Mary School 218 West Washington Street Hagerstown, MD 21740	11		191		191	
Stone Bridge Academy 13310-B Brook Lane Hagerstown, MD 21742		8	8		8	
Trinity Learning Center 16 North Main Street Smithsburg, MD 21783			29			
Truth Christian Academy			65		65	

41 Bryan Circle Hagerstown, MD 21740						
<b>Total Allocation:</b>	\$27,796	\$3,239	\$62,962	\$0	\$39,134	NA

## Jakoby, Michele

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**From:** Jakoby, Michele  
**Sent:** Monday, May 4, 2020 4:46 PM  
**To:** Christy Spicer; Joel Manges; January Souders; Christina Atkins; Hagerstown Children's School; Laura J. Gery; Stephanie Stamper; Ophelia Barizo; Wendy Mellott; Rod Kerbs; Open Arms; Shannon Storch; Patricia McDermott; Kelli Kittel  
**Cc:** Pugh, Peggy; Walent, Kerry; Jakoby, Jeremy; Moore, Paula  
**Subject:** Non Public Meeting

Good Afternoon, Non Public Schools:

We will be hosting our Non Public Meeting through Zoom this year on Friday, May 8th. We have new information to go over with you. Please see below for meeting information. I will be getting all materials together that we will be reviewing on Friday and sending them to you. If you are unable to attend this meeting, please email back and let me know.

Look forward to seeing everyone on Friday!

Topic: Nonpublic Consultation for Federal Funds

Time: May 8, 2020 01:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/91076743013?pwd=aXhqMDdsZ0ZmbWhJNFRXTnVVZDlvZz09>

Meeting ID: 910 7674 3013

Password: 0iWWAZ

Michele Jakoby | Administrative Assistant to the Associate Superintendent for Curriculum and Instruction  
Building a Community That Inspires Curiosity, Creativity, and Achievement.

301.766.2918 (office) | [www.wcpsmd.com](http://www.wcpsmd.com)

Washington County Public Schools | 10435 Downsville Pike, Hagerstown, MD 21740

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**To:** Washington County Non Public Schools  
**From:** Dr. Peggy Pugh, Associate Superintendent for Curriculum and Instruction  
**Date:** May 11, 2020  
**Subject:** Participation in federally-funded programs for 2020-2021

The Washington County Public School system participates in federal educational programs that are funded in the "No Child Left Behind Act of 2002." These programs are Title I Part A and Part D, Title II Part A, Title III Part A, and CARES.

- **Title I, Part A, Improving the Academic Achievement of the Disadvantaged and Title I, Part A under the American Recovery and Reinvestment Act of 2009 (ARRA)** provide funding for educational services to economically disadvantaged students who reside in public school Title I attendance areas, and are failing or most at risk of failing to meet high standards. The amount of Title I funds awarded to non-public schools is based on the number of eligible students who reside in a Title I school attendance area. Those students who are eligible for free/reduced lunches, based on the *National School Lunch Program/School Breakfast Program Letter to Households Income Chart* section, determine the funding available for Title I services. Using these guidelines, please have families that are income eligible complete the Application for Free/Reduced Price Meals.
- **Title I, Part D, also called The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**, provides financial assistance to educational programs for youth in State-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs involving collaboration with locally operated correctional facilities.
- **Title II, Part A, Improving Teacher Quality State Grants** are designated for professional development for teachers and other professional staff. Professional development activities must be expected to improve student achievement.
- **Title III, Part A, The Language Instruction for Limited English Proficient and Immigrant Students** program assists schools in teaching English to limited English proficient students and in helping these students meet the same challenging standards required of all students.
- **Title IV, Part A, Student Support and Academic Enrichment** program is intended to meet the commitment of equity and opportunity for all students.
- **Presentation of Elementary and Secondary Emergency Relief (ESSER) Funding Opportunities (Section 18003 of the CARES Act )** The purpose of this document is to provide information about equitable services for students and teachers in non-public schools under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Public Law 116-136, 134 Stat. 281 (Mar. 27, 2020). The CARES Act authorized the Education Stabilization Fund (ESF), which is a new appropriation of approximately \$30.75 billion that creates funding streams for several distinct education programs that address the impact of the Novel Coronavirus Disease 2019 (COVID-19) on educational services across



the Nation. Under these programs, the U.S. Department of Education (Department) will make awards to Governors, State educational agencies (SEAs), and institutions of higher education (IHEs) to help States to prevent, prepare for, and respond to the devastating effects of COVID-19. The provisions of the CARES Act relevant to the ESF and other Department programs are available on the Department's website at <https://oese.ed.gov/offices/education-stabilization-fund/>.

### INVITATION TO CONSULT ON FEDERAL PROGRAMS

Washington County Public Schools invites representatives of your non-public school to a consultation regarding your school's participation in the following federally funded programs for the 2020-2021 school year. Please review the list of programs, check one of items 1-3, and return this form to Michele Jakoby at [jakobmic@wcps.k12.md.us](mailto:jakobmic@wcps.k12.md.us) by Friday, May 15th.

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- Title I, Part D: Neglected, Delinquent, or At-Risk
- Title II, Part A: Professional Development for Teachers, Principals, and Others
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment
- Presentation of Elementary and Secondary Emergency Relief (ESSER) Funding Opportunities (Section 18003 of the CARES Act )

PLEASE CHECK AT LEAST ONE OF THE OPTIONS 1-3 BELOW.

1. ☐ **Yes**, we will consult with the public school administrators regarding our participation in one or more of the above programs. We understand that the consultations(s) will be meaningful and substantial, and will cover many practical aspects of operating federal programs.
2. ☐ **No**, we will NOT participate in any of the programs listed above.
3. ☐ I have additional questions. Please contact me. \_\_\_\_\_

Signature of Authorized Private School Official _____		Printed Name _____	
Name of School _____		Telephone # _____	
Contact's Email Address _____		Date _____	
Administrative and Teaching Staff count as of September 30, 2019 _____			

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**Timely and Meaningful Consultation on Federal Programs (Section 1117)**

**AGENDA**

May 8, 2020

1:00 p.m.

Join Zoom Meeting

<https://zoom.us/j/91076743013?pwd=aXhqMDdsZ0ZmbWhJNFRXTnVVZDlvZz09>

Meeting ID: 910 7674 3013

Password: 0iWWAZ

[Please Click Here to Sign-In](#)

**I. Presentation of Available funding opportunities through Federal Grants**

- Title I Part A **Dr. Kerry Walent**, Supervisor of Title I, Part A  
301-766-8777
- Title I Part D **Jeremy Jakoby**, Director of Student Services  
301-766-8776  
and  
**Kimberly Dumas**, Student Support and Transition Specialist  
301-766-8902
- Title II Part A **Joni Burkhart**, Supervisor of Professional Learning  
301-766-8765
- Title III Part A **Paula Moore**, ESOL and World Languages Supervisor  
301-766-2977
- Title IV Part A **Dr. Peggy Pugh**, Associate Superintendent for  
Curriculum & Instruction  
301-766-2920
- Operational Procedures/Questions **All**



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**II. Presentation of Elementary and Secondary Emergency Relief (ESSER) Funding Opportunities  
(Section 18003 of the CARES Act ) [Equitable Services FAQ Under the CARES ACT Programs](#)**

- Overview of the CARES ACT Programs and Participation Process

**Dr. Peggy Pugh**  
Associate Superintendent for Curriculum & Instruction

**III. Completion of Affirmation of Consultation for Federal Programming and funding available through the CARES Act and Indication of Participation**

- Process of Completion and submission

Michele Jakoby  
Administrative Secretary to the Associate  
Superintendent for Curriculum and Instruction

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of \_\_\_\_\_ School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☐ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☐ Title IV, Part A: Student Support and Academic Enrichment
- ☐ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds)

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☐ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☐ Title IV, Part A: Student Support and Academic Enrichment
- ☐ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized  
Private School Official \_\_\_\_\_

Position \_\_\_\_\_

Telephone # \_\_\_\_\_ Date \_\_\_\_\_

#### **Please check one:**

- ☐ Consultation on these topics **was** timely and meaningful. \_\_\_\_\_ (Initial)
- ☐ Consultation on these topics **was not** timely and meaningful. \_\_\_\_\_ (Initial)

April/May 2020

## Non Public Schools Participation in Federally Funded Programs Title I, Part A

Title I, Part A is a federal program that provides financial assistance to local school systems and schools with high percentages of children in poverty to support the academic achievement of disadvantaged students. All twenty-four local school systems in Maryland receive Title I funds which are distributed to high poverty schools within their districts. Schools can provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Title I funds extend and reinforce reading and mathematics instruction, and may be used for additional teachers, materials of instruction, and after-school and summer programming. Washington County currently serves 7 Title I schools: Bester Elementary, Salem Avenue Elementary, Hickory Elementary, Lincolnshire Elementary, Ruth Ann Monroe Primary, Pangborn Elementary and Eastern Elementary. The students served are in grades Pre-K-5.

**Process:** This is a process to set goals and to agree on services

- The first step is to determine the number of eligible private school children. Each Non-Public school is asked to provide a list of **Pre-K- 5th grade** students (2020-21 school year) residing in Title I attendance areas to determine eligibility, which will be verified by WCPS Student Services. **If you do not have students in PreK-5 residing in Title I school districts, then your school does not qualify for Title I services at this time, and there is nothing more that you need to do.**
- Free and reduced meal applications are then distributed to the families of these students to determine need based on household income. If students fall into the category that would enable them to obtain free/reduced meals, then they qualify for services. (This is only a qualifying document)
- An assessment of students' needs will be completed. If a need is found, a certified and licensed teacher will provide educational services. This may include tutoring, software programs, or summer programs. An instructional plan will be jointly developed between the Non-Public School and the WCPS Title I Department.
- The Non-Public proportional share of funds shall be determined based on the total amount of funds received by Washington County Public Schools for Title I, Part A services.
- Eligible Non-public schools will receive funds to support instruction in the areas of Reading and Mathematics.
- Funds allocated will determine the level of programming at each Non-Public School. (This includes the option to pool funds for multiple private schools or provide services on a school-by-school basis.)
- Materials may be purchased to support the program, but are the property of Title I in Washington County Public Schools. These materials will be collected at the end of the program.

- Schools will also receive funding to use toward Parent Involvement and Professional Development for teachers in the Title I program.
- The program is monitored and evaluated by the WCPS Title I Office.

# Non-Public Partner Meeting 2020

## Title I, Part D Neglected and Delinquent

of Title I, Part D, are to:

improve educational services for at-risk, neglected and/or delinquent children so they have the opportunity to meet challenging State academic content and achievement standards  
 provide them with services to successfully transition from institutionalization to further schooling and employment

prevent youth who are at-risk from dropping out of school, and to provide dropouts and children returning from correctional facilities with a support system to ensure their continued education

Through agency programs (Title I, Part D, Subpart 2), the SEA awards subgrants to districts with high numbers of children and youth in locally operated juvenile correctional facilities, including facilities in community day programs.

Category	Examples of what this can fund	Process
D	Additional staffing to support students attending WCPS (after-school tutoring, homework help, etc.); technology/equipment (ipads, laptops, PCs, printers, etc.); instructional materials (textbooks, software, etc.); other possible uses.	<ul style="list-style-type: none"> <li>- Submit your request to Gail Ortega</li> <li>- WCPS will locate &amp; purchase through approved vendors</li> <li>- Once purchased, we'll deliver to your contact you to come pickup items</li> </ul>
A for arts	1) Book bags 2) Consumables (paper, binders, printer ink, pens, pencils, calculators, art supplies, etc.)	<ul style="list-style-type: none"> <li>- Submit a 1 pg. list of items to Gail Ortega</li> <li>- Your request MUST be accompanied by a list of your residents currently attending WCPS schools (items ordered does not have to match the list of residents; we just need corroboration that you have residents attending WCPS schools)</li> <li>- WCPS will locate &amp; purchase through approved vendors</li> <li>- Once purchased, we'll deliver to your contact you to come pickup items</li> </ul>
A for sports	<ul style="list-style-type: none"> <li>- Fees and expenses for school field trips</li> <li>- Purchase of uniforms and equipment for school sports team members, band or orchestra, or other performing arts members</li> </ul>	These funds are released on a case by case basis so please contact Kim Dumas or Jeremy Johnson directly if one of your residents has a request that may fit into one of these categories

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>- Purchase of equipment and materials needed for those attending specialized schools such as Technical High School, BISFA or the Public Service Academy</li><li>- Testing fees for SAT and ACT, college application fees</li></ul> |  |
|--|--|
- 

ormation:

mas- Student Support and Transition Specialist

[skim@wcps.k12.md.us](mailto:skim@wcps.k12.md.us)

766-8902

by- Director of Student Services, School Counseling and School Health

[pjer@wcps.k12.md.us](mailto:pjer@wcps.k12.md.us)

766-8776

**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**

<b>School Name</b>	
<b>School Official/Primary Contact</b> (Name and Title)	
<b>Email Address</b> School Official/Primary Contact	
<b>Telephone Number</b> School Official/Primary Contact	
<b>Additional/Secondary Contact</b> (Name and Title)	
<b>Email Address</b> School Official/Secondary Contact	
<b>Telephone Number</b> Additional/Secondary Contact	

**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?

<b>Prioritized Student Learning Needs</b>	<b>Professional Knowledge and Skills Needed</b>	<b>Supporting Data</b>
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:**

<b>Activity 1.1</b>		
<b>Activity Description</b>		
<b>Required Evidence-Based Research to Support Activity</b>		
<b>Timeline</b>		
<b>Resources (if needed)</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Total cost:</b>	<b>Calculation:</b>
<b>Notes:</b>		
<b>Evaluation Plan</b>		
<b>Intended Outcomes:</b>		
<b>How will success be measured?</b>		
<b>What data will be collected?</b>		
<b>How and who will be collecting the data?</b>		
<b>How often will data be collected?</b>		

<b>Activity 1.2</b>		
<b>Activity Description</b>		
<b>Required Evidence-Based Research to Support Activity</b>		
<b>Timeline</b>		
<b>Resources (if needed)</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Total cost:</b>	<b>Calculation:</b>
<b>Notes:</b>		
<b>Evaluation Plan</b>		
<b>Intended Outcomes:</b>		
<b>How will success be measured?</b>		
<b>What data will be collected?</b>		
<b>How and who will be collecting the data?</b>		
<b>How often will data be collected?</b>		

**TITLE IIA, FY \_\_\_\_**  
**NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM**

**Professional Knowledge and Skills for Priority 2:**

<b>Activity 2.1</b>		
<b>Activity Description</b>		
<b>Required Evidence-Based Research to Support Activity</b>		
<b>Timeline</b>		
<b>Resources (if needed)</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Total cost:</b>	<b>Calculation:</b>
<b>Notes:</b>		
<b>Evaluation Plan</b>		
<b>Intended Outcomes:</b>		
<b>How will success be measured?</b>		
<b>What data will be collected?</b>		
<b>How and who will be collecting the data?</b>		
<b>How often will data be collected?</b>		

<b>Activity 2.2</b>		
<b>Activity Description</b>		
<b>Required Evidence-Based Research to Support Activity</b>		
<b>Timeline</b>		
<b>Resources (if needed)</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Total cost:</b>	<b>Calculation:</b>
<b>Notes:</b>		
<b>Evaluation Plan</b>		
<b>Intended Outcomes:</b>		
<b>How will success be measured?</b>		
<b>What data will be collected?</b>		
<b>How and who will be collecting the data?</b>		
<b>How often will data be collected?</b>		

**TITLE IIA, FY \_\_\_\_**  
**NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM**

**Professional Knowledge and Skills for Priority 3:**

<b>Activity 3.1</b>		
<b>Activity Description</b>		
<b>Required Evidence-Based Research to Support Activity</b>		
<b>Timeline</b>		
<b>Resources (if needed)</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Total cost:</b>	<b>Calculation:</b>
<b>Notes:</b>		
<b>Evaluation Plan</b>		
<b>Intended Outcomes:</b>		
<b>How will success be measured?</b>		
<b>What data will be collected?</b>		
<b>How and who will be collecting the data?</b>		
<b>How often will data be collected?</b>		

<b>Activity 3.2</b>		
<b>Activity Description</b>		
<b>Required Evidence-Based Research to Support Activity</b>		
<b>Timeline</b>		
<b>Resources (if needed)</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Total cost:</b>	<b>Calculation:</b>
<b>Notes:</b>		
<b>Evaluation Plan</b>		
<b>Intended Outcomes:</b>		
<b>How will success be measured?</b>		
<b>What data will be collected?</b>		
<b>How and who will be collecting the data?</b>		
<b>How often will data be collected?</b>		

**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)*

<b>Activity 1.1</b>	
<b>Activity Title:</b>	
	<i><b>Artifacts, Explanations, and/or Descriptions</b></i>
<b>Level 1: Did the activity occur?</b>	
<b>Level 2: Were the participants satisfied with the experience?</b>	
<b>Level 3: Did participants acquire the intended knowledge and skills?</b>	
<b>Level 4: Did the participants effectively apply what they learned?</b>	
<b>Level 5: What was the impact of the program on students?</b>	
<i>Additional Notes or Comments:</i>	

<b>Activity 1.2</b>	
<b>Activity Title:</b>	
	<i><b>Artifacts, Explanations, and/or Descriptions</b></i>
<b>Level 1: Did the activity occur?</b>	
<b>Level 2: Were the participants satisfied with the experience?</b>	
<b>Level 3: Did participants acquire the intended knowledge and skills?</b>	
<b>Level 4: Did the participants effectively apply what they learned?</b>	
<b>Level 5: What was the impact of the program on students?</b>	
<i>Additional Notes or Comments:</i>	

**TITLE IIA, FY \_\_\_\_**  
**NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM**

<b>Activity 2.1</b>	
<b>Activity Title:</b>	
	<i><b>Artifacts, Explanations, and/or Descriptions</b></i>
<b>Level 1: Did the activity occur?</b>	
<b>Level 2: Were the participants satisfied with the experience?</b>	
<b>Level 3: Did participants acquire the intended knowledge and skills?</b>	
<b>Level 4: Did the participants effectively apply what they learned?</b>	
<b>Level 5: What was the impact of the program on students?</b>	
<i>Additional Notes or Comments:</i>	

<b>Activity 2.2</b>	
<b>Activity Title:</b>	
	<i><b>Artifacts, Explanations, and/or Descriptions</b></i>
<b>Level 1: Did the activity occur?</b>	
<b>Level 2: Were the participants satisfied with the experience?</b>	
<b>Level 3: Did participants acquire the intended knowledge and skills?</b>	
<b>Level 4: Did the participants effectively apply what they learned?</b>	
<b>Level 5: What was the impact of the program on students?</b>	
<i>Additional Notes or Comments:</i>	

**TITLE IIA, FY \_\_\_\_**  
**NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM**

<b>Activity 3.1</b>	
<b>Activity Title:</b>	
	<i>Artifacts, Explanations, and/or Descriptions</i>
<b>Level 1: Did the activity occur?</b>	
<b>Level 2: Were the participants satisfied with the experience?</b>	
<b>Level 3: Did participants acquire the intended knowledge and skills?</b>	
<b>Level 4: Did the participants effectively apply what they learned?</b>	
<b>Level 5: What was the impact of the program on students?</b>	
<i>Additional Notes or Comments:</i>	

<b>Activity 3.2</b>	
<b>Activity Title:</b>	
	<i>Artifacts, Explanations, and/or Descriptions</i>
<b>Level 1: Did the activity occur?</b>	
<b>Level 2: Were the participants satisfied with the experience?</b>	
<b>Level 3: Did participants acquire the intended knowledge and skills?</b>	
<b>Level 4: Did the participants effectively apply what they learned?</b>	
<b>Level 5: What was the impact of the program on students?</b>	
<i>Additional Notes or Comments:</i>	

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April 9, 2020

Dear Non-Public Schools,

Thank you for your interest in Title III consultation and professional development for staff who support English Learners (EL). I am pleased to partner with you and your school for consultation and professional development.

To ensure equitable participation and to be eligible for Title III services for immigrant children and youth, please mark Title III on your forms at the end of this meeting so we know that you are interested in professional development and/or consultation. Additionally, please provide the number of EL students your school is supporting; this is needed for Title III. To identify your students as EL, you can use the same supplemental Home Language Survey (attached) WCPS and Maryland use with their students as a means to identify ELs at the time of enrollment. Additionally, students should be assessed using an English Language Proficiency assessment to ensure they are English Learners.

WCPS and the Title III ESOL department are pleased to provide professional development to your staff and/or meet for a consultation on how to support students who are learning English as a second language in your building. You are always welcome to attend any of our EL professional development offered to WCPS staff during the school year. Title III funds are not directly allocated to schools, but we are more than happy to work with you and consult with you at any time to help you support your ELs.

I look forward to working with you in the future. Please do not hesitate to contact me at any time.

Sincerely,  
Paula Moore  
ESOL and World Languages Supervisor



## Maryland Home Language Survey

In accordance with federal and state requirements, the Home Language Survey will be administered to all students and **used only for determining whether a student needs English language support services** and will not be used for immigration matters or reported to immigration authorities.

If a language other than English is indicated on two or more of the three questions below, the student will be assessed for English language support services. Additional criteria for testing may be considered.

1. What language(s) did the student first learn to speak?
2. What language does the student use most often to communicate?
3. What language(s) are spoken in your home?



**Table 1. Overview of Examples of Allowable SSAE Uses of Funds\***

Overview of Allowable SSAE Program Activities		
Well-Rounded Educational Opportunities (ESEA section 4107)	Safe and Healthy Students (ESEA section 4108)	Effective Use of Technology (ESEA section 4109)
<ul style="list-style-type: none"> <li>Improving access to foreign language instruction, arts, and music education</li> <li>Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA</li> <li>Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups</li> <li>Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent<sup>5</sup> enrollment programs and early college high schools<sup>6</sup></li> <li>Strengthening instruction in American history, civics, economics, geography, government education, and environmental education</li> </ul>	<ul style="list-style-type: none"> <li>Promoting community and parent involvement in schools</li> <li>Providing school-based mental health services and counseling</li> <li>Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline</li> <li>Establishing or improving dropout prevention</li> <li>Supporting re-entry programs and transition services for justice-involved youth</li> <li>Implementing programs that support a healthy, active lifestyle (nutritional and physical education)</li> <li>Implementing systems and practices to prevent bullying and harassment</li> <li>Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse</li> <li>Establishing community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement</li> <li>Building technological capacity and infrastructure</li> <li>Carrying out innovative blended learning projects</li> <li>Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities</li> <li>Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology</li> </ul>
<p>*Note: This table provides examples of allowable activities and is not an exhaustive list. Please consult the statute for more information. The text of the ESEA, as amended by ESSA, is available at: <a href="http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf">http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf</a></p>		



## Title IV, Part A: Non-Public Planning & Consultation Form

Please complete this worksheet to indicate how you intend to use your Title IV, Part A Student Support and Academic Enrichment (SSAE) Grant funds. Remember that SSAE funds are to be used for “evidence-based,” allowable activities that provide students, staff and schools with well-rounded education opportunities, safe and healthy school environments, and the effective use of technology.

Initial Draft of this form must be sent to: \_\_\_\_\_ by \_\_\_\_\_  
(Name) (Date)

Final approved form must be signed and returned to: \_\_\_\_\_ by \_\_\_\_\_  
(Name) (Date)

Grant funds are available from: 07/01/\_\_\_\_\_ to 06/30/\_\_\_\_\_

Evaluation Report must be signed and returned to: \_\_\_\_\_ by \_\_\_\_\_  
(Name) (Date)

**Please note: According to Federal Law, the Local Education Agency (LEA) does not disseminate funds to non-public schools. As fiscal agent of Title IV, Part A funds, the LEA is responsible for procuring, negotiating, and executing all contracts and services according to the requirements of the SSAE grant. After verifying that a needs assessment has been conducted and planned for allowable activities under SSAE, the LEA expends funds on behalf of the non-public school. An LEA may not distribute funds directly to a non-public school (ESEA § 8501).**

### Part I – Non-Public School Information

<b>Non-Public School Name</b>	
<b>Non-Public School Official / Primary Contact</b> (Name & Title)	
<b>Email Address</b> Non-Public School Official / Primary Contact	
<b>Telephone Number</b> Non-Public School Official / Primary Contact	
<b>Additional / Secondary Contact</b> (Name & Title)	
<b>Email Address</b> Non-Public School Official / Secondary Contact	
<b>Telephone Number</b> Non-Public School Official / Secondary Contact	

Total Allocation Amount \_\_\_\_\_ FY \_\_\_\_\_

To the best of my knowledge, I, \_\_\_\_\_ (Non-Public School Official), assure that any materials and contracted services described in this plan through consultation are for allowable activities as specified under ESEA §4107, §4108, and §4109. In addition, I will ensure that all programs, services, or activities follow the plan as approved unless a modification/amendment has been agreed upon in consultation by the private school official and the LEA Title IV, Part A Grant Coordinator.

\_\_\_\_\_  
(Signature of Non-Public School Official)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of LEA Official)

\_\_\_\_\_  
(Date)

### Part II – Needs Assessment



## Title IV, Part A: Non-Public Planning & Consultation Form

### Identify Needs (*Needs Assessment*)

**1. Identify data sources. Suggested data sources to consider:**

- Student assessment data
- Student behavior data
- Survey findings
- Other relevant data sources

**2. Review and analyze available and relevant data sources. Look for:**

- Areas of low performance
- Achievement gaps in student achievement
- Equity gaps in student achievement
- 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 allowable activity needs to address the prioritized student needs.**

Prioritized Need:	Selected Activity:	Supporting Data:
Priority 1 -	Activity 1 -	
Priority 2 -	Activity 2 -	
Priority 3 -	Activity 3 -	
Add more as needed.		





## Title IV, Part A: Non-Public Planning & Consultation Form

### Part III – Proposed Activities

#### Proposed Activities for Priority 1

Activity 1.1		
Activity Description:		
Corresponding Title IV, Part A Activity:	<b>Example: 4.3 A. – College and career guidance and counseling programs.</b>	
Evidence-based study:		
Resources (if needed):		
Use of Funds:		
Total Cost of Activity:	_____	Calculation: _____
Notes:		
Evaluation Plan		
Program Objectives:		
Intended Outcomes:		
Timeline:		
Implementation:		
Evaluation Method:		

Activity 1.2		
Activity Description:		
Corresponding Title IV, Part A Activity:	<b>Example: 4.3 A. – College and career guidance and counseling programs.</b>	
Evidence-based study:		
Resources (if needed):		
Use of Funds:		
Total Cost of Activity:	_____	Calculation: _____
Notes:		
Evaluation Plan		
Program Objectives:		
Intended Outcomes:		
Timeline:		
Implementation:		
Evaluation Method:		

**\*Copy and add more activities as needed.**



## Title IV, Part A: Non-Public Planning & Consultation Form

### Proposed Activities for Priority 2

Activity 2.1		
Activity Description:		
Corresponding Title IV, Part A Activity:	<b>Example: 5.5 – A drug and violence prevention activities and programs.</b>	
Evidence-based study:		
Resources (if needed):		
Use of Funds:		
Total Cost of Activity:	_____	Calculation: _____
Notes:		
Evaluation Plan		
Program Objectives:		
Intended Outcomes:		
Timeline:		
Implementation:		
Evaluation Method:		

Activity 2.2		
Activity Description:		
Corresponding Title IV, Part A Activity:	<b>Example: 5.5 – A drug and violence prevention activities and programs.</b>	
Evidence-based study:		
Resources (if needed):		
Use of Funds:		
Total Cost of Activity:	_____	Calculation: _____
Notes:		
Evaluation Plan		
Program Objectives:		
Intended Outcomes:		
Timeline:		
Implementation:		
Evaluation Method:		

**\*Copy and add more activities as needed.**





## Title IV, Part A: Non-Public Planning & Consultation Form

### Proposed Activities for Priority 3

Activity 3.1		
Activity Description:		
Corresponding Title IV, Part A Activity:	<i>Example: 6.1 – Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources.</i>	
Evidence-based study:		
Resources (if needed):		
Use of Funds:		
Total Cost of Activity:	_____	Calculation: _____
Notes:		
Evaluation Plan		
Program Objectives:		
Intended Outcomes:		
Timeline:		
Implementation:		
Evaluation Method:		

Activity 3.2		
Activity Description:		
Corresponding Title IV, Part A Activity:	<i>Example: 6.1 – Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources.</i>	
Evidence-based study:		
Resources (if needed):		
Use of Funds:		
Total Cost of Activity:	_____	Calculation: _____
Notes:		
Evaluation Plan		
Program Objectives:		
Intended Outcomes:		
Timeline:		
Implementation:		
Evaluation Method:		

*\*Copy and add more activities as needed.*



## Title IV, Part A: Non-Public Planning & 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 are encouraged. Conferences and training must be evaluated on levels 1 – 4.

Evaluation Report must be signed and returned to: \_\_\_\_\_ by \_\_\_\_\_

The evaluation is being submitted by:

\_\_\_\_\_  
(Signature of Non-Public Schools Official)

\_\_\_\_\_  
(Date)

Activity 1.1	
Activity Title:	
	Artifacts, Explanations, and / or Descriptions
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:	

Activity 1.2	
Activity Title:	
	Artifacts, Explanations, and / or Descriptions
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:	



# Title IV, Part A: Non-Public Planning & 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?	
Additional notes or comments:	

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?	
Additional notes or comments:	





## Title IV, Part A: Non-Public Planning & 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?	
Additional notes or comments:	

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?	
Additional notes or comments:	



## Title IV, Part A: Non-Public Planning & Consultation Form

### APPENDIX

#### 1. ESEA: SSAE Grant

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Broadfording Christian Acad. School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
  - How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official Christy S. Spier

Position Director of Special Education

Telephone # 301-797-8886 Date 5/8/2020  
ext. 161

Please check one:

- ☒ Consultation on these topics **was** timely and meaningful. CS (Initial)
- ☐ Consultation on these topics **was not** timely and meaningful. \_\_\_\_\_ (Initial)



## AFFIRMATION OF CONSULTATION

I am an administrator/representative of \_\_ Cedar Ridge School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
  - How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized  
Private School Official \_\_Joel Manges\_\_

Position \_\_Education Director\_\_

Telephone # \_\_301-582-0282 Ext. 152\_\_  
Date \_\_May 8, 2020\_\_

**Please check one:**

- ☒ Consultation on these topics was timely and meaningful. \_\_\_\_\_JM\_\_\_\_\_ (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Good Shepherd Preschool School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
  - How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official

Position

Director

Telephone #

301-678-6100

Date

5/8/2020

Please check one:

☒ Consultation on these topics was timely and meaningful. [Signature] (Initial)

☐ Consultation on these topics was **not** timely and meaningful. \_\_\_\_\_ (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of \_\_\_\_\_ Grace Academy \_\_\_\_\_ School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students

☒ Title I, Part D: Program for Neglected or Delinquent Children

☒ Title II, Part A: Professional Development for Teachers, Principals, and Others

☒ Title III, Part A: Language Instruction for Limited English Proficient

☒ Title IV, Part A: Student Support and Academic Enrichment

☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds)

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs

☐ Title I, Part D: Program for Neglected or Delinquent Children

☒ Title II, Part A: Professional Development for Teachers, Principals, and Others

☐ Title III, Part A: Language Instruction for Limited English Proficient

☒ Title IV, Part A: Student Support and Academic Enrichment

☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.



## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Hagerstown Children's School School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
  - How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized  
Private School Official

Position Executive Director

Telephone # 301-734-6886 Date 5/8/2020

Please check one:

- ☒ Consultation on these topics **was** timely and meaningful. HL (Initial)
- ☐ Consultation on these topics **was not** timely and meaningful. \_\_\_\_\_ (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Heritage Academy School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students

Title I, Part D: Program for Neglected or Delinquent Children

- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official

Stephanie Stamps

Position

Development Coordinator

Telephone #

301-582-2600

Date 5/8/20

Please check one:

☒ Consultation on these topics was timely and meaningful. SS (Initial)

☐ Consultation on these topics was *not* timely and meaningful. \_\_\_\_\_ (Initial)



## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Highland View Academy School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- X Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- X Title I, Part D: Program for Neglected or Delinquent Children
- X Title II, Part A: Professional Development for Teachers, Principals, and Others
- X Title III, Part A: Language Instruction for Limited English Proficient
- X Title IV, Part A: Student Support and Academic Enrichment
- X Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- X Title II, Part A: Professional Development for Teachers, Principals, and Others
- X Title III, Part A: Language Instruction for Limited English Proficient
- X Title IV, Part A: Student Support and Academic Enrichment
- ☐ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of  
Authorized Private  
School Official:



Position: Director of

Advancement/Development

Phone #301.739.8480

Date: 5/8/2020

**Please check one:**

X Consultation on these topics **was** timely and meaningful. ASL (Initial)

☐ Consultation on these topics **was not** timely and meaningful. \_\_\_\_\_ (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Laurel Hall School School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official Jwendy M. Mott

Position Clinical Supervisor & School Social Worker @ Laurel Hall School

Telephone # 301.733.0331 Date 5/8/2020  
ext 1233

Please check one:

- ☒ Consultation on these topics was timely and meaningful. JMM (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Litchouse Learning Center School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students

Title I, Part D: Program for Neglected or Delinquent Children

- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official Kara Dettler

Position Director

Telephone # C-301-992-4707 0-301-739-1167 Date 5/8/2020

#### Please check one:

- ☒ Consultation on these topics **was** timely and meaningful. KS (Initial)
- ☐ Consultation on these topics **was not** timely and meaningful. \_\_\_\_\_ (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Mt. Aetna Adventist School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- X Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- X Title I, Part D: Program for Neglected or Delinquent Children
- X Title II, Part A: Professional Development for Teachers, Principals, and Others
- X Title III, Part A: Language Instruction for Limited English Proficient
- X Title IV, Part A: Student Support and Academic Enrichment
- X Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- X Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- X Title IV, Part A: Student Support and Academic Enrichment
- X CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized  
Private School Official



Position: Principal

Telephone #301-824-3875 Date 5/8/2020

**Please check one:**

X Consultation on these topics was timely and meaningful. R.K. (Initial) 

☐ Consultation on these topics was **not** timely and meaningful. \_\_\_\_\_ (Initial)

**Subject:** Re: Affirmation of Consultation  
**Date:** Tuesday, May 12, 2020 at 10:04:12 AM Eastern Daylight Time  
**From:** Jakoby, Michele  
**To:** Jakoby, Michele  
**Attachments:** image001.png

Michele Jakoby | Administrative Assistant to the Associate Superintendent for Curriculum and Instruction  
Building a Community That Inspires Curiosity, Creativity, and Achievement.

301.766.2918 (office) | [www.wcpsmd.com](http://www.wcpsmd.com)  
Washington County Public Schools | 10435 Downsview Pike, Hagerstown, MD 21740

**From:** Krista Davis <krista.davis.mtnebo@gmail.com>  
**Date:** Monday, May 11, 2020 at 1:00 PM  
**To:** Michele Jakoby <JakobMic@wcpk12.md.us>  
**Cc:** Cindy Kauffman <ckauff6254@aol.com>, Amy Weaver <amyw.mtnebo@gmail.com>  
**Subject:** Affirmation of Consultation

Caution: This email originated from outside of WCPK. Do not click links or open attachments, unless you recognize the sender and know the content is safe.

Hi Michele,  
Please find the attached Non Public Schools Affirmation of Consultation for Mt. Nebo Christian Learning Center.

Thank you,  
Krista

#### AFFIRMATION OF CONSULTATION

I am an administrator/representative of Mt. Nebo Christian Learning Center School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

##### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the students and how the

##### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III Part A: Language Instruction for

assess the services, and now the District will use the results of that assessment to improve Title I services

- The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
- How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the District will give teacher and families of participating students

Title I, Part D: Program for Neglected or Delinquent Children

☒ Title II, Part A: Professional Development for Teachers, Principals, and Others

☒ Title III, Part A: Language Instruction for Limited English Proficient

☒ Title IV, Part A: Student Support and Academic Enrichment

☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds)

Limited English Proficient

☒ Title IV, Part A: Student Support and Academic Enrichment

☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official

*Cindy Kauffman*

Position *Trustee Chair*

Telephone # *301-432-6251* Date *5-11-2020*

Please check one:

☒ Consultation on these topics was timely and meaningful. \_\_\_\_\_ (Initial)

☐ Consultation on these topics was *not* timely and meaningful. \_\_\_\_\_ (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Oak Hill House School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official Cherilyn Lloyd, LCSW-C, CRCCPA

Position Chief Legal Authority, CEO

Telephone # 301-573-4681 Date 5/8/2020

Please check one:

- ☒ Consultation on these topics was timely and



## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Open Arms Preschool School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
  - How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds)

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official

Karla Baker

Position

Director

Telephone # 240-672-5554

Date 5-8-20

Please check one:

☒ Consultation on these topics **was** timely and meaningful. YJS (Initial)

☐ Consultation on these topics **was not** timely and meaningful. \_\_\_\_\_ (Initial)



## AFFIRMATION OF CONSULTATION

I am an administrator/representative of St. Mary's Mount Carmel H.S. School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds)

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☐ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official [Signature]  
Position Principal

Telephone # 301-759-4204 Date 05/11/20

#### **Please check one:**

- ☒ Consultation on these topics **was** timely and meaningful. SB (Initial)
- ☐ Consultation on these topics **was not** timely and meaningful. \_\_\_\_\_ (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of St. Mary Catholic School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☐ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official Patricia A. McDermott

Position Principal

Telephone # 301-733-1184 Date 5-8-2020

Please check one:

☒ Consultation on these topics was timely and meaningful. PA (Initial)

☐ Consultation on these topics was **not** timely and meaningful. \_\_\_\_\_ (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of STONE BRIDGE ACADEMY School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
- How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- ☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☐ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official Margaret Doyle

Position EDUCATION COORDINATOR

Telephone # 240-527-2079 Date 5/8/2020

**Please check one:**

☒ Consultation on these topics **was** timely and meaningful. MF (Initial)

☐ Consultation on these topics **was not** timely and meaningful. \_\_\_\_\_ (Initial)

☐ Consultation on these topics **was *not*** timely  
and meaningful. \_\_\_\_\_ (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of Trinity Learning Center School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

- ☒ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:
  - How the District will identify student needs
  - What services the District will offer
  - How and when the District will make decisions about the delivery of services
  - How, where, and by whom the District will provide services, including whether a third party will provide them
  - How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
  - The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
  - How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
  - The services the District will give teacher and families of participating students
- ☒ Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ☒ Title III, Part A: Language Instruction for Limited English Proficient
- ☒ Title IV, Part A: Student Support and Academic Enrichment
- ☒ Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act (GEER Funds, ESSER Funds))

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs
- Title I, Part D: Program for Neglected or Delinquent Children
- ☒ Title II, Part A: Professional Development for Teachers, Principals, and Others
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

☒ CARES ACT Program (GEER Funds, ES6ER Funds)

**3. COOPERATION BY SCHOOL**

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized  
Private School Official Kelli A. Kittel

Position Director

Telephone # 301-824-6563 Date 5/11/20

Please check one:

☒ Consultation on these topics **was** timely and meaningful. SAK (Initial)

☐ Consultation on these topics **was not** timely and meaningful. \_\_\_\_\_ (Initial)

## AFFIRMATION OF CONSULTATION

I am an administrator/representative of \_\_\_\_\_ Truth Christian Academy \_\_\_\_\_ School ("School"), a private school within attendance area boundaries of Washington County Public Schools District ("District"). I hereby affirm that in a meeting on this date District and School have engaged in meaningful consultation about the following federally funded programs for the 2020-2021 school year:

### 1. FEDERAL PROGRAMS

Check each program the consultations have covered:

X Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs, including:

- How the District will identify student needs
- What services the District will offer
- How and when the District will make decisions about the delivery of services
- How, where, and by whom the District will provide services, including whether a third party will provide them
- How the District will academically assess the services, and how the District will use the results of that assessment to improve Title I services
- The size and scope of the services that the District will provide, and the proportion of funds that the District will allocate for those services
- How the District will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the District will give teacher and families of participating students

X Title I, Part D: Program for Neglected or Delinquent Children

X Title II, Part A: Professional Development for Teachers, Principals, and Others

X Title III, Part A: Language Instruction for Limited English Proficient

X Title IV, Part A: Student Support and Academic Enrichment

X Elementary and Secondary School Emergency Relief Fund (Section 18003 of the CARES Act. (GEER Funds, ESSER Funds)

### 2. PARTICIPATION BY SCHOOL

School chooses to participate in the programs that are checked below if the Federal Program is awarded to Washington County Public Schools:

☐ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Programs

☐ Title I, Part D: Program for Neglected or Delinquent Children

X Title II, Part A: Professional Development for Teachers, Principals, and Others

☐ Title III, Part A: Language Instruction for Limited English Proficient

X Title IV, Part A: Student Support and Academic Enrichment

X CARES ACT Program (GEER Funds, ESSER Funds)

### 3. COOPERATION BY SCHOOL

By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, students enrolled in our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signature of Authorized Private School Official \_\_\_\_\_ Sarah L. Arch \_\_\_\_\_

Position \_\_\_\_\_ High School English Teacher \_\_\_\_\_

Telephone # \_\_\_\_\_ 301-733-0712 \_\_\_\_\_ Date 5/14/20 \_\_\_\_\_

#### **Please check one:**

X Consultation on these topics **was** timely and meaningful. \_\_\_\_\_ SLA \_\_\_\_\_ (Initial)

☐ Consultation on these topics **was not** timely and meaningful. \_\_\_\_\_ (Initial)

## Appendix I

### TRANSFERABILITY

#### OVERVIEW

Under the ESEA, LEAs may transfer funds they receive by formula under certain programs to other programs to better address 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](http://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).)



## TRANSFERABILITY OF FUND - 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 the updated list on page 24.

2. ***What are the responsibilities of an 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 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 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 LEA transfer only those funds that is to be used for equitable services to private school students or teachers?***

No. An LEA may *not* transfer funds to a particular program solely to provide equitable services for private school students or teachers. Rather, an 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 2021 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	