

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS



2019 Local ESSA Consolidated Strategic Plan

NOVEMBER 2019

DR. MONICA E. GOLDSON
CHIEF EXECUTIVE OFFICER



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2019 Local ESSA Consolidated Strategic Plan

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

Due: November 15, 2019

Local School System Submitting this Report:

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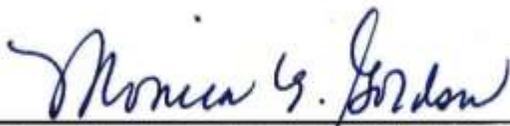
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Veronica Harrison, Director of Strategic Planning & Resource Management

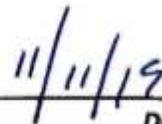
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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2019 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local School system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.



Signature of Local Superintendent of Schools or Chief Executive Officer



Date



Signature of Local Point of Contact



Date

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Local ESSA Consolidated Strategic Plan

Authorization

The 2019 Local ESSA Consolidated Strategic Plan is authorized by the following:

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

Background

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

In 2015, the Every Student Succeeds Act (ESSA) was reauthorized. This Act provides a long-term, stable federal policy that provides additional flexibility and encourages states, LSSs, and schools to innovate while maintaining accountability for results. The ESSA in conjunction with the Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, Annotated Code of Maryland §7-203.3, requires LSSs to develop and submit a 2019 Local ESSA Consolidated Strategic Plan to the Department for review. Each LSS must submit its consolidated plan to the Department by October 15th each year.

In 2019, LSSs will transition to the new Local ESSA Consolidated Strategic Plan for accountability, reporting, and school improvement. School systems will be required to submit a plan to improve outcomes for all students. The plan should include goals, objectives, and strategies/evidence-based interventions to promote academic excellence among all students to address areas of focus based on the analysis of state standardized data. Reported strategies should also address any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, and students with limited English proficiency, as defined in §5-208 of the Education Article. The Local ESSA Consolidated Strategic Plan will be based on 2017- 2018 data.

Additionally, each plan should include detailed summaries of the alignment between the LSS's current year approved budget, prior year actual budget, and the Local ESSA Consolidated Strategic Plan and objectives.

Planning Team Members

LOCAL ESSA CONSOLIDATED STRATEGIC PLAN PLANNING TEAM MEMBERS

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

Name	Affiliation/Title
Adesegun, Tracey	Director, ESSA and Title I
Bowman, Trinell	Director, Special Education
Coley, Helen	Chief of School Support and Leadership
Dougherty, J. Michael	Director, Financial Services
Faison, Elizabeth	Director, Student Services
Goldson, Monica	Chief Executive Officer
Harrison, Veronica	Director, Strategic Planning and Resource Management
Herbstman, Michael	Chief Financial Officer
Hill, Raven	Director, Communications/Public Information
Libby, Kara	Chief Academic Officer
Mason, Gwendolyn	Chief of Special Education and Student Services
Murphy, Kristi	Chief of Human Resources
Rhodes, Christian	Chief of Staff
Shetley, Pamela	Director, Office of Talent Development
Stanton, Barry	Chief Operations Officer
Strader, Douglas	Chief Accountability Officer
Watts, Wesley	Chief Information and Technology Officer
White, Judith	Director, Academics



SECTION A: EXECUTIVE SUMMARY



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Introduction

Prince George’s County Public Schools (PGCPS) is one of the nation’s 25 largest public PreK-12 school districts and the second largest in Maryland with 206 schools and centers, more than 132,600 students, and nearly 19,000 employees in SY2018-19. The approved FY 2020 Operating Budget for PGCPS totals \$2,104,664,760. This represents an overall increase of \$56.9 million or 2.8% above the FY 2019 operating budget of \$2,047,732,000.

Demographics

PGCPS serves a diverse student population from urban, suburban, and rural communities. As shown in the demographic snapshot of SY2018-19 enrollment (Table A), 57.1% of students are Black or African American and an increasing percentage of students (34.3%) represent Latino races. Over the past six (6) years, the shifting demographic composition of the PGCPS student population has outpaced enrollment increases with the Latino-All Races student group growing to 51.7% (from 22.6% in 2013) compared to overall enrollment growth increasing by 7% (from 123,741 in 2013). PGCPS’ Free and Reduced Meals (FARMS) student group comprises nearly 65.3% of the student population, while the Limited English Proficient (LEP) student group rose to 19.7% from 16.7% in SY17-18. The Special Education student group declined slightly to 10.7% compared to 11.1% in SY18.

PGCPS continues to realize annual enrollment growth and expects to sustain the trend with projected enrollment in the 2019-20 school year approximating 134,000 Pre-K through 12th grade students. PGCPS school enrollment is projected to increase by more than 6,000 students over the next 10 years to approximately 138,500 students by SY 2029.

Student Group	Number	Percent
Latino – All Races	45,468	34.3%
Native American / Alaska Native	372	0.3%
Asian	3,710	2.8%
African American	75,788	57.1%
Native Hawaiian/ Pacific Islander	279	0.2%
White	5,293	4.0%
Two or More Races	1,727	1.3%
Total	132,637	100.0%
Male	67,651	51.0%
Female	64,986	49.0%
Special Education (SPED)	14,185	10.7%
Limited English Proficient (LEP)	26,164	19.7%
Free and Reduced Meals (FARMS)	86,586	65.3%
<i>Source: PGCPS Data Warehouse - FY19 End-of-Year Attendance File.</i>		

Budget Narrative

Climate and Fiscal Outlook

Prince George’s County continued to demonstrate economic progress, despite the Federal Open Market Committee’s economic slowdown projections (2018 U.S. GDP of 3.0% to 2.1% in 2019 and 1.8% into 2021)¹. Prince George’s Economic Development Incentive (EDI) initiative continues to contribute to household incomes and job growth projected to exceed the national average (33.5%) over the next ten years².

This Fiscal Outlook supports continued investment in Prince George’s County Public Schools - at levels that meet or exceed the Maintenance of Effort requirement. Prince George’s County’s FY 2020 contribution of \$786.5 million includes a funding increase of 3%; the contribution constitutes 59.8% of the County’s General Fund. Prince George’s County’s commitment is in direct alignment with Kirwan Commission recommendations.

PGCPS will continue judicious fiscal stewardship over the approved FY 2020 Annual Operating Budget of \$2.1 billion, a 3.7% increase over the prior year. This budget consists of \$1.2 billion (State), \$786.5 million (County), \$124.5 million (Federal) and \$16.3 million (Board).

The FY 2020 Annual Operating Budget focused on improving employee compensation, reducing elementary class sizes, enhancing school safety, expanding full-day Pre-K programs, growing Career and Technical Education, increasing mental and physical health supports, developing a digital initiative for struggling learners, providing equitable resources for schools with concentrated poverty, special education enhancements, and enacting other

¹ <https://www.thebalance.com/us-economic-outlook-3305669>

² <https://www.pgcedc.com/edi-fund> ; https://www.bestplaces.net/economy/county/maryland/prince_george%27s

critical student-focused initiatives. These improvements were possible through \$53.6 million in Kirwan Blueprint funding and \$42.3 million in deliberate centralized reductions.

Revenue and Expenditure Analysis

PGCPS FY 2019 revenue received met expectations towards achieving the system's strategic goals. FY 2019 actual revenue received was \$2,010,872,664; 2% lower than the FY 2019 Approved Budget. The variance was primarily related to lower federal funds of \$11.38 million or 11.4% lower than the FY2019 Approved Budget. The majority of the federal grant funds are multi-year programs that carryover and expand beyond the twelve month fiscal year - in addition to grant funds that were anticipated and reserved, but unallocated during the fiscal year. These multi-year federal grants include all entitlement programs and carryover grants that were extended within the fiscal year.

Lower federal funds were slightly offset by interest earned above appropriation levels of \$6.7 million. The system has adjusted FY 2020 interest budget levels accordingly.

PGCPS' Approved FY 2019 Operating Budget was \$2,047,732,000 - \$61,504,700 or 3.1% more than the FY2018 Approved Revised Budget. The increase primarily supported the mandatory cost of doing business in the following areas: negotiated salary enhancements, charter school funding, student-based budgeting or other cost of doing business (e.g. GPS school bus locators). The system also redirected and prioritized approximately \$8.2 million to offset some of the other incremental Mandatory / Other costs. Changes in assurance expenditure areas were as follows:

- Standards and Assessment expenditures were less than planned expenditures by \$1,678,707 or 5.7%
- Data Systems expenditures exceeded planned expenditures by \$199,612 or 28.8%
- Greater Teachers and Leaders expenditures were less than planned expenditures by \$167,011 or 0.5%
- Turning Around the Lowest Performing Schools expenditures were less than planned expenditures by \$199,708 or 85.6%

Standards and Assessment: Reform Area 1 - Reform Area 1 expenditures were less than planned expenditures by \$1,678,707 or 5.7%. The net change was primarily attributed to the following:

Student Based Budgeting Variance of \$1,454,231 was related to hiring timing lags. This variance represents 0.29% of the student based budget.

- Community School Variance of \$592,912 - this pilot program was fully funded; however, implementation occurred late in the fiscal year.

Data Systems to support instruction: Reform Area 2 - Reform Area 2 exceeded planned expenditures by \$199,612 or 28.8%. The net change was attributed to guidance software - used in both middle schools and high schools - that exceeded planned expenditures by approximately \$199,612.

Great Teachers and Leaders: Reform Area 3 - Reform Area 3 expenditures were less than planned expenditures by \$167,011 or 0.5%, as a result of a hiring time lag of (2) Peer Assistance and Review Teachers.

Turning Around the Lowest Achieving Schools: Reform Area 4 - Reform Area 4 expenditures experienced a cost savings of \$199,708 or 86% primarily driven by operational efficiencies which afforded the program the ability to absorb / fund food and nutrition services.

Mandatory Cost of Doing Business/ Core Services and Other Base Requirements reflect expenditures that are required by law, and support for example, employer obligations like social security; retirement; unemployment insurance; the funding of existing employee contracts including compensation; employee and retiree benefits for health insurance; other benefits; managing risks for the school system through self-insured programs supporting workman's compensation; general liability; excess property claims and expenses; utilities and internal services programs such as printing and vehicle maintenance operations. In addition, Core Services/Other Base Requirements are also deemed necessary by the Local Board of Educators. The category of Mandatory Costs of Doing Business and Other Base Requirements experienced a cost savings of approximately \$35 million or 2% of the FY 2019 Approved Budget. The cost savings are primarily related to lower than anticipated Salaries and Wages, benefit related costs and multi-year federal grant activities that will carry over beyond a 12-month fiscal year. Planned federal grant related expenditures were anticipated but will not occur during this current fiscal year.

Goal Progress (Areas of Focus)

Under the leadership of CEO Dr. Monica Goldson, PGCPs engages in disciplined needs assessments, performance planning, monitoring, and accountability processes at both the individual school and district levels that produces individual School Performance Plans (SPPs) and a District Performance Plan (DPP). These plans and processes are supported by a newly formed Division of Accountability.

Stemming from a systemic needs assessment and informed by extensive data analyses, PGCPs Executives set forth eight strategic goals across two Areas of Focus that will guide our work toward achieving the vision for all students to graduate ready for success in college and/or careers of their choice. Cross-functional root cause analyses, needs identification and prioritization, and joint objective-setting was performed via facilitated work sessions leading to systemic alignment on these priorities. The areas of focus and goals are:

Area of Focus #1: Academic Achievement and Student Growth in ELA and Mathematics

1. Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands.
2. Accelerate the rate of increase of the percentage of students meeting and/or exceeding the state performance standard for proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels.
3. Accelerate the pace of growth in performance of SPED and LEP students in state accountability ELA and mathematics accountability assessments.
4. Accelerate the pace of closure of double-digit gender gaps in ELA accountability testing performance at the elementary and middle school levels.

Area of Focus #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum).

1. Reduce chronic absenteeism and improve overall student attendance rates.
2. Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and expulsions in the African American and SPED student groups across all three grade bands.
3. Improve discipline data quality, processes, and practice for enhanced discipline administration, monitoring, and accountability.
4. Expand student access and opportunities to well-rounded curriculum at middle and high school grade bands to increase academic achievement and college- and career ready success outcomes.

Within this Plan, Academic Achievement and Student Growth is defined as the percentage of students performing at the "met expectations" or "exceeded expectations" levels (akin to PARCC levels 4 and 5 respectively) on the state standardized English and mathematics assessments or the equivalent on the MSAA (Multi-State Alternate Assessment). The second Area of Focus, School Quality and Student Success is defined consistent with the state's definition of chronic absenteeism and well-rounded curriculum. Analysis of PGCPs discipline data has also been included as a district priority under this focus area based on triangulation of discipline, chronic absenteeism, and attendance data, which revealed potentially related root cause hypotheses. In addition, PGCPs is particularly concerned about equity and the slow pace of student progression along the proficiency continuum and thus, includes in Area of Focus #1 goals and objectives that seek to accelerate closure of performance gaps between chronically low performing student groups and students in the aggregate.

Across these two focus areas, goals, actionable strategies and resources necessary for continued improvements in student outcomes are identified. The strategies, centered on academic achievement and holistic student supports, have been defined and prioritized. Detailed action plans, interim milestones, and measurable outcomes will steer strategy execution throughout the Plan's implementation over the next three years and will serve as the guideposts for monitoring progress toward goal achievement. Woven through all strategies is a strong emphasis on data quality and analysis, impeccable execution, and measurable results. We hold ourselves accountable for results and will continue to employ a disciplined performance accountability approach toward realization of expected outcomes.

PGCPS is committed to the selected areas of focus that operationalize our Theory of Action³, which is multi-dimensional in nature and declares that:

If we ...

- Identify the unique knowledge, skills, and supports needed for students to be college, career, and community-ready and develop a rigorous, accessible, aligned, standards-based curriculum to meet these needs, **then** there will be clarity, consistency, coherency, and equity in what educators will teach and what students will learn.
- Invest in continuous, relevant, professional development of teachers and provide instructional strategies, supports, and evaluative feedback for implementation in the classroom; **then** instructional effectiveness will increase and student learning outcomes will improve.
- Hold ourselves accountable through transparent and disciplined performance management that engages every level of the organization in a continuous cycle of data analysis, goal-setting, action planning, monitoring, and execution, **then** we will build the capacity of district staff, school based professionals, and students to consistently strive for continuous learning and improvement.
- If we develop a district culture that fosters a sense of collective responsibility for student success and unity amongst teachers, students, families and communities, **then** our understanding of students' needs will deepen and we will create a shared purpose for our work leading to more effective practices and higher levels of student learning.

PGCPS data analyses that resulted in identification and prioritization of these Areas of Focus included 2016, 2017, and 2018 Partnership for Assessment of Readiness for College and Careers (PARCC) student performance, improvement in 2018 over the previous year's (2017) performance, and trend improvement or regression of performance over the three-year period where data exists. With a lens toward equity, analyses also included examination of performance gaps between students-in-the-aggregate ("all students") and students receiving special education services, limited English proficient students, as well as numerically significant accountability subgroups of students across the three years of analysis. Analyses of student attendance, access to a well-rounded curriculum, and discipline data sets were also conducted. A summary of findings is presented below and detailed results are included in the Needs Assessment Summary section of this Plan.

Considering student academic progress, the 2018 PARCC results revealed a slight, yet promising trajectory for elementary and middle school PGCPS students' English Language Arts/literacy (ELA) mastery over 2017 results. However, the same results revealed a performance decline for students at the high school level, and in specific student subgroups when compared to the aggregate. Performance for 2018 PARCC Mathematics remained virtually unchanged. At the elementary level, 2018 testing performance showed a 0.1 percentage point decline compared to 2017, but increased slightly at the middle school level by 0.3 percentage points. 2018 Algebra I performance registered a sharp (-10.9) percentage point decline. This is a marked change from the gains realized in 2016 and 2017 at the high school level. Also, of continued concern to PGCPS is the widening achievement gap among our Special Education (SPED) and Limited English Proficiency (LEP) student groups in both ELA and Mathematics.

PGCPS believes that to maximize learning opportunities, student attendance must be high, students must be engaged, and coursework must be rigorous. Therefore, data sets comprising the Student Success and School Quality accountability indicator were also examined. Analysis of SY 2018 student attendance and chronic absenteeism data shows PGCPS' overall Attendance Rate (AR) was 92.6% --nearly a full percentage point below the state's AR of 93.5%. The district's Chronic Absenteeism (CA) rate was 23.2% compared to the state's CA rate of 19.4%, attributed to a disturbing rise in chronic absenteeism across all three grade bands. Reporting solid successes, analysis of SY2017-18 access to well-rounded curriculum data sets revealed virtually all (99.4%) PGCPS 5th grade students and 95.7% of 8th grade students were enrolled in courses that comprise the "well-rounded" clusters for the respective grade bands. In contrast, high school students with access to a well-rounded education was alarmingly

³ Adapted from: Curtis, Matt (2013), *Theory of Action to Improve Teaching and Student Learning*. Simsbury Public Schools. https://www.simsbury.k12.ct.us/uploaded/District_Content/files/Theory_of_Action_May_2013.pdf

low at 51.6%, with wide variation in access among accountability subgroups. Furthering the analysis of data sets crucial to student success, PGCPs discipline data for SY2017-18 was examined. Analysis concluded that the rate of PGCPs suspension and expulsions was nearly 7% compared to the state's rate of 5%. Data further revealed that the 2% difference is driven largely by the disproportionate number of discipline incidents issued across the Black/African American student subgroup, which received slightly more than 80% of the total number of suspensions and expulsions while representing less than 60% of the student population. Additionally, of great concern to PGCPs is the lack of data quality and level of confidence that can be assumed in drawing conclusions from these data. Therefore, significant focus has been placed on strategies to address improved data quality.

LSS Capacity

As noted, PGCPs enrollment is projected to grow by nearly 5% over the next decade. This growth is attributed to an influx of international families with children concentrating residency in selected areas within the county. While African-American families remain the majority contributor to PGCPs enrollment numbers, Hispanic families have more recently become a major component of public school enrollment⁴. Substantial shifts in the geographic distribution of the student population have precipitated an imbalance between enrollment and the capacity of public schools in the county. Building utilization capacity as of September 30, 2018 reflects 29% of PGCPs schools at or above 100% capacity with six of these schools reporting building utilization above 150%. While modernization of the PGCPs facilities inventory is a major component of PGCPs plans, boundary changes, consolidations, and revisions to the projected amount of square feet needed at each school may also be warranted. Supported by the Kirwan Blueprint for Maryland, PGCPs will continue to invest in long-term improvements that acknowledge the changing demographics and urgency in making substantial facility upgrades to raise the quality and safety of our learning environments and ensure equitable accommodation of the ever-increasing student population across our county.

Conclusion

The mission of Prince George's County Public Schools (PGCPs) is "to provide a great education that empowers all students and contributes to thriving communities." The PGCPs 2019 Local ESSA Consolidated Strategic Plan is centered on our fundamental belief that students are our priority and all students can achieve at high academic levels. Undergirding this belief is PGCPs' commitment to equity. An equitable education constitutes providing access to essential academic, social, emotional, and economic resources, supports, and opportunities in order to progress and promote each student throughout their educational journey. PGCPs' Educational Equity Policy provides the systemic directive to ensure *adequate and appropriate access for each student, regardless of socioeconomic status, language of origin, or special needs, to ensure a high-quality education that empowers all students and contributes to thriving communities.* Application of the policy seeks to maximize academic success for each student through rigorous instruction, cultural proficiency of our people, equitable access to and allocation of our academic resources, and intentional allocation of budgetary resources with an equity lens.

Our singular goal, as stated in our Strategic Plan, is "*Outstanding Academic Achievement for All Students.*" The selected Areas of Focus presented herein enable realization of this goal. Strategies have been shaped by the data-driven realities of strengths that propel students forward, challenges we face in critical achievement areas, and the boldness of our commitment to all students to prepare them for success in a global society. This Local ESSA Consolidated Strategic Plan manifests these beliefs and will guide us as we move forward, ensuring that every child, in every school, receives safe, rigorous, engaging, and high quality educational experiences every day.

⁴ PGCPs Approved FY 2017 Educational Facilities Master Plan. (p. 2-9)



SECTION B: FINANCE SECTION



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Finance Section

Introduction

The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, and analyzing questions. Together, these documents illustrate the Local School System's (LSS) alignment of current year budget and prior year expenditures with the Local ESSA Consolidated Strategic Plan goals and objectives. The focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds.)

Components

1. ***The Executive Summary (I.A)*** includes a budget narrative that describes the fiscal outlook, fiscal changes and changes in demographics, the impact of changes on the school system and the Local ESSA Consolidated Strategic Plan goals and objectives, and the responses to analyzing questions.
2. ***Supporting Budget Tables***
 - a. Current Year Variance Table: the budgetary plan for **FY 2020**.
 - b. Prior Year Variance Table: a comparative look at the **FY 2019** plan versus actual events.
3. ***Analyzing Questions*** are based on the Prior Year Variance Tables. Responses to these questions are embedded within the Budget Narrative.

Budget Narrative

Climate and Fiscal Outlook

Prince George's County continued to demonstrate economic progress, despite the Federal Open Market Committee's economic slowdown projections (2018 U.S. GDP of 3.0% to 2.1% in 2019 and 1.8% into 2021)⁵. Prince George's Economic Development Incentive (EDI) initiative continues to contribute to household incomes and job growth projected to exceed the national average (33.5%) over the next ten years⁶.

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⁵ <https://www.thebalance.com/us-economic-outlook-3305669>

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- Community School Variance of \$592,912 - this pilot program was fully funded; however, implementation occurred late in the fiscal year.

Data Systems to support instruction: Reform Area 2 - Reform Area 2 exceeded planned expenditures by \$199,612 or 28.8%. The net change was attributed to guidance software - used in both middle schools and high schools - that exceeded planned expenditures by approximately \$199,612.

Great Teachers and Leaders: Reform Area 3 - Reform Area 3 expenditures were less than planned expenditures by \$167,011 or 0.5%, as a result of a hiring time lag of (2) Peer Assistance and Review Teachers.

Turning Around the Lowest Achieving Schools: Reform Area 4 - Reform Area 4 expenditures experienced a cost savings of \$199,708 or 86% primarily driven by operational efficiencies which afforded the program the ability to absorb / fund food and nutrition services.

Mandatory Cost of Doing Business/ Core Services and Other Base Requirements reflect expenditures that are required by law, and support for example, employer obligations like social security; retirement; unemployment insurance; the funding of existing employee contracts including compensation; employee and retiree benefits for health insurance; other benefits; managing risks for the school system through self-insured programs supporting workman's compensation; general liability; excess property claims and expenses; utilities and internal services programs such as printing and vehicle maintenance operations. In addition, Core Services/Other Base Requirements are also deemed necessary by the Local Board of Educators. The category of Mandatory Costs of Doing Business and Other Base Requirements experienced a cost savings of approximately \$35 million or 2% of the FY 2019 Approved Budget. The cost savings are primarily related to lower than anticipated Salaries and Wages, benefit related costs and multi-year federal grant activities that will carry over beyond a 12-month fiscal year. Planned federal grant related expenditures were anticipated but will not occur during this current fiscal year.

Supporting Budget Tables

Current Year Variance Table: Budgetary Plan for FY2020

1.1A: Current Year Variance Table			
Local School System:		Prince George's County Public Schools	
Revenue Category		FY 20 Budget	
Local Appropriation		\$	786,469,600
State Revenue			1,227,872,982
Federal Revenue	84.010: Title I		35,316,493
Federal Revenue	84.027: IDEA, Part B		26,171,570
Other Federal Funds			62,999,252
Other Local Revenue			16,293,003
Other Resources/Transfers			28,000,000
Total		\$	2,183,122,900
Instructions: Itemize expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.			
Section B - Standards and Assessments			
Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.			
Expenditures:	Source	Amount	FTE
Academic Programs	Unrestricted	1,565,239	18.50
Academy of Health Sciences	Unrestricted	90,976	1.00
Alternative Schools	Unrestricted	562,820	5.0
Apprenticeship Program	Unrestricted	172,699	-
Career & Technology Ed	Unrestricted	610,785	-
Charter Schools	Unrestricted	6,207,837	26.0
Community Schools	Unrestricted	510,977	-
Dual Enrollment Tuition	Unrestricted	511,105	-
Financial Literacy	Unrestricted	100,000	-
Higher Achievement	Unrestricted	100,000	-
MGM Crossland Program	Unrestricted	157,600	-
Prekindergarten Expansion	Unrestricted	380,005	2.0
P-Tech Schools	Unrestricted	79,531	-
Special Education Staffing	Unrestricted	4,712,317	16.0
Student/School Based Supports	Unrestricted	1,827,895	16.00
Summer School	Unrestricted	273,240	-
Testing Materials	Unrestricted	728,773	-
Section C - Data Systems to support instruction			
Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.			
Expenditures:	Source	Amount	FTE
Hyperion Implementation	Unrestricted	95,360	-
Website Content Management	Unrestricted	575,000	-

Section D: Great Teachers and Leaders**Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.**

Expenditures:	Source	Amount	FTE
Class Size Reduction	Unrestricted	12,000,000	131.70
Human Resources Staffing	Unrestricted	109,742	1.00
Instructional Lead Teacher (10 Days)	Unrestricted	818,043	-
Principals Retreat	Unrestricted	130,000	-
Labor Partner Professional Development	Unrestricted	178,000	-

Section E: Turning Around the Lowest Achieving Schools**Reform Area 4: Turning around our lowest-achieving schools**

Expenditures:	Source	Amount	FTE
Interpreting & Translation	Unrestricted	485,000	-

Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.

Expenditures:	Source	Amount	FTE
FY 2019 Core Services Requirements	Unrestricted	2,004,653,173	18,742.7
FY 2019 Core Services Requirements	Restricted	49,635,537	28.6
Health Benefits	Unrestricted	9,674,292	-
Lease Purchase	Unrestricted	1,062,176	-
Maintenance Contracts	Unrestricted	3,250,000	-
Overtime	Unrestricted	4,288,316	-

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.

Expenditures:	Source	Amount	FTE
Base Adjustments	Unrestricted	9,245,859	-
Board of Education	Unrestricted	321,825	4.0
Capital Programs	Unrestricted	-	3.0
Community Schools	Unrestricted	510,977	-
Internal Audit	Unrestricted	20,195	-
Monitoring, Accountability & Compliance	Unrestricted	286,608	2.0
Performance Audit	Unrestricted	500,000	-
Purchasing	Unrestricted	750,000	-
Restricted Programs	Restricted	58,807,259	88.0
Security Equipment Upgrades for Schools	Unrestricted	1,360,615	-
Reprogrammed Resources	Unrestricted	(59,116,064)	(85.7)
Tax Increment	Unrestricted	3,061,125	-
Warehouse Relocation	Unrestricted	340,000	-
Title I	84.010	35,316,493	310.0
IDEA, Part B	84.027	26,171,570	337.3
Total		2,183,122,900	19,647.1

Prior Year Variance Table: Comparative look at the FY2019 plan versus actual events

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)						
Local School System: Prince George's County Public Schools						
			FY 2019 Original Budget	FY 2019 Final Budget		
Revenue			7/1/2018	6/30/2019	Change	% Change
Local Appropriation			763,562,900	763,804,105	241,205	0%
State Revenue			1,142,581,600	1,138,055,923	(4,525,677)	0%
Federal Revenue	84.010	84.010: Title I	35,626,463	34,476,464	(1,149,999)	-3%
Federal Revenue	84.027	84.027: IDEA Part B	26,171,570	26,077,428	(94,142)	0%
Other Federal Funds			38,309,567	28,167,396	(10,142,171)	-26%
Other Local Revenue			13,479,900	20,291,348	6,811,448	51%
Other Resources/Transfers			28,000,000	-	(28,000,000)	-100%
Total			\$2,047,732,000	\$2,010,872,664	(36,859,336)	-2%
Change in Expenditures - Instructions: Itemize FY 2018 actual expenditures and FTE by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.						

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	Unrestricted	Academic Programs	3,165,575	3,110,992	31.0	31.0
Standards and Assessments	Unrestricted	Charter Schools	8,262,178	8,262,178	60.0	60.0
Standards and Assessments	Unrestricted	Arts Integration	293,020	293,020	1.0	1.0
Standards and Assessments	Unrestricted	P-Tech Schools & 3D Scholars	514,945	508,266	4.0	4.0
Standards and Assessments	Unrestricted	Prekindergarten Expansion	994,027	994,027	8.0	8.0
Standards and Assessments	Unrestricted	Alternative Education Supports	900,000	1,141,788	6.0	6.0
Standards and Assessments	Unrestricted	Teacher Academy	501,615	458,324	3.0	3.0
Standards and Assessments	Unrestricted	Community Schools	748,447	155,535	1.0	1.0
Standards and Assessments	Unrestricted	Alternative Education Supports	900,000	1,141,788	6.0	6.0
Standards and Assessments	Unrestricted	Higher Achievement	200,000	-	-	-
Standards and Assessments	Unrestricted	Student Based Budgeting (SBB)	11,856,719	10,402,488	25.9	25.9
Standards and Assessments	Unrestricted	Youth Career Connection	322,877	322,877	2.0	2.0
Standards and Assessments	Unrestricted	Dual Enrollment Tuition	800,000	989,413	-	-
Data Systems to Support Instruction	Unrestricted	Guidance Software	481,000	680,612	-	-
Data Systems to Support Instruction	Unrestricted	Student Information System Reporting	212,339	212,339	-	-

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Great Teachers and Leaders	Unrestricted	Special Education Staffing	289,039	224,179	2.0	2.0
Great Teachers and Leaders	Unrestricted	Peer Assistance and Review Teachers	539,705	437,554	5.0	3.0
Great Teachers and Leaders	Unrestricted	Compensation Negotiated Commitments	29,492,885	29,492,885	-	
Turning Around Lowest Performing Schools	Unrestricted	Healthy Start Breakfast	200,000	-	-	-
Turning Around Lowest Performing Schools	Unrestricted	Restorative Practices	33,269	33,561	-	-
Mandatory Cost of Doing Business	Restricted	FY 2019 Core Services Requirements - Restricted	38,309,567	28,167,396	150.6	151.6
Mandatory Cost of Doing Business	Unrestricted	FY 2019 Core Services Requirements Base	1,893,158,516	1,869,531,306	17,251.7	17,239.3
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	Unrestricted	Security Staffing and Equipment	1,000,000	1,000,000	6.0	6.00
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	Unrestricted	Pest Control	223,121	223,121	3.0	3.00
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	Unrestricted	Student Transportation-GPS Bus Locator	450,000	450,000	-	-
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	Unrestricted	Graduation Audit	250,000	250,000	-	-
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	Unrestricted	Redirected Resources	(8,164,877)	(8,164,877)	7.4	7.40
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	84.010	Title I	35,626,463	34,476,464	244.0	244.0
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	84.027	IDEA, Part B.	26,171,570	26,077,428	279.3	278.3
Total			\$2,047,732,000	\$2,010,872,664	18,096.9	18,082.5

SECTION C: AREAS OF
FOCUS - LOCAL
CONSOLIDATED NEEDS
ASSESSMENT SUMMARY



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Area of Focus
Local ESSA Consolidated Strategic Plan

Introduction

Prince George’s County Public Schools (PGCPS) is one of the nation’s 25 largest public PreK-12 school districts and the second largest in Maryland with 206 schools and centers, more than 132,600 students, and nearly 19,000 employees. The school district serves a diverse student population from urban, suburban, and rural communities, with over 90 percent of the student population being either African American (57.1%) or Latino (34.3%). The remaining 8.6% of the student population is a mixture of Native American students (0.3%), Asian students (2.8%), Native Hawaiian/Pacific Islander students (0.2%), White students (4.0%), and Students of Two or More Races (1.3%). See Table A. The diversity of the school district extends beyond race or ethnicity. Nearly two-thirds of the students (65.3%) are low-income – i.e. they qualify for either free or reduced-price meals – 10.7% of students require special education services, and 19.7% are English language learners (see Table A).

Table A

Demographic Profile, PGCPS, SY2012-13 and SY2018-19						
Student Group	SY2018-19		SY2012-13		Change 2013-2019	
	Number	Percent of Total	Number	Percent of Total	Number	Percentage Point Change
Latino – All Races	45,468	34.3%	27,983	22.6%	17,485	11.7%
Native American / Alaska Native	372	0.3%	636	0.5%	-264	-0.2%
Asian	3,710	2.8%	3,606	2.9%	104	-0.1%
African American	75,788	57.1%	86,419	67.4%	-10,631	-10.3%
Native Hawaiian/ Pacific Islander	279	0.2%	265	0.2%	14	0.0%
White	5,293	4.0%	5,710	4.6%	-417	-0.6%
Two or More Races	1,727	1.3%	2,121	1.7%	-394	-0.4%
Total	132,637	100.0%	123,741	100.0%	8,896	
Special Education (SPED)	14,185	10.7%	13,757	11.1%	428	-0.4%
Limited English Proficient (LEP)	26,164	19.7%	15,372	13.6%	10,792	6.1%
Free and Reduced Meals FARMs)	86,586	65.3%	73,980	60.0%	12,606	5.3%

Source: PGCPS Data Warehouse - FY18 End-of-Year Attendance File.

Over the past six (6) years, the population of the school district has increased by just shy of 9,000 students. This population increase has been driven by the substantial increase in the Latino student population (+17,485), whose percentage of the overall student population increased by (+11.7) percentage points. During the same time period, the African American student population decreased by (-10,631) students, with these students’ percentage of the overall student population decreasing by (-10.3) percentage points (see Table A). These primary population shifts were accompanied by increases in the LEP (+10,792) and FARMs (+12,606) student populations, suggesting that a significant percentage of incoming Latino students are English language learners and low-income. Moreover, LEP and low-income students’ percentages of the overall student population increased by (+6.1) and (+5.3) percentage points respectively (see Table A). The school system projects the student population to increase by another 6,000 students over the next 10 years, and if the current trend holds, the incoming students will be largely Latino, low-income, and of limited English language proficiency. Given recent enrollment trends, coupled with

enrollment projections for the next several years, PGCPS will continue to face significant challenges in its efforts to create an environment that will be conducive to high academic achievement for all students.

The Educational Equity Imperative

In April of 2019, the Prince George’s County Board of Education updated and ratified its Educational Equity Policy (#0101). The purpose of the policy is to affirm the school system’s commitment to equity in schools and supporting worksites in an effort to “foster conditions that reduce disproportionality in student achievement and performance”. The policy also affirms the Board’s belief that closing the achievement gap is about much more than instruction; rather “it is the way [the school system] thinks about, understands, and believes in the potential and capabilities of [its] students, as well as their families and communities, and how [the Board] effectively interacts with them”.

In defining educational equity, the Board of Education commits to providing “adequate and appropriate access for each student, regardless, of socioeconomic status, language or origin, or special needs, to ensure a high-quality education that empowers all students and contributes to thriving communities”. In addition, it sees equitable education as student access to essential academic, social, emotional, and economic resources, supports, and opportunities.

In expounding on its concept of equity, the Board ventures beyond traditional social identifiers such as age, ability, race/ethnicity, family structure, language, national origin, sex, sexual orientation, gender identity and expression, and socioeconomic status, and purposively includes students experiencing *adverse childhood experiences* which can include, but is not limited to:

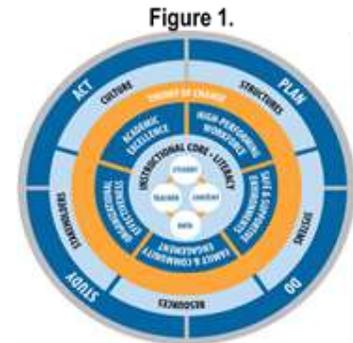
- Physical, sexual, and/or emotional abuse, either direct or witnessed;
- Mental illness of a household/family member;
- Unplanned/unintended pregnancy;
- Homelessness and/or frequent residential mobility;
- Problematic drinking/alcoholic usage of a household/family member;
- Illegal street/prescription drug use of a household/family member;
- Divorce/separation of parents/guardians;
- Domestic violence toward household/family members;
- Incarceration/deportation of a household/family member; and/or the
- Death of a household/family member.

Finally, PGCPS recognizes that it is immersed in a diverse grouping of communities that are impacted in dissimilar ways by public policies, and that the school system must take these factors into consideration as it prescribes approaches to ensure each child receives an equitable education. Ultimately, it is the hope of the school system that students are “satisfied” with their encounters with it, including their engagement both inside and outside the classroom, and that their “satisfaction” is manifested in their social/emotional behavior and attitude towards the school system.

Local Consolidated Needs Assessment Approach

Prince George’s County Public Schools (PGCPS) has adopted a District Performance Planning (DPP) process to assess the needs of the school system. The purpose of the DPP is to provide a comprehensive overview of quantitative and qualitative performance data in order to determine strengths/needs, identify the contributing factors to the needs, and develop intentional plans to address the needs that impact student performance. The process is designed to engage district leaders and other stakeholders in a structured data analysis process that leads to the creation of S.M.A.R.T. Goals targeted to impact student achievement. Through the successful utilization of the DPP, district leaders are able to assess, plan, and monitor targeted improvements in challenge areas.

Benefits of the needs assessment process include the enablement of a transparent and collaborative systemic improvement process with a focus on student achievement aligned to the goals and priorities of PGCPS. A comprehensive approach is employed that consists of 1) Evidence Based Data Analysis 2) Interpretation of Data and Prioritization 3) Focus Areas and Goals and 4) Connection to Implementation. Continuous improvement efforts and ongoing monitoring of progress and alignment is performed at every level of the school system. The DPP process has introduced a uniquely tailored monitoring and accountability system that comprehensively serves multiple purposes and addresses the various priorities of PGCPS in meeting, state, federal, and community stakeholder requirements. PGCPS continues to use the Coherence Framework (Figure 1) to guide systemic alignment of decision making, to improve consistency in implementation of initiatives, optimize impact, and ensure the inclusion of input to plans from diverse stakeholder groups.



The Prince George’s County Public Schools coherence framework represents the interdependence of the multiple areas of the school system that supports the district-wide improvement strategy (Plan, Do, Study, Act).

Adapted from Tushman and O’Reilly’s Congruence Model, 2002

Having recently undergone major changes in the highest levels of leadership, PGCPS is committed to maintaining its focus on stabilizing systems and structures to support and drive continuous improvement across the system in the areas of academic performance, effective leadership, and building a responsive culture to support needed change. To that end, the DPP process frames improvement by intentionally applying the Plan-Do-Study-Act method to continuously test system wide change, and ensure the structure of the District Performance Planning Process (Table 1) yields actionable plans for improvement.

Table 1. District Performance Planning Process		
<i>Study: Analyze data and observations, compare findings to desired change, look for improvement</i>		
Evidence Based Data Analysis	Analysis of Data	<ul style="list-style-type: none"> ▪ Collect and Organize data that was in alignment to the Maryland Accountability Framework*. <i>Aggregate and disaggregate data was provided for all academic data sets to ensure interpretation/and prioritization included all students groups/student service groups.</i> ▪ Initial identification of strengths and challenges and prioritization of the identified challenges.
Interpretation of Data and Prioritization	Needs Assessment	<ul style="list-style-type: none"> ▪ A diverse group of stakeholders is identified to interpret and prioritize data. ▪ Data are analyzed to identify prioritized challenges. ▪ Gain consensus to limit number of challenges for final prioritization ▪ Discuss and determine the impact, feasibility, and additional impacting factors to ensure data is interpreted through a holistic lens (synthesis of

Table 1. District Performance Planning Process		
		<p>both quantitative/qualitative factors to provide a global perspective of district performance and opportunities for growth through strategic prioritization of challenges).</p> <ul style="list-style-type: none"> ○ The discussion of impact and feasibility accounts for including consideration of contributing elements that may impact the interpretation of all data sets analyzed. The work of taking into account internal/external contributing elements allows all stakeholders to interpret the data and engage in shared decision making that is appropriate to the larger district context.
<i>Plan: Identify the problem, plan details of test to address the problem, plan data collection</i>		
Focus Areas and Goals	Determine Priorities	<ul style="list-style-type: none"> ▪ Selection of the final priorities with the greatest potential for instructional impact. ▪ Translate selected priorities into Focus Areas. ▪ Review Focus Areas and provide suggested edits to the proposed goal statements. ▪ Consider and document contextual internal/external contributing elements.
<i>Act: Use findings from data analysis to improve plan, determine next steps- modify or scale. Do: Carry out the change, observe and document, collect data before, during and after.</i>		
Connection to Implementation	Action Steps	<ul style="list-style-type: none"> ▪ Relevant connections are made to existing priorities and new initiatives are planned. ▪ Diverse stakeholders identify strategies, timelines, available resources, and progress monitoring methods. ▪ The plan is analyzed for existing strengths and needed adaptations for future process planning.

The needs assessment phase of performance planning begins with the examination of foundational data sets aligned to the Maryland Accountability Framework and the Every Student Succeeds Act (ESSA) requirements. PGCPS’ use of the Maryland Accountability Framework supports the holistic collection, analysis, and interpretation of data. A diverse stakeholder group is engaged to review data through a broad perspective of student performance in the areas of academic performance, academic growth, English Language Learner performance, and school quality. Analysis of data sets in each of these areas allows the district to identify strengths and challenges for the purpose of defining and identifying the most pressing priorities to address.

As described in Table 1 above, plan monitoring and management to ensure effectiveness is performed through the disciplined execution of the Plan-Do-Study-Act (PDSA) cycle, which supports implementation and ongoing monitoring and management of the effectiveness of the strategies and interventions selected to drive continuous systemic improvement.

- Plan - Progress monitoring data is defined and collected according to progress indicators for each SMART objective. The data are used to complete the subsequent steps of the PDSA cycle.
- Do - Progress indicator data from each SMART objective is analyzed by describing and then making low-level inferences in preparation for the next phase of the PDSA cycle. All relevant stakeholders are involved in data analysis in order to provide insight into the change process.
- Study - Study the results of the data analysis through the use of protocol(s) that support district data-based

decision-making for needed celebrations, adjustments, or discontinuance. The use of protocols supports consistent analysis, rich discussion, and capture of stakeholder decisions as a result of the progress monitoring data analysis efforts.

- Act - Conclusions about what was learned from the cycle and the necessary adjustments in order to meet the end goal and documented and communicated. Findings are shared across the district with relevant stakeholders responsible for making adjustments to work efforts in order to affect change in the focus areas.

The primary data sets/elements used to conduct the PGCPS Needs Assessment included the following required data elements from the MSDE-defined “Areas of Focus”:

- PARCC/MCAP ELA and Mathematics performance levels;
- WIDA results from Access 2.0 testing;
- attendance and chronic absenteeism data;
- course enrollment, course performance and promotion data;
- graduation rate data; and
- student discipline data.

Kindergarten Readiness Assessment (KRA) and DRA (K-2 Literacy) results, and HSA Government results also served as primary data elements.

The sources of these data elements are data files compiled from student education-related activities that are stored on and across a number of data platforms, including *SchoolMax* (the school system’s student information system), the AS400, Elementary Report Card System (ERCS), School Based Student Information System (SBSIS), and Individual Learning Plan (ILP). In addition to these indigenous sources and platforms, data for the needs assessment were also obtained from external sources, including the Maryland State Department of Education and *Ready at Five*, the state’s repository for kindergarten readiness data. From these combined sources, PGCPS’ Office of Monitoring and Accountability was able to compile a master file from which data used for the analysis segment of the needs assessment was readily accessed.

For the most part, the approach to data analysis used in the Needs Assessment consisted of calculating percentages of students performance – both in the aggregate and between and among student subgroups – against state-established accountability performance standards. Extent of need was established and then validated by the distance of aggregate and subgroup performance from the relevant accountability standard. Student subgroup variables considered for the needs assessment included race/ethnicity, special needs (e.g. SPED, LEP, FARMs, etc.) grade level, grade band (elementary, middle, and high), and prior care provider.

The data sources listed above proved adequate for the needs of the various working groups that conducted the needs assessment. For the most part, the Office of Monitoring and Accountability was able to respond to any data request almost immediately. On the odd occasion, a request was made to the Division of Information Technology (IT) for a deeper data dive. Finally, much of the data used for the needs assessment was readily accessible, and the storage platforms were appropriately secured. PGCPS only provides access to data platforms to classes of employees who might need certain types of data.

As described herein, PGCPS’ needs assessment is designed as a comprehensive process to encompass rigorous data analysis, interpretation of identified strengths/challenges, and prioritization of challenges that should be leveraged for the greatest impact. Within each step of the Needs Assessment, specific actions are taken to scaffold the thought processes and collaboration needed to produce a plan that is mutually beneficial to stakeholders and builds shared commitment to implementation resulting in system wide impact.

Local ESSA Consolidated Strategic Plan Needs Assessment Summary

LSS Capacity

The shifting demographic profile of the PGCPS student population – i.e. the downward trend of African American students alongside a substantial upward trend of Latino families – has created a facilities imbalance within the school system based on the geographic distribution of racial/ethnic residential patterns within the county. African American families are largely aggregated in the central and southern regions of the county, whereas Latino families are concentrated in the northern region. Thus, school buildings in the central and southern regions of the county are trending toward capacity and under capacity, while school buildings in the northern region are trending toward over capacity. Building utilization capacity as of September 30, 2018 reflects 29% of PGCPS schools at or above 100% capacity with six of these schools reporting building utilization above 150%⁷. While modernization of the PGCPS facilities inventory is a major component of PGCPS plans, boundary changes, consolidations, and revisions to the projected amount of square feet needed at each school may also be warranted. Supported by the Kirwan Blueprint for Maryland, PGCPS will continue to invest in long-term improvements that acknowledge the changing demographics and while ensuring the urgency of making substantial facility upgrades to raise the quality and safety of our learning environments and ensure equitable accommodation of the ever-increasing student population across our county.

Findings from Data Analysis

The Office of Strategic Planning and Resource Management, along with the Office of Monitoring and Accountability, were charged with the responsibility of conducting the baseline data analysis for the needs assessment. The focus of this initial data analysis was SY2017-18 school system performance across state-established indicators in the six (6) *areas of focus* stipulated by MSDE for LSSs to consider in developing local consolidated strategic plans. Student performance and engagement data were analyzed in the aggregate as well as for each of the federally designated accountability subgroups. For the most part, performance and engagement were measured by the percentages of students meeting state-specified performance or engagement standards. Subgroup performance was then measured against the performance of students-in the-aggregate. The findings from the analysis of data across prospective areas of focus were as follows:

Academic Achievement in Reading/Language Arts

Elementary English Language Arts



- Only 28.1% of PGCPS students performed at or above the “expected” levels (Levels 4 or 5) on the 2018 elementary level PARCC ELA assessments. The 2018 performance represented a (+2.1) percentage point increase over the county’s 2017 performance.
- Another 25.8% of students “approached” the expected performance standard (Level 3), while 46.1% of students scored *well below* the expected performance standard (Levels 1 and 2).
- A number of subgroups scored substantially below (-5 percentage points or more) aggregate student performance with respect to meeting the PARCC established performance standard. The percentage of low-income (FARMS) students meeting the PARCC standard was (-6.0 percentage points) below the percentage for students generally, while the percentage for Latino students was (-7.4 percentage points) below the aggregate student performance level.
- Performance gap between male and female students was (-12.3) percentage points, and gaps between special education (SPED) students and limited English proficient (LEP) students on the one hand, and students- in the -aggregate were (-24.4 and -20.2) percentage points respectively.

⁷ PGCPS Approved FY 2017 Educational Facilities Master Plan. (p. 2-9)

- Only slightly more than half (51.0%) of the elementary level students who took the PARCC ELA Assessment either “approached” or “met” the expected performance level for the 2018 test administration;
- Of the 46.1% of tested students whose performance was a considerable distance from the expected level, nearly half “partially met expectations” (Level 2), while the performance of the remaining half (23.6%) was far from the expected performance level (Level 1).
- A majority of students from several subgroups scored at either Level 1 or Level 2. Slightly more than half the male (53.6%), Latino (53.7%), and low-income (FARMS) students (52.4%) tested scored at Levels 1 or 2, while substantial majorities of students receiving special education services (88.2%) and limited English proficient students (71.8%) scored at one of the bottom two levels. In the latter two instances – i.e. SPED and LEP students – the majority of the lower performing students scored at Level 1.

Middle School English Language Arts



- In 2018, slightly less than a third (30.9%) of middle school PGCPS students “met” (Level 4) or “exceeded” (Level 5) the established performance standard on the PARCC ELA Assessment. This percentage was (+1.9) percentage points above the 2017 performance level for PGCPS middle school students. Over the three-year span (2016 through 2018) middle school student performance on this assessment has remained relatively stagnant, increasing by only (+1.2) percentage points.
- There were five (5) subgroups of students whose performance registered (-5) or more percentage points below aggregate student performance. Low-income and Latino student performance registered (-6.3) and (-6.5) percentage points below students generally, while the underperformance of male students, SPED students, and LEP students registered much further below students- in the –aggregate.
- More than half of males students (52.2%) scored considerably below (Levels 1 and 2) the PARCC performance standard (Level 4), while less than (<5%) of the combined SPED and LEP students tested performed at the “expected” or “above” levels (Levels 4 or 5).
- The male-female performance gap was (-16.4) percentage points, while the SPED and LEP student performance gaps with students- in the –aggregate were (-27.5) and (-29.5) percentage points respectively. Worse still, these three extreme performance gaps have remained stagnant over the 2016 through 2018 testing period.
- SPED students (at 60.0%) and LEP students (at 59.3%) were the only accountability subgroups from which a majority of students scored far below (at Level 1) the expected performance standard on the 2018 assessment.
- Meanwhile, ever so slightly less than half of Latino students (49.7%) and low-income (FARMS) students (48.9%) scored considerably below (Levels 1 and 2) the expected performance standard (Level 4).

Academic Achievement in Mathematics

Elementary Mathematics



- In the 2018 PARCC testing cycle, 20.6% of PGCPS students in grades 3 through 5 met or exceeded the performance expectations on the elementary level PARCC mathematics assessment. An additional 24.0% of tested students “approached” the performance expectation (Level 3), while the majority of students – i.e. the remaining 55.4% – performed well below expectations.

- The percentage of students meeting or exceeding performance expectations remained virtually stagnant from the 2016 through the 2018 testing cycles.
- Less than five percent (3.8%) of elementary level SPED students and less than 10 percent (7.3%) of LEP students met the PARCC performance standard, resulting in (-16.8) and (-13.3) percentage point performance gaps between the two student subgroups and students- in the –aggregate respectively.
- Worse still, only an additional 9.9% of SPED students and an additional 18.4% of LEP students even “approached” (Level 3) the PARCC Level 4 performance standard. Thus 86.3% of SPED students and 74.3% of LEP students performed substantially below the PARCC performance standard.
- In addition to the exceedingly high percentages of SPED and LEP students that scored considerably below the expected performance level – i.e. at Levels 1 or 2 – large percentages of Latino students (60.6%) and low-income (FARMS) students (61.3%) also scored considerably below the performance expectation.
- Of all accountability subgroups, a majority of only four subgroups – i.e., Asian (77.4%), Native Hawaiian/Pacific Islander (57.7%), White (66.6%), and students of Two or More Races (59.8%) – scored at Level 3 or above on the 2018 elementary level PARCC assessment.

Middle School Mathematics



- For the 2018 PARCC testing cycle, only 13.3% of PGCPS students in grades 6 through 8 “met” (Level 4) or “exceeded” (Level 5) the performance expectation on the middle grades PARCC mathematics assessments. This extremely low level of aggregate performance was on par with the performance pattern from the previous two years of middle grades level PARCC mathematics testing.
- Worse still is the performance of the school system’s SPED and LEP student populations. Only a combined 7.8% of SPED students and an equally combined 7.8% of LEP students scored at Level 3 or above in middle grades PARCC mathematics testing. ***This translates to over 92% of tested students from both subgroups scoring considerably below the Level 4 performance standard,*** and with a majority of these substantially underperforming students, scoring at Level 1 – i.e. far below the performance standard.
- As was the case at the elementary level, only a majority of Asian students (64.0%), Native Hawaiian/Pacific Islander students (57.1%), White students (60.4%), and students of Two or More Races (50.5%) scored at Level 3 or above on the assessments.
- Meanwhile, with the exception of Native American students (50.0%), more than 60 percent of all other subgroups of students scored at Levels 1 or 2 in middle grades PARCC mathematics testing. As distinct from SPED and LEP performances, however, the majority of the underperforming segments of these other considerably underperforming subgroups scored at Level 2 (“partially meeting expectations”) as opposed to Level 1 (“failing to meet expectations”).

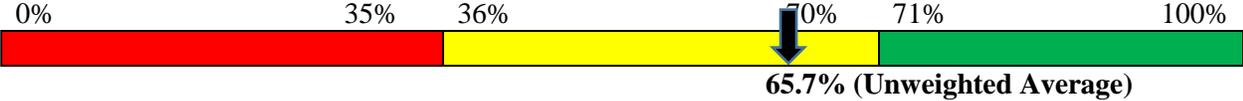
Progress in Achieving English Language Proficiency



- For the 2018 testing cycle, 55.3% of PGCPS EL students made sufficient progress on the *ACCESS for ELLs 2.0* assessment over their previous year’s (2017) performance putting them on pace to attain English language proficiency in the state-established five-year period. This rate of progress exceeded the state’s 2018 growth rate target of (>=50%) by 5.3 percentage points.

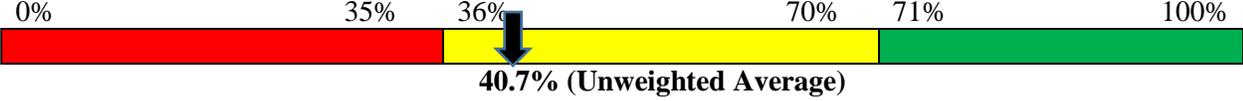
- PGCPS met the growth rate target at three of the four proficiency levels – i.e. at Levels 1, 2, and 3. The only performance level at which students did not make the prescribed rate of progress was Level 4 where only 49% of the students scored at the expected level, missing the target rate of progress by one percentage point.
- In 2018, higher percentages of students progressed at the prescribed rate at the elementary level than did so at the secondary level. Consequently, program exit rates were highest in the upper elementary grades, but slowed considerably beginning in the sixth (6th) grade – the start of middle school.

Elementary Grades



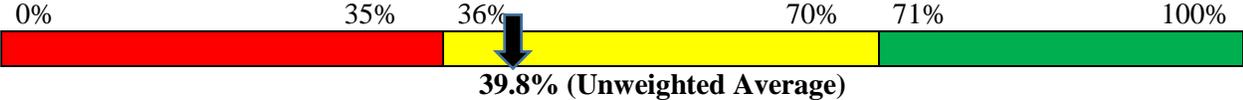
- In 2018, the percentage of kindergarten students progressing toward English language proficiency at the state-prescribed rate was a robust 77%. First graders met the expected growth at a 67% rate, while the growth rate for second graders slipped to 47%. Some 55% of third graders met the expected growth rate, and the success rate peaked at the fourth grade level at 85%. Fifth graders registered a 63% success rate for meeting the growth rate target.

Middle Grades



- No grades at the middle school level met or exceeded the 50% growth rate target in 2018.

High Grades



- At the high school level, grade 9 students exceeded the growth rate target by five (+5) percentage points despite the school system receiving a record number of “newcomer students” in 2017. These students’ 2017 baseline score was WIDA Level 1.0, confirming research that finds students at lower proficiency levels progress faster than those at higher proficiency levels. Thus, while it would be expected that 9th graders would approximate the state’s growth target rate, students in grades 10 (42%), 11 (30%), and 12 (32%) would not be expected to improve their language proficiency at the same pace.

Graduation Rate



- In 2018, 78.5% of the 4-year high school senior cohort graduated from Prince George’s County Public Schools.
- Cohort graduation rates for Native American students (83.3%), Asian students (93.8%), and African American students (81.0%) exceeded the aggregate-student graduation rate.
- The cohort graduation rates for the other racial/ethnic student subgroups was below the aggregate-student rate, and the graduation rate for Latino students was only 56.9%.

- Cohort graduation rates for students with special needs were considerably lower than the aggregate rate and the rates for all racial and ethnic subgroups except for Latino students. The graduation rate for SPED students was 66.3%, the rate for LEP students was 55.4%, and the rate for low-income (FARMs) students was 72.9%.

Readiness for Postsecondary Success



School Quality and Student Success

The School Quality and Student Success focus area is comprised of two indicators: 1) Chronic Absenteeism; and 2) Student Access to a Well-Rounded Education. With regard to the latter indicator, school systems are held to account for student engagement at the elementary, middle, and high school levels; however, the definition of a well-rounded education is substantially more complex at the high school level than it is at the elementary and middle school levels.

Chronic Absenteeism

Elementary School Level



- For SY2018, the school system’s 19.5% chronic absentee rate⁸ for SY2018 not only exceeded the statewide rate by (+4.7) percentage points, but placed the school system in the “red flag zone” – i.e. above 15% -- signaling that immediate and substantial attention is needed in this critical accountability area.
- Chronic absenteeism among Native American students (+6.2 percentage points), SPED students (+7.3 percentage points), students receiving Title I services (+3.8 percentage points), Native Hawaiian/Pacific Islander students (+3.6 percentage points), and students of two or more races (+3.0 percentage points) all exceeded the aggregate-student chronic absenteeism rate.

Middle School Level



- At the middle school level, five (5) subgroups registered chronic absenteeism rates that were at least three (3) percentage points above the aggregate student rate (17.6%), with the highest rates registered by SPED students (27.2%). The other subgroups registering above average chronic absenteeism rates included English Language Learners (ELL) and Native Hawaiian/Pacific Islander students (both at 21.9%), students receiving Title I services (21.8%), and White students (20.9%).

⁸ Chronic absenteeism refers to students who are enrolled in a particular school for a minimum of 10 days, and who are absent for 10 percent or more of the days they are enrolled. A student can be classified as being chronically absent in more than one school in a given school year.

High School Level



33.5% (PGCPS-HS Chronic Absenteeism)

- At the high school level, a full one-third of high school students (33.5%) were chronically absent from school over the course of the school year. This rate was (+5.3) percentage points higher than the statewide rate.
- Most troubling are the chronic absenteeism rates for students receiving Title I services, SPED students, low-income students, and English language learners whose chronic absentee rates exceeded the school system’s aggregate rate by (+3.4), (+6.2), (+4.4), and (13.6) percentage points respectively.
- Just below half (47.1%) of English language learners at the high school level were chronically absent in SY2018.

Access to a Well-Rounded Education

Elementary Level



(99.4%) (ES – Access to Well-Rounded Education)

- In SY2018, at the elementary level, virtually all (99.4%) Prince George’s County 5th grade students were enrolled in the courses that comprise the well-rounded education cluster. Cluster course enrollment dipped to 95 percent for only one of the federal designated accountability subgroups (i.e. Native Hawaiian/Pacific Islander students at 95.2%), which is likely due to the small number of 5th grade students in that group and the increased variance associated with the calculation.

Middle School Level



(95.7%) (MS – Access to Well-Rounded Education)

- At the middle school level in SY2018, some 95.7% of 8th grade students were enrolled in the courses that comprise the “well-rounded” cluster.
- Unlike at the elementary level where no subgroup registered a cluster enrollment percentage below 95.2%, at the middle school level, cluster enrollment percentages for two (2) subgroups: SWD (89.5%) and Native Americans (84.2%) dipped below 90 percent. The cluster enrollment percentage for Native Americans is likely due to the small number of 8th grade students in that group and the increased variance associated with the calculation. The cluster enrollment percentages for all other subgroups did not dip below 93.4% (English Language Learners).

High School Level



(51.6%) (HS – Access to Well-Rounded Education)

- In SY2018, at the high school level, the percentage of students with access to a well-rounded education declined from the mid-to-upper 90s at the elementary and middle school levels to 51.6%, with wide variation in access among accountability subgroups.
- In fact, four (4) of the 10 subgroups – i.e. Latino (43.6%), SWD (38.9%), ELs (22.8%), and FARMs (43.6%) – registered access percentages considerably below the aggregate-student access percentage at the high school level.

Selection of Areas of Focus

The sheer volume and seriousness of the findings from the analysis of academic achievement data drove PGCPs’ CEO and the executive cabinet to select *Academic Achievement in Reading/English Language Arts and Mathematics as the school system’s primary (#1) area of focus for its strategic plan*. Substandard aggregate student performance at each of the three grade bands, coupled with substantially wide performance gaps between students- in the -aggregate on the one hand, and students requiring special education services and students with limited English proficiency on the other, significantly impede the school system’s efforts to carry out its mission of “providing a great education that empowers all students and contributes to thriving communities”. Academic underperformance also prevents PGCPs from realizing its vision of becoming a school system that is recognized for providing education services which ensure that every student in its diverse school district graduates ready for college and careers in a global society.

To complement the school system’s focus on academic achievement, executive leadership selected *School Quality and Student Success as its second area of focus for the strategic plan*. Leadership reasons that with the school system’s *chronic absenteeism* rate exceeding the statewide rate at each of the three major grade bands, and with a third of high school students designated as chronically absent in SY2018, students who miss considerable amounts of classroom time cannot be expected to learn a sufficient amount of material to allow the school system to carry out its mission, fulfill its vision, or perform up to standard on state accountability assessments. Moreover, accumulated chronic absenteeism serves as a de facto deterrent to student access to courses of study that constitute *well-rounded education*. Exacerbating these conditions are higher than acceptable incidences of *student suspension and expulsion* which contribute significantly to chronic absenteeism and which indirectly deprive students of higher end educational opportunities.

Setting of Goals

After a thorough review and discussion of data analysis and the selection of areas of focus, the executive cabinet established goals that are aligned with data-identified challenges stemming from the data analyses. In the academic achievement focus area, three goals each were established for the two main sub-areas: ELA and mathematics. For the school quality and student success focus area, one goal was established for chronic absenteeism, two goals were established for student discipline, and one goal was established for student access to a well-rounded education. See Table B for the alignment of goals with relevant areas and sub-areas of focus.

Table B: Approved Consolidated Goals by Area of Focus, Sub-Area, and School Level, LEC Strategic Plan, SY2019-20			
Area of Focus	Sub-Area	School Levels	Approved Goals
Academic Achievement in English Language Arts and Mathematics	English Language Arts	Elementary	Accelerate the rate of increase in the percentage of students meeting/or exceeding the state performance standard for proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels.
		Middle	Accelerate the pace of growth in performance of SPED and LEP students in state ELA and mathematics accountability testing.
			Accelerate the pace of closure of double-digit gender gaps in ELA accountability testing performance at the elementary and middle school levels.
	Mathematics	Elementary	Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands.
		Middle	Accelerate the rate of increase in the percentage of students meeting/or exceeding the state performance standard for

**Table B: Approved Consolidated Goals by Area of Focus, Sub-Area, and School Level,
LEC Strategic Plan, SY2019-20**

Area of Focus	Sub-Area	School Levels	Approved Goals
			proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels. Accelerate the pace of growth in performance of SPED and LEP students in state ELA and mathematics accountability testing.
School Quality and Student Success	Student Attendance and Chronic Absenteeism	Elementary	Reduce chronic absenteeism and improve overall student attendance rates.
	Student Discipline	Middle	Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and expulsions in the African American and SPED student groups across all three (3) grade bands.
		High	Improve discipline data quality, processes, and practice for enhanced discipline administration, monitoring, and accountability.
	Well-Rounded Education	High	Expand student access and opportunities to well-rounded curriculum at middle and high school grade bands to increase academic achievement and college- and career –ready success outcomes.

Results/Findings from Root Cause Analyses

Several content area working groups were convened to review the results of data analysis and to begin identifying prospective root causes that could be contributors to lower-than - desired levels of academic performance or student engagement. The staff chosen to participate in this part of the process was selected because of its considerable content area expertise and because of its ongoing participation in multiple fora involving both internal and external stakeholders where a broad range of challenges to academic achievement is routinely discussed. Two working groups - i.e. one for each content sub-area - were convened for the *academic achievement* area of focus. Another working group, comprised of the Director for Student Services, the Supervisor for Pupil Personnel Services, and the Supervisor of College Readiness within the Department of Student Services along with the Director of Career and Technical Education and the Instructional Supervisor for Advanced Programs within the Division of Academics, was convened for the *school quality and student success* area of focus.

Academic Achievement

As mentioned immediately above, two working groups were convened to identify root causes for academic underachievement - one for RELA, and one for mathematics. Each working group consisted of elementary and middle school level content area supervisors, the school system's Director of Curriculum and Instruction, the Director of the Department of Special Education, the ESOL Office's Instructional Supervisor, ESSA Instructional Specialists and Program Management Specialists from the Office of Monitoring and Accountability, and the Department Director and a Planning Specialist from the Office of Strategic Planning and Resource Management.

The challenges selected by the working groups were as follows:

- 1) the below standard performance of low-income (FARMs) students in both ELA and mathematics at both the elementary and middle school levels; and
- 2) the substantially below standard performance of SWD and LEP students in both ELA and mathematics at both the elementary and middle school levels.

After building consensus around data-identified performance and engagement challenges, prospective impediments to performance - i.e. root causes - were advanced during brainstorming sessions. The identified "root causes" were then organized on a worksheet in accordance with one of eight domains that are associated with school improvement and operational efficiency.⁹ Next, the identified "root causes" were aligned with a content-related goal and inserted into a logic model, providing participants with the opportunity to visualize the alignment of an identified challenge, its root causes, and the related goal statement. This process placed participants in a position to propose meaningful improvement strategies and identify evidence-based interventions that are particularly designed to mitigate the effects of the identified root causes.

Root Causes of ELA and Mathematics Underachievement

For the most part, the identified root causes for aggregate student ELA and mathematics underachievement were identical.¹⁰ Most of the root causes were clustered in the talent development and instructional transformation domains of rapid school improvement. Other domains within which a few notable root causes were placed include culture, structure, turnaround leadership, human resources, and funding. No root causes for academic underachievement were aligned with the "systems" domain (see Table C).

Separate discussions were held regarding the substantially large sized performance gaps between students- in the – aggregate on the one hand, and students with disabilities (SWD) and those with limited English proficiency (LEP).

⁹ Four of the domains are the *Four Domains for Rapid School Improvement*.

¹⁰ The data-identified challenge used to propose root causes for aggregate student underperformance was the underperformance of FARMs students, since these students comprise 65.3% of the school system's student population. Low-income students are the school system's largest subgroup.

These separate discussions were held due to the unique academic circumstances of these two subgroups and the corresponding improvement goal established by the executive cabinet to reflect the unique circumstances.¹¹

Table C

No. of Root Causes Impacting Academic Underachievement of Low-Income, SPED and LEP Students In English Language Arts and Mathematics at the Elementary (ES) and Middle School (MS) Levels by Domain										
Root Cause Domain	ELA					Mathematics				
	ES	MS	FARM	SWD/SPED	LEP	ES	MS	FARM	SWD/SPED	LEP
Talent Development	8	8	1	5	6	8	8	1	5	6
Instructional Transformation	7	7	4	3	2	7	7	4	4	3
Structures	4	5	0	3	3	3	4	0	3	3
Resources (Human)	1	1	1	0	1	1	2	2	1	2
Resources (Funding)	1	1	0	0	1	1	1	0	0	1
Culture	3	3	2	2	3	3	3	2	2	3
Turnaround Leadership	0	0	0	0	0	0	1	2	2	2

School Quality and Student Success

The School Quality and Student Success Root Cause Analysis Working Group examined data analyses of student engagement on the focus area’s two formal indicators and engagement on a third contributing indicator, student discipline, in an effort to identify important challenges that impede the school system’s efforts to improve academic performance. After identifying a seminal challenge for each engagement indicator, the working group undertook root cause analysis collaboration much like the collaborations undertaken by the academic achievement-working group.

The major identified challenges for the School Quality and Student Success focus area by indicator are as follows:

- 1) Chronic Absenteeism
 - a. At the high school level, 44.4% of Latino students and almost half (47.1%) of limited English proficient (LEP) students were chronically absent in S&2017-18. Latino students represent slightly more than one-third (34.1%) of the school system’s student population.
- 2) Access to a Well-Rounded Education
 - a. In SY2018-19, only 21.6% of PGCPs’ 12th grade student population enrolled in a concentrator level CTE course during the 2018-19 school year;
 - b. In SY2018-19, only 43.1% of high school level Latino students and only 22.8% of high school level LEP students enrolled in either an AP/IB course, a dual enrollment course, or a concentrator level CTE course;

¹¹ The referenced unique academic circumstances are the exceptionally wide performance gaps between these two subgroups and an already underperforming aggregate student population.

3) Student Discipline

- a. In SY2017-18, at the elementary level, African American students were 3.5 times more likely to be suspended or expelled from school than any other student subgroup. Elementary level students with disabilities (SWD) were 2.2 times more likely to be suspended or expelled from school than students without any documented disability. Although the extent of disproportionality is reduced at each successive grade band, it remains for both student subgroups throughout their tenure in the school system.

Root Causes for Chronic Absenteeism

Identified root causes for the chronic absenteeism of Latino and LEP students were organized into the following six (6) clusters consisting similar factors:

- a) student disengagement;
- b) lack of academic support;
- c) lack of non-academic resources;
- d) parental lack of understanding;
- e) including excused absences in chronic absenteeism accounting; and
- f) data quality and the lack of adherence to administrative procedures regarding attendance.

Individual root causes included, but were not limited to, students feeling alienated by their school experience, a cultural disconnection, limited educational supports for students who are not performing well academically, undiagnosed mental health challenges, parents not understanding that a written note is required for instances of excused absence, immigration status factors, and miss-recording of attendance codes.

Access to a Well-Rounded Education

Identified root causes for low 12th grade student, and extremely low Latino and LEP student, under-enrollment in concentrator level CTE courses included, but were not limited to the following:

- widespread misperceptions of CTE programs of study by internal and external stakeholders and the role these programs play in career readiness;
- the difficulty of attracting and maintaining high quality CTE instructors; and
- immigration factors

Student Discipline

Identified root causes for suspension and expulsion disproportionality included, but were not limited to the following:

- the lack of behavioral intervention strategies and/or alternative placement options at the elementary level;
- delays in referring students to alternative programs at the secondary level;
- insufficient training in deescalating techniques and restorative approaches;
- lack of a systemic approach to holistic child development; and
- insufficient number of counselors, psychologists, and pupil personnel workers.

Theory of Action

As daunting as the list of root causes for student underperformance and disengagement may be, PGCPs' *Theory of Action* is grounded in a determined efficaciousness: we strongly believe our mission and our vision are well within our capacity to carry out with a high degree of fidelity and success. To this end, our multi-faceted *Theory of Action* reads as such:

If we ...

- Identify the unique knowledge, skills, and supports needed for students to be college, career, and community-ready and develop a rigorous, accessible, aligned, standards-based curriculum to meet these needs, **then** there will be clarity, consistency, coherency, and equity in what educators will teach and what students will learn.
- Invest in continuous, relevant, professional development of teachers and provide instructional strategies, supports, and evaluative feedback for implementation in the classroom; **then** instructional effectiveness will increase and student-learning outcomes will improve.
- Hold ourselves accountable through transparent and disciplined performance management that engages every level of the organization in a continuous cycle of data analysis, goal-setting, action planning, monitoring, and execution, **then** we will build the capacity of district staff, school based professionals, and students to consistently strive for continuous learning and improvement.
- If we develop a district culture that fosters a sense of collective responsibility for student success and unity amongst teachers, students, families and communities, **then** our understanding of students' needs will deepen and we will create a shared purpose for our work leading to more effective practices and higher levels of student learning.

Goals, Objectives, Strategies, and Interventions

Rigorous data analysis gave rise to the selection of Academic Achievement in Reading/English Language Arts and School Quality and Student Success as the areas of focus for the PGCPs Local ESSA Consolidated Strategic Plan. Initial data analysis provided the framework within which the school system's executive cabinet established improvement goals for the two areas of focus. Further scrutiny of performance and engagement data formed the foundation for identifying core challenges that the school system must overcome if it hopes to carry out its mission and realize its vision. With these core challenges identified, a framework was established for setting objectives, formulating improvement strategies, and identifying appropriate evidence-based interventions to help implement the improvement strategies.

The Significance of the Needs Assessment Component of the Strategic Plan

The Needs Assessment, which is a mandated component of an ESSA-required Local Consolidate Strategic Plan, provided PGCPs with a unique opportunity to take a deep-dive analysis of academic performance data from SY2017-18 and chart out a four-year plan of action focused on the school system's most vexing academic challenges with an equity lens. It required initial data analysis far beyond the academic performance of students in the aggregate to include the performance of accountability subgroups, many of which make up considerable percentages of the school system's student population. It also allowed the school system to consider the impact of certain non-academic factors that can impact academic performance in significant ways. To this end, the school system settled on two required areas of focus - i.e., Academic Achievement in Reading/English Language Arts and Mathematics, and School Quality and Student Success - and decided it was in its best interest to expand the scope of the second area of focus to include an additional indicator which is over and above the sub-areas prescribed by the state. In short, the Needs Assessment forced the system's internal and external stakeholders to think outside the proverbial box to identify non-academic linkages to academic performance and formulate strategies that will help the system create environments more conducive to learning.

The plan's considered goals and discrete objectives will help stakeholders to focus their efforts in pursuit of needed resources to implement the plan from external sources, confident that the pursuit will be purposive and lead to measurable systemic improvement. Moreover, the process' various levels of collaboration allowed for the consideration of factors for further analysis which can only serve to accelerate the anticipated systemic improvement.

Finally, the evaluative component of the plan will require school system leadership to constantly monitor the implementation of adopted improvement strategies and selected evidence-based interventions to determine the extent to which improvement efforts remain on course. It also adds an important element of transparency to the systemic improvement process, providing a forum for receiving public feedback on progress being made – or the lack thereof – while fortifying the foundation for continued public support.



AREAS OF FOCUS REPORTING REQUIREMENTS



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Areas of Focus Reporting Requirements
(Complete a separate plan for each area of focus)

Area of Focus #1: Academic Achievement in Reading/English Language Arts (R/ELA) and Mathematics

1. Based on the analysis of State and local data, identify the [area of focus](#) where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of [strategies](#) and/or [evidence-based interventions](#) to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

a. Description. Describe *Area of Focus #1* and how it aligns with your LSS educational equity policy (*up to 1,000 characters*).

PGCPS selected *Academic Achievement* as its primary Area of Focus. This focus area addresses student performance on state accountability assessments at the elementary and middle school levels. This focus area aligns with the PGCPS Board of Education’s Equity Policy (#0101), which mandates a commitment to “foster conditions that reduce disproportionality in student achievement and performance”. The goal of the Policy is “equitable educational outcomes for high academic achievement”. Desired policy outcomes include: 1) identification of gaps and adoption of equitable solutions based on trend analysis of disaggregated data; and 2) raising achievement for all students while narrowing the gap between the lowest and highest performing students. Of particular focus is the academic performance of low-income students, English language learners, and students with special needs.

Trend analyses of 2018 PARCC assessments revealed that PGCPS student performance fell substantially below the proficiency standard across both content areas and grade bands. Thus, PGCPS prioritized targeted improvement of academic achievement as a primary area of focus.

b. Analysis. To support student achievement, describe the rationale for selecting the areas of focus (*up to 1,000 characters*).

In its instructions for identifying areas of focus, MSDE provided local school systems (LSS) with color-coded graphs representing performance levels or bands. Each LSS is instructed to situate its performance results from 2018 PARCC ELA and mathematics testing along a three-band continuum in an effort to determine the urgency of those results. Performance in the red range is substantially below standard and requires immediate, substantial attention. Performance in the yellow range requires attention, but is not necessarily critical. Performance in the green range meets or exceeds the expected performance level.

In ELA testing, less than (<32%) of students from each grade band scored at the proficiency level, while in mathematics testing, less than (<21%) of students from each grade band met the proficiency standard. These performance results place the school system within the “red” range, meaning that these content areas require immediate and substantial attention. Moreover, high percentages of students scored considerably below the expected performance standard (i.e. at Levels 1 or 2 on a five-level scale) in both content areas and across both grade bands.

- c. **Identify** the root cause (s) for area of focus #1 and **describe** how you intend to address them (*up to 1,000 characters*).

In the area of *Academic Achievement*, PGCPs working groups focused most intently on identifying root causes for low-income student underperformance given that these students represent the largest student group in the school system. Separate causal analyses were conducted for SPED and LEP students. Identified causes were many, spanning (7) domains of factors associated with school system operations, and were differentiated by school level where appropriate. The domains from which the largest number of root causes were identified were *talent development* and *instructional transformation*, with (8) and (7) causes identified for each domain respectively.

Strategies to overcome identified root causes include, but are not limited to, enhanced PD for instructional lead teachers (ILTs) and coaches, increased teacher implementation of unit formative assessments, increased school-based, hands-on classroom support for teachers. Improvement strategies for SWD and LEP students include increased collaborative planning between regular education teachers and SPED and LEP resource counterparts, and expanding the reach of specially designed instruction.

Area of Focus #1: Academic Achievement in Reading/English Language Arts (R/ELA) and Mathematics - Summary Chart

Area of Focus # 1: Academic Achievement in Reading/English Language Arts (R/ELA) and Mathematics

d. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source (s). As you consider funding source, take into consideration federal, State, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
ACADEMIC ACHIEVEMENT IN MATHEMATICS					
Low-income (FARMS) Students – Mathematics					
Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands	By January 2020, the Mathematics Department will design an observation protocol for use by school-based coaches to monitor the extent to which provided PD is effectively manifested in classroom instruction.	<p>Strategies Monthly/quarterly professional learning on the implementation of instructional support protocols with school-based out-of-class Instructional Lead Teachers (ILTs) and coaches.</p> <p>Evidence Based Interventions <i>Speak Agent</i> is a digital supplemental program for middle-grade math students.</p>	<p>September 2019-June 2020</p> <p>October 2019- June 2020</p>	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	<p>Professional learning Calendar, Agendas, Evaluations, and school/classroom visit summaries</p> <p>Quarterly Student Usage Reports</p> <p>Informal observations will be conducted to evaluate the implementation of <i>Speak Agent</i> with a focus on how the tools are used and have allowed for ELs to access the content.</p>
	By June 2021, student use of Standards for Mathematical Practices 1 and 3 during mathematics instruction will increase by five (5) percentage	<p>Strategies Provide ongoing professional learning and follow-up opportunities (face-to-face, classroom-based coaching, videos, and</p>	September 2019- June 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL	Professional learning Calendar, Agendas, Evaluations, and school/classroom visit summaries

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	points per year over the baseline usage level established in SY2020.	webinars) that promote a mathematics literacy-rich classroom environment Evidence Based Interventions Specially Designed Instruction includes the use of evidence based strategies for adapting content, methods, and/or instructional delivery to address the unique and individual needs of students with disabilities.		<input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands	<p>Starting with the SY2020 testing cycle, the percentages of students scoring at Levels 1 or 2 on the elementary and middle school MCAP mathematics assessments will be reduced by five (5) percentage points per year over the next four (4) testing cycles.</p> <p>For SY2020, math curriculum will provide teachers and administrators with access to progress monitoring tools to drive all decisions for improving student achievement</p>	<p>Strategies Embedded curriculum supports that include Math Talks, 3-Read Protocol, Group work Feedback, and additional literacy strategies.</p> <p>Evidence Based Interventions Dreambox Learning is a digital supplemental resource that delivers experiential mathematics instruction using virtual manipulatives, visual and auditory clues and multiple representations.</p> <p>Adjust and implement curriculum and instructional changes in Math, based on the new MCAP evidence statements.</p> <p>Strategies Embed scaffolds for English Language Learners (ELLs) in Curriculum using language objectives aligned to the unit content.</p>	<p>September 2019</p> <p>October 2019- June 2020</p> <p>September 2019-June 2020</p> <p>Phase 1: SY20 & Phase 2 SY21</p>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA	<p>Curriculum Analysis</p> <p>Quarterly Student Usage Reports</p> <p>Curriculum Analysis and MSDE Updated Evidence Statements</p> <p>Curriculum Analysis</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
				<input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
		<p><u>Strategies</u> Strengthen the adopted curriculum by improving assessment system. Teachers will implement unit formative assessment tasks embedded in the curriculum.</p> <p><u>Evidence Based Interventions</u> Graphic Organizers Used to help students organize their thinking and connect new information to prior knowledge. Provide professional learning opportunities to meet the needs of a diverse student population using UDL strategies, WIDA Can Do Descriptors, and student voice and choice strategies. Create and embed structured lessons and planning videos in the curriculum.</p>	SY2019-20 September 2019-June 2020 September 2019- June 2020 September 2019-June 2020 SY2019-20	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Curriculum Analysis Student Work Samples and Rubric Scoring Data Collection Classroom Observation and Collaborative Planning Summaries Professional learning Calendar, Agendas, Evaluations, and school/ classroom visit summaries Curriculum Analysis
Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands	For SY2021, the Mathematics Department will revise the “Mathematics Look Fors” observation protocol for use by school-based administrators to monitor evidence of curriculum usage in planning and classroom instruction	<p><u>Strategies</u> Math Department will partner with school leaders to monitor classroom instruction using a revised “Look Fors” observation tool.</p>	September 2019-June 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento	Classroom Observation Summaries

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
				<input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands	For SY2021, the Mathematics Department will revise the “Mathematics Look Fors” observation protocol for use by school-based administrators to monitor evidence of curriculum usage in planning and classroom instruction	<p>The Math Department will provide drop-in mathematics instructional EdCamps and professional learning opportunities for building level administrators monitoring mathematics instruction.</p> <p><u>Evidence Based Interventions</u> S.O.L.V.E. A Problem Solving Paradigm used to teach students how to engage in a series of steps that allow them to actively participate in metacognitive processing to demonstrate higher-order thinking problem-solving skills.</p>	September 2019 - February 2020 September 2019- June 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Professional learning Calendar, Agendas, and Evaluations Classroom Observation and Collaborative Planning Summaries
Special Education (SPED) Mathematics					
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	Starting in the second semester of SY2020, classroom teachers of SWD will be required to devote at least one planning period every other week to collaborating with their SPED co-teaching counterparts in an effort to identify research-and/or evidence-based practices that have proven successful in facilitating increased academic achievement among SWD.	<p><u>Strategies</u> Realign the standard school day to better support instructional goals and objectives for Students with Disabilities (SWD).</p>	January 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Monthly collaboration involving DSE, Administrative Area Offices Two and Three, and Department of Curriculum and Instruction

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	By July 1, 2020, the Department of Special Education will develop a multi-year professional learning plan to support effective instruction using evidence-based practices and specially designed instruction.	Strategies Strengthen the quality of specially designed instruction in literacy throughout the continuum of programs and services	July 2020 and annually thereafter	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Release of Memorandum on the topic of Specially Designed Instruction to all schools from the Chief of Special Education and Student Services at the beginning of each school year
	By July 1, 2020, SPED instructional best practices will be more fully integrated into the PEIP New Teacher Induction Program as well as into the general PGCPs professional development program.	Strategies Strengthen the quality of specially designed instruction in literacy throughout the continuum of programs and services	July and August 2020		Presentation from DSE fully integrated into PEIP. In addition, Specially Designed Instruction “Look Fors” document will be integrated into the general mathematics curriculum by August 2020
	By August 1, 2020, DSE, in collaboration with OTD, will develop a professional learning plan to ensure all stakeholders (i.e., Central Office, School based Administrators, classroom staff and parents/guardians) know and understand the special education service delivery models and programs.	Strategies Develop a new Three-Year Professional Learning Plan for both new and veteran teachers	August 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA	Cross-Functional Professional Learning Team consisting of OTD, Curriculum and Instruction, SPED, Human Resources, Employee Evaluation and Performance, Instructional Technology, Area Offices will meet monthly during the development of the plan
	Between 2020 and 2023, the percentage of SWD scoring at the proficiency level of the state’s accountability mathematics assessment will increase by two percentage	Strategies Identify and provide evidenced-based interventions across the continuum of service delivery that provides equitable access for students with disabilities.	Ongoing, beginning in August 2020	<input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source) 1. Kirwan Commission	By July 1, 2020, DSE, in collaboration with OTD, will develop a monitoring system (i.e., rubrics, lists, etc.) to evaluate the quality of service delivery models and programs

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	points per year above the 2018 baseline percentage.			2. Medicaid	
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	Between 2020 and 2023, the percentage of SWD scoring below Level 3 on the state’s accountability mathematics assessment will decrease by two percentage points per year from the 2018 baseline percentage.	<p>Strategies Identify and provide evidence-based strategies for students with disabilities to be incorporated into the district curriculum frameworks to ensure access to the general education curriculum.</p>	August 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source) 1. Kirwan Commission 2. Medicaid	By July 1, 2020, DSE, in collaboration with OTD, will develop a monitoring system (i.e., rubrics, lists, etc.) to evaluate the quality of service delivery models and programs
Limited English Proficient (LEP) Students – Mathematics					
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	Starting in the second semester of SY2020, classroom teachers of ELs will be required to devote at least one planning period every other week to collaborating with their ESOL co-teaching counterparts in an effort to identify research-and/or evidence-based practices that have proven successful in facilitating increased academic achievement among EL students.	<p>Strategies Realign the standard school day to better support instructional goals and objectives for ELs.</p>	January 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Monthly collaboration involving the ESOL Office, Administrative Area Offices Two and Three, and Department of Curriculum and Instruction

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	During SY2020, the Office of Talent Development, in collaboration with the ESOL Office, will hire an/an additional ESOL specialist for the purpose of identifying evidence-based instructional practices, integrating those practices into the PEIP New Teacher Induction Program, and integrating ESOL instructional specialists into the curriculum development process.	<p>Strategies More fully integrate the ESOL Office into the curriculum development and professional development infrastructure of PGCPS.</p>	July 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	
	By July 2020, a “teaching ELs” module will be fully integrated into the PEIP New Teacher Induction Program.	<p>Strategies More fully integrate the ESOL Office into the curriculum development and professional development infrastructure of PGCPS.</p>			
	Starting with the 2020-21 school year, school system will hire enough additional ESOL instructional specialists to ensure that each administrative area office has at least three (3) assigned ESOL specialists – i.e. one for each of the three primary grade bands.	<p>Strategies More fully integrate the ESOL Office into the curriculum development and professional development infrastructure of PGCPS.</p>	July 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	<p>Universal teacher participation in a mandatory module at the PEIP Teacher Induction Program</p> <p>Check office calendars for evidence of regularly scheduled meetings on a quarterly basis</p>
	By December 2019, the Office of Talent Development, in conjunction with the ESOL Office, will design an observation protocol for use by school-based and administrative office-based coaches to monitor the extent to which provided PD			<input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	is effectively manifested in classroom instruction.				
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	Starting with the SY2020 testing cycle, the percentages of students scoring at Levels 1 or 2 on the elementary school and middle school MCAP mathematics assessments will be reduced by five (5) percentage points per year over the next four (4) testing cycles.	Strategies Develop a supportive culture for EL language attainment and academic achievement.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
	Starting with the SY2020 testing cycle, the percentages of students scoring at Levels 3 and 4 on the middle school MCAP mathematics assessments will increase by three (3) percentage points per year over the next four (4) testing cycles.		Ongoing		
	By June 2020, the ESOL Office, in conjunction with the Office of Instructional Technology, will develop a strategic plan for systemically upgrading instructional technology available for use by ELLs.		October 2019 through June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A	Ongoing collaboration between the ESOL Office and the Office of Instructional Technology
	By June 2020 Elementary ESOL teachers will be provided with, trained on, and utilize a new Elementary Newcomer program to increase ELs language acquisition at Elementary School.	Strategies Title III will develop a new Elementary Newcomer Curriculum for implementation with Newcomer English Learners at Elementary Schools.	July 2019 – June 2020	<input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Informal observations will be conducted to observe and monitor the implementation of the Newcomer Curriculum to ensure ELs language skills are developing quickly.

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Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	By June 2020, develop a Secondary Academic Language Toolkit for Secondary Mathematics Teachers which will provide strategies to meet the needs of ELs to increase Math performance of ELs at Secondary.	Strategies Title III and Mathematics will collaborate to develop an Academic Language Toolkit for Mathematics and provide training and monitor implementation of strategies in the classroom.	July 2019 – June 2020		Informal observations will be conducted to monitor implementation of the strategies from the Academic Language Toolkit for Mathematics.
	By June 2020, implement a lesson planning collaborative training cycle for High School ESOL teachers to increase the performance of ELs in ELA.	Strategies Title III will provide training, support, and monitor instruction for ESOL teachers at targeted schools to improve their lesson planning for ELs.	September 2019 – June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Classroom visits will be conducted to monitor implementation of strategies discussed during the lesson planning collaborative and to provide feedback for continued improvement.
ACADEMIC ACHIEVEMENT IN READING/ENGLISH LANGUAGE ARTS (R/ELA)					
Accelerate the rate of increase of the percentage of students meeting and/or exceeding the state performance standard for proficiency in ELA accountability testing at both the elementary and middle school levels.	By June 2020, Grades 6-8 ELA curriculum will be revised to include additional formative assessments that mirror MCAP and include examples for application of instructional standards in the classroom targeting the needs of ESOL, SPED, and advanced students.	Strategies Utilize research-based strategies for literacy to revise curricula designed uniquely for ESOL, SPED, and advanced student populations. Provide professional development for all RELA teachers in Grade 6-8 in how to effectively plan lessons using frameworks of instructional standards for ESOL, SPED, and advanced students.	June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding	<ul style="list-style-type: none"> ▪ Formal & Informal Observation using FFT protocols. ▪ Learning walks observations. ▪ Professional development evaluations ▪ Student formative assessments

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
		<p><u>Evidence Based Interventions</u> <i>Graphic Organizers</i> https://ccrs.osepideastthatwork.org/teachers-academic/evidence-based-practices-instruction Used to help students organize their thinking and connect new information to prior knowledge.</p> <p><i>Reciprocal Teaching</i> https://ies.ed.gov/ncee/wvc/EvidenceSnaps/hot/434 is an evidence-based interactive instructional practice that aims to improve students' reading comprehension by teaching strategies to obtain meaning from a text.</p>		<input type="checkbox"/> Other (<i>list funding source</i>)	
	<p>For SY2021, the R/ELA Department will revise the “R/ELA Look Fors” observation protocol for use by school-based administrators to monitor evidence of curriculum usage in planning and classroom instruction</p>	<p><u>Strategies</u> RELA Department will partner with school leaders to monitor classroom instruction using a revised “Look Fors” observation tool during Learning walks.</p> <p><u>Evidence Based Interventions</u> <i>Specially Designed Instruction</i> https://www.uft.org/teaching/students-disabilities/specially-designed-instruction includes the use of evidence-based strategies for adapting content, methods, and/or instructional delivery to address the unique and individual needs of students with disabilities.</p>	<p>June 2021</p>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	<ul style="list-style-type: none"> ▪ Formal & Informal Observation using FFT protocols. ▪ Learning walks observations. ▪ Professional development evaluations ▪ Student formative assessments
	<p>By SY2020, the RELA department will increase teachers’, teacher leaders’ and</p>	<p><u>Strategies</u> In collaboration with the Literacy Office, literacy coaches will be assigned to priority</p>	<p>June 2020</p>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG	<ul style="list-style-type: none"> ▪ Formal & Informal Observation using FFT protocols.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	administrators' capacity as measured by observations relative to the Framework for Teaching (FFT) model. This includes lesson planning, making instructional decisions based on assessments, and differentiation of instruction for special populations.	schools to provide one on one coaching for individual teachers. <u>Evidence Based Interventions</u> <i>Universal Design for Learning</i> http://www.udlcenter.org/		<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	<ul style="list-style-type: none"> ▪ Learning walks observations. ▪ Professional development evaluations ▪ Student formative assessments
	Starting with the SY2020 testing cycle, the percentage of middle school level students scoring at the proficiency level or higher in MCAP RELA testing will increase by two (2) percentage points per year.	<u>Strategies</u> By January 2020, RELA will build assessment literacy as demonstrated through observations and formative assessments for both students and teachers around the new MCAP format. <u>Evidence Based Interventions</u> <i>Universal Design for Learning</i> http://www.udlcenter.org/	January 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
	By June 2020, PGCPS will achieve the stated objectives and targeted milestones established in the PGCPS Literacy Plan.	<u>Strategies</u> <i>See Detailed Literacy Plan at</i> https://docs.google.com/document/d/1tT_tBdWiI5_kxjiWNYjaxFNgCIIs-TDxFWplSJwOxyc/edit <u>Evidence Based Interventions</u> <i>Universal Design for Learning</i> http://www.udlcenter.org/	June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
Accelerate the pace of closure of double-digit gender gaps in ELA accountability testing performance at the	By June 2020, reverse the achievement gap trend between male and female students by increasing achievement proficiency of male students	<u>Strategies</u> Examine and revise the RELA curriculum to encompass topics to motivate and encourage more male students to read and write.	June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant	<ul style="list-style-type: none"> ▪ MCAP accountability testing performance

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
elementary and middle school levels		<p>The Middle School RELA office will provide professional development for teachers to focus on the literacy needs and performance of male students as they consider differentiated instructional approaches.</p> <p>Build disciplinary & digital literacy resources to support reading, writing, and reasoning across all content areas including Digital Library resources for Grades K-12.</p> <p>Evidence Based Interventions Universal Design for Learning http://www.udlcenter.org/</p> <p>Culturally Responsive Teaching https://eric.ed.gov/?q=&id=EJ1085885</p>		<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (list funding source) <u>Kirwan Blueprint</u>	
Accelerate the pace of growth in performance of SWD and EL students in the state on ELA accountability assessments.	By June 2020 Middle School ELA teachers will be provided and use tools within <i>Speak Agent</i> to increase ELs ELA Scores.	<p>Strategies Title I and Title III in collaboration with the Middle School RELA department will provide <i>Speak Agent</i> for all Middle School teachers who will provide supports for enhancing vocabulary and academic language for ELs aligned to the curriculum.</p>	July 2019 – June 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	<p>Usage of the licenses at each school will be monitored.</p> <p>Informal observations will be conducted to evaluate the implementation of (<i>Speak Agent</i>) with a focus on how the tools are used through and have allowed for ELs to access the content.</p>
	By June 2020 Elementary ESOL teachers will be provided with, trained on, and utilize a new Elementary Newcomer program	<p>Strategies Title III will develop a new Elementary Newcomer Curriculum for implementation</p>	July 2019 – June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL	<p>Informal observations will be conducted to observe and monitor the implementation of the Newcomer Curriculum to ensure ELs</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	to increase ELs language acquisition at elementary level.	with Newcomer English Learners at Elementary Schools.		<input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	language skills are developing quickly.
	By June 2020, ESOL and RELA will provide training and support for Middle School RELA teachers to increase ELs performance in Reading at Middle School.	<u>Strategies</u> Title III will work collaboratively with RELA to provide training for Middle School RELA teachers to include professional development focused on incorporating strategies for ELs in the Middle School RELA classes.	October 2019 – June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Informal observations will be conducted to monitor implementation of the strategies for English Learners presented during the professional development.
	By June 2020, develop a Secondary Academic Language Toolkit for Secondary ELA Teachers who will provide strategies to meet the needs of ELs to increase ELA performance of ELs at the secondary level.	<u>Strategies</u> Title III and RELA will collaborate to develop an Academic Language Toolkit and provide training and monitor implementation of strategies in the classroom.	July 2019 – June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Informal observations will be conducted to monitor implementation of the strategies from the Academic Language Toolkit

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	By June 2020, implement a lesson planning collaborative training cycle for High School ESOL teachers to increase the performance of ELs in ELA.	<p>Strategies Title III will provide training, support, and monitor instruction for ESOL teachers at targeted schools to improve their lesson planning for ELs.</p>	September 2019 – June 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Classroom visits will be conducted to monitor implementation of strategies discussed during the lesson planning collaborative and to provide feedback for continued improvement.

Area of Focus #2: School Quality and Student Success

Area of Focus #2: School Quality and Student Success (Chronic Absenteeism, Access to a Well-Rounded Education)

1. Based on the analysis of State and local data, identify the [area of focus](#) where the local school system did not meet the goals (areas where the local school system is performing below
2. expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of [strategies](#) and/or [evidence-based interventions](#) to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

- a. Description.** Describe *Area of Focus #2* and how it aligns with your LSS educational equity policy (*up to 1,000 characters*).

PGCPS selected this second Area of Focus to address chronic absenteeism across grade bands and access to a well-rounded education at the high school level. PGCPS also includes an analysis of student discipline, which shows strong correlation to student attendance and access to high-end academic options, particularly at the high school level. This focus area aligns with the fourth goal of PGCPS' Educational Equity Policy, which holds stakeholders accountable for "every student having equitable access to a quality education, qualified staff members, a challenging curriculum, and appropriate academic supports". Alignment is also achieved with the Policy's emphasis on the roles "holistic academic wellbeing and social/emotional learning" play in academic performance and child development.

Unsatisfactory levels of chronic absenteeism coupled with the disproportional suspensions and expulsions of African American and SPED students prioritized this area of focus for the strategic plan. PGCPS reasons that student discipline challenges drive up chronic absenteeism and diminish student engagement with college-and-career preparatory options in high school.

- b. Analysis.** To support student achievement, describe the rationale for selecting the areas of focus (*up to 1,000 characters*).

PGCPS' SY2017-18 performance on two (2) indicators of *School Quality and Student Success* was sufficiently below state-established standards to merit priority focus. The system's **19.5% elementary level, 17.6% middle school level, and 33.5% high school level chronic absenteeism rates** placed its performance in the "red" (or urgent) zone on the state's color-coded continuum at each of the three (3) grade bands.

At the same time, while **access to a well-rounded education** at the elementary and middle school levels exceeded (>95%), access at the high school level fell off precipitously to 51.6%. This mediocre access at the high school level placed the system in the "red" zone.

PGCPS has decided to add **student discipline** as an additional sub-area focus because it drives up chronic absenteeism, while limiting access to high-end course offerings and related opportunities. PGCPS' 6.9% suspension/expulsion rate for the 2017-18 school year exceeded the statewide rate (5.0%) by almost two (2) percentage points. Moreover, African American and SPED students are far more likely to be suspended than their non-group peers across each of the three (3) grade bands.

- c. **Identify** the root cause (s) for area of focus #1 and **describe** how you intend to address them (*up to 1,000 characters*).

In considering root causes for School Quality and Student Success, PGCPS limited its focus to chronic absenteeism among Latino students and ELs, increasing enrollment in CTE concentrator courses, and significantly reducing suspension and expulsion disproportionality among African American and SPED students. Data analysis identified these sub-areas as ones of greatest need, yet of greatest potential for improvement. For chronic absenteeism, root causes were divided between student disengagement and administrative accounting procedures. For access to a well-rounded education, the most significant identified causes were concentrated within the building leadership domain for rapid school improvement and external systemic factors related to immigration status. For student discipline, identified causes were clustered within the human resources, talent development, and structural impediment domains.

Strategies to overcome identified root causes include, but are not limited to enhancing the role of the Attendance Task Force, enhancing the focus of professional development for school-based administrative leadership to include methods of promoting CTE Programs of Study among students less likely to otherwise enroll in a well-rounded curriculum course of study-being mindful that concentrator level CTE enrollment is a state accountability indicator, and increasing hands-on student supports.

School Quality and Student Success (Chronic Absenteeism, Access to a Well-Rounded Education) – Summary Chart

Area of Focus # 2: School Quality and Student Success (Chronic Absenteeism, Access to a Well-Rounded Education)

d. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source (s). As you consider funding source, take into consideration federal, State, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
Chronic Absenteeism – High School					
Substantially reduce chronic absenteeism and improve overall student attendance rates	By January 2020, the Attendance Task Force will update the comprehensive training module for school-based administrative staff on how to implement the attendance administrative procedure (AP), and the training will be provided to all high school principals semi-annually.	<p><u>Strategies</u> Utilize the Attendance Taskforce to address data quality issues, ensure uniform training modules for schools to utilize, and to identify evidence-based interventions designed to improve overall student attendance</p> <p><u>Evidence Based Interventions</u> ALLHERE Attendance Program from the Harvard Innovation Lab which identifies specific concerns and prescribes strategies to increase attendance.</p> <ul style="list-style-type: none"> ▪ Provide training to school administrators on the revised administrative procedure. ▪ Ensure data on chronically absent students are provided to administrators on a monthly basis by PPWs. ▪ Ensure students are referred to the School Instructional Team and 	<p>Cyclical – updated annually in June</p> <p>October 2019 through June 2022</p> <p>Ongoing</p>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Attendance data monitored at monthly Attendance Task Force meeting

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		School Support Team to address prevailing issues.			
Substantially reduce chronic absenteeism and improve overall student attendance rates	For SY2019-20, the number of student suspensions and expulsions will be reduced by five percent from the number incurred during SY2018-19 at each of the three primary grade bands.	<p>Strategies Schools that have been designated by MSDE as having suspended and/or expelled students disproportionately will receive training in Restorative Practices.</p> <p>Evidence Based Interventions Restorative Practices Ensure all schools with high Latino/Hispanic and ELL populations are trained in PBIS</p> <p>PBIS Ensure subjective infractions that result in out of school suspensions are revised. Loitering, truancy and class cutting will be monitored to ensure students do not receive out of school suspensions.</p>	Ongoing All training completed by January of each school year	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	<p>Restorative Approaches Monthly Strategy Meeting involving Department of Student Services leadership team</p> <p>PBIS Monthly Strategy Meeting involving Department of Student Services leadership team</p> <p>Monthly Disproportionate Suspensions Committee meetings in conjunction with the Supervisor of Data Quality in the Office of Monitoring and Accountability</p>
	Starting in SY2019-20, chronic absenteeism among the Latino and LEP student populations will be reduced by five percent (-5.0%) per year from the SY2017-18 baseline percentage through SY2022-23.	<p>Strategies Develop a companion parent module for the Attendance Administrative Procedure (AP) training International Office of Student Enrollment and Admissions will</p>	July 1, 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A	Attendance data monitored at monthly Attendance Task Force meeting

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		Connect students with Mental Health service providers through community schools network and increased in-school mental health resources	Ongoing		Ongoing quarterly meetings involving the PGCPS Department of Student Services Mental Health Coordinator, the PGCPS Community Schools Director, and the PG County government's Community Schools Network Project Director
		Ensure parents are knowledgeable of immunization clinics available in the school-based wellness clinics and community clinics through radio, letters and printed material in respective language	Ongoing		Monitored monthly by the Immunization Task Force
		Connect families with community resources such as Maryland Multicultural Center, and LAYC that assist families	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS	Individual school collaborations involving school principals and representatives from MMC and LAYC
		Request additional staff in the Office of International Admissions and Enrollment that would allow staff capacity to resume groups aimed at student transition and development	October 2019	<input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	FY2021 Budget request made by the Division of Special Education and Student Services

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
Student Discipline					
Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and expulsions of African American and SPED student groups across all three (3) grade bands.	For SY2019-20, the number of student suspensions and expulsions among African American students will be reduced by five percent from the number incurred during SY2018-19 at each of the three primary grade bands.	CCEIS program coordinators and behavior specialists will collaborate with schools to implement <i>Restorative Approaches</i> in order to improve school culture and provide alternatives to suspension MS and HS- Twenty-seven (27) Crisis Intervention Resource Teachers (CIRTs) will be assigned a caseload to address the social, emotional, and behavioral needs of targeted students <u>Evidence Based Interventions</u> <u>Restorative Approaches</u>	June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (<i>list funding source</i>) 1. <i>Safe Schools Grant</i> ; 2. <i>Kirwan Grant</i> 3. <i>Medicaid</i>	MS and HS - Monthly school-based <i>Disproportionate Suspension Committee</i> meetings. School team will analyze student discipline data, reflect on trends, and identify appropriate interventions for at-risk students. Provide progressive discipline; then, if needed, refer to alternative programs
	For SY2019-20, the number of student suspensions and expulsions among Students with Disabilities (SWD) will be reduced by five percent from the number incurred during SY2018-19 at each of the three primary grade bands.	<u>Strategies</u> Training offered via <i>MyPPS</i> (online staff portal) courses	Ongoing		MS and HS - Monthly school-based <i>Disproportionate Suspension Committee</i> meetings. School team will analyze student discipline data, reflect on trends, and identify appropriate interventions for at-risk students. Provide progressive discipline; then, if needed, refer to alternative programs
	For SY2019-20, the number of student suspensions and expulsions among Students with Disabilities (SWD) will be reduced by five percent from the number incurred during SY2018-19 at each of the three primary grade bands.	<u>Strategies</u> Ongoing professional learning on de-escalation strategies (CPI), classroom management. <u>Evidence Based Intervention</u> <u>Response to Intervention (RTI)/</u> <u>Multi-Tiered System of Support (MTSS)</u>	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS	MS and HS - Monthly school-based <i>Disproportionate Suspension Committee</i> meetings. School team will analyze student discipline data, reflect on trends, and identify appropriate interventions for at-risk students. Provide progressive discipline;

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and expulsions of African American and SPED student groups across all three (3) grade bands.		<p>Strategies Require Safe Schools training on implicit bias to all PGCPs staff</p> <p>Training on the SIT/SST process by Student Services. Threat Determination AP written and training offered to address identification of mental health needs</p> <p>Require Safe Schools training (cultural competence) for all PGCPs staff</p>	Ongoing	<input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (<i>list funding source</i>) <i>Safe Schools Grant</i>	then, if needed, refer to alternative programs
	For SY2019-20, the number of student suspensions and expulsions among Students with Disabilities (SWD) will be reduced by five percent from the number incurred during SY2018-19 at each of the three primary grade bands.	<p>Provide opportunities on the school level for parents to become partners. Examples: parent shadowing opportunities, Back to School nights, parent workshops.</p> <p>Training offered via MyPPS courses to teach intervention strategies</p> <p>Ongoing professional learning on de-escalation strategies (CPI), classroom management.</p> <p>Evidence Based Intervention Response to Intervention (RtI)/Multi-Tiered System of Support (MTSS), and parent /guardian outreach</p>	Ongoing Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (<i>list funding source</i>) <i>Safe Schools Grant</i>	MS and HS - Monthly school-based <i>Disproportionate Suspension Committee</i> meetings. School team will analyze student discipline data, reflect on trends, and identify appropriate interventions for at-risk students. Provide progressive discipline; then, if needed, refer to alternative programs
Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and	For SY2019-20, the number of student suspensions and expulsions among Students with Disabilities (SWD) will be reduced by five percent from the number incurred	Mental health professionals (two school psychologists, two social workers) will provide therapeutic support to identified students at four schools based on a feeder pattern configuration	October 2019	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL	MS and HS -- Monthly school-based <i>Disproportionate Suspension Committee</i> meetings. School team will analyze student discipline

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
expulsions of African American and SPED student groups across all three (3) grade bands.	during SY2018-19 at each of the three primary grade bands.	<ul style="list-style-type: none"> ▪ Encourage schools to use the wrap around services currently available in their buildings MS and HS- Twenty-seven (27) Crisis Intervention Resource Teachers (CIRTs) will be assigned a caseload to address the social, emotional, and behavioral needs of targeted students CIRTs will implement an online curriculum, Rethink Ed , to build social/emotional competencies of students of their caseloads	Ongoing	<input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>) 1. <u>Kirwan Commission</u>	data, reflect on trends, and identify appropriate interventions for at-risk students. Provide progressive discipline; then, if needed, refer to alternative programs Staffing request made by Division of Special Education and Student Services (October 2019)
Improve discipline data quality, process, and practice for enhanced discipline administration, monitoring, and accountability.		ES, MS, HS levels: Student Code of Conduct Policy revision to reduce the number of low level violations, such as disrespect and disruption response reduced to non out of school suspend able violations. <ul style="list-style-type: none"> ▪ Removal of <i>SchoolMax</i> option to suspend on reduced violations 	Annual Review	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Student Discipline Committee which includes representatives from Student Services, Special Education, General Counsel’s Office, Division of Information Technology, building principals, students, parents, and community stakeholders; Committee meets three-to-four times a year during the second semester.
Career and Technical Education (CTE) – High School					
Expand student access and opportunities to well-rounded curriculum at the high school grade band to increase academic	By June 2024, Prince George’s County Public Schools will meet or exceed the statewide goal of 45% of its graduating seniors either completing a CTE program of study, earning industry-recognized occupational or skills credentials,	Required CTE-focused PD for school-based leadership that includes a component that reminds leaders that <i>CTE concentrator level enrollment</i> is a state accountability indicator	Quarterly starting in October 2019 through April 2023	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant	Quarterly High School Principals meetings and the Annual Summer Leadership Institute

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
achievement and college- and career – ready success outcomes.	and/or completing an apprenticeship program.			<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
Expand student access and opportunities to well-rounded curriculum at the high school grade band to increase academic achievement and college- and career – ready success outcomes.	By June 2024, Prince George’s County Public Schools will meet or exceed the statewide goal of 45% of its graduating seniors either completing a CTE program of study, earning industry-recognized occupational or skills credentials, and/or completing an apprenticeship program.	Provide on-going training for school leaders, schedulers, and Professional School Counselors on the aspects, rigor, and expectations of CTE Programs of Study	Three times per school year through 2023	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant	
	By June 2024, Prince George’s County Public Schools will meet or exceed the statewide goal of 45% of its graduating seniors either completing a CTE program of study, earning industry-recognized occupational or skills credentials, and/or completing an apprenticeship program.	Develop a comprehensive recruitment strategy that utilizes CTE personnel in the recruitment process, and that emphasizes that “career ready” and CTE are synonymous for the most part.	March 2020	<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Continuous feedback from community-based stakeholders at parent meetings and community events
		Increase parent and student awareness of CTE programs by updating promotional materials, producing a quarterly/semi-annual newsletter that shares career exploration events and programs, promoting CTE programs at school/community events (e.g., Back-to-School Fair, Specialty Showcases, Non-traditional Career Day), consistently updating the CTE Website, and mass distributing multi-lingual	November 2019 and ongoing thereafter	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding	Work with the Department of Communications to monitor online activity; quarterly monitoring

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		promotional materials utilizing infographics.		<input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (<i>list funding source</i>) 1. <u>Venture Philanthropy Partners</u>	
Expand student access and opportunities to well-rounded curriculum at the high school grade band to increase academic achievement and college- and career – ready success outcomes.	By June 2024, Prince George’s County Public Schools will double its retention rate of industry-based career changer CTE faculty over the baseline SY2018-19 retention rate.	Develop a comprehensive professional development program with the assistance of external stakeholders such as UMES, Bowie State, Trinity, etc. for industry-based career changers that includes training in pedagogy and instructional delivery and PRAXIS preparation.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Quarterly monitoring of certification status with the Division of Human Resources
	By January 1, 2025, Prince George’s County Public Schools will increase by 20 points the percentage of 12 th grade Latino students, and double the percentage of 12 th grade LEP students, that complete a CTE program of study, earn an industry-recognized occupational or skills credential, and/or complete an apprenticeship program over the SY2017-18 baseline percentages.	Promote evening school CTE option for students who may have to work during the day to support their families.	October through March annually	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding	Collaboration with the Evening High School Program

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
				<input type="checkbox"/> Other (list funding source)	
Expand student access and opportunities to well-rounded curriculum at the high school grade band to increase academic achievement and college- and career – ready success outcomes.	By January 1, 2025, Prince George’s County Public Schools will increase by 20 points the percentage of 12 th grade Latino students, and double the percentage of 12 th grade LEP students, that complete a CTE program of study, earn an industry-recognized occupational or skills credential, and/or complete an apprenticeship program over the SY2017-18 baseline percentages.	Expand the school system’s internal school-based learning pre-apprenticeship program to focus on including more students with the highest risk factors.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Bi-Monthly meetings of the CTE Task Force; task force reviews enrollment by major student subgroups as well as non-traditional enrollment patterns
		Expand partnerships with local industry-based external stakeholders such as Employ Prince George’s and the Prince George’s County Workforce Development Board to provide post-graduation apprenticeship placements for CTE students who attain industry certification prior to graduation.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Bi-Monthly meetings of the CTE Task Force; task force reviews enrollment by major student subgroups as well as non-traditional enrollment patterns
Expand student access and opportunities to well-	By January 1, 2025, Prince George’s County Public Schools will increase by 20 points the	Increase immigrant parent and student awareness of CTE programs by developing bi-lingual promotional	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG	Work with the Office of Translation to ensure all

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
rounded curriculum at the high school grade band to increase academic achievement and college- and career – ready success outcomes.	percentage of 12 th grade Latino students, and double the percentage of 12 th grade LEP students, that complete a CTE program of study, earn an industry-recognized occupational or skills credential, and/or complete an apprenticeship program over the SY2017-18 baseline percentages.	materials, utilizing infographics. Promotional materials will be distributed at school/community events (e.g., Back-to-School Fair, Specialty Showcases, Non-traditional Career Day)		<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	promotional materials are provided in English, Spanish, and French



SECTION D:
COMPREHENSIVE SUPPORT
AND IMPROVEMENT (CSI),
TARGETED SUPPORT AND
IMPROVEMENT (TSI)
SCHOOLS



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Comprehensive Support and Improvement Schools Targeted Support and Improvement Schools

Please provide responses to address schools with areas of identification

1. Comprehensive Support and Improvement (CSI) Schools.

- a. For school systems with CSI schools, as a school system how are you supporting your schools identified for low achievement? (*up to 1,000 characters*).

Not applicable

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

Three PGCPSS schools were identified in December 2018 with CSI classifications for low graduation rates. These CSI schools are supported by the ESSA & Title I staff and members of the Monitoring and Accountability Department in the compilation of their MSDE CSI Pre-Implementation Plans. A monitoring and support infrastructure exists for direct oversight, monitoring, and execution of the plans for each identified school. A Central Support Team comprised of cross-divisional stakeholders and external agencies meets monthly to address the operational components for executing the plans. In addition, the Turnaround Executive Support Team comprised of LSS Executive Cabinet Members regularly meets and serves as an advisory board and decision-making authority for issues resolution, resource allocation, and assurance of quality implementation of the CSI plans.

2. Targeted Support and Improvement (TSI) Schools.

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

Link to the list of PGCPSS TSI schools and area of identification:

[PGCPSS TSI Schools](#)

- b. Please summarize the local school system's action plan to support all TSI schools based on the root cause analysis. Describe the process the local school system is using to support TSI schools (*up to 1,000 characters*).

Special Education and economically disadvantaged student groups performing at or below 5% of Title I schools across the state comprise the vast majority of PGCPSS TSI school designations. In support of our TSI schools, PGCPSS employs an evidence-based school improvement process to develop TSI school action plans. The process, based on the Continuous Cycle for Improvement model of Plan, Do, Act, Check, forms the foundation for School Performance Plans. Cross-functional teams lead schools through a series of data analyses efforts. The outcome of the analyses results in the identification of strengths, challenges, unique needs, and root causes associated and linked to underperforming student groups' performance. S.M.A.R.T. goal(s) are developed specific to the cause(s) for the TSI designation(s). Implementation steps are linked to progress monitoring metrics used for ongoing monitoring, resource management oversight, and continuous improvement for the identified under-performing student group(s).

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

Special Education and economically disadvantaged student groups performing at or below 5% of Title I schools across the state comprise the vast majority of PGCPs TSI school designations. Consistent with the support infrastructure employed for CSI schools, PGCPs' School Performance Plan (SPP) Progress Monitoring Team includes cross-divisional stakeholders and provides ongoing support in the form of collaborative technical assistance. Technical assistance examines progress monitoring results to determine the effectiveness of the implementation steps reflected in the School Performance Plan and progress toward achieving targeted goals for TSI student group(s). Implementation steps unique to TSI student group needs identification are outlined in the SPP and linked to instructional progress metrics used for ongoing monitoring, resource management oversight, and continuous improvement for the identified under-performing student group(s).



SECTION E: COMAR REQUIREMENTS



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COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems (LSSs) shall report the following in their Local ESSA Consolidated Strategic Plan. Use the chart below to provide your responses for 1), 4), 5), and 6) for the 2019-2020 school year.

1) The process for identifying gifted and talented students

PGCPS's student assessment data for TAG identification come from multiple sources, reflect multiple assessment methods, and represent an appropriate balance of quantitative and qualitative measures. At each grade level, there are several paths to identification in designated areas of intellectual giftedness and academic talent. The identification tools used to identify students for talented and gifted services are cognitive ability measures, a teacher checklist of gifted characteristics and behaviors, achievement data, and report card grades.

Grade 1

All students in grade 1 are universally tested and screened using the Otis-Lennon School Ability Test (OLSAT). All students who score between the 81st and 99th percentile are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), and report card grades are used during the screening process.

Grade 1 students who score below the 81st percentile, but whose non-verbal ability is above the 90th percentile, are administered the Naglieri Non-verbal Ability Test. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), and report card grades are used during the screening process.

Grade 2

All new registrants to PGCPS are tested with the Otis-Lennon School Ability Test (OLSAT). All students who score between the 81st and 99th percentiles are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), NWEA MAP Reading Assessment, and report card grades are used during the screening process.

All grade 2 students who were nominated by their OLSAT scores in grade 1, but who did not qualify for gifted services are rescreened. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), NWEA Map Reading Assessment, and report card grades are used during the screening process.

Grade 3

All students in grade 3 who are not already identified for gifted services are universally tested and screened using the Otis-Lennon School Ability Test (OLSAT), NWEA MAP Reading Assessment, and Scholastic Math Inventory Assessment. All students who scores between the 81st and 99th percentiles on the OLSAT and/or score above the 89th percentile on both the reading and math assessment are screened for gifted services. The teacher checklist of gifted characteristics and behaviors and report card grades are used during the screening process.

Grade 4

Grade 4 students who were nominated by their OLSAT scores in grade 3, but who did not qualify for gifted services are rescreened. The OLSAT score, reading and math achievement assessment scores, the teacher checklist of gifted characteristics and behaviors and report card grades are used during the screening process.

Grades 4 and 5

All new registrants to PGCPS are tested with the Otis-Lennon School Ability Test (OLSAT), MAP Reading, and SCAT Math Assessment. All students who score between the 81st and 99th percentiles on the OLSAT and/or above the 89th

1) The process for identifying gifted and talented students

percentile on both the reading and math assessment are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, and report card grades are also used during the screening process.

Grades 5 - 8

Students in grades 5 - 8 can be nominated for screening by a teacher, administrator, parent, or themselves. Students must have an MCAP Scale Score between the 89th and 99th district percentile in either reading or math to be eligible for additional testing and screening. The OLSAT score, MCAP reading and math achievement assessment scores, the teacher checklist of gifted characteristics and behaviors, and report card grades are used during the screening process.

Grade 6 - 8

New registrants in grades 6 - 8 can be nominated for screening by a teacher, administrator, parent, or themselves. All new registrants are eligible to take the OLSAT and reading and math achievement assessments for screening. The OLSAT score, MCAP reading and math achievement assessment scores, the teacher checklist of gifted characteristics and behaviors, and report card grades are used during the screening process.

Twice-Exceptional Screenings

Teachers, administrators, parents, and psychologists may nominate any student in grades 2 - 8 to be screened for gifted services. The cognitive ability measures, teacher checklist of gifted characteristics and behaviors, achievement data, and report card grades are used in the screening process, as well as individual cognitive ability assessments (i.e. WISC, Woodcock-Johnson, etc.), psychological report, Individual Education Plan (IEP), parent checklist, student work, creativity assessment based on E. Paul Torrance's research, and School Instructional Team (SIT) meeting notes. Each Twice-Exceptional case is reviewed by the Supervisor of Talented and Gifted and the Special Education Twice-Exceptional Specialist.

Gifted English Language Learners Screenings

Teachers, administrators, parents, and psychologists may nominate students in grades 2 - 7 to be screened for gifted services. The cognitive ability measures, a teacher checklist of gifted characteristics and behaviors, achievement data, report card grades, and consideration for students who are currently receiving English as a Second Language (ESOL) services or who have exited ESOL services factor into the screening process. Additional testing with the Naglieri Non-verbal Ability Test may administered on a case-by-case basis.

Notes:

- Universal testing and screening is completed in grades 1 and 3.
- New registrant testing and screening is completed in grades 2, 4, and 5
- The Teacher Checklist of Gifted Characteristics and Behaviors is based on Dr. Joseph Renzulli's *Three Ring Conception of Giftedness*

Talented and Gifted Re-screening Opportunities

Universal screening is performed initially for all students beginning as early as grade 1. Following that, all grade 3 students who are not already identified for TAG services are tested with the Otis Lennon School Ability Assessment, and standardized math and reading assessment. Subsequent opportunities for screening occurs for all new registrants in grades 2, 4 and 5 to PGPCS. These students are tested with cognitive ability assessment and achievement assessments and screened using the grade level screening process.

Further, students in grades 5-8 can be nominated by a teacher, administrator, parent, or student to be screened for TAG services. All test data is valid for 2 years. Students are administered the MCAP in reading and math annually and the NWEA Reading assessment three times a year. All of the valid cognitive and achievement data can be used in screenings.

1) The process for identifying gifted and talented students

Specifically, in grades 4-6 MCAP achievement data is reviewed and students with qualifying scores are screened for services.

Multiple testing and re-screening opportunities are provided for students throughout elementary and middle school grades. The OLSAT Cognitive Ability Assessment is administered in grade 1 for all students. If a student does not score within qualifying range (81-99 percentile), the student will take the OLSAT Cognitive Ability Assessment again in grade.

In addition, the MCAP reading and math achievement assessment are given every year starting in grade 3, so students can be screened in grade 4-8 annually based on their achievement data. Also, the NWEA Map Reading assessment is given 2-3 times a year starting in grade 2. Students take the OLSAT in grades 1 and 3, MCAP in grades 3 - 8, and NWEA MAP Reading in grades 2-8. Students can be screened based on any valid test data. Test data is valid for 2 years. If the OLSAT test data is over 2 years and the student has a standardized reading or math assessment above the 89th percentile, the student is eligible to take a new OLSAT assessment to be screened.

Finally, re-screening is done for any student who has been screened but did not qualify for services. In addition, nominations for re-screening can be initiated at any time by the TAG Office, parents, teachers, administrators, and students.

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

*The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.

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

*The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.

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

Prince George’s County Public Schools currently does not complete universal testing and screening in our Special Schools. These schools include C. Elizabeth Rieg Regional, Chapel Forge Early Childhood Center, Frances Fuchs Early Childhood Center, H. Winship Wheatley Early Childhood Center, James E. Duckworth Regional, James E. Duckworth Regional, Kenmoor Early Childhood Center, and Margaret Brent Regional.

5) The continuum of programs and services

PGCPS provides comprehensive instructional services for TAG identified students at all levels (per COMAR). At the elementary school level, instructional services are provided using three (3) delivery models: 1) TAG Pull-Out Model (TPO); 2) TAG in the Regular Classroom (TRC); and 3) TAG Center (TC). At the middle school level, students either participate in the TAG Center Program or Honors courses. At the high school level, TAG-identified students can enroll/participate in a variety of specialty programs in selected schools and can enroll in a wide variety of Honors, Advanced Placement (AP), and/or Dual Enrollment courses.

TAG Programs

TAG Pull-Out Program - Elementary School

The TAG Pull-Out Program provides TAG-identified students who attend an attendance area school with an enriched, thematic, and interdisciplinary educational experience beyond PGCPS’ core curricula. The TAG Pull-Out curriculum components include enrichment units that provide opportunities for developing critical and creative thinking skills, as well as advanced research skills through independent study and Junior Great Books Shared Inquiry. TAG Pull-Out groups meet two (2) hours per week from October through June.

5) The continuum of programs and services

TAG in the Regular Classroom Program - Elementary School

The TAG in the Regular Classroom (TRC) Program provides TAG-identified students with accelerated, enriched, and differentiated services within the regular classroom setting. This program takes an enriched approach to language arts, integrating the areas of literature, reading, and composition. Opportunities for math acceleration also exist in the TRC Schools, as do various other forms of acceleration including curriculum compacting, content acceleration, and grade skipping. Differentiated instructional strategies in the heterogeneous classroom include the following: pre-assessments, curriculum compacting, tiered assignments, flexible grouping, independent study, acceleration, concept-based/interdisciplinary units, learning/interest centers, and enrichment clusters.

In grades 2 through 6, it is recommended that at least seven (7) TAG-identified students form a cluster group within a class. The pace and rigor of instruction for these gifted students should be based on student readiness, interests, and learning profile.

TAG Center Program – Elementary and Middle School

The TAG Center Program provides TAG-identified students with full-day advanced, enriched, and accelerated educational experiences to meet the unique and specialized instructional, social, and emotional needs of gifted learners. Placement in the TAG Center is through the PGCPS Lottery process. Space is limited at each location.

Specially selected and trained teachers implement the program in the six (6) TAG Elementary Center Schools, four (4) TAG Middle School Centers, and the one (1) K-8 Academy TAG Center. Approved TAG Center resources and support documents in Reading/Language Arts, Mathematics, Social Studies, Science, World Languages, and Interrelated Arts serve as the instructional guides for the program. Specific components of the TAG Center Program are comprised of accelerated and enriched instruction in all content areas. The centers implement a laboratory approach to science instruction and integrate the areas of literature, reading, and composition in language arts utilizing the *William and Mary Language Arts Curriculum for Highly Able Learners*, *Junior Great Books*, and author studies. The Social Studies curriculum includes a multicultural emphasis and advanced study/research skills, while the World Language curricula include: International Culture and Language (ICAL) (grades 2-5); Introduction to Spanish or French – Grade 6; Spanish I or Chinese I – Grade 7; and Spanish or Chinese II – Grade 8. As is the case with the TRC Program, opportunities for math acceleration also exist in the TAG Centers, including high school algebra and geometry at the middle school level. An interrelated arts component incorporates the study of the fine arts with off-site educational, scientific, and artistic enrichment opportunities.

Continuity to the TAG Center Middle School Program is guaranteed to TAG Center Elementary students that have been placed via lottery, and continuity to the International Baccalaureate Program is guaranteed for TAG Center Middle School students that have been placed via lottery.

PGCPS TALENTED AND GIFTED (TAG) SERVICES

Honors Courses – Middle and High School

All middle and high schools offer Honors courses in English and social studies. Per the Talented and Gifted Programs Administrative Procedure 6142.2, TAG identified students in boundary middle and high schools are automatically scheduled for Honors courses. TAG identified students are placed in mathematics courses based on readiness assessments and/or completion of prerequisites.

Advanced Placement Courses - High School

The Advanced Placement program allows students to pursue college-level studies while still in high school and is designed to prepare students to take and pass the AP course examinations administered nationally by the Educational Testing Service. College credit is awarded to students who pass end-of-course examinations with scores that are pre-determined by specific colleges or universities. A minimum of eight (8) AP courses are offered in every PGCPS high school.

5) The continuum of programs and services

Dual Enrollment Courses - High School

PGCPS currently has formal agreements, i.e. Memoranda of Understanding, with Prince George's Community College and Bowie State University. As part of these agreements, the list of courses that receive both high school and college credit have been identified. Additionally, both colleges share student grades directly with PGCPS. If students are participating in Dual Enrollment at an institution where PGCPS does not have a formal agreement, grades must be submitted to the Department of College and Career Readiness and Innovative Programs, to be added to the high school transcript.

High school juniors and seniors, with a 2.5 minimum GPA, are eligible to take the *Accuplacer* test at their high schools, free of charge, during the school year. The *Accuplacer* is a college placement exam that is administered online, and it is a prerequisite for eligibility to take college level courses for academic credit. Students are only permitted to take the *Accuplacer* exam twice in a given school year during discrete testing windows.

Prince George's Community College Underage Student Procedure

Prince George's Community College's administrative procedure for allowing underage students access to college-level courses is as follows:

Prince George's Community College may accept for special admission certain for underage students (who) are designated as "talented and gifted" but who are yet recipients of a high school diploma or a high school equivalency certificate. Students will be considered for such admission provided one of the below criteria have been met and document. Additionally, the student must take the college's placement exam and score with non-developmental results in all three sections." Prince George's Community College Underage Student Procedure.

- Identification by the student's Board of Education or private school governing board as talented and gifted.
- Completion of at least the 7th grade and a standardized test score of 1200 on the SAT (with no less than 500 in either subpart- -mathematics or verbal) or a 22 on the ACT. Designation as a PSAT/NMSQT Finalist or Semifinalist will also suffice.
- Admission to a recognized gifted and talented program in the state of Maryland or identification by local, professionally-qualified individuals or entities as having outstanding abilities in a particular area such as art or music which qualifies them for advanced study in that area. The college reserves the right to determine whether or not it will recognize a program or professional entity as meeting this criterion prior to accepting the recommendation.
- Students who are homeschooled may, in lieu of the first two criteria listed, be assessed by a psychometrist or other professional qualified to administer and interpret the results of a recognized achievement test which places the student at the 90th percentile or higher using norms for college-bound students. The college reserves the right to determine whether or not it will recognize the validity of such tests and requires that students check with the Director of Recruitment and Admissions.

High School Specialty Programs - High School

At the high school level, PGCPS offers TAG-identified students enrollment opportunities in a number of themed programs of study at selected school sites and advanced placement course options at all high schools. TAG-identified high school students can choose to participate in specialty programs and/or accelerated courses based on personal interest and/or program requirements. Not all TAG-identified high school students take advantage of these programs and/or advanced placement courses, however. Specialty courses of study include Visual and Performing Arts, International Baccalaureate, Aerospace, Academy of Health Sciences, and Science and Technology.

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

Goal: Increase the number of students from low socioeconomic backgrounds who participate in gifted education services district-wide by 2%.

Target	Strategies	Timeline
By June 2020, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	Analyze PGCPs TAG participation data by subgroups	August 2019
By June 2020, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	Implement universal testing in grades 1 and 3 and new registrant testing in grades 2, 4, and 5.	Grade 1 Testing Window: Nov. 7 - 20, 2019 Grade 2 Testing Window: Oct. 22 - Nov. 2, 2019 Grade 3 Testing Window: Oct. 3 - 16, 2019 and Dec. 1 - 11, 2019 Grade 4 Testing Window: Dec. 2 - 12, 2019 Grade 5 Testing Window: Dec. 2 - 12, 2019
	Implement Grade 1 rescreenings for student who do not qualify in grade 2.	September 4 - November 15, 2019
	Implement Local School System Gifted and Talented (GT) Student Identification Pilot Projects: Increasing Gifted Identification of Historically Underrepresented Populations: FARMs and Hispanic. (3 year project) Provide 89 Title I kindergarten and grade 1 teachers with professional learning experiences focused on gifted characteristics of students from diverse and historically underrepresented populations.	Title I Participants - Orientation - September 2019 MEGS Gifted Conference - October 18, 2018 Professional Learning GT Consultant 1 - Johns Hopkins Center for Talented Development Consultants Professional Learning GT Consultant 2 - Johns Hopkins Center for Talented Development Consultants Professional Learning GT Consultant 3 - Johns Hopkins Center for Talented Development Consultants Professional Learning GT

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

Goal: Increase the number of students from low socioeconomic backgrounds who participate in gifted education services district-wide by 2%.

Target	Strategies	Timeline
		Consultant 4 - Johns Hopkins Center for Talented Development Consultants Professional Learning GT Consultant 5 - Johns Hopkins Center for Talented Development Consultants

Goal: Increase the number of Hispanic students participating in gifted education services district-wide by 2%.

Target	Strategies	Timeline
By June 2020, 20% of students receiving gifted education services will be Hispanic students.	Analyze PGCPs TAG participation data by subgroups	August 2019
	Implement universal testing in grades 1 and 3 and new registrant testing in grades 2, 4, and 5.	Grade 1 Testing Window: Nov. 7 - 20, 2019 Grade 2 Testing Window: Oct. 22 - Nov. 2, 2019 Grade 3 Testing Window: Oct. 3 - 16, 2019 and Dec. 1 - 11, 2019 Grade 4 Testing Window: Dec. 2 - 12, 2019 Grade 5 Testing Window: Dec. 2 - 12, 2019
	Implement Local School System Gifted and Talented (GT) Student Identification Pilot Projects: Increasing Gifted Identification of Historically Underrepresented Populations: FARMs and Hispanic	Title I Participants - Orientation - September 2019 MEGS Gifted Conference Professional Learning GT Consultant 1 - Johns Hopkins Center for Talented Development Consultants - November 2019 Professional Learning GT Consultant 2 - Johns

Goal: Increase the number of Hispanic students participating in gifted education services district-wide by 2%.		
Target	Strategies	Timeline
		<p>Hopkins Center for Talented Development Consultants - December 2019</p> <p>Professional Learning GT Consultant 3 - Johns Hopkins Center for Talented Development Consultants - March 2020</p> <p>Professional Learning GT Consultant 4 - Johns Hopkins Center for Talented Development Consultants - April 2020</p> <p>Professional Learning GT Consultant 5 - Johns Hopkins Center for Talented Development Consultants - May 2020</p>

Goal: Increase the number of special education students participating in gifted education services district-wide by 1%.		
Target	Strategies	Timeline
By June 2020, 3% of students receiving gifted education services will also be receiving special education services.	Hire a full-time Twice-Exceptional Resource Teacher in the Special Education Office to assist with nominations and screenings of twice-exceptional learners.	August 2019
	Train all TAG Coordinators on the process for nominating and screening twice-exceptional learners.	September - October of 2019
	Create a Twice-Exceptional Google Site for all PGCPs Educators to access with detailed information about the characteristics of twice-exceptional learners, nomination process, and instructional strategies for meeting their needs.	October
	Provide classroom teachers, special educators, and guidance counselors with training on how to identify and serve twice-exceptional learners.	October 15, 2019 December 9, 2019 February 5, 2020

Goal: Increase the number of special education students participating in gifted education services district-wide by 1%.

Target	Strategies	Timeline
	Present the twice-exceptional nomination process to the school psychologists.	TBD (SY 2019-2020)
	Publish and distribute a Twice-Exceptional Resource Guide for PGCPs Educators.	November 2019
	Collaborate with the Twice-Exceptional Resource Teacher monthly to complete screenings of nominated students.	Monthly
	Twice-Exceptional Resource Teacher will be trained and provided testing security clearance to give the Naglieri and the OLSAT tests.	October 2019
	Twice-Exceptional Resource Teacher will assist school teams in the creation and completion of the Twice-Exceptional Nomination Form.	on-going
	Twice-Exceptional Resource Teacher will attend SIT meetings to help uncover Twice-Exceptional students.	on-going

COMAR 13A.07.01 Comprehensive Teacher Induction Program

COMPREHENSIVE TEACHER INDUCTION PROGRAM

Title 13A STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

.01 Scope.

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

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

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

.04 General Requirements.

- A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.
- B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.
- C. Local school systems shall use the Maryland Teacher Professional Development Planning Guide to develop the program, which shall include the following professional learning activities:
 - (1) Before the school year begins, orientation programs for all teachers new to the local school system;
 - (2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
 - (3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
 - (4) Follow-up discussions of the observations and co-teaching experiences;
 - (5) Ongoing professional development designed to address new teacher needs and concerns; and
 - (6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.
- D. The district shall consider the need for staffing to:
 - (1) Plan and coordinate all induction activities;
 - (2) Supervise new teacher mentors;
 - (3) Communicate with principals and other school leaders about induction activities; and
 - (4) Oversee the evaluation of the comprehensive induction program.
- E. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program.

- A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of 1 year.
- B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:
 - (1) A reduction in the teaching schedule;
 - (2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or
 - (3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges

PGCPS Comprehensive Teacher Induction Program

A. Provide a description of your Comprehensive Teacher Induction Program, including:

- staffing and oversight;
- orientation programs;
- ongoing professional learning;
- organization and schedules for mentor/mentee meetings;
- opportunities for observation and co-teaching;
- monitoring of new teacher needs, concerns, ongoing supports, formative review, and follow-up;
- action plans; and
- use of relevant and appropriate data.

Context

Prince George's County Public Schools (PGCPS) is dedicated to the premise that every child deserves an outstanding teacher every day, for every learning experience. We aim to graduate every student college- and career-ready. Anchored in these indicators, our professional learning program is designed to create and nurture a professional culture of learning, leadership, and innovation throughout PGCPS. Guided by the Coherence Framework, PGCPS is committed to providing professional learning opportunities in support of systemwide initiatives that impact the Instructional Core and prepare our students to be 21st century citizens who are college and career ready. In particular, PGCPS continues to provide multiple learning opportunities for new teachers in an effort to enhance their professional practice. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers (Silva, 2008).

Teacher professional learning in the induction phase is most meaningful when it is collaborative, implemented over time and embedded in the context of the work environment. Many of the professional learning experiences for new teachers in PGCPS provide opportunities to:

- Strengthen the instructional core, providing the necessary supports to prepare students to be college and career ready;
- Foster a commitment to the teaching profession, supporting teacher retention; and
- Prepare and grow teacher leaders whose practice informs instructional efforts at both the school and system level.

Support to new teachers is multifaceted and includes support through coursework, peer observations, coaching, mentoring, and technology resources. Of these myriad of supports, mentor teachers play a critical role in new teacher development. The work of the mentor teachers is grounded in a learning-focused approach utilizing the 4C's approach to coaching and mentoring: Coach, Collaborate, Consult, and Calibrate. Through this active learning continuum, mentor teachers are able to foster meaningful cooperative learning environments where teachers in their induction phase are able to develop critical competencies necessary to increase their instructional capacity.

Staffing and Oversight

For 18 years, the Office of Talent Development (OTD) Mentor program has provided high quality mentoring support to probationary teachers in PGCPS. OTD Mentor Teachers also support all teachers in Resident Teacher Programs, currently *Teacher for America* and NDMU. The PGCPS mentoring program is based on *the New Teacher Center Instructional Program and Practice Standards* in alignment with the *Charlotte Danielson Framework for Teaching* (FFT).

Full Time Mentor Teachers - Mentor teachers from the Office of Talent Development are assigned to schools with new resident teachers, new principals, large numbers of traditionally-certified new teachers in support of COMAR. Mentor teachers also provide assistance to the school community by collaborating with principals, school-based teacher leaders, and other resource providers to ensure that beginning educators experience the support needed to become effective educators. The cadre of mentor teachers consist of full-time mentors who were usually classroom teachers hired to support new teachers by:

- Providing new/non-tenured teachers with coaching and specific feedback on classroom performance;
- Modeling effective instructional approaches and co-planning, team teaching, and teaching demonstration lessons on a regular basis for the new/non-tenured teachers;
- Conducting needs assessments to determine training/resources that new non-tenured teachers require;
- Assisting new teachers with curriculum implementation; and
- Developing and providing workshops for new/non-tenured teachers

School Based Support Teachers - School based mentors are faculty at schools who have been identified at the school level to provide targeted support to new teachers. School-based New Teacher Academies are in operation in many schools and offer opportunities for continued collaboration and learning with mentor teachers and teacher leaders.

Alternative Teacher Preparation Mentor Teachers - Presently, a cadre of 13 full-time mentor (supervising) teachers provides support primarily to new resident teachers hired.

PAR Consulting Teachers- Working in concert with the Mentor Teachers are the Peer Assistance and Review (PAR) Consulting Teachers. The PAR Consulting Teachers Program provides intensive and differentiated support to non-tenured teachers who are in need of improvement in the area of professional practice. The ultimate goal of such support is to increase student achievement by ensuring that the pedagogy of a teacher aligns with best practices.

The Number of *Probationary Teachers	Total	PGCPS Mentoring Composite 2019-2020		
		FULL-TIME MENTORS: (Mentoring is their full-time job)	SUPERVISING TEACHERS RETIREES: (Mentoring is done by retirees hired to mentor)	FULL-TIME TEACHERS: (Teaching is their full-time job and they mentor)
976	173	26 OTD Mentor Teachers 24 PAR Consulting Teachers	13 Supervising Teachers	110 FTE: TSL Teacher Leaders

*COMAR defines defines “probationary” as teachers who are in their first three years of teaching.

Professional Development Lead Teachers (PDLT) – PDLTs are experienced teachers identified by their principals who are charged with the responsibility of facilitating professional learning opportunities that strengthen staff capacity to successfully implement the instructional framework required by the CCRS. A corps of PDLTs support school-based instruction and provide professional learning for CCRS and its related components. At its core, the training delivered by the PDLTs is focused on adult learning theory and presentation approaches that actively engage adults. In addition, the training is designed to deepen interest in and exploration of current research focused on improving instruction. Following are the allocations of PDLTs for schools.

Elementary PDLT Assignments

School Type	Number of PDLTs
ALL Elementary	1
ECC	1
Charter School	1
K-8 School (Elementary)	1

Secondary PDLT Assignments

Student Enrollment	Number of PDLTs
1 - 700	1
701 – 1,400	2
1,401 +	3

Central Office Content-focused Mentor Teachers / Coaches / Specialists – These resource providers support classroom teachers, teacher leaders and program coordinators in various instructional areas, including ESOL, Special Education, Mathematics and early reading and literacy. Following is a summary of job embedded, building-level supports provided by Department of Curriculum and Instruction for probationary teachers:

Fourteen (14) Early Literacy Support Teachers (ELST)

- Assigned to 14 selected elementary schools deliver daily support for ½ day
- Provide assistance to kindergarten, first grade, and second grade teachers through coaching, co-planning, and demonstration lessons

Thirteen (13) Reading Recovery Teachers

- Assigned to 13 elementary schools
- Provide reading intervention to selected first graders

Ten (10) Literacy Coaches

- Assigned to 10 middle schools and 9 high schools
- Provide coaching support for secondary Reading/English Language Arts (Grades 6-8, and 10) and Social Studies (Grades 8 and 9) teachers to plan and implement literacy strategy instruction and provide student feedback
- Assist with collaborative planning, facilitate training sessions, conduct coaching opportunities, and lesson modeling

Forty-eight (48) Numeracy Coaches

- Assigned to 24 elementary schools, 13 middle schools, and 12 high schools
- Provide literacy support to build content knowledge and pedagogy
- Build teacher capacity for the delivery of mathematics instruction to cultivate a positive literacy-rich mathematics environment and advance students' abilities to reason mathematically

Thirteen (13) National Training Network (NTN) Coaches

- Assigned to five (5) elementary schools, six (6) middle schools, and four (4) high schools
- Aid selected teachers in delivering instruction that emphasizes the Standards of Mathematical Practices and mathematical reasoning

Management and coordination of these services is provided under the direction of the Chief of the Division of Human Resources. Additionally a Director, Supervisor, and Employee Evaluation Instructional Supervisor work collaboratively for deployment of services for its mentoring program. Mentors are assigned across the district to service probationary teachers based on content and grade level. Metrics aligned to systemic goals govern the appraisal of mentor performance.

Orientation Programs

Professional Educator Induction Program (PEIP) - An integral component of PEIP is the August Pre-Service Induction. During this three-day training, new teachers are introduced to school system leaders and fellow educators, and receive information regarding curriculum, systemic initiatives, and priorities. PEIP provides initial system-wide professional development for newly hired teachers. In this program, newly hired teachers receive guidance and training to build their understanding of district programs and curricula required by the school system. Training is differentiated by content, grade, and/or program at the introductory level including the instructional programs and best practices for getting off to a good start. New teachers completing the core module series receive one CPD credit that may be applied for recertification. PEIP is reinforced by continuous workshops and seminars through-out the school year, provided at the school site, by the area offices, and through specific content area offices that oversee the curricula. In addition, OTD provides new teachers with mentor support by content areas.

New Teacher Boot Camp (NTBC) - For the seventh straight year, the precursor to PEIP, New Teacher Boot Camp (NTBC) 2019, has been available for new teachers. During the most recent NTBC 2019, themed "Learn, Enjoy, Stay," teachers had the opportunity to meet new colleagues and form learning networks, share and glean new ideas, and learn to create opportunities that maximize student engagement in their classrooms. Session strands focused on the needs of the novice teacher which included:

- Professional Development and Support;
- New Teacher Resources;
- Framework for Teaching/Effective Instruction;
- Strategies for Student Success; Collegial Conversations; and
- Personal Management and Financial Education.

Sessions for each of these seminal induction programs were led by mentor teachers, master teachers, teacher leaders, and content supervisors, and were differentiated according to instructional level and/or content area. As an added component, community-based business partners, resources, and daily updates were available to participants via the NTBC Google site at <https://sites.google.com/pgcps.org/newteacherbootcamp/sessions-for-learning>.

A daily average of 215 new teachers participated in the 2019 three-day New Teacher Boot Camp. Attendance during the August 2019 three-day pre-service induction program totaled 976 new educators, including thirty-five resident teachers from Teach for America and the Notre Dame of Maryland University (NDMU) Special Education Alternative Certification programs. In addition to the initial August trainings, follow-up sessions focusing on content as well as instructional strategies and pedagogy are available throughout the year to further assist new teachers with their professional development needs and to encourage reflection upon their practice.

Pre-Service Professional Learning - Prior to the start of school-probationary teachers participate in pre-service training focused on the work of Rigorous Literacy Instruction.

PRE-SERVICE WEEK – AUGUST 22-30, 2019

DATE	PROFESSIONAL DEVELOPMENT FOCUS
Thursday August 22	<p>Welcome / Goal Setting</p> <ul style="list-style-type: none"> ▪ ½ day – Principal / Leadership team-led session(s) ▪ ½ day – Teacher preparation (collection and organization of curriculum guides and ancillary materials for long range planning)
Friday August 23	<p>Teachers Work in Classrooms</p> <ul style="list-style-type: none"> ▪ Full day – Teacher classroom preparation
Monday August 26	<p>School-focused Information & Discussion related to Systems and Structures</p> <ul style="list-style-type: none"> ▪ Full day – Principal / Leadership team-led session(s), First Day of School Preparation and Procedures <p>(See Content-Specific Professional Development and Training Sites for Early Childhood see chart pages 18-19.)</p>
Tuesday August 27	<p>School-Specific PD / Preparations for School Year</p> <p>Please take advantage of this time to engage in focused sessions and collegial learning opportunities that reinforce Rigorous Literacy activities. Sessions may include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ School-based training / work sessions ▪ Collaborative learning groups (i.e., SLOs, content-specific training follow up, unit / lesson planning, etc.) ▪ Setting the stage for the coming year ▪ Teacher classroom / team preparation ▪ Coordinating resources ▪ Building Culture ▪ FFT Component Overview ▪ Teacher Grading and Reporting (AP 5121 & <i>SchoolMax</i> Teacher Gradebook) ▪ Grade Change Process (AP 5116 & PS-140) <p style="text-align: center;">https://tinyurl.com/2018 FFT</p> <p>Please allow staff to review the following modules as time permits.</p> <ul style="list-style-type: none"> ▪ Prince George's County Child Abuse: Mandatory Reporting (35 minutes) ▪ Prince George's County Employee Code of Conduct (25 minutes) ▪ Sexual Harassment: Student Issues & Response (38 minutes) ▪ Blood-borne Pathogens Exposure Prevention: Complete (25 minutes) ▪ De-Escalation Strategies (Maryland) (20 minutes) ▪ Prince George's County Customer Services (18 minutes) <p>(See Content-Specific Professional Development and Training Sites for Early Childhood see chart pages 18-19.)</p>
Wednesday August 28	<p>PGCPS Professional Development Day</p> <p>(See Content-Specific Professional Development and Training Sites chart.)</p>
Thursday August 29	<p>Teachers Work In Classrooms</p> <ul style="list-style-type: none"> ▪ Full day – Teacher classroom preparation <p>This may be an additional time for staff to review the following modules as time permits.</p> <ul style="list-style-type: none"> ▪ Prince George's County Child Abuse: Mandatory Reporting (35 minutes) ▪ Prince George's County Employee Code of Conduct (25 minutes) ▪ Sexual Harassment: Student Issues & Response (38 minutes) ▪ Blood-borne Pathogens Exposure Prevention: Complete (25 minutes)

DATE	PROFESSIONAL DEVELOPMENT FOCUS
	<ul style="list-style-type: none"> ▪ De-Escalation Strategies (Maryland) (20 minutes) ▪ Prince George's County Customer Services (18 minutes) <p>Special Note: Pre-kindergarten Back-to-School Orientation takes place on this day.</p>
<p>Friday August 30</p>	<p>Teachers Work in Classrooms</p> <ul style="list-style-type: none"> ▪ Teacher classroom/team collaboration and preparation <p>Special Note: New 6th, 7th, and 9th grade student orientation takes place on this day.</p> <ul style="list-style-type: none"> ▪ Review of Opening Procedures

Ongoing Professional Learning

Professional Educator Induction Program (PEIP) 2.0 - Since its launch in 2014, the PGCPs Professional Educator Induction Program (PEIP) 2.0, an extension of PEIP, continues to offer a series of monthly Professional Development sessions provided by OTD Mentors and Teacher Leaders. During PEIP 2.0 new teachers learn more about the fundamentals for effective pedagogy, student engagement, formative and summative assessment and content delivery. Some of the course work in this yearlong program include, but are not limited to: Classroom Management, Communicating with Teachers and Parents, Designing and Utilizing Assessments, Classroom Culture, and Questioning and Discussion Techniques. This program has experienced a 66% increase in attendance from 2017 (107 participants) to 2019 (160 participants). More information about this program can be found on the New Teacher Academy/PEIP 2.0 Google site at <https://sites.google.com/pgcps.org/ntapeip2/home>

Mentor Teacher Triage Team- The Triage Team is comprised of a small group of mentor teachers whose primary work is in support of schools that demonstrate immediate need per request/inquiry of Instructional Directors, principals, department supervisors, etc. Mentors who serve in this capacity have demonstrated the ability to adapt quickly to changing scenarios in a seamless manner and are well-versed in content and in effective mentoring and coaching strategies. Following an analysis of the school's needs, the Mentor Triage Team provides real-time, onsite support for a designated period of time. Additionally, the Triage Team coordinates directly with the Office of Employee Performance and Evaluation to ensure seamless transition of teachers who are entering the PAR process or exiting the PAR process with transition mentor support. Teachers who are new to the district also have access to critical information and resources in a centralized location and are provided a partner to help clarify any questions they may have. Support services fall into the following categories: Managing Your Classroom, PGCPs Platforms/Technology, Navigating Your Building, and Professional Responsibilities & Administrative Procedures.

Systemic Training - PGCPs is dedicated to the strategic growth and development of probationary teachers throughout their professional careers in PGCPs. Central to this effort is the ongoing support available to teachers through mentoring and coaching which begins during the teachers' induction phase into PGCPs. Mentors' certified expertise crosses all content and levels of pedagogy. PGCPs provides systemic professional learning opportunities throughout the course of each year. Prioritizing the needs of probationary teachers, its professional learning offerings are tailored to the needs of new teachers inclusive of offerings in the areas of content, pedagogy, graduate study, and technology implementation through its [My Professional Performance System \(MyPPS\) instructional system](#) and the [bi-annual course catalogue](#). Offerings for probationary teachers include but are not limited to:

- Continuing Professional Development (CPD) Credit Courses
 - Assessment for Teaching Reading (MSDE #15-00-04)
 - Inclusion: Making It Happen So All Students Progress - ONLINE (MSDE #12-16-11R)
 - Inclusion: Making It Happen So All Students Progress (MSDE #12-16-11R)
 - Instruction of Reading for Teachers of Grades K-6 (MSDE #15-00-05)
 - Materials for Teaching Reading - (MSDE #15-00-03)
 - Materials for Teaching Reading - ONLINE (MSDE #15-00-03)
 - Process and Acquisition of Reading for K-6 (MSDE #15-00-02)
 - Teaching Reading in the Secondary Content Area - PART I (MSDE #15-00-06)
 - Teaching Reading in the Secondary Content Area - PART I- ONLINE (MSDE #15-00-06)
 - Teaching Reading in the Secondary Content Area - PART II (MSDE #15-00-07)
- Praxis Preparation Courses
 - Praxis Core Mathematics Preparation
 - Praxis Core Reading Preparation
 - Praxis Core Writing Preparation

Collaborative Planning – Collaborative planning is an engaging professional learning process for educators, and when implemented using the *Data Wise* process, is a powerful opportunity to think more critically about teaching and learning in schools. During collaborative planning, school teams meet regularly around the school’s essential question and examine relevant data sets to gain a greater understanding around pertinent issues. Collaborative planning teams may be organized by grade level or content area, and often include school administrators who help facilitate the conversations and guide the *Data Wise* process.

Professional Learning Communities (PLC) – This model is integral to change the teaching and learning culture. PLCs provide participants with extended shared learning opportunities. This collaborative learning style is designed to help transition new learnings within the school environment when educators share new ideas with their school-based peers. One example is PGCPs’s effort to increase the number of teachers achieving National Board Certification. The Office of Talent Development provides support for schools with teachers desiring to engage in the certification process as a collective group.

Turnkey Training - In a district the size of PGCPs, this strategy is used to ensure that systemic initiatives are scaled to reach probationary as well as veteran educators in every school. School-based teacher leaders, including PDLTs, Grade Level Chairpersons, Elementary Contacts (ECs), Department Chairpersons (DCs), Teacher Coordinators (TCs), Instructional Lead Teachers (ILTs), and Special Education Coordinators and other resource providers attend district-level training sessions and are responsible, in turn, for training school-based personnel. These teacher leaders often collaborate with their principals and/or instructional leadership teams to plan training for probationary teachers.

Organization of Our Mentoring Program: Observation, Co-teaching and Monitoring

The table below provides a delineation of the PGCPs mentoring supports.

Project/Area of Focus	Description
New Teacher Induction/PEIP/ Boot Camp 2019-2020	This project provides initial and follow-up experiences for first- through third-year teachers in PGCPs. It addresses the needs of new teachers – strengths, challenges, and opportunities for growth – and provides differentiated and robust programs of support. It incorporates multiple methods to access PD opportunities, including face-to-face sessions, webinars, book talks, etc.
School-based New Teacher Academies (G3 TSL Grant)	This project supports school-based PD experiences for teachers new to PGCPs at 40 high poverty schools. Like the previous project, it addresses the needs of new teachers – strengths, challenges, opportunities for growth – and supports the mentoring of teachers at various stages of development. Personnel in this project support school-based mentoring in multiple ways, including specialized forums funded by USDE. (See section Great Teachers, Great Schools, Great Leaders (TSL/G3) Grant, USDE of this section for details about this program.)
ePortfolio Support and Training	The district utilizes an ePortfolio for probationary teachers as part of their development process. Through this vehicle, teachers reflect on trainings – strengths, challenges, opportunities for growth – and work closely with Instructional Technology personnel and the Resident Teacher Office to develop a robust training and instructional program.
Rigorous Literacy Instruction / Framework for Teaching / College and Career Readiness	As the Rigorous Literacy Instruction and Framework for Teaching (FFT) components are implemented, the district promotes greater understanding and provides specialized probationary teacher support throughout the year. Rigorous Literacy Instruction and FFT training and/or activities are available after school, on line, and in the summer.
Data Analysis	Critical to assessing participation and evaluating the effectiveness of professional learning, data are collected on program offerings, mentor-mentee interactions, professional learning feedback, and overall implementation of the mentor teacher program. (See Section C for detailed data.)
Evening Professional Development Series (NDMU)	The NDMU Evening Professional Development Series is designed for resident teachers who are special education teachers. Real-time sessions based on resident teachers’ needs are available monthly through the year.
Resident Teacher Redesign	Understanding the importance of partnerships, the district hosts a Resident Teacher Steering Committee designed to refine its RT program for probationary teachers.

Project/Area of Focus	Description
Continuing Professional Development (CPD) Course Instructors	<p>Courses are designed specifically for new, non-tenured, and resident teachers, and/or CPD coursework of any kind. Priority trainings include those which increase teachers' capacity in:</p> <ul style="list-style-type: none"> ▪ College and Career Readiness Standards ▪ Classroom organization and management ▪ Praxis preparation as needed ▪ MSDE-required reading courses ▪ Facilitators must take the Online Teaching and Facilitating CPD course in order to teach online courses.
NDMU and TFA Pre-employment Training (PET) and Internship Planning	Pre-employment training and internship experiences are available for candidates in the PGCPs Resident Teacher Program. Participants work closely with HR personnel and the Office of Talent Development to identify PET instructors and supervising teachers, and develop a robust training program.
Three-Year PD Planning Committee	In an effort to ensure that all professional development opportunities align with systemic goals for educator effectiveness and student achievement, and to provide requisite support for personnel in the induction phase of their careers, PGCPs has convened a Professional Development Task Force (PDTF) that will design an induction training plan for probationary teachers.
Framework for Teaching and Teacher Evaluation System	Prince George's County Public Schools uses a standards-based teacher evaluation system that was developed through the collaborative efforts of teachers, administrators, and central office staff. This evaluation system is built upon the components of effective instruction. The Framework for Teaching is the work of Charlotte Danielson and the Educational Testing Service and is a comprehensive review of the professional responsibilities of teachers. It is also the basis of how the district collects and rates evidence from classroom evaluations. The district uses the data rendered by FFT to build capacity of its probationary teachers.

Great Teachers, Great Schools, Great Leaders (TSL/G3) Grant, USDE - In 2017, PGCPs was awarded a grant from the U.S. Department of Education. A major component of the grant is directed at addressing new teacher induction and school-based mentoring supports in 40 high need schools across PGCPs. The TSL/G3 grant involves collaboration with internal and external partners. The sustainability objective of the grant is to intentionally hire, develop, evaluate, and retain highly qualified teachers and teacher leaders who will serve PGCPs in years to come.

The goal of the TSL grant is to build on the gains in student learning by improving the effectiveness of the Human Capital Management System (HCMS) structures that support achievement of schools and central offices. Through this grant, PGCPs strengthens end-to-end processes that support early hire recruitment, best-fit deployment, evaluation and support, and retention of high-quality teachers and school leaders, particularly in high-need schools. The following individuals support the efforts of retention and capacity building in schools:

Mentor Coordinators provide coaching, mentoring, and professional development for identified teachers in high need schools. The Mentor Coordinator will collaborate with and support school-based lead teachers with ongoing trainings centered on “best practices” for the adult learner to achieve academic excellence for all students.

Lead Student Learning Objectives Consulting Teacher(s) plan and facilitate the development of student learning objectives (SLOs) in the forty-targeted high needs schools,

The **Instructional Specialist** provides coaching and training on Charlotte Danielson’s Framework for Teaching. The Instructional Specialist will deliver ongoing professional development, support and calibration training on the evaluation instrument for school-based and central office personnel.

TSL/G3 Probationary Supports for the 2019-20 School Year

<u>March 2019</u>		
14 th	Learn & Grow Series	
14 th	University Cohort #1 – PLC Meeting	
<u>April 2019</u>		
4 th	PGCPS Career Connections: Francis Scott Key ES	
9 th	Learn & Grow Series	
<u>May 2019</u>		
16 th	Learn & Grow Series	
22 nd , 23 rd	New Teacher Focus Group	
<u>August 2019</u>		
12 th	<ul style="list-style-type: none"> ▪ New Teacher Boot Camp <ul style="list-style-type: none"> □ <i>Strand for G3 Schools</i> 	
13 th	<ul style="list-style-type: none"> ▪ New Teacher Boot Camp <ul style="list-style-type: none"> □ <i>Strand for G3 Schools</i> 	
20 th	Professional Educator Induction Program	
21 st	Professional Educator Induction Program PGCPS Job Fair/Placement Event	
22 nd	Professional Educator Induction Program	

Organization and Schedules for Mentor/Mentee

PGCPS offers mentoring services to new teachers as a part of the Prince George’s County Public Schools’ (PGCPS) Induction Program. OTD offers mentoring support to both Conditionally Certified Teachers and Certified Teachers during the three-year induction period. In addition, on a case-by-case basis, mentoring services are provided to experienced teachers based on Administrator Request or teacher self-referral. Mentors are assigned to teachers based on content and grade level expertise. In PGCPS, the goal is to provide multi-layered support and professional learning, so that the school system (a) develops a competent and effective workforce; (b) retain our teachers by investing in their success; and (c) have a positive and long-lasting effect on student development and achievement.

New Teacher Induction and Support			
Element	Content	Structure	Participant Outcomes
a. Orientation program before the school year begins <i>(1st year teachers)</i>	The pre-service orientation for new teachers includes the following: <ul style="list-style-type: none"> □ New Teacher Boot Camp; □ Welcome to Prince George’s County Public Schools; □ Getting to Know Your Professional Organization; □ Conscious Classroom Management □ Content-specific Training 	<ul style="list-style-type: none"> □ Optional 3-day “Boot Camp” a week prior to the primary pre-service induction program; □ Three-day pre-service orientation with whole group, small-group and differentiated sessions; □ Sessions taught by master teachers, content supervisors, and central office personnel in model classrooms; and □ Supporting texts and resources distributed to new teachers: 	<ul style="list-style-type: none"> □ Develop awareness of systemic organization and structure, priorities, and processes; □ Access and examine PGCPS curriculum and principles of learning and teaching that form the framework for planning, implementing, and assessing instruction; □ Acquire and practice strategies for effective classroom management; and □ Plan and prepare for a successful opening of the school year.

New Teacher Induction and Support

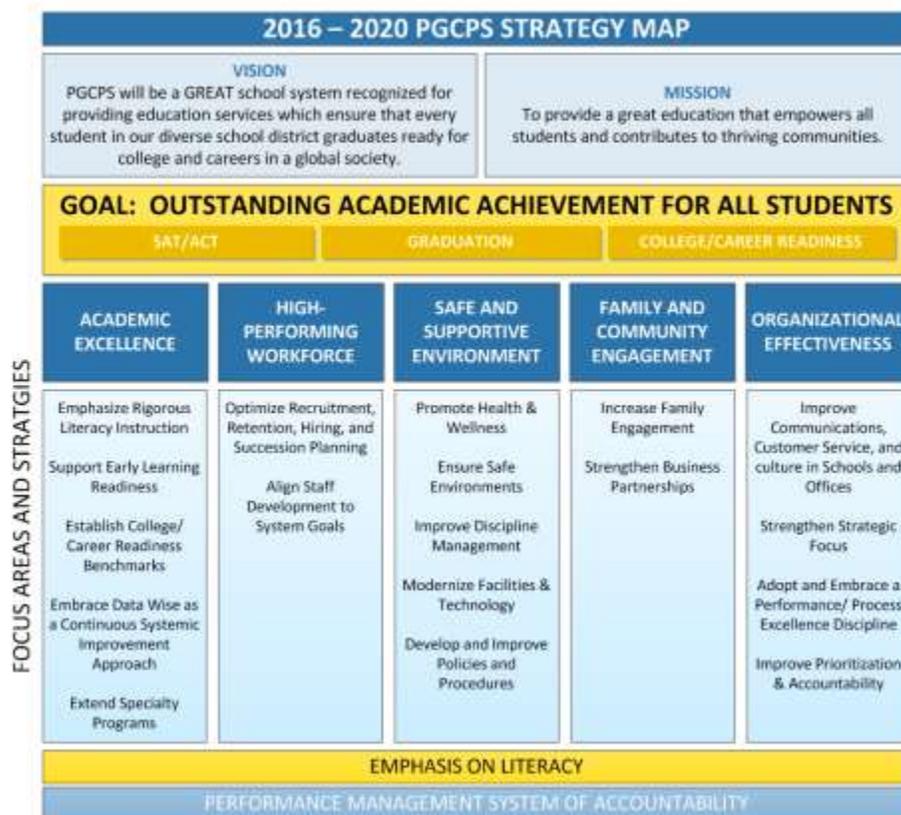
Element	Content	Structure	Participant Outcomes
<p>b. Support from a mentor</p> <p><i>(1st, and identified 2nd and 3rd year and probationary teachers)</i></p>	<p>Mentor support includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies for effective classroom management and organization <input type="checkbox"/> Collaborative lesson planning and feedback <input type="checkbox"/> Review of student work and assessment data <input type="checkbox"/> Demonstration lessons in new teachers' classrooms <input type="checkbox"/> Classroom visits with pre- and post-conferencing <input type="checkbox"/> Professional electronic portfolio guidance and feedback for new resident teachers 	<p>New teachers are provided mentor support as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talent Development Mentor Teachers <ul style="list-style-type: none"> ▪ Full-time mentor support for 1st year teachers and experienced teachers new to the district; ▪ Full-time mentor support for 1st year and identified 2nd year resident teachers; ▪ Mentors to interact with new teachers a minimum of one (1) 45-minute visit per week 	<ul style="list-style-type: none"> <input type="checkbox"/> Infuse literacy strategies effectively across content areas <input type="checkbox"/> Practice effective instructional and classroom management strategies; <input type="checkbox"/> Make instructional decisions based on student data; and <input type="checkbox"/> Complete successful year of teaching and return for another year of service
<p>c. Regularly scheduled opportunities to observe or co-teach with skilled teachers</p> <p><i>(1st and selected 2nd year teachers)</i></p>	<p>Observation and co-teaching episodes are planned on a bi-weekly basis, at minimum, and include the following elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-conferencing and planning opportunities (includes goal-setting and look-fors); <input type="checkbox"/> Observation or co-teaching episode; and <input type="checkbox"/> Post-conferencing, reflections, and next steps. 	<p>To provide new teachers opportunities to observe or co-teach with skilled teachers, mentors will be assigned as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talent Development Mentor Teachers to first year teachers and experienced teachers new to the district; and <input type="checkbox"/> Alternative Teacher Preparation Mentors to first-year and identified second-year resident teachers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement effective instructional and classroom management strategies using a variety of resources; <input type="checkbox"/> Participate in collaborative lesson planning with colleagues; and <input type="checkbox"/> Make instructional decisions based on student data.
<p>d. Ongoing professional development</p> <p><i>(1st, 2nd, and 3rd year teachers)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Educator Induction Program follow-up sessions to include emphasis on lesson planning and identified components of Framework for Teaching (FFT) <input type="checkbox"/> Continuing Professional Development coursework, with emphasis on classroom management and organization, available in a three-semester format <input type="checkbox"/> New Teacher Academies led by assigned school-based instructional leaders with emphasis on classroom management, instructional strategies, lesson planning, and collaborative planning <input type="checkbox"/> Content-focused trainings with College and Career Readiness Standards-aligned curricula led by curriculum supervisors 	<p>Ongoing support through professional development to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Educator Induction Program Follow-up Sessions <input type="checkbox"/> Continuing Professional Development Courses <input type="checkbox"/> School-based New Teacher Academies and Collaborative Planning Sessions <input type="checkbox"/> Content-based Sessions (Systemic) with College and Career Readiness-aligned curricula 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement differentiated and effective instructional and classroom management strategies using a variety of resources <input type="checkbox"/> Plan collaboratively with colleagues <input type="checkbox"/> Make instructional decisions based on student data <input type="checkbox"/> Increase curriculum content knowledge and improve lesson instruction
<p>e. Ongoing formative review of new teacher</p>	<p>Formal and informal observations by school-based</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observation and feedback from school-based administrators 	<ul style="list-style-type: none"> <input type="checkbox"/> Enhance reflective teaching practices

New Teacher Induction and Support			
Element	Content	Structure	Participant Outcomes
performance based on clearly defined teaching standards <i>(1st, 2nd and 3rd year teachers)</i>	administrators, including walkthroughs Classroom visits and observations by mentor teachers with debriefing, coaching and feedback Comprehensive professional electronic portfolios created by identified resident teachers organized around domains in the Danielson Framework.	<input type="checkbox"/> Mentor visitation and consultation <input type="checkbox"/> Professional electronic portfolios <input type="checkbox"/> Coaching and post-visitation feedback conferences	

Action Plan

Support for PGCPS probationary teachers is grounded in the district’s Strategic Plan. Supports provided are aligned to Key indicators to help actualize the district’s vision:

- 1) Rigorous Literacy Instruction;
- 2) Early Learning Readiness;
- 3) College and Career Readiness;
- 4) A Continuous Systemic Improvement Process; and
- 5) Specialty Programs (PGCPS Strategic Plan, 2016-2020).

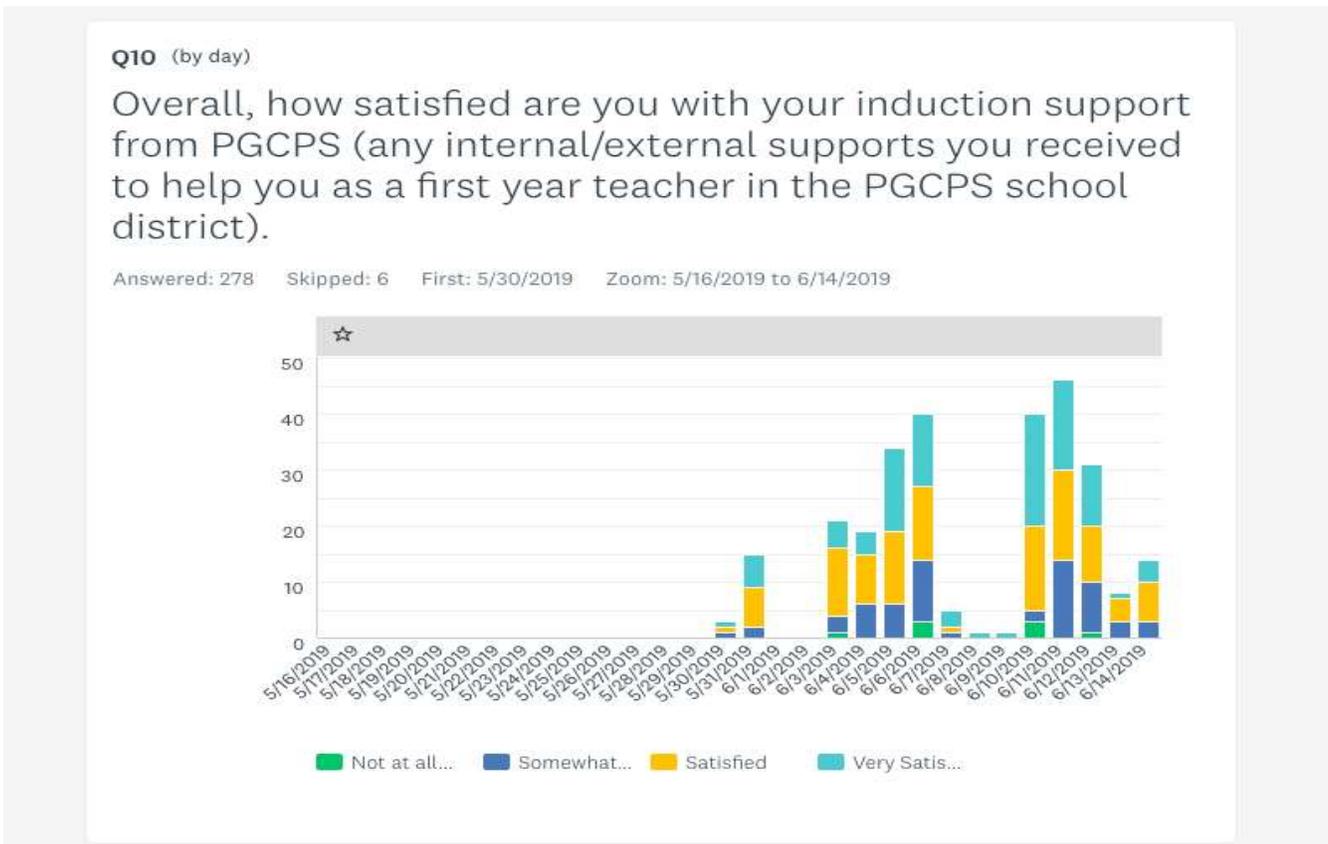


PGCPS is aware that college graduates and career changers who are interested in the teaching profession need an alternative pathway for obtaining professional certification and developing effective teaching practices. Additionally, the school system has an increasing need to build and sustain an internal pipeline that supports Conditional Teachers, substitute teachers, and support staff within the school system in becoming professionally certified teachers. Through a high-quality teacher preparation program that involves rigorous selection, intensive training, and effective coaching and mentoring based on evidence-based feedback, PGCPS is embarking on a redesign of its Maryland Approved Alternative Preparation (Resident Teacher) program (MAAPP). This redesign will address identified areas of need from the Maryland State Department of Education while also improving beginning teacher performance and retention, which will ultimately support the aforementioned strategic plan. Lessons learned in the redesign of the resident teacher program will carry over to continued refinements of the PGCPS Mentoring Program.

Relevant and Appropriate Data

OTD Mentor Teacher Data Inventory- One of our key partners, Learning Forward, teaches that in order to ensure that the needs of professionals are met, it is necessary to measure impact. In order to deliver effective professional development that meets the needs of probationary teachers, relevant data must be collected in order to assess impact. PGCPS maintains a OTD Data Inventory that it uses to make program refinements as necessary. Mentor logs and end-of-year teacher satisfaction surveys are utilized to gauge the quality of the mentoring supports delivered throughout the year. These data are used to measure the level of mentor impact, communicate with administrators and stakeholders, and to make continuous program improvements. Click [here](#) for OTD Mentor Teacher Data Inventory. This Data Inventory is also included in Section C of this response.

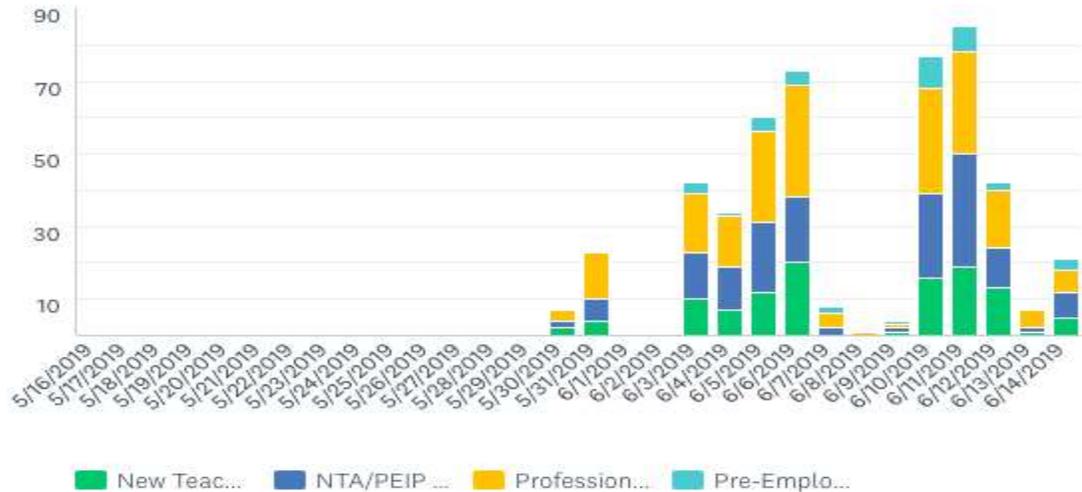
New Teacher Data - PGCPS values new teacher feedback as a source of qualitative data. PGCPS conducts ongoing new teacher satisfaction surveys throughout the year to gauge impact on teachers during their first year. These data, and end of year data program completers data are provided below. More substantive data are outlined in section C of this response.



Q9 (by day)

Did you attend any of the following induction events?
(Check all that apply)

Answered: 252 Skipped: 32 First: 5/30/2019 Zoom: 5/16/2019 to 6/14/2019



Also see response in Section C “Data Regarding Scope of Mentoring Program” for additional data.

B. Provide a description of your District Mentoring Program. The use of the term “mentor” includes coaches and consulting teachers.

- training for new mentors;
- supervision of mentors;
- training for school administrators and school staff as described in .04E of the regulation.

Training for New Mentors

The New Mentor Academy (NMA) is designed to provide targeted support and professional development for newly hired mentor teachers in the Office of Talent Development. Led by seasoned mentor teachers, the NMA team plans monthly coaching/learning sessions, assigns mentor coaches, and identifies resources useful in the successful induction of new mentors in their preparation to support new teachers.

Assign mentor coaches to new mentor teachers in an effort to:

- Provide models for effective mentoring;
- Develop OTD “ambassadors” - assist with building networks within and outside of OTD; must model an outward mindset; and
- Group coaching training for all mentor coaches

Supervision of Mentors

Management and coordination of mentoring services are supervised under the direction of the Chief of the Division of Human Resources. Additionally a Director, Supervisor, Mentor Coordinators, and Employee Evaluation Instructional Supervisor work collaboratively for deployment of services for the PGCPs mentoring program. Mentors are assigned across the district to service probationary teachers based on content and grade level. Metrics for program services realigned to systemic goals govern the appraisal of mentor performance. Mentor teachers metrics are monitored as follows:

1. Activity logs
2. Beginning of year calibration work session
3. Mentee survey data

4. Weekly workstream meetings
5. On site observations
6. Monthly mentor forums
7. Delivery of service “Team Talk” initiative
8. Ongoing retreats and professional development
9. *See section C for detailed metrics and data inventory*

Additionally, mentor efficacy is monitored through mentor performance standards with its Teacher Evaluation system. This model is rooted in the spirit of continuous growth and improvement of teaching and learning in the district and has been developed in partnership with the Prince George’s County Educators’ Association (PGCEA) and the Association of Supervisory and Administrative School Personnel (ASASP).

The Charlotte Danielson Framework for Teaching (FFT), an observation-based evaluation system, provides the tool used for teacher appraisal. The teacher evaluation system gathers evidence of professional practice observed by an appropriate evaluator. Observation data are compiled to form a picture of what is happening in the schools and in the classrooms that contributes to the learning of the students. Thus, teachers as well as mentor teachers are evaluated on their professional practice as well as their students’ growth.

This approach to measuring teacher effectiveness is intended to provide a comprehensive view of how well teachers are preparing students to be college and career-ready. The model includes multiple measures of effectiveness in the areas of professional practice and student growth for instructional teachers responsible for students’ academic progress in a Pre-K-12 public school setting. The PGCPS appraisal systems also support professional development and growth for all employees and ensure that each school has effective administrators, teachers, and support staff.

The evaluation model utilizes multiple measures to assess the effectiveness of educators. Teachers are evaluated on their professional practice (50%) as well as their students’ growth (50%), in accordance with Maryland’s teacher evaluation model.

Measured by a system of data points, which guides continuous improvement of performance and accountability, the PGCPS evaluation system includes the following:

Professional Practice Measures:

- Classroom observations using the Danielson Framework for Teaching (FFT)
- A student perception survey
- An assessment of professional growth

Student Growth Measure

- Student Learning Objectives (SLOs)
- Locally Selected Assessments
- Local School Progress Index (SPI)
- State Assessment Data

Training for School Administrators & Staff

COMAR .04E ”The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors’ work in schools, and the importance of school-level coordination of support for new teachers.”

Training for school administration and staff is provided on an ongoing basis through

- Cluster Meetings
- Grade Level Meetings
- Systemic Principals Meetings
- Leadership Institutes
- PGCPS Online Training Platforms
- School Based Training
- One-on-one Principal Coaching
- Leadership Development Programs

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

The Number of *Probationary Teachers	Total	PGCPS Mentoring Composite 2019-2020		
		FULL-TIME MENTORS: (Mentoring is their full-time job)	SUPERVISING TEACHERS RETIREES: (Mentoring is done by retirees hired to mentor)	FULL-TIME TEACHERS: (Teaching is their full-time job and they mentor)
976	173	26 OTD Mentor Teachers 24 PAR Consulting Teachers	13 Supervising Teachers	110 FTE: TSL Teacher Leaders

PGCPS as a district measures program impact based upon attainments of its [Strategic Plan](#). Program measures reported regularly rely upon numerous factors that include program participation, program completion, change in teacher practice, and participation feedback. On the departmental level, the district utilizes monthly mentor logs and end-of-year teacher satisfaction surveys to measure the impact of mentor services provided. In an effort to ensure continuous program improvement, the Office of Talent Development recently partnered with the Office of Research and Evaluation to review and revise the current data capture tools. OTD data sources for program evaluation include the following:

Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
Resident Teacher Pre-Employment Training (PET) Candidate Survey	Receive feedback from teachers regarding their training/onboarding experience.	Weekly (During Pre-Employment Training)	PET Team	PET Team Website	To receive feedback from teachers regarding their training/onboarding experience. Data are shared and discussed with the PET team and PET instructors to aid in instructional adjustments.
Resident Teacher Pre-Employment Training Instructor Survey	Receive feedback from pre-employment training instructors	Weekly (During Pre-Employment Training)	PET Team	PET Team Website/Data portal	Receive feedback from instructors regarding potential challenges for candidates. Data are shared and discussed with the PET team and PET instructors to aid in instructional adjustments.
PGCPS Resident Teacher (PGCRT) Residency Seminars Evaluation	Needs for improvement and future support	Monthly	PGCRT Team	PGCRT Google site and Rolling Agenda	Used to inform us of the RT needs .
ePortfolio Capstone Project	Completion of PGCRT program	SY	OTD/Resident Teacher Program (RTP)	PGCRT ePortfolio site	Milestones help to pace and provide support and feedback to Resident Teachers via Mentors. Successful completion via proficiency scores are provided to the Resident Teacher Program to inform MSDE to move candidate from Residency Certificate to the Standard Professional Certificate (SPC).
PGCRT End of School Year	Receive feedback about	End of year	ePortfolio	Google Drive	Inform Program Inform MSDE

Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
survey	the program				
School Climate Surveys	School climate as reported by parents/students /staff in the school	Every two years	PGCPS	found online @pgcps.org	To inform school staff and community
Mentor Site Log Visits	Captures mentor supports provided. Data can be triangulated by <ul style="list-style-type: none"> ▪ School ▪ Teacher ▪ FFT Domain/ component ▪ Specific supports provided ▪ Mentor ▪ Month 	Daily	Mentors	OTD Mentor website	Data are shared with principals and mentors. To create individualized supports provided by Triage team for schools in need. To identify focus areas for induction training (New Teacher Boot Camp/New Teacher Academy/PEIP) To determine focus areas for Alternative Certification candidates (Pre-Employment Training and Tuesday Evening Seminars)
PEIP 2.0 Evaluations	Participants growth, interests, concerns	Monthly	PEIP Committee	Committee Co-chairs	To determine future sessions to present, to analyze the current sessions i.e., effectiveness of presenters
ePortfolio Buzz Analytics	Eportfolio requirements	Bi-monthly	ePortfolio Team	Smore online account	Monitor the use of the site and the interest of the ePortfolio Buzz
New Hire List	Teachers new to PGCPS	Ongoing	HR	Distributed by supervisors to mentors	To develop mentor cohorts and designing professional development
New Appt/New Hire List for administrators	Principal and Assistant Principals newly appointed	Ongoing	HR	Online	To provide support to individuals
SMORE PEIP Flyer (newsletter)	These data show the advertising numbers for the PEIP trainings	Monthly	PEIP committee	Colleague	To help advertise and monitor our reach for PEIP
Mentor Teacher Rolling Agenda Plus/Deltas	What we are doing well and what needs improvement	Monthly	OTD	Rolling Agenda	To plan for future meetings
New Teacher Boot Camp Session Feedback	These data would provide participant	Annually	OTD	Google Spreadsheet - NTBC	To evaluate session usefulness and presenter capacity to facilitate and deliver information; determine whether

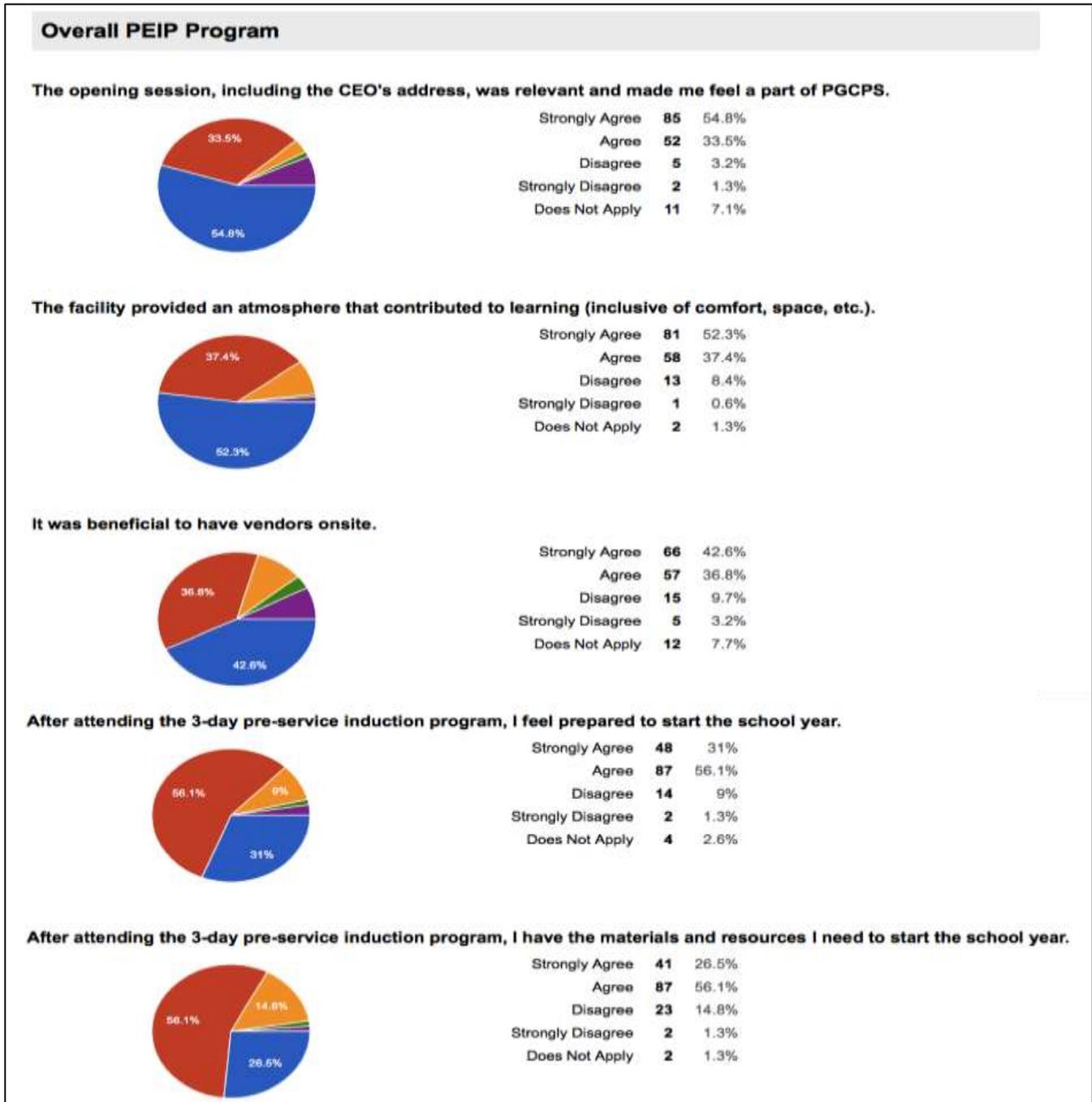
Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
	perspective on the training in which they participate during NTBC			Team Lead	sessions should be presented in the future
End of the Year Mentor/Mentee Survey/Feedback	Guidance on mentor practices for the upcoming year	Annually (end of the year)	Data Team	OTD Mentor website	To establish potential focus areas for training and ongoing support for teachers To identify and analyze areas of weaknesses and strengths for mentor teachers To determine possible professional development needs for mentor teachers to build capacity
SLO Data	Instruction	Each SY	Teacher, admins, OEPE	MyPPS (Teachers), Oracle (Admins)	To provide mentoring advice to mentees
Observations	Professional growth	Continuous throughout the year.	Supervisors	MyPPS	Professional growth and development
FFT Calibration	Improving the observational process	Each SY	OEPE/OTD	MyPPS	For improving the observational process
FFT Prof. Prac Data	Teacher pedagogy	All year	OEPE	MyPPS	For Teacher Support. PD and Evaluation
FFT Stud. Growth Data	Student Growth	May-June	OEPE	Data Warehouse	For Instruction and Evaluation
Teacher Attrition Data	Teacher retention	Ongoing Annually	HR	Oracle	To track losses
Mentor Logs (Support, Retention, Succession)	Captures mentor supports. Data can be triangulated by: <ul style="list-style-type: none"> ▪ School ▪ Teacher ▪ FFT Domain/ component ▪ Specific supports provided ▪ Mentor ▪ Month 	Daily	Mentor teachers	OTD Mentor site	Data are shared with principals and mentors. To create individualized supports provided by Triage team for schools in need. To identify focus areas for induction training (New Teacher Boot Camp/New Teacher Academy/PEIP) Determine focus areas for Alternative Certification candidates (Pre-Employment Training and Tuesday Evening Seminars)
Student	Students answer	Once Annually	Testing	Principal	Data are used as part of the teacher's

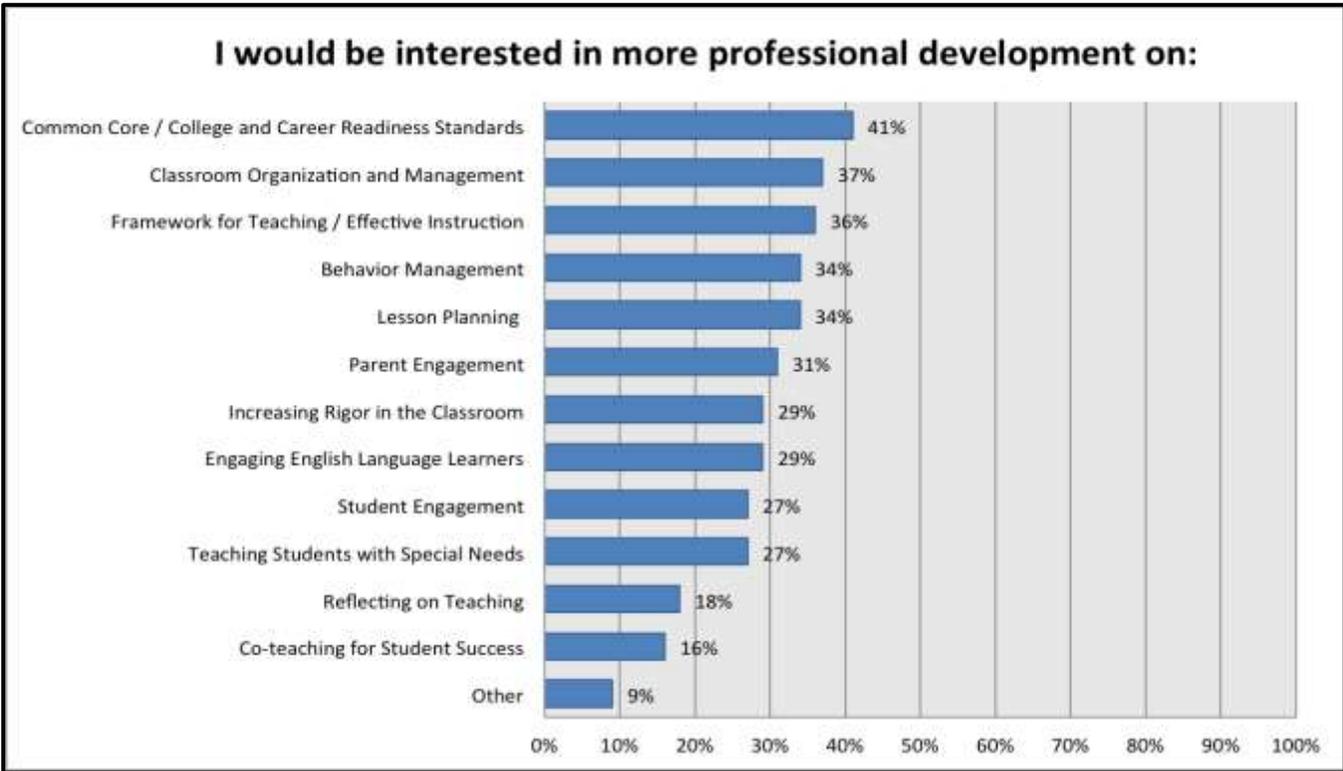
Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
perception surveys	evaluation questions on a teacher		Coordinator		final evaluation.
New Teacher Academy/PEIP Evaluations	Receive participant feedback on the effectiveness of sessions offered during the PEIP Evening sessions	Twice monthly	PEIP Team (OTD)	PEIP Website/data hub	<p>Data are used to make necessary modifications or revisions to current PD sessions offered, assist the PEIP planning team with future sessions/program outlines.</p> <p>To establish potential focus areas for training and ongoing support for teachers</p>
Mentee Feedback Surveys	<p>Receive feedback from teachers receiving mentoring supports.</p> <p>Determine how systemic/mentoring supports have impacted retention or attrition for new hires.</p>	End of the school year	Mentor Teachers	OTD Mentor website	<p>To establish potential focus areas for training and ongoing support for teachers</p> <p>To identify and analyze areas of weaknesses and strengths for mentor teachers</p> <p>Determine possible professional development needs for mentor teachers to build capacity</p>
Mentee Close-out forms	Mentor Teachers	End of the year/end of services		OTD Mentor Site	<p>To identify and prioritize focus areas for training and ongoing support during the school year.</p> <p>Determine focus areas for induction training (New Teacher Bootcamp/New Teacher Academy/PEIP)</p> <p>To determine focus areas for Alternative Certification candidates (Pre-Employment Training and Tuesday Evening Seminars)</p>

Following are snapshots of a few of the aforementioned data sources used to assess program efficacy.

PEIP: Prince George's County Public Schools is committed to developing a high-performing workforce to achieve “across-the-board academic excellence.” The Professional Educator Induction Program (PEIP) is the vehicle through which the district provides high-quality professional development and career growth opportunities to new and non-tenured teachers. PEIP comprises pre-service induction, mentoring, hands on technology training on the various PGCPs data platforms ongoing follow-up induction sessions, and electronic portfolio development. The Office of Talent Development (OTD) is responsible for collaborating with various district departments to design and implement PEIP throughout the year.

PEIP Participant Survey Data

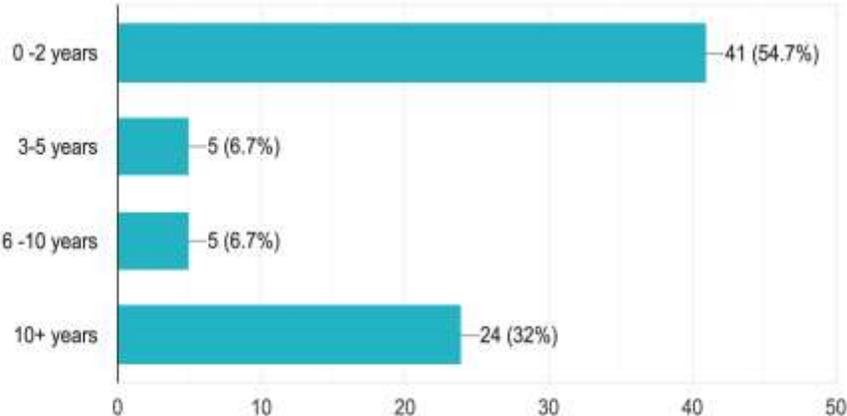




January 2019 PEIP Data: On January 2, 2019, individuals hired after September 1, 2018 and, more importantly, new hires, effective January 1, 2019 were invited to attend a modified version of the larger summer session of PEIP. Participants were welcomed to the county by Office of Talent Development Mentors by modeled opening activities that were applicable for the classroom and by the Prince George’s County Educators’ Association. They also rotated through modules, in groups, which were differentiated based on their experience, on Framework for Teaching, Evaluation Literacy and Classroom Management. Approximately 125 individuals participated.

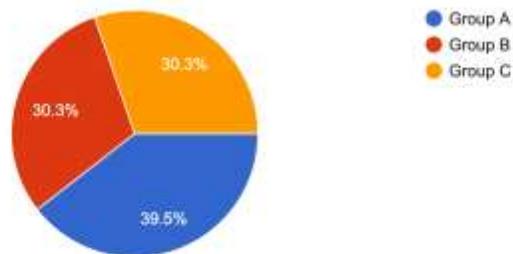
Years of Teaching Experience

75 responses



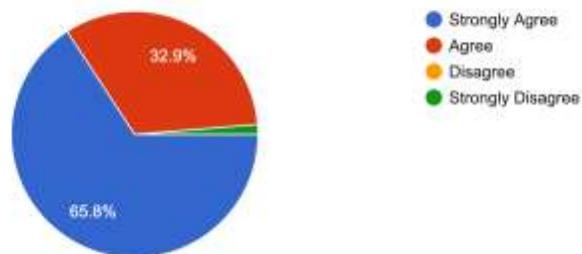
Which session of Classroom Management did you attend today?

76 responses



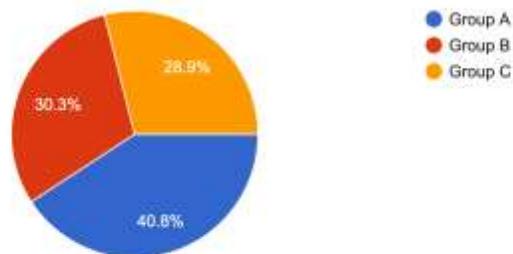
The resources were useful and added to the overall presentation.

76 responses



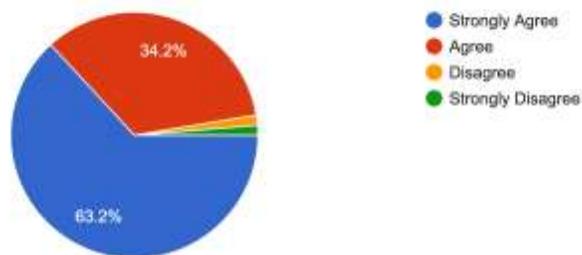
Which session of the Framework for Teaching did you attend today?

76 responses



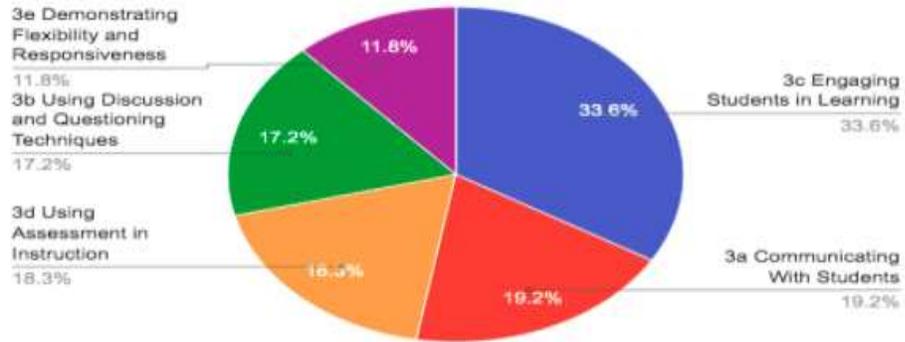
The resources were useful and added to the overall presentation.

76 responses

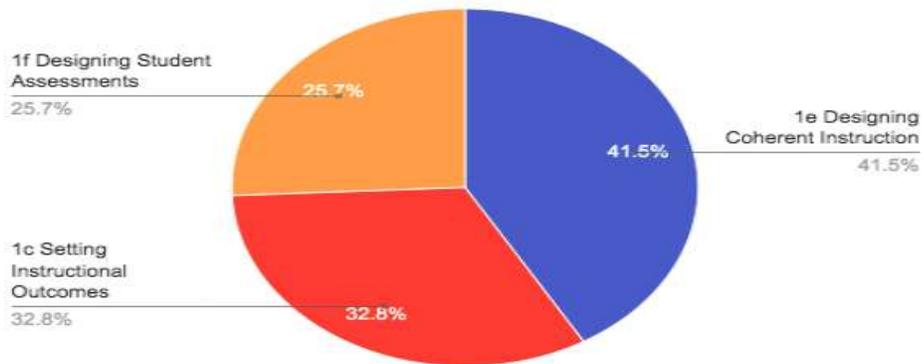


Sample Mentor Log Data

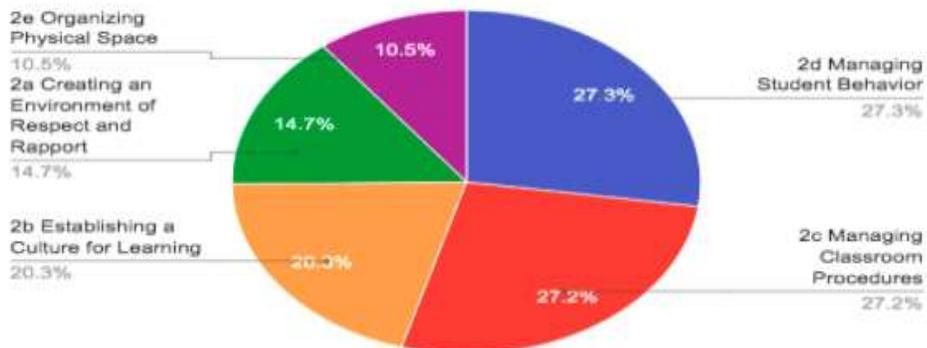
FFT Domain 3: Instruction



FFT Domain 1: Planning and Preparation



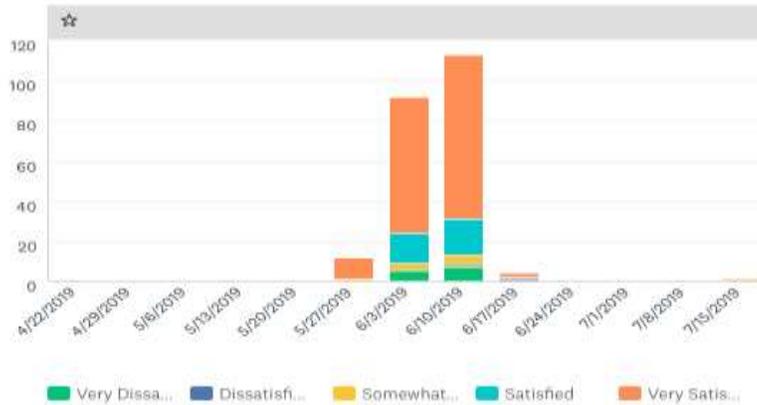
FFT Domain 2: The Classroom Environment



End of the year Mentee Feedback

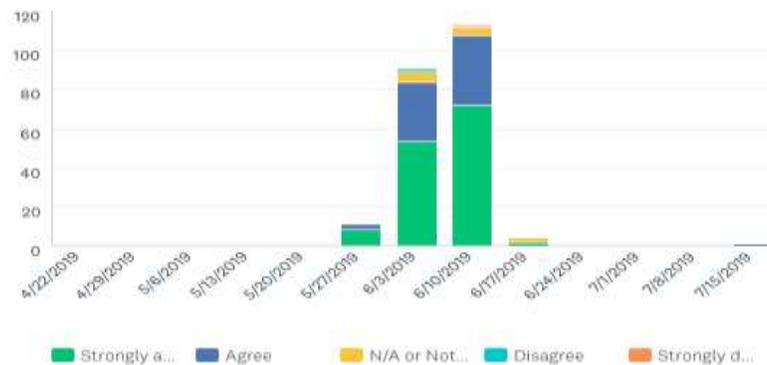
Overall, how satisfied are you with the level of support you received from your mentor teacher?

Answered: 222 Skipped: 0 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



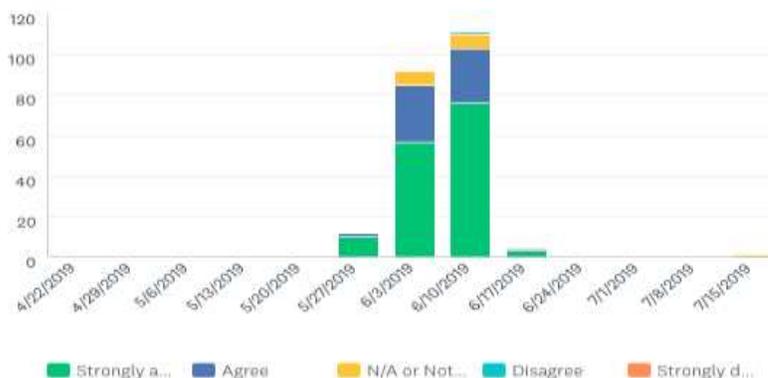
My mentor teacher provided helpful assistance and/or guidance with differentiating instruction to help facilitate student learning.

Answered: 221 Skipped: 1 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



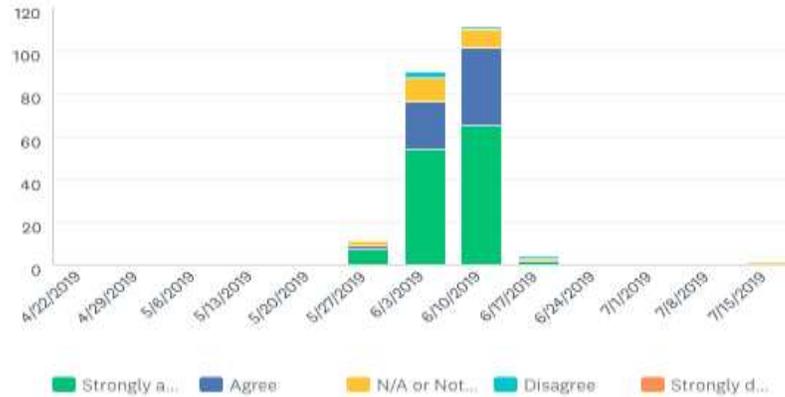
My mentor teacher provided me with helpful assistance and/or guidance with establishing classroom procedures and routines to facilitate student learning.

Answered: 221 Skipped: 1 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



My mentor teacher provided helpful assistance and/or guidance with developing or using assessments.

Answered: 220 Skipped: 2 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



PGCPS Resident Teacher Program Data: Additionally, OTD systematically collects comprehensive data on the mentoring component of the district's state-approved alternative teacher preparation (ATP) program – i.e. the Prince George's County Resident Teacher Program (PGCRTP). OTD has developed the following process to determine the effectiveness of the mentoring component of PEIP as it relates to alternative certification teacher preparation and supports:

- 1) Soliciting perceptions from new teachers of assigned mentor teachers;
- 2) Soliciting perceptions from mentor teachers of new teacher effectiveness;
- 3) Soliciting perceptions from principals of mentor teacher and new teacher effectiveness;
- 4) Soliciting perceptions from new teachers of the sufficiency and overall quality of the resident teacher program generally;
- 5) Analysis of mentor logs detailing mentor interactions with mentees;
- 6) Synthesis of feedback from the various program participants by program administrators; and ultimately
- 7) Retention rate of non-tenured teacher participants.

The results from the analysis of data collected from these sources are used to determine program effectiveness and to make recommendations for program improvements. Click here Resident Teacher Program Data:

<https://docs.google.com/document/d/1wDXQtOpLSvmlbliswWkvw3Bnb03t8ztoe3oDUGfaBs/edit?usp=sharing>

SECTION F: ESSA
FEDERAL GRANT
APPLICATIONS AND
BUDGET
NARRATIVES



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Appendix A: Content of Title I, Part A: Improving Basic Programs Application

Maryland State Department of Education
 Title I, Part A: Improving Basic Programs
 2019-2020 Title I, Part A Application and Tools

Title I, Part A Application and Tools Release Date:
JULY 9, 2019

Federal Grant Application Submission Timeline

1 st Submission to the Title I Specialists for Review:	Submission for Conditional Approval	First Submission through Local ESSA Consolidated Strategic Plan	FINAL Submission through Local ESSA Consolidated Strategic Plan
August 1- August 30, 2019	September 30, 2019	October 15, 2019	November 15, 2019

Local School System: Prince George’s County	
Title I Coordinator: Tracey J. Adesegun, Ed.D.	
Telephone: 301-618-8390	Email Address: adesegun@pgcps.org

2019-2020 Title I, Part A Application

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, law references/guidance, suggested evidence of implementation, and additional sample resources for each required component. The information provided within the revised application will ensure that all Local School Systems (LSSs) are prepared to effectively address key provisions of each component provided under Title I, Part A under the Every Student Succeeds Act (ESSA) of 2015. This consolidated document ensures transparency between the application and monitoring of the Title I, Part A Program requirements.

Explanation of Terms

SECTION NAME	The Title I Component
REQUIRED ATTACHMENTS	Documents that are required with submission of the application.
NOTE TO LSS	If documentation is needed prior to the program review, a note will be indicated in the identified section.
STAFF RESPONSIBLE	All staff involved with the implementation and oversight of each Title I Component
ASSURANCE(S)	By receiving funds under the Title I Part A grant, as a grantee, the LSS agrees to comply with the terms and conditions under each component. Each component includes specific requirements that the LSS has responsibility for oversight and implementation.
CITATIONS	References to the law
SAMPLE EVIDENCE OF IMPLEMENTATION	Suggested documentation for evidence of implementation for each requirement
TABLES AND WORKSHEET	See Excel template for Instructions.

2019-2020 Title I, Part A Application

ATTESTATION

The Local School System (LSS) 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:

- Staff Credentials and Certifications
- Schoolwide Programs
- Targeted Assistance Schools
- Parent and Family Engagement
- Participation of Children Enrolled in Private Schools
- Education for Homeless Children and Youth
- Support for Foster Care Students
- English Learners
- Fiscal Requirements

The LSS attests 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.

Tracey J. Adesegun, Ed.D.



Prince George's County

November 5, 2019

Title I Coordinator Name (Please Print or Type)

Title I Coordinator Signature

Local School System

Date

Application Submission Date: November 15, 2019

ATTESTATION-Section 1112

The LSS attests 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.

Tracey J. Adesegun, Ed.D.

Title I Coordinator Name (Please Print or Type)



Title I Coordinator Signature

Prince George's County

Local School System

November 5, 2019

Date

Application Submission Date: November 15, 2019

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A. STAFF CREDENTIALS AND CERTIFICATIONS

[MSDE Staff Credentials and Certification Guidance](#)

[Staff Credentials: Glossary of Terms](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

1. A written process to ensure the LSS:
 - has all teachers and paraprofessionals in Title I schools meet applicable state certification and licensure requirements. See attachment **A.1a.**
 - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration. See attachment **A.1.b.**
 - 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. 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. See attachment **A.1.c**
 - has a timeline to notify parents. See attachment **A.1.d**
2. Summary of data used to determine disparities (2018-2019 SY). See attachment **A.2**

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1111(c) & (g). See section A appendix

STAFF CREDENTIALS AND CERTIFICATIONS			
Check one	Assurances	Citation	Sample of Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. The LSS 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.</p> <p><i>(Required Attachment – A.1.a)</i></p>	<p>1111(g)(2)(J) 1112(c)(6)</p>	<input type="checkbox"/> List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> ○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2019-2020 school year. <input type="checkbox"/> Copies of 2019-2020 Principal Attestations with dates and signatures for each Title I school. <i>(Optional)</i>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration.</p> <p><i>(Required Attachment - A.1.b.)</i></p>	<p>1111(g)(2)(J) 1112(c)(6)</p>	<input type="checkbox"/> Documentation supporting the implementation of the written process which may include: <input type="checkbox"/> SAN from meetings between Human Resources, the Title I Office, and school administration.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain. (explain using the template found here)	<p>3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements.</p> <p>Mark N/A if</p> <ul style="list-style-type: none"> ▪ there are no paraprofessionals in the schoolwide schools; ▪ the LSS has no schoolwide schools; ▪ paraprofessionals are not assigned instructional duties 	<p>1112(c)(6) 1112(g)(2)(J)</p>	<input type="checkbox"/> List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS <input type="checkbox"/> Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2018-2019 may include: <ul style="list-style-type: none"> ○ Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A If no, please explain.	<p>4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds (in Targeted Assistance Schools) meet applicable state certification and licensure requirements.</p>	<p>1112(c)(6) 1112(g)(2)(J)</p>	<input type="checkbox"/> List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS <input type="checkbox"/> Documentation demonstrating paraprofessional's assigned duties in TAS for the SY 2018-2019 may include: <ul style="list-style-type: none"> ○ Samples of guidance, memoranda, training

STAFF CREDENTIALS AND CERTIFICATIONS			
Check one	Assurances	Citation	Sample of Evidence of Implementation
(explain using the template found here)	Not Applicable means: <ul style="list-style-type: none"> There are no paraprofessionals paid with Title I funds in targeted assistance schools; or The LSS has no targeted assistance schools. 		materials and/or agenda of meetings for principals and teachers
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>5. The LSS ensures it has a written process 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.</p> <p><i>(Required Attachment - A.1.c)</i></p>	<p>1111(g)(1)(B) 1112(b)(2)</p>	<input type="checkbox"/> Documentation supporting the implementation of the procedures (from 2018-2019 SY) for identifying and, if applicable, addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced); out-of-field teachers) <input type="checkbox"/> SAN documenting processes for identifying and addressing disparities are implemented. <input type="checkbox"/> Documentation from human capital, certification, or other LSS offices showing disparity data, teacher placement, etc.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>6. The LSS ensures it has a written process that includes timelines/dates used to annually notify parents about:</p> <p>a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals 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>1112(e)(1)(A)(i)(I-III)</p> <p>1112(e)(1)(B)(ii)</p>	<input type="checkbox"/> Documentation supporting the implementation of the written process. <input type="checkbox"/> Multiple dated communications at the beginning of the school year which may include: <ul style="list-style-type: none"> A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information Communication/notification to parents (newsletter, memo, letter, school calendars, etc.) <input type="checkbox"/> Copies of requests for information from parents on teacher and /or paraprofessional qualifications, if applicable. <input type="checkbox"/> Evidence that parents have been provided information on the level of achievement and academic growth of their students. <input type="checkbox"/> A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who

STAFF CREDENTIALS AND CERTIFICATIONS			
Check one	Assurances	Citation	Sample of Evidence of Implementation
	<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 - A.2)</i></p>	1112(e)(1)(B)(i)	<p>does not meet Maryland’s certification and licensure requirements at the assigned grade level.</p> <p><input type="checkbox"/> Copies of the timely responses provided to parents, if applicable.</p>

B. SCHOOLWIDE PROGRAMS

[Schoolwide Program Non-Regulatory Guidance](#)

[MSDE Schoolwide Guidance](#)

[MSDE Schoolwide Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENT:

1. The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools. See attachment **B.1**
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(a)) – See attachment **B.2**
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty. **B.3**
4. Written Process for how the LSS supports efforts to reduce to overuse of discipline practices that remove students from the classroom. See attachment **B.4**
5. Written process for how the LSS 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. See attachment **B.5**

NOTE TO LSS:

Prior to the LSS Annual Program Review, MSDE specialists will review randomly selected Title I Schoolwide 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 Section 1114. See section B appendix

Consolidating Funds in a schoolwide program

Is the LSS consolidating funds? ___ Yes X N

If Yes, continue below.

(Check one): Federal funds Federal funds Federal, State, local funds

SCHOOLWIDE PROGRAMS			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. The LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, 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 LSS will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LSS is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.</p>		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS ensures the implementation of a schoolwide program includes the following four components:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive Needs Assessment <input type="checkbox"/> Schoolwide Reform Strategies* <input type="checkbox"/> Parent, Family and Stakeholder Engagement <input type="checkbox"/> If applicable Coordination and Integration of Federal, State, and Local services and programs. 	<p>1114(b)(6)</p> <p>1114(b)(2)(7)(i-iii)(I-V)</p> <p>1114(b)(2)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sample copies of Schoolwide Plans <input type="checkbox"/> A written process for the annual review of schoolwide plans for the 4 components. <input type="checkbox"/> Documentation demonstrating how findings for the LSS annual review process are addressed at the school level. (samples) <p>Comprehensive Needs Assessment may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. <input type="checkbox"/> As needed, evidence of interviews, focus groups, or surveys. <input type="checkbox"/> Tools or processes to identify the strengths and needs of students, teachers, school and community.

SCHOOLWIDE PROGRAMS			
Check one	Assurances	Citation	Sample Evidence of Implementation
	<p>*MSDE’s Title I Office strongly encourages LSSs 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 the “Demonstrate a Rationale” requirement. (Level 4)</p> <p>To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LSSs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (Non-Regulatory Guidance: NRG: Using Evidence to Strengthen Education Investments (September 16, 2016)</p> <p>Schoolwide Program Non-Regulatory Guidance</p> <p>MSDE Schoolwide Guidance</p> <p>MSDE Schoolwide Checklist</p>	1114(b)(5)	<ul style="list-style-type: none"> <input type="checkbox"/> Examples of how the data is being used by the administration, teachers and parents to guide decisions and instruction. <input type="checkbox"/> Examples of how data is being reviewed in a disaggregated format to look at progress and needs of all student groups. <input type="checkbox"/> Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders. <p>Schoolwide Reform Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examples of how schoolwide reforms increase the quality and quantity of instruction. <input type="checkbox"/> Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. <input type="checkbox"/> Evidence to demonstrate the effectiveness of reforms. <input type="checkbox"/> Applicable adjustments that were made or plan to be made to address students not making progress. <p>Parent, Family and Stakeholder Engagement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of the involvement of teachers, principals, and other school staff in the development of the Schoolwide plan may include: <ul style="list-style-type: none"> <input type="checkbox"/> SAN from School Improvement meetings <input type="checkbox"/> Written communication, including email, letters, newsletters, website <input type="checkbox"/> Surveys and survey data <input type="checkbox"/> <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.) <input type="checkbox"/> If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan

SCHOOLWIDE PROGRAMS			
Check one	Assurances	Citation	Sample Evidence of Implementation
	Early Learning in ESSA Non-Regulatory Guidance		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	3. The LSS ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs. B.1	1114(b)(3)	Evidence of implementation of the LSS Monitoring Plan may include: <ul style="list-style-type: none"> <input type="checkbox"/> SAN from program monitoring <input type="checkbox"/> LSS monitoring schedule <input type="checkbox"/> Program monitoring reports <input type="checkbox"/> Email communication
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	4. The LSS ensures it has a process for making the Schoolwide plan available to the LSS, parents, and the public.	1114(b)(4)	<ul style="list-style-type: none"> <input type="checkbox"/> Schoolwide Plan on school website; handbooks, etc. <input type="checkbox"/> Samples of plans available for public
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	5. The LSS ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable. B.2	1114 (b)(7)(A)(iii)(V)	<ul style="list-style-type: none"> <input type="checkbox"/> SAN from collaboration meetings regarding transitions <input type="checkbox"/> Timelines with evidence of implementation <input type="checkbox"/> Documentation of articulation meetings if applicable.

THIS SECTION IS NOT APPLICABLE

C. TARGETED ASSISTANCE SCHOOLS *

**If an LSS does not have any Title I Targeted Assistance Schools, proceed to next section.*

[MSDE Targeted Assistance School Program Guidance](#)

[MSDE Targeted Assistance School Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

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

1. 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.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(a))
3. If applicable, a Letter of Intent to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.

STAFF RESPONSIBLE: In addition to Title I Coordinator, identify by name, title, and department of the person(s) responsible for ensuring compliance with Section 1115. See section C appendix

TARGETED ASSISTANCE SCHOOLS															
Check one	Assurances	Citation	Sample Evidence of Implementation												
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA <input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	<p>1a. The LSS has a school that is transitioning from a Title I targeted assistance in 2018–2019 to a schoolwide program in 2019-2020.</p> <p>1b. The LSS submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty.</p> <p>List Title I school(s) and School ID number below OR attach a list on REQUIRED ATTACHMENT template:</p> <table border="1" data-bbox="432 589 987 846"> <thead> <tr> <th>Title I School(s)</th> <th>School ID Number</th> </tr> </thead> <tbody> <tr> <td>Highland Park ES</td> <td>1307</td> </tr> <tr> <td>Hyattsville ES</td> <td>1601</td> </tr> <tr> <td>North Forestville ESS</td> <td>0610</td> </tr> <tr> <td>Panorama ES</td> <td>0656</td> </tr> <tr> <td>Oxon Hill ES</td> <td>1201</td> </tr> </tbody> </table>	Title I School(s)	School ID Number	Highland Park ES	1307	Hyattsville ES	1601	North Forestville ESS	0610	Panorama ES	0656	Oxon Hill ES	1201	<p>1114(a)(1)(B)</p>	<input type="checkbox"/> SAN documents for the following evidence of planning and technical assistance: <ul style="list-style-type: none"> ○ Initial planning meeting agenda and list of participants; ○ Whole-school orientation including agenda and signed roster of participants. ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents.) ○ Meeting dates ○ Plan approval process. <input type="checkbox"/> A Letter of Intent to transition from TAS to SW, if applicable. <input type="checkbox"/> A letter approving transition from TAS to SW, if applicable.
Title I School(s)	School ID Number														
Highland Park ES	1307														
Hyattsville ES	1601														
North Forestville ESS	0610														
Panorama ES	0656														
Oxon Hill ES	1201														
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>2. The LSS ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools 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. (Required Attachment #1)</p>	<p>1115(c)(1)(B)</p>	<p>Developing/Implementing:</p> <input type="checkbox"/> Weighted selection criteria <ul style="list-style-type: none"> ○ Data sources for multiple selection criteria (by school) <input type="checkbox"/> Master ranking (all students ranked showing most needy students served by grade and subject area) <input type="checkbox"/> Targeted Assistance teachers and para schedules with matching student roster <ul style="list-style-type: none"> ○ Service delivery model <input type="checkbox"/> Description of how services will be delivered to targeted assistance students at each school. (push-in/pull-out) <input type="checkbox"/> Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting <input type="checkbox"/> School master schedules <input type="checkbox"/> Exit criteria by school												

TARGETED ASSISTANCE SCHOOLS			
Check one	Assurances	Citation	Sample Evidence of Implementation
			<p>LSS School Monitoring:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of implementation of the LSS Monitoring Plan may include: <ul style="list-style-type: none"> ○ SAN from program monitoring ○ Program monitoring reports ○ Email communication <input type="checkbox"/> LSS Schedules with dates for regular review for each Title I Targeted Assistance school.
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	<p>3. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components:</p> <p>Targeted Assistance School Checklist</p> <p>A. Use program’s resources to help eligible children meet the state’s challenging academic standards;</p> <p>B. Use methods and instructional strategies to strengthen the academic program of the school;</p> <p>C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;</p> <p>D. Provide Professional Development;</p> <p>E. Strategies to increase the involvement of parents of eligible children;</p> <p>F. If appropriate and applicable, coordinate with Federal, State, and local programs;</p> <p>G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:</p> <ul style="list-style-type: none"> (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 	1115(b)(2)(A-G)	<p>Program’s resources to help eligible children meet the state’s challenging academic standards may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs, activities, and academic courses necessary to provide a well-rounded education. <p>Methods and instructional strategies to strengthen the academic program of the school may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> expanded learning time, before- and after-school, and summer programs and opportunities <input type="checkbox"/> a schoolwide 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.). <p>Coordination with the regular education program may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAN from collaboration meetings <ul style="list-style-type: none"> ○ Timelines with evidence of implementation <input type="checkbox"/> Documentation of articulation between regular education program and Title I <p>Professional Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data sources demonstrating the need for identified professional development <input type="checkbox"/> SANE documents from professional development <input type="checkbox"/> Professional development schedules, plans, and/or calendars <input type="checkbox"/> See Parent and Family Engagement Section

TARGETED ASSISTANCE SCHOOLS			
Check one	Assurances	Citation	Sample Evidence of Implementation
	(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.		<p>Strategies to increase the involvement of parents of eligible children:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>Coordinate with Federal, State, and local programs; if applicable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of coordination with Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	4. The LSS 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.	1115 (b)(2)(G)(iii)	<ul style="list-style-type: none"> <input type="checkbox"/> LSS schedules with dates for regular review for each Title I Targeted Assistance school. <input type="checkbox"/> SAN documentation of data review meetings <input type="checkbox"/> Documentation of program adjustments based on data review and progress monitoring <input type="checkbox"/> Student progress monitoring (evidence of progress/lack of progress)

D. PARENT AND FAMILY ENGAGEMENT

[MSDE Parent and Family Engagement Guidance](#)

[MSDE District Parent and Family Engagement Plan Checklist](#) [Update Link](#)

[MSDE School-level Parent and Family Engagement Plan and Compact Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

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

1. A written process to ensure that the LSS monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact. See attachment **D.1**
2. LSS's 2019-2020 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families. See attachment **D.2**
3. Tool used for annual evaluation of the content and effectiveness of the LSS's Parent and Family Engagement Policy/Plan. See attachment **D.3**
4. A list of all Title I school's individual parent and family engagement allocations. See attachment **D.4**

NOTE TO LSS: Prior to the LSS 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.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1116. See section D appendix

PARENT AND FAMILY ENGAGEMENT			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. Parent and Family Engagement Policy/Plan (LSS and School-level) & School –Parent Compact</p> <p>The LSS ensures it has a written process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LSS Title I Parent and Family Engagement Policy/Plan <i>(Required Attachment)</i> <input type="checkbox"/> School-Level Title I Parent and Family Engagement policy/plan; <input type="checkbox"/> School-Parent compact that meets statutory requirements. 	<p>1116(a)(2) 1116b) 1116(c) 1116(d)</p>	<p>LSS and School’s Parent and Family Engagement Plans and School-Parent Compact:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of input from parents/families <ul style="list-style-type: none"> <input type="checkbox"/> SANE from parent meetings <input type="checkbox"/> Announcements/Fliers <input type="checkbox"/> Parents feedback <input type="checkbox"/> Translated documents <input type="checkbox"/> Receipts for accommodations/ interpreters <input type="checkbox"/> LSS and School’s Parent and Family Engagement Plan and School-Parent Compact is distributed and are available for parents and community: <ul style="list-style-type: none"> <input type="checkbox"/> District/school website <input type="checkbox"/> Student handbook <input type="checkbox"/> School newsletters <input type="checkbox"/> Plans and compact sent home via back pack/ orientation packet <input type="checkbox"/> Evidence that the LSS provides coordination, technical assistance, and other support to school.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS must plan and implement outreach (programs and activities) with meaningful consultation with parents of participating children.</p>	<p>1116(a)(1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of parent and family input in the decisions regarding the LSS plan and implementation of outreach to TI families: <ul style="list-style-type: none"> <input type="checkbox"/> SANE <input type="checkbox"/> Parents Feedback <input type="checkbox"/> Evidence of LSS outreach/activities <ul style="list-style-type: none"> <input type="checkbox"/> Announcements/Fliers <input type="checkbox"/> Translated documents <input type="checkbox"/> Receipts for accommodations/ interpreters
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>3. Parent & Family Engagement Annual Evaluation</p> <p>The LSS ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LSS’s parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions. <i>(Required Attachment – D.1)</i></p>	<p>1116(a)(2)(D-E)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Communication/outreach regarding evaluation/survey of LSS Parent and Family Engagement Plan <input type="checkbox"/> Results of data/feedback <input type="checkbox"/> Revisions to policy/plan are made, as needed, based on evaluation <input type="checkbox"/> SAN with meeting notes, if applicable <input type="checkbox"/> Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys.

PARENT AND FAMILY ENGAGEMENT			
Check one	Assurances	Citation	Sample Evidence of Implementation
	MSDE Parent and Family Engagement Guidance: Barriers		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	4. Parent and Family Engagement Reservation (Funds): <ul style="list-style-type: none"> ▪ The LSS and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities. 	1116(a)(3)(A) 1116(a)(3)(B)	<input type="checkbox"/> Evidence of parent and family input in the decisions regarding parent and family engagement reservation: <ul style="list-style-type: none"> ○ SANE ○ Announcements/Fliers ○ Parents Feedback ○ Translated documents ○ Receipts for accommodations/ interpreters
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	5. Building Capacity for Involvement The LSS 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.	1116(e)(1-6)	LSS and School Level Documentation may include: <ul style="list-style-type: none"> <input type="checkbox"/> SANE from LSS technical assistance to schools <input type="checkbox"/> SANE from building capacity for district and school-level (See Parent and Family Engagement Checklist under Building Capacity requirements)
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	6. The LSS 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.	1116(f)	<input type="checkbox"/> Translated documents/ announcements/ fliers <input type="checkbox"/> Receipts for accommodations/ interpreters (Same documentations are applicable to meet requirements under EL Assurance #2)
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	7. The LSS ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachment- D.1)</i>	1116(a)(2)(B) 1116(e)(1-14)	<input type="checkbox"/> Evidence of LSS monitoring processes of Parent and Family Engagement requirements: <ul style="list-style-type: none"> ○ SANE from technical assistance and training

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

[Equitable Services Requirements under ESSA: Non-Regulatory Guidance](#)-New Guidance Pending

[MSDE Equitable Service Guidance](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

The LSS 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; See attachment **E.1.a**
 - b. ordering and storing of materials and equipment for use in the program provided to private school children, if applicable; See attachment **Not applicable**
 - c. 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 See attachment **E.1.c.**

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance section 1117. See section E appendix

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. Delivery of Services The LSS ensures it (select one of the following):</p> <p><input type="checkbox"/> Provides services directly to the eligible private school students?</p> <p><input checked="" type="checkbox"/> Enters into a third party contract to provide services to eligible private school students?</p> <p><input checked="" type="checkbox"/> Enters into a formal agreement (MOUs) with other LSS(s) to provide services to private school students? Please identify LSSs involved. <u>Charles County Public Schools</u> <u>District of Columbia Public Schools</u> <u>Howard County Public Schools</u> <u>Montgomery County Public Schools</u></p> <ul style="list-style-type: none"> Provide the date(s) services will begin. <u>September 3, 2019</u> 		<ul style="list-style-type: none"> <input type="checkbox"/> Copies of contracts or agreements with individuals under contract with the LSS (hourly employees), if applicable <input type="checkbox"/> Payroll lists for Title I staff providing Title I services to participating private school children <input type="checkbox"/> Third party vendor documentation that the LSS has transferred Title I funds to another LSS, if applicable <input type="checkbox"/> If applicable, formal agreement (MOU) with other LSS to provide services to private school students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. Invitation to Private School Officials The LSS ensures it has a written process for inviting private schools to participate in the Title I, Part A program. <i>(Required Attachment #1a – E.1.a)</i></p>	1117(a)(1)(A) 1117(b)(1)(b)(5)	<ul style="list-style-type: none"> <input type="checkbox"/> Approved list of private schools and approved church exempt schools <input type="checkbox"/> Letters to private school officials <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.) <input type="checkbox"/> 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"/> N/A	<p>3. Ongoing Consultation The LSS 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 LSS ensures that services to private</p>	1117 (b)(1-5)	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> <input type="checkbox"/> SANE documentation including topic specific agendas; emails, notes from phone calls. <input type="checkbox"/> If applicable, the LSS should have a signed letter

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS			
Check one	Assurances	Citation	Sample Evidence of Implementation
	school students start at the beginning of the school year. <i>(Required Attachment #1a - E.1.a)</i>		from the private school designee if the official is representing a consortium of private schools.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	4. Equitable Services to Students The LSS 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)	<input type="checkbox"/> List of participating private school children <input type="checkbox"/> Multiple selection criteria used to select for services
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	5. Teachers and Families Participation The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.	1117 (a)(1)(B)	<input type="checkbox"/> Evidence of professional development for teachers, if applicable: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of professional development activities provided or scheduled to be provided to the classroom teachers ○ 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. <input type="checkbox"/> Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students. ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	6. Dispute Resolution The LSS 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)	<input type="checkbox"/> Copy of dispute resolution process <input type="checkbox"/> If applicable, copy of communication and/or SANE between LSS, MSDE, and/or private school official working toward resolution <input type="checkbox"/> If applicable, evidence of resolving disagreements
<input checked="" type="checkbox"/> Yes	7. Supervision and Evaluation	1117(b)(1) 1117 (d)(1)	Evidence LSS Supervises: LSS Program Oversight

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input type="checkbox"/> N/A	The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. <i>(Required Attachment #1b & c – E.1.c)</i>		<ul style="list-style-type: none"> <input type="checkbox"/> Schedules of Title I staff <input type="checkbox"/> Timeline/schedules for monitoring visits <input type="checkbox"/> LSS written process and procedures for monitoring private schools <input type="checkbox"/> Monitoring feedback may include letters, emails, reports or notes to Title I staff providing services or private school officials on student progress <input type="checkbox"/> Sample lesson plans and student work <input type="checkbox"/> Consultation between LSS and third party vendor, if applicable <p>Qualifications of staff providing services:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers providing services meet state certification and licensure requirements <input type="checkbox"/> Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure. <p><i>(May not apply to LSSs that use a third party provider, unless the LSS has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i></p> <p>Fiscal Oversight:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I property labels, if applicable <input type="checkbox"/> Inventory list, if applicable <p>Evidence of Evaluation may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress reports/EOY reports on effectiveness of services <input type="checkbox"/> SANE documenting modification to program, if applicable.

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

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

[MSDE Homeless Guidance](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

1. Written process that includes how the Title I office will coordinate with the Homeless Education. See attachment [F.1](#)
2. If applicable, job description of homeless liaison position. **Not Applicable**
3. If applicable,
 - a. a description of how the LSS calculated the excess costs of providing transportation to homeless students; **Not Applicable**
 - b. the calculations that the LSS used to arrive at the figure on this section. **Not Applicable**
4. Per COMAR 13A.05.09.03- Provide a list of all currently active shelter sites in the county that serve homeless children and families. [F.4](#)

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

EDUCATION FOR HOMELESS CHILDREN AND YOUTH			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. The LSS ensures that Title I funds provide educationally related support services in a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. <i><u>(Required Attachment)</u></i></p>	1113(c)(3)(A)(i)	<input type="checkbox"/> Email or written communication regarding the needs of homeless students and families <input type="checkbox"/> Consultation Meetings with the LSS homeless education coordinator/liaison and Title I Office (SAN) <ul style="list-style-type: none"> ○ copy of needs assessment used ○ copy of homeless enrollment data ○ copy of support services data
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS 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.</p>	1113(c)(3)(A)(c)(i)	<input type="checkbox"/> Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> ○ Funds used for full or part of the homeless education liaison or additional staff ○ Funds used for excess transportation ○ Funds used for instruction and support services <input type="checkbox"/> Written/email communication with LSS homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities.

G. SUPPORT FOR FOSTER CARE STUDENTS

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

A written agreement facilitated by the local child welfare agency and the LSS 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. 1111(g)(1)(E) - See attachment [G](#)

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

SUPPORT FOR FOSTER CARE STUDENTS			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS 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.	1111(g)(1)(E)	<input type="checkbox"/> Collaboration with the child welfare agency, inclusive of the LSS foster care point of contact and the local education agency. (SAN) <input type="checkbox"/> Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) <input type="checkbox"/> Email communication

H. ENGLISH LEARNERS

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

[MSDE English Learners Guidance](#)

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS: N/A

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

ENGLISH LEARNERS			
Check one	Assurances	Citations	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.	1112(e)(3)	<input type="checkbox"/> Dated copy of completed English and/or translated version of parent notification letter with parent signature.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. The LSS 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)	<input type="checkbox"/> Documentation that shows intentional practices have been implemented which <u>may</u> include: <ul style="list-style-type: none"> <input type="checkbox"/> Copy of communication log <input type="checkbox"/> Copy of interpreter receipt <input type="checkbox"/> Translated documents or flyers <input type="checkbox"/> If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	3. The LSS has a written process for sharing the number and percentage of English learners achieving English language proficiency.	(1111(h)(2))	<input type="checkbox"/> Documentation supporting the implementation of the written process. <ul style="list-style-type: none"> <input type="checkbox"/> Sample LSS's report card

I. FISCAL REQUIREMENTS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter See attachment [I.1](#)
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI. See attachment [I.2](#)
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LSS, 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.
Not Applicable
4. Supplement not Supplant Methodology See attachment [I.4](#)

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

FISCAL REQUIREMENTS		
REQUIREMENTS	Citation	Sample Evidence of Implementation
<p>Requirement 1- Equitable Services Table 7-8</p> <p>An LSS must reserve off the top of the LSS’s Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc.</p>	<p>1117(a)(4)(A)</p> <p>New Guidance Pending</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of Equitable Services Expenditures to show Proportional Share <ul style="list-style-type: none"> ○ Transaction level reports ○ Salary/wages information ○ Materials, instructional supplies ○ Invoices ○ MOUs <input checked="" type="checkbox"/> Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies <ul style="list-style-type: none"> ○ Transaction level reports
<p>Requirement 2- Parent and Family Engagement- Table 7-9.1</p> <p>LSS must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total allocation) for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan.</p>	<p>1116 (a)(3)(A)</p> <p>1116(a)(3)(C)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of Parent and Family Engagement Expenditures <ul style="list-style-type: none"> ○ Procedures for allocation of 90% to schools ○ School/LSS reservations are in the LSS budget and line items can be followed from the budget ○ LSS Transaction Level Reports of Expenditures ○ Invoices, contracts, etc.
<p>Requirement 3 - N&D Reservation Table 7-9.1</p> <p>LSSs are required to reserve Title I funds if N& D programs exist in the LSS.</p> <p>Title I funds support a coordinated effort in the LSS, 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.</p>	<p>1113(c)(3)(A)(ii)</p> <p>1113(c)(3)(A)(iii)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of N&D Expenditures <ul style="list-style-type: none"> ○ LSS reservations are in the LSS budget and line items can be followed from the budget ○ LSS Transaction Level Reports of Expenditures ○ Invoices, contracts, etc. ○ Memorandum of Understanding (MOU)
<p>Requirement 4 - Homeless Children and Youth Table 7-9.1</p> <p>Funds are reserved to provide support to children experiencing homelessness. The LSS has a plan for the use of the funds.</p>	<p>1113(c)(3)(A)(i)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of Homeless Children and Youth Expenditures <p>Reservation:</p> <ul style="list-style-type: none"> ▪ LSS reservations are in the LSS budget and line items can be followed from the budget ▪ LSS Transaction Level Reports of Expenditures ▪ Invoices, contracts, etc.

FISCAL REQUIREMENTS		
REQUIREMENTS	Citation	Sample Evidence of Implementation
		<p>Instructional/Educational Support (If Applicable) – Costs associated with:</p> <ul style="list-style-type: none"> ▪ Tutoring Services, especially in shelters or other locations where homeless students live. ▪ Extended learning time (before and after school, Saturday classes, summer school) ▪ Counseling services to address mental health issues related to homelessness that is impeding learning. ▪ GED testing for school-age students ▪ Parental involvement specifically oriented to reaching out to parents of homeless students. ▪ Fees for AP and IB testing. ▪ Items of clothing, student fees, required records, medical and dental services, outreach services. <p>Homeless Liaison (If applicable):</p> <ul style="list-style-type: none"> ▪ Cost associated with Homeless Education Coordinator/ Liaison position. ▪ Reservation is in the budget. ▪ Job description ▪ Schedules (note who monitors/oversight) <p>Transportation (If applicable):</p> <ul style="list-style-type: none"> ▪ Cost associated with Homeless Education Transportation ▪ Reservation is in the budget ▪ LSS calculation of excess cost for providing transportation ▪ Invoices/payment schedule for transportation
<p>Requirement 5- Districtwide Title I Instructional Programs Table 7-9 .2 LSSs may reserve funds for Districtwide instructional programs for Title I schools.</p>	34 CFR Part 200.77	<p>Expenditures</p> <ul style="list-style-type: none"> ▪ LSS reservations are in the LSS budget and line items can be followed from the budget ▪ LSS Transaction Level Reports of Expenditures ▪ Invoices, contracts, etc.
<p>Requirement 6 - Districtwide Professional Development Table 7-9.2 LSSs may reserve funds for districtwide professional development programs for Title I schools such as:</p>	34 CFR Part 200.77	<p>Evidence of districtwide professional development Expenditures, if applicable:</p> <ul style="list-style-type: none"> ▪ LSS reservations are in the LSS budget and line items can be followed from the budget ▪ LSS Transaction Level Reports of Expenditures ▪ Invoices, contracts, etc.

FISCAL REQUIREMENTS		
REQUIREMENTS	Citation	Sample Evidence of Implementation
Professional development for Title I schools that is above and beyond what the Local School System program provides for all schools.		
Requirement 7- Administration Table 7-9.3: LSS may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost.	34 CFR Part 200.77	Evidence of Administration Expenditures, if applicable: LSS reservations are in the LSS budget and line items can be followed from the budget <ul style="list-style-type: none"> ▪ LSS Transaction Level Reports of Expenditures ▪ Invoices, contracts, etc. ▪ Indirect costs at the approved yearly rate. ▪ Travel, Office Supplies, and technology for Title I ▪ Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget
Requirement 8 - Support for Title I TSI Schools Table 7-9.4	LAW Reference Link for School Improvement Resource Hub https://www.marylandresourcehub.com/ https://www.marylandresourcehub.com/csi-tsi-schools	<input type="checkbox"/> Needs Assessment <input type="checkbox"/> Root Cause Analysis (recommended) <input type="checkbox"/> Intervention Plan (includes action plan and use of evidence-based strategies) <input type="checkbox"/> Evidence of Stakeholder involvement <input type="checkbox"/> Written process for determining allocation of funds <input type="checkbox"/> Documentation for monitoring, evaluation of academic progress for identified student groups , and timelines
Requirement 9 - Carryover Estimate Table 7-9.4	1127 1117(a)(4)(B)	<input type="checkbox"/> LSS Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures <input type="checkbox"/> Funds remaining resulting from school’s unspent parent involvement funds are redistributed to Title I schools (if applicable) <input type="checkbox"/> If applicable, Waiver intent indicated in the Title I Application
Requirement 10-Audits The SEA ensures that the State and the LSSs are audited annually, if required, and that all corrective actions required through this process are fully implemented.	Uniform Grant Guidance (UGG) 200.501(b)	<input type="checkbox"/> Single audits are conducted annually <input type="checkbox"/> Copies of single audit reports (2 most recent) and Corrective Action (when applicable) <input type="checkbox"/> LSS response to findings <input type="checkbox"/> MSDE follow-up reviews of findings <input type="checkbox"/> All required corrective actions from the audit findings are fully implemented within the agreed timeline. <input type="checkbox"/> Independent auditor’s report shows that the LSS has corrected all actions required.

FISCAL REQUIREMENTS		
REQUIREMENTS	Citation	Sample Evidence of Implementation
<p>Requirement 11- Rank Order The LSS ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.</p>	<p>1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Local finance budget reports match amounts reported in the approved Allocation Worksheet. <input type="checkbox"/> If applicable, Charter Schools are included in the ranking <input type="checkbox"/> If applicable, Skipped Schools have been approved by MSDE. LSS 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. <input type="checkbox"/> If applicable, Continuing Eligibility schools meet the statutory definition.
<p>Requirement 12 - Supplement not Supplant 1. The LSS 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 and provides a written methodology to demonstrate compliance. <i>(Required Attachment)</i></p>	<p>1118(b) New Guidance just released</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Allocation Amount and Expenditures. <input type="checkbox"/> Semi-annual certification (district, schoolwide, and targeted assistance). <input type="checkbox"/> Time and effort for split funded staff (district, schoolwide, and targeted assistance) if applicable, to include: <ul style="list-style-type: none"> ▪ Job descriptions ▪ Time and effort reporting ▪ Personnel Activity Reports (PARs) ▪ Written procedures to review Time and Effort <input type="checkbox"/> LSS Internal Controls and Written Procedures <input type="checkbox"/> LSS Transaction Level Reports of Expenditures <input type="checkbox"/> Most current, dated copy of the district's supplement, not supplant policy and procedures document. <input type="checkbox"/> The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. <input type="checkbox"/> List of Title I schools and non-title I schools inclusive of the distribution method used by the local school system for the applicable school year.
<p>Requirement 13 - Comparability</p>	<p>1118(c)(1)(A) 1118(c)(1)(C)</p>	<p>LSS provided required documentation with the Comparability report on or before December 1, 2019.</p>
<p>Requirement 14 - Equipment and Related Property Equipment shall 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</p>	<p>EDGAR 34 CFR 80.32, UGG §200.314</p>	<ul style="list-style-type: none"> <input type="checkbox"/> LSS Inventory <input type="checkbox"/> Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment <input type="checkbox"/> Annual physical inventory of Title I equipment <input type="checkbox"/> Lease agreements <input type="checkbox"/> Expenditure Reports <input type="checkbox"/> LSS Transaction Level Reports of Expenditures

FISCAL REQUIREMENTS		
REQUIREMENTS	Citation	Sample Evidence of Implementation
<p>needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. 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>Requirement 15- Use of Technology Devices 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>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. <input type="checkbox"/> Documentation that the LSS has implemented their procedures for monitoring and enforcement of their acceptable use policies. <input type="checkbox"/> Staff Training (SANE) <input type="checkbox"/> Corrective Actions, if applicable

REQUIRED ATTACHMENTS

(Complete this section and submit with the Title I, Part A - Application)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add hyperlink as appropriate or submit documents as appendices.

All attachments are hyperlinked in a Google folder.

A. STAFF CREDENTIALS AND CERTIFICATIONS

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REQUIRED ATTACHMENTS are hyperlinked to a Google folder:

1. A written process to ensure the LSS:
 - a. has all teachers and paraprofessional in Title I schools meet applicable state certification and licensure requirements. [A.1a. Written Process – State Certification & Licensure Requirements](#)
 - b. coordinates certification and licensure notification between Human Resources, the Title I Office and school administration. [A.1.b. Written Process- Human Resource Timeline and Coordination](#)
 - c. 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. [A.1.c. Written Process- Identification and Addressing Disparities](#)
 - d. has a timeline to notify parents. [A.1.d. Written Process- Right to Know, 4-Week Letter, Timeline, and Academic Achievement Growth Progress](#)
2. Summary of data used to determine disparities (2018-2019 SY). [A.2.](#)

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1111(c) & (g).

Name	Title	Department
Tracey J. Adesegun, Ed.D.	Director	ESSA & Title I
Leslie Ingram-Johnson	Fiscal Supervisor	ESSA & Title I
Chandra Brown	Coordinating Supervisor	ESSA & Title I
Andrea Phillips Hughes	Parent & Family Engagement Supervisor r	ESSA & Title I
Pearl Harmon, Ed.D.	Director	Human Resources Operations & Staffing

B. SCHOOLWIDE PROGRAMS

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REQUIRED ATTACHMENT:

B.1 The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.

B.2 An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible.

B.3 If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.

B.4 Written Process for how the LSS supports efforts to reduce to overuse of discipline practices that remove students from the classroom.

B.5 Written process for how the LSS 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.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1114.

Name	Title	Department
Tracey J. Adesegun, Ed.D.	Director	ESSA & Title I
Chandra Brown	Coordinating Supervisor	ESSA & Title I
Andrea Phillips Hughes	Parent & Family Engagement Supervisor	ESSA & Title I
Meri Robinson, Ed.D.	Digital Learning Supervisor	ESSA & Title I
Leslie Ingram-Johnson	Fiscal Supervisor	ESSA & Title I
Aiesha Stover Anita Sampson Carol Dimmie, Ed.D. Constance Marable, Ed.D. Dana Denny Gayle Lomax Monica Handyside, Ph.D Kristine Malachi William Simpson	Instructional Specialists	ESSA & Title I
Christina Jerome, Ed.D. Hampton Conway Terri Jefferson, Ed.D.	Technology Instructional Specialists	ESSA & Title I
Nancy Benning Stacey Montgomery Tamala Stuckey, Ed.D.	Technology Resource Teachers	ESSA & Title I
Lorelle Ryan	Program Coordinator	ESSA & Title I

C. TARGETED ASSISTANCE SCHOOLS – Not Applicable

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REQUIRED ATTACHMENTS:

1. Written process for developing, implementing, and monitoring requirements in all targeted assistance schools 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.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(b))
3. If applicable, a **Letter of Intent** to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program. [C.1](#)
4. If applicable, the approval letter from the MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program. [B.3](#)

D. PARENT AND FAMILY ENGAGEMENT

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REQUIRED ATTACHMENTS:

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

1. A written process to ensure that the LSS 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. [D.1](#)
2. LSS's 2019-2020 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families. [D.2](#)
3. Tool used for annual evaluation of the content and effectiveness of the LSS's Parent and Family Engagement Policy/Plan. [D.3](#)
4. A list of all Title I school's individual parent and family engagement allocations. [D.4](#)

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1116.

Name	Title	Department
Tracey J. Adesegun, Ed.D.	Director	ESSA & Title I
Chandra Brown	Coordinating Supervisor	ESSA & Title I
Andrea Phillips Hughes	Parent & Family Engagement Supervisor	ESSA & Title I
Meri Robinson, Ed.D.	Digital Learning Supervisor	ESSA & Title I
Leslie Ingram-Johnson	Fiscal Supervisor	ESSA & Title I
Anita Sampson Gayle Lomax Monica Handyside, Ph.D.	Instructional Specialists	ESSA & Title I
Natasha Jenkins	Parent & Family Engagement Specialists	ESSA & Title I
Lorelle Ryan	Program Coordinator	ESSA & Title I
Sheila Jackson, Ed.D.	Director	Family & Community Engagement Department

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

[Return to application](#)

REQUIRED ATTACHMENTS:

The LSS 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; [E.1.a](#)
 - b. ordering and storing of materials and equipment for use in the program provided to private school children, if applicable; [Not applicable](#)
 - c. 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 [E.1.c.](#)

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance section 1117.

Name	Title	Department
Tracey J. Adesegun, Ed.D.	Director	ESSA & Title I
Chandra Brown	Coordinating Supervisor	ESSA & Title I
Leslie Ingram-Johnson	Fiscal Supervisor	ESSA & Title I
Andrea Phillips Hughes	Parent & Family Engagement Supervisor	ESSA & Title I
Aiesha Stover Carol Dimmie, Ed.D. William Simpson	Instructional Specialists	ESSA & Title I
Christina Jerome, Ed.D.	Technology Instructional Specialists	ESSA & Title I
Tremika Smith Stephen Hill	Financial Analysts	ESSA & Title I
Natasha Jenkins	Parent & Family Engagement Specialist	ESSA & Title I

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

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REQUIRED ATTACHMENTS:

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

1. A written process that includes how the Title I office will coordinate with the Homeless Education. [F.1](#)
2. If applicable, job description of homeless liaison position. [Not Applicable](#)
3. If applicable,
 - a. description of how the LSS calculated the excess costs of providing transportation to homeless students; [Not Applicable](#)
 - b. the calculations that the LSS used to arrive at the figure on this section. **Not Applicable**
4. Per COMAR 13A.05.09.03- Provide a list of all currently active shelter sites in the county that serve homeless children and families. [F.4](#)

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

Name	Title	Department
Tracey J. Adesegun, Ed.D.	Director	ESSA & Title I
Meri Robinson, Ed.D.	Digital Learning Supervisor	ESSA & Title I
Leslie Ingram-Johnson	Fiscal Supervisor	ESSA & Title I
Constance Marable, Ed.D.	Instructional Specialists	ESSA & Title I
Terri Jefferson, Ed.D.	Technology Instructional Specialist	ESSA & Title I
Natasha Jenkins	Parent & Family Engagement Specialist	ESSA & Title I
Stephen Hill Tremika Smith	Financial Analysts	ESSA & Title I
Natasha Jones Ph.D.	McKinney Vento Supervisor	Student Services Department

**SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION
SY 2019-2020**

I certify the following shelters provide assistance to homeless families, children and youth. The Local School System'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 School System: Prince George's County Public Schools

Homeless Education Coordinator/Liaison: Natasha White Jones, PhD (301) 925-2482
Name Telephone/Cell Phone

Homeless Education Coordinator / Liaison's Email: Natasha.jones@pgcps.org

NAME OF SHELTER/ CONTACT PERSON	ADDRESS/TELEPHONE/ EMAIL	POPULATION SERVED
Arnold Place Tracy Arnold	3112 Walters Lane Forestville, MD 20747 (202) 431-9811 Tracylarnold@aol.com	women ages 16 - 62; accommodations for mothers with children also available
Family Crisis Center India Smith	3601 Taylor Street, Brentwood, MD 20722 (301) 577-4839 ext. 1208 India.smith@fccpg.org	60 families
Family Emergency Shelter Ryan Harrison	425 Brightseat Road, Landover, MD 20785 (301) 909-6140 Ryan.harrison@maryland.gov	families
House of Ruth Keisha Jordan	5350 D St SE, Washington, DC 20019 (202) 667-7001 ext. 282 kjordan@houseofruth.org	women with children who are victims of domestic violence, substance abuse, or mental health issues

Laurel Advocacy & Referral Services Leah Paley	311 Laurel Avenue, Laurel, MD 20707 (301) 776-0442 lpaley@laureladvocacy.org	permanent supportive housing for residents of Laurel, MD only
Promise Place Robert Bell	1400 Doewood Lane, Capitol Heights, MD 20743 (240) 764-8253 rbell@sashabruce.org	20 beds (10 males/10 females); 12 - 24 years old (if under 18, must go through DSS)
Shepherd's Cove Christabel Okafor	1400 Doewood Lane, Capitol Heights, MD 20743 (301) 386-4444 ext. 226 cokafor@ucappgc.org	single women with children (males under the age of 12)
St. Ann's Sister Bernadette Miller	4901 Eastern Avenue Hyattsville, MD 20782 (301) 559-5500 ext. 171 srbmiller@stanns.org	teen mothers (18 - 24 year old) and older mothers
THP Transitional Housing Program Darlene Harris	9202 Springhill Lane, Greenbelt, MD 20770 (30) 220-4336 Darlene.harris@maryland.gov	70-80 families; UHY 18 - 24 years old still in HS (roommates)



9/11/2019

Signature - Homeless Education Coordinator/Liaison

Date

G. SUPPORT FOR FOSTER CARE STUDENTS

[Return to application](#)

REQUIRED ATTACHMENTS G:

A written agreement facilitated by the local child welfare agency and the LSS 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. 1111(g)(1)(E)

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

Name	Title	Department
Tracey J. Adesegun, Ed.D.	Director	ESSA & Title I
Andrea Phillips Hughes	Family & Parent Supervisor	ESSA & Title I
Meri Robinson, Ed.D.	Digital Learning Supervisor	ESSA & Title I
Anita Sampson Dana Denny Monica Handyside, Ph.D	Instructional Specialists	ESSA & Title I
Theresa Saunders	Fiscal Analyst	ESSA & Title I
Jacqueline Naves	Pupil Personnel Workers Supervisor	Student Support Services
D. Vance Williams, Ed.D.	County Liaison	Prince George's County Social Services
David Hill	Operations Supervisor	PGCPS Transportation
Nicole Duff	Pupil Personnel Worker	Pupil Personnel Services

H. ENGLISH LEARNERS[*Return to application*](#)

REQUIRED ATTACHMENTS: 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 section.

Name	Title	Department
Tracey J. Adesegun, Ed.D.	Director	ESSA & Title I
Chandra Brown	Coordinating Supervisor	ESSA & Title I
Andrea Phillips Hughes	Parent & Family Engagement Supervisor	ESSA & Title I
Meri Robinson, Ed.D.	Digital Learning Supervisor	ESSA & Title I
Leslie Ingram-Johnson	Fiscal Supervisor	ESSA & Title I
Anita Sampson Carol Dimmie, Ed.D. Kristine Malachi	Instructional Specialists	ESSA & Title I
Terri Jefferson, Ed.D.	Technology Instructional Specialists	ESSA & Title I
Natasha Jenkins	Parent & Family Engagement Instructional Specialist	ESSA & Title I
Theresa Saunders	Fiscal Analyst	ESSA & Title I
Melissa Kanney, Ed.D.	Instructional Supervisor	English Speakers of Other Languages (ESOL)

I. FISCAL**[Return to application](#)****REQUIRED ATTACHMENTS: See Tables:**

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

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LSS, 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.
4. A written process that includes how the LSS:
 - 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.

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

Name	Title	Department
Tracey J. Adesegun, Ed.D.	Director	ESSA & Title I
Chandra Brown	Coordinating Supervisor	ESSA & Title I
Andrea Phillips Hughes	Parent & Family Engagement Supervisor	ESSA & Title I
Meri Robinson, Ed.D.	Digital Learning Supervisor	ESSA & Title I
Leslie Ingram-Johnson	Fiscal Supervisor	ESSA & Title I
Stephen Hill Theresa Saunders Tremika Smith	Financial Analysts	ESSA & Title I

Title I, Part A – Required Attachments

Prince George's County Public Schools

Submission Date

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

Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
N, S, C, CEI or TB	SW or TAS	MSOE Sch ID #	Public School Name <small>(rank order by Percent of Poverty highest to lowest, include Skipped Schools)</small>	Specific Number 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 10/31/18)	Number of Direct Certification Children for NCLB in CEP Schools (10/31/18)	CEP Direct Certification count realized by the LEA multiplier ¹	FTE Low Income Public School Children used in Allocation Title I Funds ²	Percent of Poverty for Title I Allocations (H-F-M)	Number of Low Income Private School Children Reading in this School's Attendance Area	FTE Low Income Private School Children Reading in this School's Attendance Area	Per Title I Allocation (PPA)	Public School Allocation (L+P+Q)	
1		SW	0647	CONCORD ELEMENTARY	PreK-6	Y	356	342	214.0	342.4	342.0	96.07%	5	5	\$860.00	\$294,120.00
2	TSI	SW	1811	CARMODY HILLS ELEMENTARY	PreK-6	Y	472	435	272.0	435.2	435.0	92.16%	7	7	\$860.00	\$374,100.00
3	S	SW	0216	ANNAPOLIS ROAD ACADEMY	9-10	N	72	67	0.0	0.0	67.0	93.06%	0	0	\$0.00	\$0.00
4		SW	1710	RIDGECREST ELEMENTARY	PreK-6	N	876	613	0.0	0.0	584.0	90.69%	6	6	\$860.00	\$502,240.00
5		SW	1725	COOL SPRING ELEMENTARY	PreK-6	N	846	748	0.0	0.0	712.0	80.42%	2	2	\$860.00	\$612,320.00
6		SW	1719	LANGLEY PK- MCCORMICK ELEMENTARY	PreK-6	N	848	743	0.0	0.0	703.0	87.62%	9	9	\$860.00	\$604,580.00
7		SW	1214	GLASSMANOR ELEMENTARY	K-5	N	308	261	0.0	0.0	261.0	84.74%	1	1	\$860.00	\$224,460.00
8	TSI	SW	0613	DISTRICT HEIGHTS ELEMENTARY	PreK-5	Y	511	430	269.0	430.4	430.0	84.15%	3	3	\$860.00	\$369,800.00
9	TSI	SW	1816	JOHN H BAYNE ELEMENTARY	PreK-5	Y	453	380	238.0	380.8	380.0	83.89%	12	12	\$860.00	\$326,800.00
10		SW	0210	ROGERS HEIGHTS ELEMENTARY	PreK-6	N	788	660	0.0	0.0	640.0	83.76%	13	13	\$860.00	\$550,400.00
11	TSI	SW	0661	SUTLAND ELEMENTARY	PreK-6	Y	532	444	278.0	444.8	444.0	83.46%	10	10	\$860.00	\$361,840.00
12		SW	1310	DODGE PARK ELEMENTARY	PreK-6	N	606	498	0.0	0.0	477.0	82.18%	5	5	\$860.00	\$410,230.00
13		SW	1730	MARY HARRIS "MOTHER" JONES ELEMENTARY	PreK-5	N	1,011	830	0.0	0.0	783.0	82.10%	4	4	\$860.00	\$661,980.00
14	TSI	SW	1216	SAMUEL CHASE ELEMENTARY	PreK-5	Y	345	283	177.0	283.2	283.0	82.03%	2	2	\$860.00	\$243,380.00
15	TSI	SW	1306	WILLIAM PACA ELEMENTARY	PreK-5	Y	565	462	289.0	462.4	462.0	81.77%	3	3	\$860.00	\$397,320.00
16		SW	2007	WOODRIDGE ELEMENTARY	PreK-6	N	340	277	0.0	0.0	258.0	81.47%	4	4	\$860.00	\$221,880.00
17	TSI	SW	1830	WILLIAM W HALL ACADEMY	PreK-6	Y	523	424	265.0	424.0	424.0	81.07%	3	3	\$860.00	\$364,840.00
18		SW	1802	SEAT PLEASANT ELEMENTARY	PreK-6	Y	362	292	183.0	292.8	292.0	80.66%	2	2	\$860.00	\$251,120.00
19		SW	0214	TEMPLETON ELEMENTARY	PreK-5	N	878	703	0.0	0.0	663.5	80.07%	6	6	\$860.00	\$570,610.00
20	TSI	SW	0607	HILLCREST HEIGHTS ELEMENTARY	PreK-5	Y	473	376	235.0	376.0	376.0	79.48%	9	9	\$860.00	\$323,260.00
21	TSI	SW	0636	WILLIAM BEANES ELEMENTARY	PreK-5	N	482	383	0.0	0.0	355.5	79.46%	4	4	\$860.00	\$305,730.00
22	TSI	SW	0217	PORT TOWNS ELEMENTARY	PreK-6	N	1,130	897	0.0	0.0	858.5	79.38%	10	10	\$860.00	\$738,310.00
23	TSI	SW	2113	SPRINGHILL LAKE ELEMENTARY	K-5	N	873	689	0.0	0.0	609.0	78.92%	1	1	\$860.00	\$562,540.00
24		SW	1901	RIVERDALE ELEMENTARY	PreK-5	N	684	534	0.0	0.0	513.5	78.07%	2	2	\$860.00	\$441,610.00
25	TSI	SW	1604	EDWARD M FELEGY ELEMENTARY	PreK-5	N	797	614	0.0	0.0	584.5	77.04%	6	6	\$860.00	\$502,670.00
26		SW	1718	NICHOLAS OREM MIDDLE	6-8	N	1,011	774	0.0	0.0	774.0	76.56%	15	15	\$860.00	\$665,840.00
27		SW	1731	ROSAL PARKS ELEMENTARY	PreK-6	N	658	503	0.0	0.0	483.5	76.44%	4	4	\$860.00	\$415,810.00
28		SW	1714	ADELPHI ELEMENTARY	PreK-6	N	771	587	0.0	0.0	568.0	76.13%	16	16	\$860.00	\$488,480.00
29	TSI	SW	0205	BLADENSBURG ELEMENTARY	PreK-6	N	753	571	0.0	0.0	534.5	75.83%	10	10	\$860.00	\$459,670.00
30	TSI	SW	1908	WILLIAM WIRT MIDDLE	6-8	N	1,188	900	0.0	0.0	900.0	75.76%	10	10	\$860.00	\$774,000.00
31	S	SW	0107	FRANCES R RUCHS E C C	PreK	N	305	238	0.0	0.0	238.0	77.38%	0	0	\$0.00	\$0.00
32		SW	2106	BUCK LODGE MIDDLE	6-8	N	1,148	867	0.0	0.0	867.0	75.52%	3	3	\$860.00	\$745,620.00
33	TSI	SW	1204	FOREST HEIGHTS ELEMENTARY	PreK-6	N	317	238	0.0	0.0	224.0	75.08%	3	3	\$860.00	\$192,840.00
34	TSI	SW	0645	ANDREW JACKSON ACADEMY	PreK-8	Y	657	492	308.0	492.8	492.0	74.86%	6	6	\$750.00	\$369,000.00
35		SW	1711	CAROLE HIGHLANDS ELEMENTARY	PreK-6	N	487	360	0.0	0.0	340.5	73.92%	1	1	\$750.00	\$256,375.00

N, S, C, CSI or TSI	SW or TAG	MSOE Sch ID #	Public School Name <small>(rank order by Percent of Poverty highest to lowest, include Skipped Schools)</small>	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 (100/119)	CEP Direct Certification count multiplied by the 15 multiplier ¹	FTE Low Income Public School Children used to Allocate Title I Funds ²	Percent of Poverty for Title I Allocations (HH-M)	Number of Low Income Private School Children Residing in the School's Attendance Area	FTE Low Income Private School Children Residing in the School's Attendance Area	Per-Pupil Allocation (P/A)	Public School Allocation (L x P = Q)	
36	TSI	SW	0619	PRINCETON ELEMENTARY	PreK-6	N	369	271	0.0	0.0	252.5	73.44%	4	4	\$750.00	\$189,375.00
37		SW	2006	GLENRIDGE ELEMENTARY	PreK-6	N	804	579	0.0	0.0	559.5	72.01%	9	9	\$750.00	\$419,625.00
38	S	SW	0608	GREEN VALLEY ACADEMY	7-10	N	61	44	0.0	0.0	44.0	72.13%	0	0	\$0.00	\$0.00
39	S	SW	1822	H WINSHIP WHEATLEY E C C	PreK	N	284	176	0.0	0.0	176.0	61.97%	0	0	\$0.00	\$0.00
40		SW	1009	OAKLANDS ELEMENTARY	PreK-5	N	419	301	0.0	0.0	283.5	71.84%	2	2	\$750.00	\$212,625.00
41		SW	2013	JAMES MC HENRY ELEMENTARY	PreK-5	N	735	527	0.0	0.0	501.5	71.70%	6	6	\$750.00	\$378,125.00
42		SW	1208	FLINTSTONE ELEMENTARY	PreK-5	N	451	323	0.0	0.0	313.5	71.62%	2	2	\$750.00	\$235,125.00
43	TSI	SW	0211	GLADYS NOON SPELLMAN ELEMENTARY	PreK-6	N	546	391	0.0	0.0	381.0	71.61%	10	10	\$750.00	\$285,750.00
44		SW	1706	THOMAS S STONE ELEMENTARY	PreK-5	N	585	418	0.0	0.0	397.5	71.45%	3	3	\$750.00	\$298,125.00
45		SW	1607	BEACON HEIGHTS ELEMENTARY	PreK-6	N	480	340	0.0	0.0	320.5	70.83%	1	1	\$750.00	\$240,375.00
46	S	SW	1732	INTERNATIONAL HIGH SCHOOL @ LANGLEY PARK	9-12	N	332	204	0.0	0.0	304.0	91.57%	0	0	\$0.00	\$0.00
47	S	SW	1352	INTERNATIONAL HIGH SCHOOL @ LARGO	9-12	N	378	259	0.0	0.0	259.0	68.52%	0	0	\$0.00	\$0.00
48		SW	1712	LEWISDALE ELEMENTARY	PreK-5	N	652	461	0.0	0.0	439.5	70.71%	9	9	\$750.00	\$328,625.00
49	TSI	SW	2014	LAMONT ELEMENTARY	PreK-5	N	522	365	0.0	0.0	343.0	69.92%	4	4	\$750.00	\$257,250.00
50		SW	1709	CHILLUM ELEMENTARY	PreK-5	N	369	257	0.0	0.0	238.5	66.65%	8	8	\$750.00	\$178,875.00
51		SW	1333	JUDGE SYLVANIA W WOODS, SR. ELEMENTARY	PreK-6	N	757	527	0.0	0.0	508.0	69.62%	10	10	\$750.00	\$381,000.00
52	S	SW	1313	KENMOOR E C C	PreK	N	227	178	0.0	0.0	178.0	78.41%	0	0	\$0.00	\$0.00
53		SW	0105	CALVERTON ELEMENTARY	PreK-5	N	862	594	0.0	0.0	575.5	68.91%	4	4	\$750.00	\$431,625.00
54	TSI	SW	1219	BARNABY MANOR ELEMENTARY	PreK-5	N	474	322	0.0	0.0	301.0	67.93%	7	7	\$750.00	\$225,750.00
55	TSI	SW	1828	ROBERT R GRAY ELEMENTARY	PreK-6	N	447	299	0.0	0.0	285.5	66.89%	1	1	\$750.00	\$214,125.00
56	TSI	SW	1808	DOSWELL E BROOKS ELEMENTARY	PreK-6	N	231	153	0.0	0.0	144.5	66.23%	4	4	\$750.00	\$108,375.00
57		SW	2121	CHEROKEE LANE ELEMENTARY	K-6	N	551	364	0.0	0.0	364.0	66.09%	15	15	\$750.00	\$273,000.00
58		SW	2005	CARROLLTON ELEMENTARY	PreK-5	N	627	413	0.0	0.0	374.0	65.87%	4	4	\$750.00	\$280,500.00
59	TSI	SW	0617	FRANCIS SCOTT KEY ELEMENTARY	PreK-5	N	480	322	0.0	0.0	302.5	65.71%	1	1	\$750.00	\$226,875.00
60		SW	2107	HOLLYWOOD ELEMENTARY	PreK-5	N	398	261	0.0	0.0	243.0	65.59%	3	3	\$750.00	\$182,250.00
61		SW	1703	MT RAINIER ELEMENTARY	PreK-6	N	333	218	0.0	0.0	203.0	65.47%	6	6	\$750.00	\$152,250.00
62		SW	1411	GAYWOOD ELEMENTARY	PreK-5	N	486	318	0.0	0.0	299.5	65.43%	7	7	\$750.00	\$234,625.00
63	CSI	SW	0102	HIGH POINT HIGH	9-12	N	2,481	1,618	0.0	0.0	1618.0	65.22%	87	87	\$550.00	\$889,900.00
64	TSI	SW	1218	VALLEY VIEW ELEMENTARY	PreK-5	N	435	277	0.0	0.0	266.5	65.19%	2	2	\$750.00	\$198,875.00
65		SW	2016	ROBERT FROST ELEMENTARY	K-5	N	288	186	0.0	0.0	186.0	64.59%	1	1	\$750.00	\$139,500.00
66	TSI	SW	0660	DREW-FREEMAN MIDDLE	6-8	N	818	527	0.0	0.0	527.0	64.43%	9	9	\$675.00	\$355,725.00
67	TSI	SW	1231	J FRANK DENT ELEMENTARY	PreK-6	N	292	188	0.0	0.0	178.5	64.39%	5	5	\$750.00	\$133,875.00
68		SW	0606	BRADBURY HEIGHTS ELEMENTARY	PreK-6	N	491	316	0.0	0.0	297.0	64.36%	3	3	\$750.00	\$222,750.00
69	N, TSI	SW	1307	HIGHLAND PARK ELEMENTARY	PreK-6	N	286	184	0.0	0.0	177.0	64.34%	3	3	\$750.00	\$132,750.00
70		SW	2011	CHARLES CARROLL MIDDLE	6-8	N	1,307	839	0.0	0.0	839.0	64.19%	17	17	\$675.00	\$568,325.00
71		SW	0213	COOPER LANE ELEMENTARY	PreK-6	N	543	348	0.0	0.0	337.5	64.09%	7	7	\$750.00	\$253,125.00
72		SW	2003	SEABROOK ELEMENTARY	PreK-5	N	339	216	0.0	0.0	203.5	63.91%	3	3	\$750.00	\$152,625.00
73		SW	1601	LAUREL ELEMENTARY	PreK-5	N	613	391	0.0	0.0	371.0	63.78%	2	2	\$750.00	\$278,250.00

N, S, C, CEI or TSI	SW or TAS	MSDE Site ID #	Public School Name (rank order by Percent of Poverty highest to lowest, include Skipped Schools)	(Null)	Specific Numeric Grade Span (public)	CEP School (Y or N)	Public School Enrollment (as of 06/30/19)	Number of Low Income Public School Children (as of 06/30/19)	Number of Direct Certification Children for NCLP in CEP Schools (06/30/19)	CEP Direct Certification count multiplied by the 1.6 multiplier ¹	FTE Low Income Public School Children used to Allocate Title I Funds ²	Percent of Poverty for Title I Allocation (H+M)	Number of Low Income Private School Children Residing in the School's Attendance Area	FTE Low Income Private School Children Residing in the School's Attendance Area	Per Pupil Allocation (PPA)	Public School Allocation (L x P + Q)	
	SW	0618	LONGFELDS ELEMENTARY		PreK-6	N	283	180	0.0	0.0	168.5	63.60%	1	1	\$750.00	\$126,375.00	
	SW	1234	OXON HILL MIDDLE		6-8	N	779	489	0.0	0.0	489.0	62.77%	6	6	\$675.00	\$330,675.00	
	SW	1602	HYATTSVILLE MIDDLE		6-8	N	827	571	0.0	0.0	571.0	61.80%	8	9	\$675.00	\$385,425.00	
N, TSI	SW	1601	HYATTSVILLE ELEMENTARY		PreK-5	N	517	317	0.0	0.0	297.5	61.32%	12	12	\$750.00	\$223,125.00	
	SW	1414	CATHERINE T REED ELEMENTARY		PreK-5	N	478	283	0.0	0.0	282.5	61.30%	7	7	\$750.00	\$211,875.00	
S, TSI		0705	TALL OAKS HIGH		11-12	N	90	55	0.0	0.0	55.0	61.11%	0	0	\$0.00	\$0.00	
N	SW	0956	PANORAMA ELEMENTARY		PreK-5	N	669	373	0.0	0.0	355.5	61.25%	15	15	\$750.00	\$266,250.00	
TSI	SW	0206	BLADENSBURG HIGH		9-12	N	1,853	1,129	0.0	0.0	1,129.0	60.93%	32	32	\$550.00	\$620,950.00	
N	SW	0610	NORTH FORESTVILLE ELEMENTARY		PreK-6	N	374	227	0.0	0.0	217.0	60.79%	2	2	\$750.00	\$162,750.00	
N, TSI	SW	1201	OXON HILL ELEMENTARY		K-5	N	226	136	0.0	0.0	136.0	60.18%	4	4	\$750.00	\$102,000.00	
TSI	SW	1320	G JAMES GHOLSON MIDDLE		6-8	N	879	528	0.0	0.0	528.0	60.07%	9	9	\$675.00	\$356,400.00	
	SW	0640	ARROWHEAD ELEMENTARY		PreK-5	N	404	241	0.0	0.0	231.5	58.05%	4	4	\$750.00	\$173,825.00	
	SW	1302	COLUMBIA PARK ELEMENTARY		PreK-6	N	540	322	0.0	0.0	301.0	58.03%	4	4	\$750.00	\$225,750.00	
	SW	0615	BENJAMIN STOODERT MIDDLE		6-8	N	657	367	0.0	0.0	367.0	58.00%	18	18	\$675.00	\$261,225.00	
								Total									

Table 7-9

Table 7-8

*Community Eligibility Provision

¹ The 1.6 multiplier applies to a Community Eligibility school.

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

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

A Local School System 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 LSS must only check one method** unless an LSS is using Community Eligibility Provision (CEP) or Explicit Authority (see G below).

- X A. Free Lunch
- B. Free and Reduced Lunch
- C. Temporary Assistance for Needy Families (TANF)
- D. Census Poor (Children ages 5-17 based on 2010 Census Data)
- E. Children eligible to receive medical assistance under the Medicaid program
- X F. Community Eligibility Provision(CEP)
- G. NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C))

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 LSS 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)

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

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I, Part A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
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.
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))
3. 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.

- ___ **Percentages** -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- X** **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- ___ **35% rule** -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- ___ **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- ___ **Special Rule:** Feeder pattern for **secondary schools**. Using this method, a school system may project the number of low-income children in a **secondary school** based on the average poverty rate of the elementary school attendance areas that feed into the school. (ESEA section 1113 (a)(5)(B)). **Complete Tables 7-3 and 7-4.**
- ___ **New Exception as of 2017-2018:** An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). **Complete Tables 7-6.2.**
- ___ **District-wide and school percentage below 35% rule** -- District-wide percentage is below 35% then any school above 35% are eligible for services. Schools must be served in rank order of poverty, **but not below district-wide percentage.** Title I, Part A funds may run out before serving all schools above 35%. (ESEA section 1113 (c)(2)(A)). **Complete Tables 7-3 and 7-5.**

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

Note also re: Feeder Patterns in Maryland:

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

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

- (a) Is provided by a teacher to students in any one or consecutive sequence of grades 9—12;
- (b) Consists of instruction in English language arts, mathematics, science, social studies, and other curricular areas required for earning a secondary school

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

The LSS 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, 2017 to complete this table along with the September 30, 2017 enrollment data.

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

$$\frac{68,368}{\text{Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2018)}} \div \frac{132,455}{\text{Total LSS Student Enrollment (September 30, 2018)}} = 51.62\% \text{ District Wide Average (percentaged) of Low-Income Children}$$

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW INCOME CHILDREN BY GRADE SPAN GROUPONGS (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)	41,454	/	74,794	55.42%
Middle (6-8)	11,541	/	21,499	53.68%
High (9-12)	15,373	/	36,162	42.51%

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

			N/A
			Per Pupil Amount
Local Educational Agency Title I, Part A Allocation (Taken from Table 7-9) (Should match # on C-1-25)	/	Total Number of Low-Income Public and Private School Students (Taken from Allocation Worksheet)	=

Table 7-6.1 CONTINUED ELIGIBILITY

<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year</u>. LIST below any school(s) that the school system will serve for one additional year.</p>			
<p>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 LSS's selection in Table 7-2.</p>			
Name of School(s)	MSDE School ID	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A			

<p>Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY</p>		
<p>Ranking High Schools - ESEA Exceptions to the Ranking Requirement</p>		
<p>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)).</p>		
<p>List the high schools that the LSS is choosing to serve under this exception.</p>		
Name of School(s)	MSDE School ID Number	Poverty Percent
Bladensburg	0208	60.93%
High Point	0102	65.22%

Table 7-7 TITLE I SKIPPED SCHOOLS

LSSs 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:

8

Note: The completed 2019-2020 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application. LSS must submit a copy of the approved request letter.

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

Prince George's County Public Schools

Local School System

2 day Pre-K equals .5 FTE

Notation	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 9/30/18)	Number of Low Income- Public School Children (as of 10/31/18)	FTE Low Income Public School Children (10/31/18)	Per Pupil Allocation (PPA)	Local/State Allocation to Skipped Public Schools (J x K = L)
1	4	0216 ANNAPOLIS ROAD ACADEMY	9-10	93.06%	72	67	67.0	\$36,153.66	\$2,422,295.22
2	1	1732 INTERNATIONAL HIGH SCHOOL @ LANGLEY PARK	9-12	91.57%	332	304	304.0	\$13,915.07	\$4,230,181.28
3	3	1313 KENMOOR E C C	PreK	78.41%	227	178	178.0	\$28,946.20	\$5,152,423.60
4	3	0107 FRANCES R FUCHS E C C	PreK	77.38%	305	236	236.0	\$31,821.22	\$7,508,807.92
5	4	0608 GREEN VALLEY ACADEMY	7-10	72.13%	61	44	44.0	\$77,282.80	\$3,400,443.20
6	1	1352 INTERNATIONAL HIGH SCHOOL @ LARGO	9-12	68.52%	378	299	299.0	\$15,589.67	\$4,037,724.53
7	3	1822 H WINSHIP WHEATLEY E C C	PreK	61.97%	284	176	176.0	\$31,565.49	\$5,555,526.24
8	4	0705 TALL OAKS HIGH	11-12	61.11%	90	55	55.0	\$49,067.82	\$2,698,730.10
		Total				1319	1319.0		\$35,007,132.09

Table 7-7 Skipped

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 : [See Below](#)

Title I Skipped Schools' Addendum SY 2019-2020



School System: Prince George's County Public Schools

Signature/ Date: Tracey J. Adesegun 9/9/19

Title I Coordinator: Tracey J. Adesegun, Ed.D.

Fiscal Representative: Leslie D. Ingram-Johnson

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.

Title I Skipped Schools' Addendum for SY 2019-2020
 Maryland State Department of Education

This addendum should be submitted according to the established MSDE timelines for the Title I Application and the Master Plan update. Please contact your MSDE specialist if you have specific questions regarding this addendum.

LEAs are reminded they must notify MSDE and receive written approval before planning to skip Title I eligible schools within a district's ranking scheme.

Proof of comparability must be submitted to MSDE with the Comparability Report and the LEA must ensure the schools will be comparable on this addendum. (The skipped schools must be treated as Title I schools when running comparability report).

The Title I Skipped Schools Excel worksheet must be completed and submitted to MSDE with this addendum. The allocation worksheet requires the LEA to identify each skipped school's code. See table below:

Code	School Type	Description
1	Regular School (State school codes 12, 13, 15, 16)	A public elementary/secondary school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum.
20	Vocational Education School	A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations.
30	Special Education School	A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities.
40	Alternative Education School	A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.

Section A: Code 1 (12, 13, 15, and 16 Schools) - Regular Schools

1. Provide a full description (in narrative form) of the Title I- like services in each Code 1 school. The descriptions must be submitted to MSDE with this addendum. These services must be targeted to specific students or used to provide instructional reform throughout the school. (Note: Title I-like means the schools must meet the requirements of Section 1114 or 1115).

International High School – Langley Park and International High School – Largo are regular schools (Code 1, Type 15) with students enrolled in grade 9-12. The program will employ cutting-edge learning practices paired with a blended learning model and integrated literacy

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development to increase academic achievement among our most struggling group of English Language Learners. The core contents are taught at a grade level that the student understands and with some concepts taught in the student's native language.

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.

Local funding provides for staffing and resources to operate the skipped schools. Based on the FY20 approved budget for the schools divided by 9/30/18 student enrollment, the per pupil allocation for these schools was derived which exceeds Title I per pupil allocation.

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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				
579	/	36,496	=	0.01586475230
Total # of private school children from low income families including those going to schools in other LSSs 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
0.01586475230	x	\$34,784,519	=	\$551,848
Proportion of reservation		Total Title I Allocation Use # from Table 7-9.1, 1st line)		Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation				
\$551,848	x	1%	=	\$5,518
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		For Parent & Family Engagement		Proportional share available to parents of private school participants
1.c: Remaining for Instruction, Professional Development and Administration				
\$551,848	-	\$5,518	=	\$546,330
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				
\$546,330	-	\$0	=	\$546,330
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				
\$546,330	-	\$82,777	=	\$463,553
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 .

\$463,553	/	579	=	\$800.61
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	Equitable Services for Parent Involvement:Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Prince George's.	149 students x \$9.53	\$1,421
	Equitable Services for Parent Involvement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in District of Columbia.	351 students x \$9.53	\$3,345
	Equitable Services for Parent Involvement:Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Montgomery County.	74 students x \$9.53	\$705
	Equitable Services for Parent Involvement:Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Anne Arundel County.	1 student x \$9.53	\$10
	Equitable Services for Parent Involvement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Charles County.	4 students x \$9.53	\$38
Professional Development	N/A		

Administration	Administrative Costs: Equitable services program costs for district and vendor administrative staff providing services, program monitoring, mailings, printing, and other administrative functions.	\$551,848 x 15% administrative costs	\$82,777
Instructional	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in Prince George's private schools will be provided after-school tutoring and supplemental materials. Students receive 2.0 hours of instructional services in reading and/or mathematics based on eligibility is delivered by third-party vendor.	149 students x \$800.61	\$119,290
	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in District of Columbia private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	351 students x \$800.61	\$281,014
	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in Montgomery County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	74 students x \$800.61	\$59,245
	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in Anne Arundel County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	1 student x \$800.61	\$801
	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in Charles County private schools will be provided after-school tutoring and supplemental materials.	4 students x \$800.61	\$3,202
Total Equitable Share			\$551,848

Table 7-9 LSS 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.**

**Allocation -
Proportional
Share**

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION		Total Reservations	Detailed Budget Description	Calculation	Total
Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services					
			Minimum of 90% of 1% that must go to Schools	\$ 308,094	
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	\$716,906	Districtwide: Mobile Activity Center Van morning coordinator hosts educational events, offers materials in diverse languages, provide resources, etc. (salaries)	60 days x 4 hours x \$55	\$13,200
			Districtwide: Mobile Activity Center Van evening coordinator (certified teachers) hosts educational events, offers materials in diverse languages, provide resources, etc. (salaries)	20 days x 4 hours x \$55	\$4,400
			Districtwide: Mobile Activity Center Van morning driver to transport and secure to various sites (salaries)	60 days x 4 hours x \$14	\$3,360

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services		\$34,232,671	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.	\$ 342,327	
			Minimum of 90% of 1% that must go to Schools	\$ 308,094	
		Total Reservations	Detailed Budget Description	Calculation	Total
			Districtwide: Workshops and trainings to build parent and family capacity to support home academics and achievement. Title I workshops with topics on SPED, Raising a Reader, English classes, Math workshops, Fall & Spring Family Institute conferences (salaries)	6 half-day sessions x 16 facilitators x \$125	\$12,000
			Districtwide: Teacher stipends to provide childcare for parent & family engagement sessions. (salaries)	14 half-day sessions x 2 facilitators x \$125	\$3,500
			Districtwide: Substitute teachers for workshops and trainings to build teacher capacity. Topics - Raising a Reader and Math (salaries)	2 full-day sessions x 15 substitute teachers x \$100	\$3,000
			Districtwide: Reading at Five Learning sessions - Parent engagement opportunities and strengthening foundation skills to improve achievement.(part-time salaries)	4 half-day sessions x 3 facilitators x 7 sites x \$125	\$10,500

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services		\$34,232,671	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.	\$ 342,327	
			Minimum of 90% of 1% that must go to Schools	\$ 308,094	
		Total Reservations	Detailed Budget Description	Calculation	Total
			Districtwide: Interpreter and translation services for additional outreach and opportunities at parent & family sessions and events which is supplemental to the LSS funded services that include telephonic interpreting, translation library, in-person interpreters, and translation services.	79 schools x 4 sessions/events x 3.5 hours per session x 3 interpreters x \$25 per hour	\$82,950
			Districtwide: Interpreter and translation services for small group engagement at Parent & Family academy sessions.	3 regions x 36 Parent & Family Academy sessions x 4 hours per session x 4 interpreters x \$25 per hour	\$47,250
			Districtwide: Interpreter and translation services at parent & family sessions for 8th grade environmental literacy program.	11 middle schools x 2 sessions x 3 hours per session x 2 interpreters x \$25 per hour	\$3,300
			Districtwide: Interpreter and translation services for full-day to communicate with diverse families on the first two days of summer extended learning programs.	11 summer sites x 2 days x 8 hours x 2 interpreters x \$25 per hour	\$8,800

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services		\$34,232,671	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.	\$ 342,327	
			Minimum of 90% of 1% that must go to Schools	\$ 308,094	
		Total Reservations	Detailed Budget Description	Calculation	Total
			Districtwide:Fringe Benefits for workshop stipends	Fringe benefits \$192,260 x 0.0925	\$17,784
			Districtwide: Parent & Family Academy personalized engagement using Waterford's family curriculum and resources to bridge the gap between home and school. (contracted services)	108 sessions x \$1,000	\$108,000
			Districtwide: Contracted through Transportation Office for evening driver of the MAC van for activities and events (contracted services)	20 days x 4 hours x \$70	\$5,600
			Districtwide: Catering services for light dinners at evening parent and family engagement workshops (contracted services)	10 sessions x \$300	\$3,000
			Districtwide: Maintenance and repairs of Mobile Activity Center van that provides on-going training at Title I school sites and conferences. (contracted services)	10 months x \$500	\$5,000
			Districtwide:Mobile Activity Center van WiFi that provides access at Title I school sites and conferences. 10 months x \$50	10 months x \$50	\$500

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services		\$34,232,671	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.	\$ 342,327	
			Minimum of 90% of 1% that must go to Schools	\$ 308,094	
		Total Reservations	Detailed Budget Description	Calculation	Total
			Districtwide: Reading at Five Learning sessions - interactive, hand-on materials and activities focus on Language & Literacy, Mat, Science, Social Foundations, Physical well-being, Parent Leadership and other areas. (supplies & materials)	\$761 set x 7 sites	\$5,327
			Districtwide: Channing Bete publications, brochures, publications for distribution to parents and family at various events (supplies & materials)	5,000 x \$1	\$5,000
			Districtwide: MAC Van resources to enhance home libraries and manipulatives to support literacy at home for grades PreK - 12 (supplies & materials)	\$530.08 x 13 grade levels	\$6,891
			Districtwide: Family Engagement math packets for three regional Math Nights, two parent classes per grade levels 2-5 (supplies & materials)	3 sets x 4 grade levels x 3 regions x \$229	\$8,244
			Districtwide: Raising a Reader program materials for multiple parent and family classes at 9 sites (supplies & materials)	9 sites x \$3,000	\$27,000

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services		\$34,232,671	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.	\$ 342,327	
			Minimum of 90% of 1% that must go to Schools	\$ 308,094	
		Total Reservations	Detailed Budget Description	Calculation	Total
			Districtwide: Light snacks/juices/waters for parent and family engagement workshops sessions and Mobile Activity Center site visits (supplies & materials)	10 months x \$300	\$3,000
			Districtwide: Printing services for distribution of literary resources and advertisements for Parent & Family Engagment activities; distributed to 79 Title I schools.	79 schools x \$200	\$15,800
			School-based: Stipends for conducting/facilitating Parent Workshops	75 schools x 4 sessions x 5 facilitators x \$125	\$221,861
			School-based: Parent Engagement Assistant FTE (1.0)	\$39,074 x 1 FTE	\$39,074
			School-based: Fringe Benefits for full-time and part-time salaries.	\$260,935 x 0.14708	\$38,379
			School-based: Parent and Family Engagement resources, materials, and supplies;parent libraries, instructional resources, pens, paper, composition books, manipulatives, subscriptions	79 schools x \$179.57	\$14,186

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services		\$34,232,671	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.	\$ 342,327	
			Minimum of 90% of 1% that must go to Schools	\$ 308,094	
		Total Reservations	Detailed Budget Description	Calculation	Total
3	Services to Neglected Children Sec. 1113(c)(3)(B)(C) of ESEA Must reserve funds if N & D programs exist. Note: Required Attachment- Include a description of how Title I funds support a coordinated effort in the LSS, 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	\$0			
4a	Required: Education for Homeless Children and Youth Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10.	\$383,574	Homeless Program: Latin American Youth Center/Maryland Multicultural Youth Center to provide year-round, intensive case management services to a maximum of 100 unaccompanied homeless youth in four targeted high schools to increase the school attendance and promotion rates of identified students. Services, supports, and opportunities to meet their education, workforce, and social goals.	Salaries and fringes: \$299,000 Administrative Costs: \$84,574	\$383,574

Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services		\$34,232,671	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.	\$ 342,327	
			Minimum of 90% of 1% that must go to Schools	\$ 308,094	
		Total Reservations	Detailed Budget Description	Calculation	Total
	Note: Required Attachment- Please include a description of how Title I funds provide educationally related support services as a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.				
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.	\$0			
4c	Optional: Transportation Cost to and from school of origin (above what the LSS would have otherwise provided to transport the student to his or her assigned school). Required Attachment if Applicable- Include 1) description of how the LSS calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LSS used to arrive at the amount in this section.	\$0			
Total Mandatory Set Asides		\$1,100,480			

Table 7-9.2 LSS RESERVATIONS FROM TITLE I ALLOCATION

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

Table 7-9.2		\$ 34,784,519 Taken from the C-1-25			
Total Reservation					
		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
5	District-wide Title I Instructional Program(s)	\$248,480	Districtwide: Summer Extended Learning Program for students to explore and engage in STEAM and project-based learning. (salaries)	16 days x 6 hours x 50 staff x \$45	\$216,000
			Districtwide:Fringe Benefits for summer program	Fringe benefits \$ x 0.0925	\$19,980
			Districtwide: Summer Extended Learning Program instructional materials and resources STEAM and project-based learning. (supplies & materials)	5 sites x \$2,500	\$12,500
6	District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA	\$524,574	Districtwide: Substitute teachers for monthly professional development to build the capacity of Title I RELA teachers in grades 6-8 (salaries)	2 full-days x 50 substitute teachers x \$100	\$10,000
			Districtwide: Substitute teachers for teachers to attend the professional development on how to effectively plan lessons for Title I RELA teachers in grades 6-8. (salaries)	2 full-days x 17 substitute teachers x \$100	\$3,400
			Districtwide: Substitute teachers for three professional development sessions to build the capacity of Title I math teachers in grades 6-8 (salaries)	3 full-days x 70 substitute teachers x \$100	\$21,000
			Districtwide: Stipends for professional development sessions to build the capacity of Title I math teachers in grades 6-8 (salaries)	3 half-days x 70 teachers x \$87.50	\$18,375
			Districtwide: Stipends for professional development sessions to build the capacity of Title I math teachers in grades K-5 (salaries)	34 half-days x 2 facilitators x \$125	\$8,500

Table 7-9.2 Total Reservation		\$ 34,784,519 Taken from the C-1-25			
		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
			Districtwide: Stipends for professional development sessions to build the capacity of Title I math teachers in grades K-5 for fall and winter courses (salaries)	30 half-days x 30 teachers x \$87.50	\$78,750
			Districtwide: Substitute teachers for professional development sessions to build the capacity of Title I math teachers in grades K-5 (salaries)	4 full-days x 50 substitute teachers x \$100	\$20,000
			Districtwide: Stipends for professional development sessions designed to improve engagement, enhance instruction, and develop technology skills through a Maker Mindset. (salaries)	10 half-days x 3 facilitators x \$125	\$3,750
			Districtwide: Stipends for professional development sessions to build the capacity in fundamental reading skills through daily for teachers in grades K-1 (salaries)	8 half-days x 12 facilitators x \$125	\$12,000
			Districtwide: Substitute teachers for professional development sessions to build the capacity of teacher trainers and teachers on implementation of fundamental reading skills daily for teachers in grades K-1 (salaries)	3 full-days x 40 substitute teachers x \$100	\$12,000
			Districtwide: Substitute teachers for professional development sessions to build the capacity of technology facilitators centered around maximizing technology resources in order to turnkey and support technology initiatives at schools. (salaries)	3 full-days x 40 substitute teachers x \$100	\$12,000
			Districtwide:Fringe Benefits for workshop stipends	Fringe benefits 5 x 0.0925	\$18,480
			Districtwide: Corwin Press will provide professional development on how to effectively plan lessons for grades 6-8. Full-day sessions for 25 participants. (contracted services)	10 full-day sessions x \$6,040	\$60,400

Table 7-9.2 Total Reservation		\$ 34,784,519 Taken from the C-1-25			
		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
			Districtwide: Speak Agent, research-based technology platform and multimodal digital toolset, for teaching and learning academic language and concepts in middle-grade mathematics. Site licenses and three half-day sessions for all grade 6-8 math instructional staff. (contracted services)	28 schools x \$5,178.57	\$145,000
			Districtwide: Carnegie Learning Leadership academy to increase knowledge of content and pedagogy and support high level tasks, promoting discourse, and using formative assessments for mathematics in grades K-5. (contracted services)	18 workshop sessions x \$4,000	\$72,000
			Districtwide: ISTE certification training and credentials on how to use technology to transform learning and improve student outcomes.	11 attendees x \$700	\$7,700
			Districtwide: Book study - Teaching Literacy in teh Visible Learning Classroom books (supplies & materials)	60 books x \$33	\$1,980
			Districtwide: Book study - Teaching Student-centered Mathematics books for PreK-5 grades (supplies & materials)	40 books x \$59.95	\$2,398
			Districtwide: Book study - Dive into UDL and Learning First, Technology Second books for technology facilitation (supplies & materials)	218 books x \$38.50	\$8,393
			Districtwide: Materials for professional development designed to improve engagement, enhance instruction, and develop technology skills through Maker Mindset - copper tape, batteries, LED bulbs, and markers. (supplies & materials)	79 schools x \$106.94	\$8,448
Total Districtwide Set Asides		\$773,054			\$773,054

Table 7-9.3 LSS 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). LSSs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation			
Table 7-9.3	Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total	
7	Management	\$658,401	Coordinating supervisor will provide continual identification of departmental priorities and initiatives and assigning, guiding, monitoring, and assessing the workload of staff within the program. Supervisors (parent & family engagement, technology, and fiscal) coordinate and execute all related services sponsored through the administrative office; maintains strict adherence to federal and state guidelines in the implementation of projects.(4.0 FTE)	\$126,114.75 avg salary x 4 FTEs	\$504,549
			Fringe Benefits for Administration Salaries:Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits		\$153,852
	Staff	\$3,235,904	Instructional Specialists assigned to work with schools and area offices, parents, community, system offices, non-public schools (10.0 FTEs)	\$124,776.40 avg salary x 10 FTEs	\$1,247,764
			Technology Instructional Specialists development, implement and evaluate strategies to expand the use of technology for Title I administrative office and schools. (4.0 FTEs)	\$91,090 avg salary x 4 FTEs	\$364,360
			Program Coordinator is responsible for the management and administration of the Title I programs (professional development and extended learning) in the administrative office and schools. Technology Resource Teachers provide instructional support on-site coaching for technology integration in the classroom. (4.0 FTE)	\$112,111.25 avg salary x 4 FTEs	\$448,445
			Financial Analysts: Assigned to work with MSDE and LEA , accounting, supervisors, specialists, and schools in the monitoring/management of Title I budgeting, accounting, and financial reporting. (4.0 FTE)	\$66,295.25 avg salary x 4 FTEs	\$265,181

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). LSSs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation			
Table 7-9.3	Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
		Data Support Technician assigned to monitor technology and manage Title I inventory. Secretary to support the Department, data gathering/analysis and liaison with the providers, students, parents, system offices. (2.0 FTEs)	\$65,386 avg salary x 2 FTEs	\$130,772
		Fringe Benefits for Administration Salaries:Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits		\$779,382
Administration	\$1,318,792	Indirect Costs Calculation (rate at 3.58%)	(0.0358 x (\$34,784,519 -	\$1,184,734
		Maintenance and repairs of technology equipment	27 staff x \$185.19	\$5,000
		Administrative Office Supplies:paper, notebooks, pens, pencils, binders, file storage, and other productivity supplies	12 months x \$916.75	\$11,001
		Mileage for administrative staff for site visits to Title I and non-public schools, attend meetings, and conferences.	27 staff x 12 months x \$75	\$24,300
		Registration fees for Title I Staff to attend local and non-local conferences for professional development to build capacity. Conferences may include ASCD, NAFEP, Common Ground, Powering Up, SOMIRAC, Grant Management Concepts, National ESEA, ISTE, Learning Forward.	27 attendees x \$750	\$20,250
		Title I Staff will attend conferences and workshops for professional development to build capacity.Conferences may include ASCD, NSTA, NCTM, IRA, SOMIRAC, Common Ground, National Title I, ISTE	27 attendees x 2 conferences x \$1,125	\$60,750
		Dues and subscriptions for professional development resources: ASCD, TitleAdmin.com, Education Week, Learning Forward, and more	27 staff x \$259.26	\$7,000
		Lynda.com online library for personalized virtual training in business and technology skills	10 licenses x \$325	\$3,250
		Software - Final Cut Pro for non-linear video editing	3 licenses x \$299	\$897
		Software - Adobe Creative Cloud a set of applications and services for graphic design, video editing, web development, photography, along with a set of mobile applications	7 licenses x \$230	\$1,610
Total Administrative Reservations	\$5,213,097			

Table 7-9.4 LSS 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) and Targeted Support and Improvement (TSI) Schools		Total Reservations	CSI School (List each school on a separate line)	Total Amount of Allocation
8	Does the LSS provide additional Title I Part A funds to support CSI Schools? YES ___ NO ___X___	\$0		
9	Does the LSS provide additional Title I Part A funds to support Title I TSI Schools? YES ___ NO ___X___	\$0		
Total LSS Reservation		\$0		

List the 2019-2020 CSI school(s) and the total amount each school received from the 7% set aside.

LIST of Comprehensive Support and Improvement (CSI) Schools	CSI School (List each school on a separate line)	Total Amount of Allocation
The LSS has CSI Schools YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	High Point High School	\$1,116,450
	Northwestern High School	\$1,041,750
	Northwestern Evening High School	\$124,200
	Total	\$2,282,400

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 LSS 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 LSS district level set aside (\$)
The LSS has TSI Schools:	Allenwood Elementary	\$0
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Andrew Jackson Academy	\$0
	Ardmore Elementary	\$0
	Avalon Elementary	\$0
	Baden Elementary	\$0
	Barnaby Manor Elementary	\$0
	Bladensburg Elementary	\$0
	Bladensburg High	\$0
	Bowie High	\$0
	Brandywine Elementary	\$0
	Capitol Heights Elementary	\$0
	Carmody Hills Elementary	\$0
	Central High	\$0
	Clinton Grove Elementary	\$0
	Community Based Classrooms	\$0
	Cora L. Rice Elementary	\$0
	Croom High	\$0
	Crossland Evening/Saturday High	\$0
	Crossland High	\$0
	Deerfield Run Elementary	\$0
	District Heights Elementary	\$0
	Doswell E. Brooks Elementary	\$0
	Dr. Henry A. Wise, Jr. High	\$0
	Drew-Freeman Middle	\$0
	Duval High	\$0
	Dwight D. Eisenhower Middle	\$0
	Edward M. Felegy Elementary	\$0
	Eleanor Roosevelt High	\$0
	Farimont Heights High	\$0
	Forest Heights Elementary	\$0
	Fort Foote Elementary	\$0
	Francis Scott Key Elementary	\$0
	Francis T. Evans Elementary	\$0
	Frederick Douglass High	\$0
	Friendly High	\$0
	G. James Gholson Middle	\$0
	Gladys Noon Spellman Elementary	\$0
	Glenn Dale Elementary	\$0
	Greenbelt Elementary	\$0
	Gwynn Park High	\$0
	Highland Park Elementary	\$0
	Hillcrest Heights Elementary	\$0
	Hyattsville Elementary	\$0
	Imagine Foundations at Leeland PCS	\$0
	Imagine Foundations at Morningside PCS	\$0

List the 2019-2020 TSI school(s) and the total amount each school received from the LSS 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 LSS district level set aside (\$)
	Indian Queen Elementary	\$0
	J. Frank Dent Elementary	\$0
	John H. Bayne Elementary	\$0
	Kettering Elementary	\$0
	Kingsford Elementary	\$0
	Lamont Elementary	\$0
	Largo High	\$0
	Laurel High	\$0
	Magnolia Elementary	\$0
	Mattaponi Elementary	\$0
	Melwood Elementary	\$0
	Northview Elementary	\$0
	Oxon Hill Elementary	\$0
	Oxon Hill High	\$0
	Parkdale High	\$0
	Port Towns Elementary	\$0
	Potomac High	\$0
	Princeton Elementary	\$0
	Robert R. Gray Elementary	\$0
	Rosaryville Elementary	\$0
	Rose Valley Elementary	\$0
	Samuel Chase Elementary	\$0
	Samuel P. Massie Academy	\$0
	Springhill Lake Elementary	\$0
	Suitland Elementary	\$0
	Suitland High	\$0
	Surrattsville High	\$0
	Tall Oaks High	\$0
	Tayac Elementary	\$0
	Thurgood Marshall Middle	\$0
	Valley View Elementary	\$0
	Walker Mill Middle	\$0
	William Beanes	\$0
	William Paca	\$0
	William W. Hall Academy	\$0
	William Wirt Middle	\$0
	Total	\$0

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)	----	\$ 34,784,519
2	Equitable share total reported in Table 7-8	minus	\$ 551,848
3	Mandated set-asides total reported in Table 7-9.1	minus	\$ 1,100,480
4	District-wide Reservations total reported in Table 7-9.2	minus	\$ 773,054
5	Administration total reported in Table 7-9.3	minus	\$ 5,213,097
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	\$ -
7	Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount. <i>(LSSs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i>	equals	\$ 27,146,040

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, 2017-September 30, 2018)

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LSS 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 LSS 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).)

Total amount of Title I 2018-2019 allocation: \$35,291,065

The estimated amount of Title I funds the school system will carryover: \$650,000

The estimated percentage of carryover Title I funds as of September 30, 2019 : 1.84%

THIS IS A PROJECTION

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

Yes No

Staff Credentials: Glossary of Terms

[Return to application](#)

- Ineffective teacher – An educator who is deemed unsuccessful by a State approved local evaluation model.
- Out-of-field teacher – Teachers teaching in a subject 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 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 1st quartile being lowest poverty (non-poor) and the 4th 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 1st quartile being low minority and the 4th 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).
- All teachers – Includes all teachers in either poor, non-poor, minority, or non-minority schools.
- Rates and Disproportionalities – 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.

SOURCE: Maryland Consolidated State Plan, December 5, 2016. 5.3 Educator Equity, pp.74-75.

Every Student Succeeds Act (ESSA) - TARGETED ASSISTANCE PROGRAM CHECKLIST

[Return to application](#)

1115. TARGETED ASSISTANCE SCHOOLS –

NA – Prince George’s County Public Schools do not have schools operating Targeted Assistance Programs for 2019-2020 school year.

(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	check
<p>Selection for eligible students. (Section 1115 (c)(1)(B)) 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 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</p>	NA
Seven Components of a TAS Program (1115 (b)(2)(A-G))	
(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;	NA
(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which may 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.);	NA
(C) coordinate with and support the regular education program, which may 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;	NA
(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;	NA
(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;	
(F) if appropriate and applicable , 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 under section 1111(d);	NA
(G) provide to local educational agency assurances that the school will - (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.	NA

LSS: Prince George’s County Public Schools Reviewer: _____ Date Reviewed: _____

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

Title I application assurance provided that the LEA (LSS) plan is current and will include all components listed. Currently awaiting MSDE Program Review to determine if the current plan has met each component of section 1116.

DISTRICT PARENT AND FAMILY ENGAGEMENT PLAN/POLICY CHECKLIST		
A. Written Policy (Section 1116 (a)(1)(2))	M	NM
1. In consultation with parents of participating children, the LSS 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. LSS’s establishes expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)		
3. Parent and family member input: <ul style="list-style-type: none"> 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 *build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education). 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)		
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)) <ul style="list-style-type: none"> a. barriers to greater participation by parents; b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; c. strategies to support successful school and family interactions; d. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. 		
7. The LEA’s policy/plan includes at least one of the following strategies: <ul style="list-style-type: none"> a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies. 		

DISTRICT PARENT AND FAMILY ENGAGEMENT PLAN/POLICY CHECKLIST		
<ul style="list-style-type: none"> b. Supporting programs that reach parents and family members at home, in the community, and at school. c. Disseminating information on best practices focused on parent and family engagement. 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. 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. 		
B. *Building Capacity: Section 1116(a)(2)(B)		
The Plan describes how the LEA will build the schools' and parents'/families capacity for parental involvement		
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)		
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)		
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)		
C. Accessibility: Section 1116 (f)		
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)		

LSS: Prince George's County Public Schools

School: _____

_____ Meets Requirements (M)

_____ Does not meet the requirement (NM)

Does the school have a current year school parent and family engagement plan and school parent compact?

The following checklist is used to support the development and evaluate each school's parent and family engagement plan. Evidence will be provided during the MSDE Program Review for 2019-2020 school year. See Section D Appendices in Title I application.

SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN/POLICY CHECKLIST		
A. General Requirements: Section 1116 (b) (d)	Yes	No
1. 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) a. Parent and Family Engagement Plan _____ b. School-Parent Compact _____		
2. Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)		
B. Policy Involvement: Section 1116 (c)		
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)		
2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)		
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) a. School Parent and Family Engagement Plan b. Schoolwide plan		
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)		
C. Shared Responsibility: Section 1116 (d) - School-Parent Compact		
1. The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)		
2. School Responsibilities: Describe how the school will: <input checked="" type="checkbox"/> 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) <input checked="" type="checkbox"/> 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) <input checked="" type="checkbox"/> Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B) <input checked="" type="checkbox"/> 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) <input checked="" type="checkbox"/> 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)		

SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN/POLICY CHECKLIST		
3. Parent Responsibilities: Describe how parents/families will be responsible for their child’s learning (i.e., classroom volunteering, participating in decision-making, use of extracurricular time.) Section 1116 (d)(1)		
4. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)		
D. Building Capacity: Section 1116 (e)	Yes	No
The Plan describes how the school will build the schools’ and parents’/families capacity for parental involvement		
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)		
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)		
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)		
E. Accessibility: Section 1116 (f)		
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)		

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
	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. How the services will be academically assessed and how the results of that assessment will be used to improve those services
	E. 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
	F. The method or sources of data that are used to determine the number of children from low-income families in participating school attendances areas who attend private schools
	G. How and when the LSS 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. How, if the LSS disagrees with the views of the private school officials on the provision of services through a contract, the LSS will provide in writing to such private school official an analysis of the reason why the LSS has chosen not to use a contractor
	I. Whether the LSS shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor
	J. 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 LSS'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
	K. When, including the approximate time of day, services will be provided
	L. Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs

Planning the Home Visit

- ❑ Make appointments in advance, and schedule the visit to accommodate family schedules. Find out if a brief 20-30 minute visit is feasible. The initial contact can be made by letter (see sample below) or telephone. Follow up with reminders (written note, phone call).
- ❑ Be clear about the purpose of your visit (get to know family, share curriculum materials). Assure the family that the purpose is not to pass judgment on the family members or their home.
- ❑ If calling by phone, practice how you will explain the purpose of the home visit to the family member when you call so your first communication goes smoothly.
- ❑ Learn names of family members. Learn about the family's culture so you can predict their language uses, social expectations and traditions. Arrange to take an interpreter with you if needed.
- ❑ Plan a brief agenda and think about ways to initiate topics without playing "20 questions."
 - How will you introduce yourself and establish rapport?
 - What do you want to know about the parents (background, interests, hopes and dreams, goals for child)?
 - What do you want to know about the child (interests, significant experiences, upcoming events, strengths, perceived learning needs, interactions with others)?
 - What student artifacts will you take to the home to share (student work, iPad recording of student explaining their thinking with parent permission, artwork, project, etc.)?
- ❑ Learn about the area in which your student's family lives and make plans to address safety issues as you would in visiting any unfamiliar area. Make sure someone else knows where you are going, or pair up with another teacher. If you have a cell phone, take it with you.

Title I, Part A - Budget Narrative

FY2020					Title I Budget Narrative			
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item	Total	Notes	
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Administrative Costs: Equitable services program costs for district and vendor administrative staff providing services, program monitoring, mailings, printing, and other administrative functions.	\$ 82,777		
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Per Pupil Allocation (PPA): Instruction for PGCPs attendance area Title I students participating in Prince George's private schools will be provided after-school tutoring and supplemental materials.	\$ 119,290		
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Per Pupil Allocation (PPA): Instruction for PGCPs attendance area Title I students participating in District of Columbia private schools will be provided after-school tutoring and supplemental materials.	\$ 281,014		
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Per Pupil Allocation (PPA): Instruction for PGCPs attendance area Title I students participating in Montgomery County private schools will be provided after-school tutoring and supplemental materials.	\$ 59,245		
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Per Pupil Allocation (PPA): Instruction for PGCPs attendance area Title I students participating in Anne Arundel County private schools will be provided after-school tutoring and supplemental materials.	\$ 801		
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Per Pupil Allocation (PPA): Instruction for PGCPs attendance area Title I students participating in Charles County private schools will be provided after-school tutoring and supplemental materials.	\$ 3,202		
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Equitable Services for Parent & Family Engagement: Parent and Family engagement for Title I participating private schools will be provided by a	\$ 1,421		

FY2020					Title I Budget Narrative			
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
					third party contract; Title I students participating in Prince George's.			
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Equitable Services for Parent & Family Engagement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in District of Columbia.		\$ 3,345	
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Equitable Services for Parent & Family Engagement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Montgomery County.		\$ 705	
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Equitable Services for Parent & Family Engagement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Anne Arundel County.		\$ 10	
Equitable Services Proportional Share	District	Instruction Categories - Special Program	203-205/07	08	Equitable Services for Parent & Family Engagement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Charles County.		\$ 38	
							\$ 551,848	TOTAL: Equitable Services Proportional Share
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	01	Districtwide: Mobile Activity Center Van morning coordinator hosts educational events, offers materials in diverse languages, provide resources, etc. (salaries)		\$ 13,200	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	01	Districtwide: Mobile Activity Center Van evening coordinator (certified teachers) hosts educational events, offers		\$ 4,400	

FY2020					Title I Budget Narrative			
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
					materials in diverse languages, provide resources, etc.			
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	01	Districtwide: Mobile Activity Center Van morning driver to transport and secure to various sites		\$ 3,360	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	01	Districtwide: Workshops and trainings to build parent and family capacity to support home academics and achievement. Title I workshops with topics on SPED, Raising a Reader, English classes, Math workshops, Fall & Spring Family Institute conferences		\$ 12,000	
Parent and Family Engagement	District	Fixed Charges - Regular Program	203-205/01	01	Districtwide: Teacher stipends to provide childcare for parent & family engagement sessions.		\$ 3,500	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	01	Districtwide: Substitute teachers for workshops and trainings to build teacher capacity. Topics - Raising a Reader and Math		\$ 3,000	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	01	Districtwide: Reading at Five Learning sessions - Parent engagement opportunities and strengthening foundation skills to improve achievement.		\$ 10,500	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	01	Districtwide: Interpreter and translation services for additional outreach and opportunities at parent & family sessions and events which is supplemental to the LSS funded services that include telephonic interpreting, translation library, in-person interpreters, and translation services.		\$ 82,950	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	01	Districtwide: Interpreter and translation services for small group engagement at Parent & Family academy sessions.		\$ 47,250	

FY2020			Title I Budget Narrative					
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	01	Districtwide: Interpreter and translation services at parent & family sessions for 8th grade environmental literacy program.		\$ 3,300	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	01	Districtwide: Interpreter and translation services for full-day to communicate with diverse families on the first two days of summer extended learning programs.		\$ 8,800	
Parent and Family Engagement	District	Student Transportation	209	02	Districtwide: Contracted through Transportation Office for evening driver of the MAC van for activities and events		\$ 5,600	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	02	Districtwide: Parent & Family Academy personalized engagement using Waterford's family curriculum and resources to bridge the gap between home and school.		\$ 108,000	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	02	Districtwide: Catering services for light dinners at evening parent and family engagement workshops		\$ 3,000	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	02	Districtwide: Maintenance and repairs of Mobile Activity Center van that provides on-going training at Title I school sites and conferences.		\$ 5,000	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	02	Districtwide: Mobile Activity Center van WiFi that provides access at Title I school sites and conferences. 10 months x \$50		\$ 500	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	02	Districtwide: Printing services for distribution of literary resources and advertisements for Parent & Family Engagement activities; distributed to 79 Title I schools.		\$ 15,800	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	03	Districtwide: Reading at Five Learning sessions - interactive, hand-on materials and activities focus on Language & Literacy, Mat, Science, Social		\$ 5,327	

FY2020			Title I Budget Narrative					
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
					Foundations, Physical well-being, Parent Leadership and other areas.			
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	03	Districtwide: Channing Bete publications, brochures, publications for distribution to parents and family at various events		\$ 5,000	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	03	Districtwide: Enhance home libraries to support literacy at home for grades PreK - 12		\$ 6,891	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	03	Districtwide: Family Engagement math packets for three regional Math Nights, two parent classes per grade levels 2-5		\$ 8,244	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	03	Districtwide: Raising a Reader program materials for multiple parent and family classes at 9 sites		\$ 27,000	
Parent and Family Engagement	District	Instruction Categories - Regular Program	203-205/01	03	Districtwide: Light snacks/juices/waters for parent and family engagement workshops sessions and Mobile Activity Center site visits		\$ 3,000	
Parent and Family Engagement	District	Fixed Charges - Regular Program	212	04	Districtwide:Fringe Benefits for workshop stipends		\$ 17,784	
Parent and Family Engagement	Schools	Instruction Categories - Regular Program	203-205/01	01	Stipends for conducting/facilitating Parent Workshops		\$ 221,861	
Parent and Family Engagement	Schools	Instruction Categories - Regular Program	203-205/01	01	Serves as a liaison that educates administrators, teachers and staff on how to communicate and work effectively and share power with parents as equal partners, Parent Engagement Assistant (1.0 FTE) @ Avg. Salary of \$39,074		\$ 39,074	

FY2020					Title I Budget Narrative			
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
Parent and Family Engagement	Schools	Fixed Charges - Regular Program	212	04	Fringe Benefits for full- and part-time salaries (203-205/01)	\$ 38,379		
Parent and Family Engagement	Schools	Instruction Categories - Regular Program	203-205/01	03	Parent and Family Engagement resources, materials, and supplies: parent libraries, instructional resources, pens, paper, composition books, manipulatives, subscriptions	\$ 14,186		
							\$716,906	TOTAL: Parent and Family Engagement
Administration	District	Administration - Business Support	201-22	04	Indirect Costs Calculation (rate at 3.58%): (0.0358 x (\$34,784,519 - \$506,650)/1.0358)	\$1,184,734		
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	01	Coordinating Supervisor will provide continual identification of departmental priorities and initiatives and assigning, guiding, monitoring, and assessing the workload of staff within the program. Supervisors (parent & family engagement, technology, and fiscal) coordinate and execute all related services sponsored through the administrative office; maintains strict adherence to federal and state guidelines in the implementation of projects. (4.0 FTEs)	\$504,549		
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	01	Instructional Specialists assigned to work with schools and area offices, parents, community, system offices, non-public schools (10.0 FTEs)	\$1,247,764		
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	01	Technology Instructional Specialists development, implement and evaluate strategies to expand the use of technology for Title I administrative office and schools. (4.0 FTEs)	\$364,360		
Administration	District	Mid-Level Administration	202-16	01	Program Coordinator is responsible for the management and administration of the Title I programs (professional	\$448,445		

FY2020			Title I Budget Narrative					
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
		- Inst. Admin. & Supv.			development and extended learning) in the administrative office and schools. Technology Resource Teachers provide instructional support on-site coaching for technology integration in the classroom. (4.0 FTEs)			
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	01	Financial Analysts: Assigned to work with MSDE and LEA , accounting, supervisors, specialists, and schools in the monitoring/management of Title I budgeting, accounting, and financial reporting. (4.0 FTEs)	\$265,181		
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	01	Data Support Technician assigned to monitor technology and manage Title I inventory. Secretary to support the Department, data gathering/analysis and liaison with the providers, students, parents, system offices. (2.0 FTEs)	\$130,772		
Administration	District	Fixed Charges - Administration	212	04	Fringe Benefits for Administration Salaries: Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits (202-16)	\$933,234		
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	02	Maintenance and repairs of technology equipment	\$5,000		
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	03	Administrative Office Supplies: paper, notebooks, pens, pencils, binders, file storage, and other productivity supplies	\$11,001		
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	04	Mileage for administrative staff for site visits to Title I and non-public schools, attend meetings, and conferences.	\$24,300		
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	04	Registration fees for Title I Staff to attend local and non-local conferences for professional development to build capacity. Conferences may include	\$20,250		

FY2020				Title I Budget Narrative				
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
					ASCD, NAFEPA, Common Ground, Powering Up, SOMIRAC, Grant Management Concepts, National ESEA, ISTE, Learning Forward			
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	04	Non-local travel fees for Title I Staff to attend conferences and workshops for professional development to build capacity. Conferences may include ASCD, NSTA, NCTM, IRA, SOMIRAC, Common Ground, National ESEA, ISTE, Learning Forward		\$60,750	
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	04	Dues and subscriptions for professional development resources: ASCD, TitleAdmin.com, Education Week, Learning Forward, and more		\$7,000	
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	04	License subscription - Lynda.com online library for personalized virtual training in business and technology skills		\$3,250	
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	04	License subscription - Final Cut Pro for non-linear video editing		\$897	
Administration	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16	04	License subscription - Adobe Creative Cloud a set of applications and services for graphic design, video editing, web development, photography, along with a set of mobile applications		\$1,610	
							\$5,213,097	TOTAL: Administration
Education for Homeless Children and Youth	District	Instruction Categories - Special Program	203-205/02	02	Homeless Program: Latin American Youth Center/Maryland Multicultural Youth Center transition program that address youths' social, academic, and career needs.		\$383,574	
							\$383,574	TOTAL: Education for Homeless Children and Youth

FY2020			Title I Budget Narrative					
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
Districtwide Instructional Program	District	Instruction Categories - Special Program	203-205/02	01	Districtwide: Summer Extended Learning Program for students to explore and engage in STEAM and project-based learning. (salaries)		\$216,000	
Districtwide Instructional Program	District	Fixed Charges - Special Program	212	04	Districtwide Instruction: Fringe Benefits for summer program		\$19,980	
Districtwide Instructional Program	District	Instruction Categories - Special Program	203-205/02	03	Districtwide: Summer Extended Learning Program instructional materials and resources STEAM and project-based learning. (supplies and materials)		\$12,500	
							\$248,480	TOTAL: Districtwide Instructional Program
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Substitute teachers for monthly professional development to build the capacity of Title I RELA teachers in grades 6-8 (salaries)		\$10,000	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Substitute teachers for teachers to attend the professional development on how to effectively plan lessons for Title I RELA teachers in grades 6-8. (salaries)		\$3,400	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Substitute teachers for three professional development sessions to build the capacity of Title I math teachers in grades 6-8 (salaries)		\$21,000	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Stipends for professional development sessions to build the capacity of Title I math teachers in grades 6-8 (salaries)		\$18,375	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Stipends for professional development sessions to build the capacity of Title I math teachers in grades K-5 (salaries)		\$8,500	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Stipends for professional development sessions to build the capacity of Title I math teachers in grades K-5 for fall and winter courses (salaries)		\$78,750	

FY2020			Title I Budget Narrative					
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Substitute teachers for professional development sessions to build the capacity of Title I math teachers in grades K-5 (salaries)		\$20,000	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Stipends for professional development sessions designed to improve engagement, enhance instruction, and develop technology skills through a Maker Mindset. (salaries)		\$3,750	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Stipends for professional development sessions to build the capacity in fundamental reading skills through daily for teachers in grades K-1 (salaries)		\$12,000	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Substitute teachers for professional development sessions to build the capacity of teacher trainers and teachers on implementation of fundamental reading skills daily for teachers in grades K-1 (salaries)		\$12,000	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	01	Districtwide: Substitute teachers for professional development sessions to build the capacity of technology facilitators centered around maximizing technology resources in order to turnkey and support technology initiatives at schools. (salaries)		\$12,000	
Districtwide Professional Development	District	Fixed Charges	212	04	Districtwide Professional Development: Fringe Benefits for workshop stipends		\$18,480	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	02	Districtwide: Renowned author of Visible Learning and Playbook will provide professional development on how to effectively plan lessons for grades 6-8. (contracted services)		\$60,000	
Districtwide Professional Development	District	Instruction Categories -	203-205/09	02	Districtwide: Speak Agent , research-based technology platform and multimodal digital toolset, for teaching		\$145,000	

FY2020			Title I Budget Narrative					
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
		Inst. Staff Development			and learning academic language and concepts in middle-grade mathematics. (contracted services)			
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	02	Districtwide: Carnegie Learning Leadership academy to increase knowledge of content and pedagogy and support high level tasks, promoting discourse, and using formative assessments for mathematics in grades K-5. (contracted services)		\$72,000	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	02	Districtwide: ISTE certification training and credentials on how to use technology to transform learning and improve student outcomes.		\$7,700	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	03	Districtwide: Book study - Teaching Literacy in teh Visible Learning Classroom books (supplies & materials)		\$1,980	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	03	Districtwide: Book study - Teaching Student-centered Mathematics books for PreK-5 grades (supplies & materials)		\$2,398	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	03	Districtwide: Book study - Dive into UDL and Learning First, Technology Second books for technology facilitation (supplies & materials)		\$8,393	
Districtwide Professional Development	District	Instruction Categories - Inst. Staff Development	203-205/09	03	Districtwide: Materials for professional development designed to improve engagement, enhance instruction, and develop technology skills through Maker Mindset - copper tape, batteries, LED bulbs, and markers. (supplies & materials)		\$8,848	
							\$524,574	TOTAL: Districtwide Professional Development

FY2020			Title I Budget Narrative					
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
	Schools	Instruction Categories - Regular Program	203-205/01	02	Parent and Family Engagement catering for sessions focused on instruction and academic achievement.		\$27,941	<i>School-based Allocation Programs Additional Resources for Parent & Family, schools allocated more than the required set-aside</i>
	Schools	Instruction Categories - Regular Program	203-205/01	03	Parent & Family Engagement resources, materials, and supplies: pens, paper, composition books, communication folders, manipulatives, books, subscriptions		\$100,140	<i>School-based Allocation Programs Additional Resources for Parent & Family, schools allocated more than the required set-aside</i>
	Schools	Instruction Categories - Special Program	203-205/02	01	Provides for instruction of students by developing, selecting, and modifying instructional plans and materials and presenting them using instructional techniques which meet the needs of all students, Classroom Teachers (148 FTEs) @ Avg. Salary of \$64,653		\$9,568,638	<i>School-based Allocation Programs Classroom Teachers</i>
	Schools	Instruction Categories - Special Program	203-205/02	01	Support the teaching-learning process by assisting one or more teachers in the planning and conducting of programs to reinforce the teacher's initial instructions, Paraprofessional Educators (58.0 FTEs) @ Avg. Salary of \$31,987		\$1,855,246	<i>School-based Allocation Programs Paraprofessional Educators</i>
	Schools	Instruction Categories - Special Program	203-205/02	01	Provide support, training, and required assistance to successfully implement program and professional development, Resource Teachers (45.0 FTEs) @ Avg. Salary of \$76,567		\$3,445,515	<i>School-based Allocation Programs Resource Teachers</i>
	Schools	Instruction Categories - Special Program	203-205/02	01	Facilitate change in instructional practices of teachers that will enable teachers to diagnose student needs more analytically; plan more productively; and teach more effectively, Instructional Coaches (17.0 FTEs) @ Avg. Salary of \$76,567		\$1,301,639	<i>School-based Allocation Programs Instructional Coaches</i>
	Schools	Instruction Categories - Special Program	203-205/02	01	Provide counseling services that are comprehensive in scope, preventive in design and developmental in nature in the areas of academic achievement,		\$229,701	<i>School-based Allocation Programs Professional School Counselors</i>

FY2020					Title I Budget Narrative			
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item	Total	Notes	
					college and/or career readiness and personal/social development for all students, Professional School Counselors (3.0 FTEs) @ Avg. Salary of \$76,567			
	Schools	Instruction Categories - Special Program	203-205/02	01	Provide oversight of the School-based Peer Mediation Program inclusive of, but not limited to, providing instructions to students in the area of conflict resolution, anger management, anti-bullying and harassment, and peer mediation skills through classroom instruction, small/large group instruction and scheduled classroom visitations, Peer Mediators (3.0 FTEs) @ Avg. Salary of \$76,567	\$229,701	<i>School-based Allocation Programs Peer Mediators</i>	
	Schools	Instruction Categories - Special Program	203-205/02	01	Responsible for intervention services for the school's most at-risk populations, Student Advocates (7.0 FTEs) @ Avg. Salary of \$48,259	\$337,813	<i>School-based Allocation Programs Student Advocates</i>	
	Schools	Instruction Categories - Special Program	203-205/02	01	Teacher and paraprofessional part-time salaries for Extended Day/Week/Year Programs	\$854,947	<i>School-based Allocation Programs Temporary Employees</i>	
	Schools	Instruction Categories - Special Program	203-205/02	01	Substitutes to release classroom teachers for collaborative planning/training	\$483,704	<i>School-based Allocation Programs Part-time Substitutes</i>	
	Schools	Fixed Charges - Special Program	212	04	Fringe Benefits for School-based Salaries (full-time and part-time): Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits (203-205/02)	\$6,547,553		
	Schools	Instruction Categories - Special Program	203-205/02	02	Contracted services for instructional services and student assemblies for cultural enrichment.	\$37,095	<i>School-based Allocation Programs Cultural Enrichment</i>	
	Schools	Instruction Categories -	203-205/02	02	Cost to purchase network version of educational software.	\$259,769	<i>School-based Allocation Programs Instructional Software</i>	

FY2020			Title I Budget Narrative					
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
		Special Program						
	Schools	Instruction Categories - Special Program	203-205/02	02	Maintenance and repairs of technology devices for instructional use.		\$29,584	<i>School-based Allocation Programs Maintenance & Repairs</i>
	Schools	Instruction Categories - Special Program	203-205/02	03	Instructional materials consumed in the classroom: leveled readers, calculators, maps, dictionaries, workbooks		\$332,904	<i>School-based Allocation Programs Classroom Teacher Supplies</i>
	Schools	Instruction Categories - Special Program	203-205/02	03	Cost to purchase student journals, agenda books, certificates, and supplies		\$257,060	<i>School-based Allocation Programs Student Supplies</i>
	Schools	Instruction Categories - Special Program	203-205/02	04	National, Regional, Local Magazines for students: National Geographic, Time for Kids, Scholastic News		\$15,686	<i>School-based Allocation Programs Student Dues/Subscriptions</i>
	Schools	Instruction Categories - Special Program	203-205/02	04	Trips directly related to school curriculum, such as: National Zoo, National Aquarium, Newseum, National African-American History & Culture Museum		\$22,915	<i>School-based Allocation Programs Field Trip Fees</i>
	Schools	Instruction Categories - Special Program	203-205/02	05	Classroom equipment, such as: video visualizers, LCD projectors, digital cameras		\$82,144	<i>School-based Allocation Programs Education Communication Equipment</i>
	Schools	Instruction Categories - Special Program	203-205/02	05	Computers, laptops, and tablets for classroom instruction		\$424,506	<i>School-based Allocation Programs Computers, Instruction</i>
	Schools	Instruction Categories - Inst. Staff Development	203-205/09	01	Stipends for professional development		\$248,779	<i>School-based Programs Temporary Employees</i>
	Schools	Fixed Charges - Instructional	212	04	Fringe Benefits for workshop stipends (203-205/09)		\$22,143	

FY2020			Title I Budget Narrative					
Title I Table 7-8, 7-9 Crosswalk	School/District	Description/Purpose	Category / Program Number <i>(Aligns with C- 1-25)</i>	Budget Object Number	Line Item		Total	Notes
		Staff Development						
	Schools	Instruction Categories - Inst. Staff Development	203-205/09	02	Professional Development Workshop Facilitators: Contracted consultants to provide professional development for staff capacity building.	\$40,800		<i>School-based Allocation Programs Educational Consultants</i>
	Schools	Instruction Categories - Inst. Staff Development	203-205/09	03	Professional development materials for staff trainings: instruction based for lesson studies, post-its, binders, manipulatives	\$59,781		<i>School-based Allocation Programs Staff Development Supplies</i>
	Schools	Instruction Categories - Inst. Staff Development	203-205/09	04	National, Regional, Local Magazines for Teachers: EdWeek, NSTA, NCTM, ASCD	\$3,671		<i>School-based Allocation Programs Dues & Subscriptions</i>
	Schools	Instruction Categories - Inst. Staff Development	203-205/09	04	Attend conferences and workshops for professional development to build capacity. Conferences may include ASCD, NSTA, NCTM, IRA, SOMIRAC, Common Ground, ESSA	\$160,143		<i>School-based Allocation Programs Conference Registration Fees & Travel</i>
	Schools	Student Transportation	209	02	Student Transportation for field trips and extended learning programs	\$166,522		<i>School-based Allocation Programs School and Chartered Bus Transportation Services</i>
							\$27,146,040	TOTAL: School-based Allocation Programs
TOTAL:							\$34,784,519	

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-26

ORIGINAL GRANT BUDGET	\$34,784,519	AMENDED BUDGET #		REQUEST DATE	09/01/19
GRANT NAME	Title I, Part A	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #	201015	RECIPIENT GRANT #	1810		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Title I		
FUND SOURCE CODE	5019	GRANT PERIOD	7/1/2019	9/30/2021	
			FROM	TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,184,734.00	1,184,734.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	2,961,071.00	5,000.00	11,514.00	121,297.00			3,098,882.00
203-206 Instruction Categories							
Prog. 01 Regular Prog.	453,195.00	180,241.00	189,786.00				783,224.00
Prog. 02 Special Prog.	18,522,904.00	710,022.00	602,464.00	38,601.00	506,650.00		20,380,641.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						548,095.00	548,095.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	448,554.00	325,500.00	81,400.00	163,814.00			1,019,268.00
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		172,122.00					172,122.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				7,597,553.00			7,597,553.00
214 Community Services							0.00
216 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	22,385,724.00	1,372,885.00	865,166.00	7,921,265.00	506,650.00	1,732,829.00	34,784,519.00

Finance Official Approval: Michael Herbstman, Chief Financial Officer *[Signature]* 11/8/19 301-952-6099
 Name: Michael Herbstman, Chief Financial Officer Signature: [Signature] Date: 11/8/19 Telephone #: 301-952-6099
 Supt./Agency Head Approval: Monica E. Goldson, Ed.D., Chief Executive Officer *[Signature]* 11/11/19 301-952-6008
 Name: Monica E. Goldson, Ed.D., Chief Executive Officer Signature: [Signature] Date: 11/11/19 Telephone #: 301-952-6008
 MSDE Grant Manager Approval: Paula M. Harris, Director, PIFS 410-767-0321
 Name: Paula M. Harris, Director, PIFS Signature: [Signature] Date: [Signature] Telephone #: 410-767-0321

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 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.

Monica E. Goldson, Ed.D., Chief Executive Officer

Superintendent of Schools or Head of Grantee Agency



11/11/15
Date

Appendix B: Title I, Part D - Cover Letter - Not Applicable

Appendix C: Title I, Part D - Application - Not Applicable

ATTACHMENT 8 REVISED JUNE 2019



TITLE II, PART A SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

ATTACHMENT 8 TITLE II, PART A
 SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System: Prince George’s County	Fiscal Year: FY2020
Title II-A Coordinator: <u>Clarence Parker</u>	
Telephone: <u>(301) 808-8275</u>	E-mail: <u>clarence.parker@pgcps.org</u>

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 (Optional for FY18)
- Identified Priorities (Optional for FY18)
 - 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)

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 education agency 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 education agency 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 teacher 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 education agency 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 LEA 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

SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System: Prince George’s County

Fiscal Year: FY2020

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).

The Prioritization will include the following:

- Professional Development for the targeted support schools with Reading Recovery
- Training teachers in the use of evidence based instructional strategies that focus on improving teaching, student learning and achievement
- Training teachers in strategies for at risk Special Education and ESOL students
- Monitoring support using Look-for tools

Please provide a description of how the local education agency 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.

Prince George’s County Public Schools does the following to ensure that meaningful consultation with school system leaders, principals, teachers and stakeholders occur to address the priorities as listed above:

- Utilize information from climate surveys administered to all schools.
- Examine Professional Development evaluations given to stakeholders who attend training sessions.
- Seek out round table discussions with principals, teachers and central office leaders on professional development needs based on their experience, observation and need of what is seen in the field.
- Work internally with our Human Resources, Office of Talent Development, Business Affairs, Early Childhood and Family Institute departments in order to provide meaningful support to schools, staff and parents to make sure that alignment across stakeholders occur.

Please provide a description of how the local education agency will use data and ongoing consultation to continually update and improve activities supported by Title II, Part A.

Each year KRA, PARCC, SAT, AP and IB data and teacher survey feedback is reviewed to support Title II, Part A activities. Using the process of analyzing and synthesizing the data, the Title II, Part A team members work with the Office of Accountability to monitor support of staff for student achievement growth.

Local School System: Prince George’s County	Fiscal Year: FY2020
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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.

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
2.1	NA	NA	NA
2.2	2.1	NA	NA
2.3	2.1	NA	NA
2.4	2.1	NA	NA
Total for Section 2.0			NA

ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

To ensure that every student has access to excellent educators, SEAs and LEAs 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 student's greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LEAs 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 LEA? Cite specific data points.

The *Blueprint for PGCPs* will work to improve student outcomes and create an environment where teaching and learning can thrive. It paints a promising future where all students, regardless of background or experiences, have access to high-quality learning environments, a broad array of educational opportunities, and effective support systems that equip students to graduate college and career ready. The promise will be attained through collaboration with internal and external partners around the employment, retention, and development of teachers and teacher leaders who will serve PGCPs for years to come.

An examination of certain data trends for the last two years with recent attrition and hiring trends can provide an indication of areas where equity gaps may currently still exist. In addition to having programs that support new teachers, and leader preparation, PGCPs must also acknowledge that there are gaps in subgroups for reading and mathematics. Both areas are crucial to impact made on student achievement. Our professional development opportunities for teachers, teacher leaders, mentors and administrators needs to focus on the strategies that will scaffold instructional material that allows multiple entry points for our many different sub groups, in particular our FARM groups. PGCPs will begin to close the gaps that exist, as the district builds its instructional capacity through quality hire, retention and sound professional development.

Although it appears that there is a decrease in the number of teachers hired and improved on the amount of conditional certificates are provided, there are still gaps. There are gaps in teachers moved around within a school and gaps of our neediest schools having the vacancies where new teachers are placed. PGCPs is experiencing an ever-growing challenge in its ongoing effort to provide each classroom with highly qualified and effective teachers. The PGCPs current recruitment process focuses on strategically sourcing, screening, and selecting high-performing, diverse candidates that are a "best-fit" for each vacancy. Early hiring for teacher vacancies is key to getting the best talent. The recruitment team offers early contracts to highly qualified candidates for high-needs schools and subject areas, but teacher candidate quality is often a challenge due to national decrease in teacher candidates. The recruitment team engages in a variety of traditional and nontraditional recruitment efforts, including: (a) PGCPs-sponsored job fairs, (b) college and university job fairs and classroom visits, (c) alternative certification programs, (e) School Tours (f) virtual job fairs (g) principals & content supervisor collaboration, and (h) social media.

PGCPs realizes the value in establishing systems, structures and strategies to retain a high-performing teacher workforce, while also focusing on the equitable evaluation and effectiveness of supports provided to teachers. PGCPs also continues to offer professional development opportunities to leaders, teacher leaders and teachers to minimize the gap across content delivery and structured support in an effort to increase student achievement and student growth for all students and within subgroups.

3.0 ENSURING EQUITABLE ACCESS – Required

Staffing Information for School Years 2017-2018 and 2018-2019

	2017-2018	2018-2019
New Teachers	1,426	1,017 Elementary – 398 Secondary – 532 Special Education - 87
New Hires with Conditional Teacher Certificate	20%	43.76%
New Teacher Academy PEIP 2.0	325 attendees (Kick Off Event)	370 attendees (Kick Off Event)
New Teacher Academy PEIP 2.0 Average Monthly Participation	150	160 (160 was the Average over nine monthly sessions. The highest enrollment rate was 378 in the month of September. The PEIP 2.0 team had an average 31% enrollment increase from SY 17-18 to SY 18-19)
Attrition (Retirement, Resignation, Promotions, Dismissal or Non-Renewal of Contract)	1,100 (Approximately)	1,500 (Approximately)

Retention Strategies are as follows:

- **Retention Focus Groups:** To include a small group of new teachers contemplating resignation within the first year
- **Retention Profiles:** Data collection tool used to document rationale and information for new teacher resignations
- **Affinity Groups:** Affinity Groups provides a forum for teachers with shared interest to meet and discuss issues related to targeted interest. Affinity Groups can be seen as a way to advance diversity and inclusiveness.
- **New Teacher Exit Interviews:** Exit Interviews provides an opportunity for PGCPs to yield information from exiting employees about their experience, work environment, culture, processes and systems.
- **“Stay Interviews”:** Solicit teacher feedback regarding their work environment, resources offered and use feedback to gear future teacher support

Professional Development:

In order for PGCPs to continue moving toward academic achievement and student growth for all students, retaining highly qualified teachers is essential in order to ensure continuity of effective teaching, as well as reducing the overall new teacher recruitment need. The PARCC data below further shows the need to not only hire and retain quality teachers but to place efforts into providing aligned professional development around implementation of standards across content areas.

3.0 ENSURING EQUITABLE ACCESS – Required

Table 1 presents the overall PARCC (MCAP) performance on the English Language Arts (ELA) and Mathematics exams for students in grades three through five and six through eight.

- 29.6% of PGCPs students in third through fifth grades who participated in the ELA PARCC exam met or exceeded expectations. This result is 1.5 percentage points higher than the 2018 results.
- Among ELA PARCC participants in grades six through eight, 33% met or exceeded expectations in 2019 compared with 30.9% in 2018.
- Over twenty percent of the students who took the Mathematics PARCC exam in grades three through five met or exceeded expectations in 2019, which is an increase from 2018.
- Among the grade six through eight Math PARCC participants, 12% met or exceeded expectations, which is a slight decrease from the 2018 results of 13.3%.

Table 1—Percent of Elementary Students (Grades 3-5) and Middle School Students (Grades 6-8) who Met or Exceeded Expectations on PARCC (MCAP), 2017, 2018, and 2019

Subject: English Language Arts (ELA)	2017	2018	2019	Percentage Point Change
ELA, Grades 3 through 5 ALL STUDENTS	25.9%	28.1%	29.6%	+1.5
ELA, Grades 6 through 8 ALL STUDENTS	29.0%	30.9%	33.0%	+2.1
Subject: Mathematics	2017	2018	2019	Percentage Point Change
MATH, Grades 3 through 5 ALL STUDENTS	20.7%	20.6%	21.6%	+1.0
MATH, Grades 6 through 8 ALL STUDENTS	13.0%	13.3%	12.0%	-1.3

Performance on three of the five PARCC (MCAP) exams for high school students was lower in 2018 than it was in 2017 as shown in Table 2.

- Among students who participated in the English 10 MCAP exam, the percentage that met or exceeded expectations increased by 3.5 percentage points from 2018 to 2019.
- The performance among students taking the Algebra I exam decreased from 11.9% in 2018 to 10.9% in 2019, which represents a decrease of 1.0 percentage point.
- Data indicates significant change in decreased participation; comparison to the previous year’s performance is not appropriate.

Table 2—Percent of students that Met or Exceeded Expectations on PARCC (MCAP)

High School Course Tests, 2017, 2018, and 2019

Course Test	2017	2018	2019	Percentage Point Change
English 10	27.5%	24.8%	28.3%	+3.5
English 11	20.5%	25.8%	7.0%*	-18.8
Algebra I	15.6%	11.9%	10.9%	-1.0

3.0 ENSURING EQUITABLE ACCESS – Required

Algebra II	4.5%	6.4%	1.8%*	-4.6
Geometry	8.7%	6.8%	64.6%*	+57.2

The data presented in Table 3 show that nearly all socio-demographic groups experienced growth in the percentage of students in grades three through five who met or exceeded performance expectations on the PARCC (MCAP) ELA and Math exams.

- White students achieved the highest growth rate compared with last year’s performance. White students increased 3.1 percentage points.
- Students who identify as belonging to more than one racial group experienced the second highest increase in the percent meeting or exceeding expectations on the MCAP ELA (2.5 percentage points).
- The only decline from 2018 in the percentage of students who met or exceeded expectations on the MCAP ELA and mathematics exams was among Asian students, which is the group with the highest percentage of students already performing at MCAP levels 4 or 5.

Table 3–Percent of elementary students (grades 3-5) who met or exceeded expectations on PARCC (MCAP), 2017, 2018, and 2019 by socio-demographic characteristics

ELA, Grades 3 through 5	2017	2018	2019	Percentage Point Change
ALL STUDENTS	25.9%	28.1%	29.6%	+1.5
African American Students*	27.3%	29.5%	31.0%	+1.5
Asian Students*	55.7%	54.3%	53.4%	-0.9
Hispanic or Latino Students of any race	17.6%	20.7%	22.4%	+1.7
White Students*	47.9%	49.5%	52.6%	+3.1
Students of Two or More Races*	44.2%	48.0%	50.5%	+2.5
Students with Disabilities (Special Education)	3.5%	3.7%	4.8%	+1.1
Limited English Proficient Students	3.4%	7.9%	9.5%	+1.6
Free & Reduced Price Meal Eligible Students	19.8%	22.1%	23.6%	+1.5
Math, Grades 3 through 5	2017	2018	2019	Percentage Point Change
ALL STUDENTS	20.7%	20.6%	21.6%	+1.0
African American Students*	20.0%	20.0%	21.2%	+1.2

3.0 ENSURING EQUITABLE ACCESS – Required

Asian Students*	50.7%	49.9%	49.2%	-0.7
Hispanic or Latino Students	16.1%	16.4%	17.1%	+0.7
White Students*	43.0%	42.1%	45.1%	+3.0
Students of Two or More Races*	38.9%	30.9%	37.7%	+6.8
Students with Disabilities (Special Education)	3.8%	3.8%	4.3%	+0.5
Limited English Proficient Students	6.3%	7.3%	8.9%	+1.6
Free & Reduced Price Meal Eligible Students	16.1%	15.8%	16.8%	+1.0

Table 4 presents the PARCC (MCAP) performance for students in grades six through eight disaggregated by socio-demographic characteristics.

- Among students who took the MCAP ELA exam, the percentage that met or exceeded expectations grew the most for students identifying as belonging to more than one race 8.5 percentage points.
- Multi-racial students also experienced the largest year-over-year increase on the MCAP math exam—3.6 percentage points.
- Several student groups experienced a decline in the percentage that met or exceeded expectations on the MCAP ELA from 2018, leading to an overall all student decrease of 1.3 percentage points.

Table 4—Percent of middle school students (Grades 6-8) who met or exceeded expectations on PARCC (MCAP), 2017, 2018, and 2019 by socio-demographic characteristics

ELA, Grades 6 through 8	2017	2018	2019	Percentage Point Change
ALL STUDENTS	29.0%	31.1%	33.0%	+1.9
African American Students*	28.8%	31.5%	34.2%	+2.7
Asian Students*	59.6%	56.1%	59.4%	+3.3
Hispanic or Latino Students of any race	23.0%	24.4%	26.0%	+1.6
White Students*	52.8%	53.9%	56.0%	+2.1
Students of Two or More Races*	40.5%	43.3%	51.8%	+8.5
Students with Disabilities (Special Education)	2.6%	3.4%	4.2%	+0.8
Limited English Proficient Students	1.4%	1.4%	2.7%	+1.3
Free & Reduced Price Meal Eligible Students	23.0%	24.6%	26.7%	+2.1
Math, Grades 6 through 8	2017	2018	2019	Percentage Point Change

3.0 ENSURING EQUITABLE ACCESS – Required

ALL STUDENTS	13.0%	13.3%	12.0%	-1.3
African American Students*	11.9%	12.9%	11.8%	-1.1
Asian Students*	38.3%	34.9%	35.6%	+0.7
Hispanic or Latino Students	10.5%	10.0%	8.7%	-1.3
White Students*	34.7%	34.6%	31.6%	-3.0
Students of Two or More Races*	18.3%	23.1%	26.7%	+3.6
Students with Disabilities (Special Education)	1.9%	2.0%	1.8%	-0.2
Limited English Proficient Students	1.1%	1.4%	1.3%	-0.1
Free & Reduced Price Meal Eligible Students	10.0%	10.0%	8.9%	-1.1

PGCPS realized the necessity of establishing systems, structures, and strategies to better retain a high-performing teacher workforce, while also focusing on the equitable evaluation and effectiveness of supports provided to teachers. We also are continuing to offer professional development opportunities to leaders, teacher leaders and teachers to minimize the gap across content delivery and structured support.

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- **REQUIRED**

**If the district 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 Specific Services including: <i>Timeline</i> <i>Audience</i> <i>Implementation Evaluation</i>	Cite: <i>the level of evidence</i> <i>study or studies that support this activity/series</i> <i>the rationale for your rating</i>	Public School Costs
1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals				
1.1	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). The LSS may develop initiatives that provide:	N/A	N/A	
1.1.1	expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)	<p>Activity 1: The Professional Development School Partnership (PDS) The Professional Development School Partnership (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns, and the continuous professional development of both school system and Institutions of Higher Education (IHE) faculty.</p> <p>Timeline: These funds will be used to support these activities all year</p> <p>Audience: Interns</p>	<p>This is a level 4 program. While no empirical studies have been conducted for our Professional Development School Partnership (PDS) there is a rationale that PDS partnerships are likely to improve relevant outcomes based on the high-quality research findings cited. A Plan to Expand Clinically Oriented Teacher Preparation Programs</p> <p>Discussions continue around the process of placing student interns in PGCPs PDS sites and the potential for their hiring within the district. Part of the discussion around this work centers on ways to strategically assess the progress of interns as newly hired teachers during their induction phase, and identify opportunities for their ongoing professional support and development.</p>	\$384,076
		<p>Implementation: Student-teacher interns are scheduled for a year-long internship with designated PDS school sites in PGCPs. PDS interns are offered teaching positions in the school system upon completion of their internships and their university course of study.</p>	<p>As part of the continuing PDS partnership, it will be imperative to ensure collaboration around school site selection procedures to explore expanded and opportunities for differentiated teacher preparation in the PGCPs PDS network.</p>	

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- **REQUIRED**

**If the district 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 Specific Services including: <i>Timeline</i> <i>Audience</i> <i>Implementation Evaluation</i>	Cite: <i>the level of evidence</i> <i>study or studies that support this activity/series</i> <i>the rationale for your rating</i>	Public School Costs
		<p>A significant focus of the PDS partnership is improved student performance through research-based teaching and learning. Professional development opportunities offered through the PDS program are a result of PGCPs and the universities engaging in planning that aligns university criteria for training interns with the mission of the school district as it relates to teacher effectiveness and student learning. Interns as well as teachers are engaged in action research, professional learning communities, and instruction-based workshops that target school improvement areas. Partnership goals include: 1) supporting high-quality learning experiences for interns and teacher mentors; 2) refining and redefining processes and procedures for PDS partnerships in PGCPs.</p> <p>PGCPs partners with neighboring Bowie State University and the University of Maryland College Park for the Professional Development Schools initiative. Annually, the program accommodates up to 175 interns (field observations and internships) and over 125 mentor teachers.</p>	<p>Maryland’s colleges and universities routinely do not produce enough education graduates to supply school systems in the state with sufficient numbers of fully certified teachers. As a result, school systems are forced to look outside the state to meet this demand. Annually, PGCPs conducts a national search to identify and recruit talented, certified educators. Part of the recruitment strategy involves offering qualified teachers financial assistance to relocate to the county. Approximately 61% of the teachers hired annually are recruited from outside the State of Maryland.</p>	
		<p>Evaluation: The following data collection tools will measure the effectiveness of the initiative: a) overall collaboration with partnering universities and b) survey instruments and c) field observations and end-of-year evaluations of PDS interns and partnering teachers at local school sites.</p>		
		<p>Activity 2: Relocation Relocation reimbursements of up to \$1,500 will be made available to approximately 67 qualified teachers in hard-to-fill content areas.</p> <p>Timeline: Relocation reimbursements will be made throughout the year until exhausted.</p> <p>Audience: Teachers (New Hire)</p>		

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

**If the district 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 Specific Services including: <i>Timeline</i> <i>Audience</i> <i>Implementation Evaluation</i>	Cite: <i>the level of evidence</i> <i>study or studies that support this activity/series</i> <i>the rationale for your rating</i>	Public School Costs
		Implementation: Human Resources will implement this initiative to assist the increased numbers of highly qualified teachers in critical shortage areas, high needs schools, and district-wide. Since FY2008, 1,398 teachers have received relocation reimbursements.		
		Evaluation: the following data collection tools will measure the effectiveness of the initiative: a) usage data of the amount of teachers who utilized these services, b) survey instruments, c) end-of-year retention data.		
1.1.2	ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems <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>	N/A	N/A	N/A
1.1.3	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)	N/A	N/A	N/A
1.2	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;	The Resident Teacher Program The Resident Teacher Program is a Maryland Approved Alternative Preparation Program (MAAPP) for individuals who have <i>not</i> received any teacher training, but possess at least a Bachelor's degree and a commitment to developing a career in the teaching profession. A total of 33 candidates participated in a MAAPP-required Pre-Employment Training (PET),	This is a level 4 program. While no empirical studies have been conducted for our Resident Teacher Program, there is a rationale that the Resident Teacher Program is likely to improve relevant outcomes based on the high-quality research findings cited in Teaching	\$373,583

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

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		which consists of a 6-week pre-service summer training program designed to prepare candidates for teaching in SY2019-20. It is intended to develop Resident Teacher candidates' pedagogical skills, and classroom-readiness, and socialize them to PGCPs systemic, initiatives, priorities, and effective teaching and learning standards.	Residency Programs and Exploring the Potential of Teacher Residencies	
		Timeline: These programs are serviced from the beginning of the PGCPs school year until the end of the school year. The Pre-Employment Training (PET) is conducted every day in the month of July through August, then Supervising Teachers coach the Resident Teacher daily for the first month of school, and then a Mentor Teacher supports the Resident Teacher on a weekly or bi-weekly basis for the remainder of the residency phase for two years. Audience: Resident Teacher Candidates		
		Implementation: The PGCPs Pre-Employment Training program was provided to PGCPs /Notre Dame of Maryland University Special Education Dual-Certification Program (13 candidates) and the Teach For America (20 candidates) summer pre-service training occurred off-site. Mentor teachers and Retired-Rehired Supervising Teachers will assist candidates in the Pre-Employment Training, supervised internship, and residency phases of the programs. Both Mentor Teachers and Supervising Teachers are trained in andragogy, effective mentoring and coaching techniques, strengths-based leadership, and strategies for organizing for collaborative work. PGCPs/NDMU Resident Teacher Program is an alternative preparation program, implemented through a partnership with PGCPs and Notre Dame of Maryland University, which allows dual-certification in the critical shortage area of Special Education and		

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		<p>either elementary education or secondary education. Teach For America partners with Johns Hopkins University to provide either a certification-track and Master’s degree program for the TFA Resident Teachers to obtain their SPCI. Content areas for Teach For America include the following critical shortage areas: Early childhood education, elementary, biology, mathematics, English, and Spanish.</p> <p>As an internal recruitment and retention strategy, Conditional teachers, para-professionals, and substitute teachers are recruited and encouraged to apply for PGCPs alternative preparation programs. Local recruitment events for PGCPs alternative preparation programs occur in the community and schools throughout the county with the goal of attracting diverse candidates who have roots in the community and an understanding of the socio-cultural-political dynamics of the school system. For example, 54 percent of the 2019-20 PGCPs/NDMU Resident Teacher cohort was internal employees: 3 Conditional Teachers, 2 paraprofessionals, and 2 substitute teachers.</p>		
		<p>Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) increased number of diverse participants in the MAAPP, b) quality of Supervising & Mentor support to Resident Teachers, c) survey instruments, d) end-of-year retention data for Resident Teachers, and e) end-of-year performance evaluations of Resident Teachers by school leaders. Additionally, information will be sent to research and evaluation department who review implementation and provide feedback.</p>	<p>An annual program evaluation report is submitted to the Maryland State Department of Education (MSDE) for each alternative certification program. The program evaluation report includes satisfaction ratings from Resident Teachers, Mentor Teachers, and principals on various components of program implementation and Resident Teacher performance.</p> <p>Annually, the end-of-year performance data of Resident Teachers comprised of Framework For Teaching (FFT) classroom observations and Student Learning</p>	

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			Objectives (SLOs) are collected from the Office of Employee Performance and Evaluation.	
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	N/A	N/A	N/A
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:			
2. Strategies and Activities to Improve the Quality of the Teaching Force				
2.1	Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement. The LSS may develop initiatives that:	N/A	N/A	N/A
2.1.1	help all students develop the skills essential for learning readiness and academic success;	Prince George’s County Public Schools (PGCPS) identified one central goal for the school system, <i>Outstanding Academic Achievement for All Students</i> . The Prince George’s County Public Schools Strategic Plan for 2016-2020 identified Academic Excellence as one of the five key pillars in achieving that goal. PGCPS will attempt to touch all content teachers and teacher leaders around the knowledge, skills and implementation of curriculum materials and standards. In addition to our well-rounded curriculum approach, we support specific programming around Arts	This is a level 4 program. While no empirical studies have been conducted for our Arts Integration, there is a rationale that Arts Integration is likely to improve relevant outcomes based on the high-quality research findings cited at Arts Integration through the lens of ESSA	\$808,665

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		Integration, reading Recovery and National teachers Network professional development.		
		<p>Arts Integration Timeline: There will be evening PD sessions offered to all interested teachers, full day PD sessions and demonstration teaching for AIMT cohorts during the school year, and the summer PD will take place during the month of July, 2021 Audience: All Content Teachers</p>	A National Endowment for the Arts (NEA) study found a strong correlation between experience with arts education and positive student outcomes. For example, teenagers and young adults of low socioeconomic status (SES) who have a history of in-depth arts involvement show better academic outcomes than do low-SES youth who have less arts involvement. They earn better grades and demonstrate higher rates of college enrollment and attainment (NEA, 2012). Gazzaniga (2008) found evidence that arts exploration impacts brain functioning by influencing the development of sequencing, manipulation of semantic information, and motor learning skills. Individual art forms provide separate benefits. Podlozny (2000) identified a causal relationship between drama and the improvement of reading readiness, oral language skills, and story understanding. Music programs where students experimented with instruments and improvisation improved their performance on some paper and pencil spatial tasks (Hetland, 2000). Those academic gains have been documented in increased achievement on standardized tests (Gullatt, 2008)	
		<p>Implementation: Throughout the year, teachers will be trained on strategies that integrate the arts into the regular classroom. In order to ensure quality instruction and equitable access through arts integration, two cohorts of teachers from across the county - one elementary cohort, and one middle school cohort - will engage in sustained, in-depth professional development. Through interactive workshops, demonstration teaching, reflection, and feedback, these cohorts of teachers will become resources for colleagues as Arts Integration Master Teachers (AIMT). Additionally, a week long Arts Integration professional development summer institute designed to empower teachers to use arts integration strategies to improve student achievement in all content areas. In 2019-20, this institute will be differentiated to provide more in depth and grade level appropriate professional development for those teachers who have more extensive experience implementing arts integration strategies in their classrooms.</p>		
		<p>Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) overall school numbers and sites who seek support with Arts Integration professional development b) survey instruments, and c) field observations.</p>		

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		PGCPS is committed to providing high-quality professional development for teachers. Reading Recovery serves as a second level of support for classroom instruction in first grade by providing comprehensive assessments, individualized instruction, and immediate intervention.		
		<u>Reading Recovery</u> Timeline: There will be PD sessions for the teachers and teacher leaders throughout the year 2020-2021 Audience: Teachers and Teacher Leaders	This is a level 2 program. The What Works Clearinghouse (WWC), an initiative of USDE’s Institute of Education Sciences, is a central, trusted source of information for decision makers. Established in 2002, the WWC reviews and assesses research evidence for educational programs, products, practices, and policies. The What Works Clearinghouse (WWC) identified three studies of Reading Recovery® that both fall within the scope of the Beginning Reading topic area and meet WWC evidence standards. Reading Recovery achieved strong results, receiving positive or potentially positive ratings across all four outcomes — alphabets (phonics and phonemic awareness), fluency, comprehension, and reading achievement. Among programs reviewed, Reading Recovery received the highest improvement index in reading achievement and fluency.*	
		Implementation: The key to the successful implementation of Reading Recovery resides in the professional development model. Three levels of professional staffing provide a stable training structure: university trainers who train and support teacher leaders; district- or site-level teacher leaders who train and support teachers; and school-based teachers who work with the hardest-to-teach students. This model employs university-district partnerships with Ohio State and Clemson Universities, intensive district/school embedded training through coaching, and ongoing professional learning. Teachers’ continued study involves demonstration teaching behind a one-way glass, analysis of teacher-student interactions, collaborative opportunities for teachers to remain responsive to individual students, to question the effectiveness of their practices, to get help from peers on particularly hard-to-teach students, and to consider how new knowledge in the field may influence their practice.		
		Evaluation: Reading Recovery offers district coordinators and Reading Recovery teacher leaders with both process and product data. Reading Recovery teachers enter data on a secure website for each child they serve. A site report is generated with the data collected on student performance and		

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		implementation factors that may influence effectiveness and efficiency. Data is collected throughout the school year to assist with the monitoring of implementation.		
		<p>National Teacher Network</p> <p>Timeline: This training will take place during the 2020-2021 school year.</p> <p>Audience: Teachers - grades 3-5, middle school grades 6-8 and high school (Algebra and Algebra 2)</p>	<p><i>This is a level 4 program. While no empirical studies have been conducted for National Training Network there is a rationale that coaching partnerships are likely to improve relevant outcomes based on the high-quality research findings cited for coaching around instructional strategies. The big shift will be the change in pedagogical practices and focus on content. The training and coaching provided by NTN focused on developing a deeper understanding of the content, as well as demonstrated the types of strategies that would foster that understanding for students in math 3-5, MS and HS.</i></p>	
		<p>Implementation: The Mathematics Department will provide additional coaching support through the National Training Network (NTN). National Training Network coaches will aid selected teachers in delivering instruction that emphasizes the Standards for Mathematical Practices and supports a literacy-rich environment that builds student skills for mathematical reasoning. NTN will provide individual and group coaching support to teachers in elementary (3-5, middle (6-8) and high school (Algebra and Algebra 2).</p>		
		<p>Evaluation: The following data collection tools will measure the effectiveness of the initiative: a) coaching feedback, b) survey instruments and c) end-of-year data, MCAP data of teachers who participated.</p>		
2.1.2	use data to improve student achievement and understand how to ensure individual student	N/A	N/A	N/A

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	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;	N/A	N/A	N/A
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);	N/A	N/A	N/A
2.1.5	provide opportunities for experiential learning through observation	N/A	N/A	N/A
2.1.6	provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate)	N/A	N/A	N/A
2.1.7	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science	N/A	N/A	N/A
2.2	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	N/A	N/A	N/A

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	trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards The LEA may develop initiatives that increase:			
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;	<p>The Leadership Development Program is designed to develop school-based skills for early childhood, elementary content coordinators, elementary reading specialists, middle school department chairs, and high school teacher coordinators in accountability-tested content areas.</p> <p>Timeline: The PD sessions for teacher leaders will be held monthly during school year 2020-2021</p> <p>Audience: Teacher Leaders</p>	This is a level 4 program. While no empirical studies have been conducted leadership coaching, there is a rationale that leadership coaching around practices and content is likely to improve relevant outcomes based on the high-quality research findings cited (Leadership Coaching).	\$1,105,974
		<p>Implementation: Participants will be trained in the implementation of instructional management systems (Performance Management, Framework for Teaching and the Literacy Plan focused on Reading, English, Language Arts and Mathematics). Further, various enrichment opportunities will be made available to teachers and administrators to attend professional development leadership conferences.</p>	<p>Evidence base to support Early Childhood: The MSDE <i>Head start Classroom Audit</i> audited 51 classrooms that were a part of the former Head Start program and found deficiencies. These classrooms later became a part of the Prekindergarten program. Findings included the need for staff development trainings and materials for teachers. <i>The Public Consulting Group Curriculum Audit</i> examined elementary level curriculum. It, too, recommended additional teacher training and staff materials.</p>	
		<p>Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) collaborative planning notes, b) PD professional development surveys, and c) field observations.</p>		
2.2.2	the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to	N/A	N/A	N/A

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	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	N/A	N/A	N/A
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	N/A	N/A	N/A
2.2.5	the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate	N/A	N/A	N/A
2.2.6	providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students	N/A	N/A	N/A
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	N/A	N/A	N/A
2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate)	N/A	N/A	N/A

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	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:	N/A	N/A	N/A
3. Strategies and Activities to Retain and Provide Support to Effective Educators				
3.1	<p>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</p> <p>The LEA may develop initiatives that:</p>	N/A	N/A	N/A
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><u>Activity 1: The New Teacher Academy Professional Educator Induction Program (PEIP)</u></p> <p>The New Teacher Academy Professional Educator Induction Program (PEIP) 2.0 provides extended time for newly-hired teachers to participate in follow-up sessions after completing the Professional Educators’ Induction Program which is held before the start of the school year. PEIP 2.0 is offered to new teachers on a monthly basis.</p> <p>Timeline: The professional development workshops and certification courses for the Resident teachers will be held monthly. The one to one mentoring support will be administered weekly throughout the school year.</p> <p>Audience: Newly hired teachers</p>	<p>This is a level 4 program. While no empirical studies have been conducted for our New Teacher Academy Professional Educator Induction Programs (PEIP), there is a rationale that PEIP is likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>Relationship Between Teacher Induction Program and Teacher Retention,</p>	\$660,652
		<p>Implementation: Participants increase their content knowledge, develop a greater capacity to implement effective instructional strategies, and obtain deeper insight to deliver the appropriate <i>Curriculum Framework Progress Guide</i> content. With the implementation of the <i>Common Core Curriculum and Effective Teaching</i> using <i>Danielson’s Framework for Teaching (FFT)</i>, many experienced and newly-hired teachers will participate in these learning opportunities to become more skillful in delivering the curriculum and designing student assessments.</p>	<p><i>Public Consulting Group Curriculum Audit for Reading, English, Language Arts (RELA), Mathematics and Science. This audit was requested as a result of the conversion of the RELA and Math curriculum to meet common core standards and for Science to meet the next generation Science standards.</i></p>	

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		<p>In addition to the support provided via these professional learning opportunities, new teachers hired through alternative certification programs, Teach for America and PGCPs/NDMU Special Education Resident Teacher Program, will receive the services of a full-time mentor teacher from the Office of Talent Development (OTD) during the school year. Teachers entering the PGCPs/NDMU Special Education Dual-Certification Program also receive the support of a Supervising Teacher during the first five weeks of school and then a mentor teacher for the remainder of the school year. These experienced teachers will provide job-embedded professional learning and guidance to assist new teachers as they transition to the profession and implement the new curriculum and refine their instructional practice.</p>		
		<p>Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) overall mentor time and service, b) survey instruments, c) end-of-year performance and retention data for Resident Teachers, and d) field observations and end-of-year evaluations of mentors by program managers.</p>	<p>An annual program evaluation report is submitted to the Maryland State Department of Education (MSDE) for each alternative certification program. The program evaluation report includes satisfaction ratings from Resident Teachers, Mentor Teachers, and principals on various components of program implementation. Satisfaction data contained in the 2018-2019 MAAPP evaluation reports indicated a high level of participant satisfaction regarding the program phases (i.e. Pre-Employment Training, supervised internship, and residency).</p> <p>Data from the 2018-19 MAAPP annual program evaluation showed 100 percent of Resident Teachers (48/48) agreed that "the training (i.e. Professional Learning Seminar and/or courses) gave me the</p>	

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			<p><i>knowledge and skills needed to be an effective classroom teacher” during the residency phase. Another data point from the evaluation indicated that 98 percent of Resident Teachers agreed “the mentoring overall was of high quality” and “The mentor had the expertise needed to teach me effectively.”</i></p> <p><i>Data from the 2018-19 MAAPP annual program evaluation indicated that 100 percent of Resident Teachers agreed “The mentoring I received was aligned with the required content standards, local evaluation system (i.e. Student Learning Objectives and Framework for Teaching), and the stated goals and objectives of the school system.”</i></p>	
		<p>Activity 2: Alternative Teacher Preparation (ATP) Alternative Teacher Preparation (ATP) OTD Mentors support Resident Teachers in their induction into PGCPs. Approximately 33 new teachers will receive services from sixteen (16) mentor teachers. A Resident Teacher who successfully completes the MAAPP is eligible for a Maryland Standard Professional Certificate (SPC-1). The OTD mentors will support their mentees in planning and preparing for instruction, developing a positive and inviting classroom environment, and assisting in meeting professional responsibilities.</p> <p>Timeline: This will take place during school year 2019-2020.</p> <p>Audience: Resident Teachers</p>		

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		<p>Implementation: Specific targeted support to the resident teacher provided by the mentor teacher will be to:</p> <ul style="list-style-type: none"> a) assist the teacher in implementing standards-based instruction aligned with PGCPs curriculum standards and with all other district standards for improving program quality (i.e., Disciplinary Literacy (DL), Framework for Teaching (FFT), Student Learning Objectives (SLO's), etc.); b) provide assistance and support with lesson planning and delivery, including short and long term planning; c) assist teachers with the implementation of the school-wide discipline policy and all other facets of classroom and behavior management within the culture of the organization; and d) Provide professional development through modeling, demonstrations, and co-teaching of effective teaching practices and instructional strategies in classrooms. <p>Each mentor will have the following credentials: 1) a Master's Degree or equivalent 2) an Advanced Professional Certificate (APC) representing evidence of a minimum of four years of successful teaching experience, 3) have a working knowledge of student performance data and classroom assessment practices as they relate to improving instruction and achieving high learning standards for students, and 4) provide endorsements from her/his current principal and appropriate content area supervisor.</p>		
		<p>Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) overall mentor time and service, b) survey instruments, c) end-of-year retention and performance data for Resident Teachers, d) end-of-year evaluations of mentors by program managers, e) end of the year</p>		

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		survey of the mentors by the mentees and f) field observations. <i>(Note: mentor teachers are in the classrooms conducting informal observations, assisting in planning lessons, co-teaching lessons and calibrating practice with teachers to build capacity overtime which determines their effectiveness on student achievement)</i>		
3.1.2	Provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.	N/A	N/A	N/A
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve academic success	N/A	N/A	N/A
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.	N/A	N/A	N/A
3.1.5	support the instructional services provided by effective school library programs	N/A	N/A	N/A
3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback	N/A	N/A	N/A
3.1.7	provide common planning time to help prepare students for postsecondary education and the workforce	N/A	N/A	N/A
	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:			
4. Use of Funds to Improve Equitable Access to Effective Educators To All Students				

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

**If the district 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 Specific Services including: <i>Timeline</i> <i>Audience</i> <i>Implementation Evaluation</i>	Cite: <i>the level of evidence</i> <i>study or studies that support this activity/series</i> <i>the rationale for your rating</i>	Public School Costs
4.1	If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose.	N/A	N/A	N/A

*Below is a list to “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.

- [Evidence for ESSA](#) (Hopkins)
- [Report on School Leadership Interventions under ESSA](#) (RAND)
- [Social and Emotional Learning Interventions under ESSA](#) (RAND)
- [What Works Clearinghouse](#) (IES)
- [Evidence-Based Intervention Network](#) (University of Missouri)
- [National Center on Intensive Intervention](#) (AIR)
- [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
- [Results First Clearinghouse Database](#) (Pew)
- [Best Evidence Encyclopedia](#) (Center for Data-Driven Reform)
- [Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#) (Hopkins)
- [Impact of Family Involvement on the Education of Children](#) (MDRC)

5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required

**Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards.
[Section 2102 (b)(2)(A)]**

Prince George's County Schools' curriculum guides, materials, and assessments align to the *Maryland College and Career Readiness Standards for English and Math*, the *Next Generation Science Standards for Math*, and the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. In addition, Prince George's County Schools provided professional learning services based on the *Learning Forward Standards* for professional learning. Professional learning activities for section 4.0 will help teachers, principals, and school leaders use the academic standards to develop lesson plans, assignments and assessments that, in turn, will help their students master the knowledge and skills defined by the academic standards.

Local School System: Prince George's County Fiscal Year: FY2020

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding 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)

Private Schools Participating in Title II, Part A Program Prince George's County, SY2019-20			
SCHOOL	TCH	STUDENTS	ALLOCATION
Al-Huda School	50	626	\$15,725
Bishop McNamara	140	850	\$21,352
DeMatha Catholic HS	114	847	\$21,277
Elizabeth Seton High School	90	596	\$14,972
Excellence Christian School	30	213	\$5,351
Foundation Schools	134	105	\$2,638
From the Heart Christian School	37	222	\$5,577
Highland Park Christian Academy	30	217	\$5,451
George E. Peters	15	163	\$4,095
Holy Family	16	135	\$3,391
Holy Redeemer	22	254	\$6,380
Holy Trinity Episcopal Day School	77	490	\$12,309
Lanham Christian School	50	211	\$5,300
NASA Goddard CDC	2	77	\$1,934
New Hope Academy	40	201	\$5,049
Riverdale Baptist	44	434	\$0
Reid Temple	51	260	\$10,902
St. Ambrose School	26	230	\$5,778
St. Columba	22	185	\$4,647
St. Jerome Academy	30	365	\$9,169
St. John the Evangelist	25	238	\$5,979
St. Joseph's School	25	216	\$5,426
St. Mary of the Mills	48	274	\$6,883
St. Mary's	20	245	\$6,154
St. Mary's of the Assumption	34	239	\$6,004
St. Mary's School of Piscataway	28	154	\$3,868
St. Matthias the Apostle School	18	185	\$4,647
St. Matthew's UME Ed Ctr.	44	102	\$2,562
St. Philip the Apostle	30	191	\$4,798
St. Pius X Regional School	50	520	\$13,062

Private Schools Participating in Title II, Part A Program
Prince George's County, SY2019-20

SCHOOL	TCH	STUDENTS	ALLOCATION
St. Vincent Pallotti HS	70	445	\$11,178
Archdiocese of Washington			
TOTAL	1,446	9,490	\$238,389

Per Pupil Calculation
<p>Total grant allocation of \$3,708,870</p> <p>\$3,708,870 x 3.58% Indirect fee rate = \$3,571,339</p> <p>District enrollment 132,667 + Non-public enrollment 9,490 = 142,157</p> <p>\$3,571,339 divided by 142,157 (projected non-public school students + projected public school students) = \$25.12</p>

Total number of students 9,490 x per pupil cost \$25.12 = \$238,389

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

The following process is utilized to determine equitable services to students in private schools:

- Private schools in PGCPs are identified on the MSDE website. Title II Program Office contacts each school via US mail and/or email. This correspondence provides opportunity for private school officials to acknowledge that they would like to participate in equitable services.
- Schools were asked to respond and indicate their intention to participate for SY20 by April 15, 2019.
- Title II Office invites participating schools to attend an annual consultation meeting held in the spring of every year; agendas are sent prior to the meetings whereby representatives can review and provide input.
- Private school officials determine the needs of students based on each school's individual assessment. Based on the assessment results, schools determine the specific Professional Development to be provided to the staff.

Total Amount for Transfers: \$238,389

Local School System: Prince George's County	Fiscal Year: FY2020
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BUDGET NARRATIVE

Prince George's County Public Schools Title II, Part A Grant Budget Narrative					
Professional Development Schools (PDS)					
203-205/09 - 01 - Salaries & Wages	Stipends for professional development for activity 1.1. Activity 1.1	Phase I - 135 teachers x \$320 = \$43,200; Phase II - 140 teachers x \$800 = \$112,000; Site coordinators - 25 coordinators x \$1,000 = \$25,000	\$ 180,200	\$ -	\$ 180,200
212 - 04 - Other Charges	Fixed Charges - Fica (.0765%) / Workers Comp (.016%) Activity 1.1	\$180,200 x .0992 = \$17,876	\$ 17,876	\$ -	\$ 17,876
				Subtotal	\$ 198,076
Relocation Reimbursement					
203-205/09 - 04 - Other Charges	Relocation expenses for activity 1.1. Activity 1.1	Relocation expenses for 124 teachers x \$1,500 for (Airfare; Early lease terminations; Gas; Hotel; Moving truck rental; Moving supplies; and Storage).	\$ 186,000	\$ -	\$ 186,000
				Subtotal	\$ 186,000
				Total Activity 1.1	\$ 384,076
Alternative Certification Programs					
203-205/09 - 01 - Salaries & Wages	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Other Charges Activity 1.2	Stipends for supervising teachers - 42 teachers x \$500 = \$21,000	\$ 21,000	\$ -	\$ 21,000
212 - 04 - Other Charges	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers,	Fringes - \$21,000 x .0992	\$ 2,083	\$ -	\$ 2,083

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

	principals, or other school leaders Other Charges Activity 1.2				
203-205/09 - 02 - Contracted Services	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Contracted Services Activity 1.2	Notre Dame for Special Education certification Barrie Institute for Montessori certification Amity Institute Exchange Teacher Program \$346,000	\$ 346,000	\$ -	\$ 346,000
203-205/09 - 03 - Supplies & Materials	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Supplies Activity 1.2	Professional Development Materials - 75 candidates x \$60	\$ 4,500	\$ -	\$ 4,500
				Subtotal	\$ 373,583
				Total Activity 1.2	\$ 373,583
Leadership Development Activities (Principals, Assistant Principals, and Central Office Staff)					
203-205/09 - 01 - Salaries & Wages	Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on instruction in early grades and on strategies to measure whether young children are progressing; and ii. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; Salaries Activity 2.1	Teacher Stipends: Teacher Leadership - 3,175 substitutes x \$100 = \$317,500 Early Childhood Summer Institute - 60 teachers x \$175 = \$10,500 Arts Integration Workshops \$40,875 Arts Integration Substitutes - 180 x \$113 = \$20,340 Total Stipends: \$389,215	\$ 389,215	\$ -	\$ 389,215
212 - 04 - Other Charges	Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on instruction in early grades and on strategies to measure whether young children are progressing; and ii. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to	Fixed charges - \$389,215 x .0992 = 38,610	\$ 38,610	\$ -	\$ 38,610

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

	meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; Fixed Charges Activity 2.1				
203-205/09 - 02 - Contracted Services	Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on instruction in early grades and on strategies to measure whether young children are progressing; and ii. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; Contracted Services Activity 2.1	Contracted Services: Math RFP with National Training Network \$227,102 Arts Integration Institute 4 artists x 5 days x \$500 = \$10,000 Arts Integration Master Teacher \$27,000 Total: \$264,102	\$ 264,102	\$ -	\$ 264,102
203-205/09 - 03 - Supplies & Materials	Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on instruction in early grades and on strategies to measure whether young children are progressing; and ii. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; Supplies Activity 2.1	Early Childhood - 80 participants x \$100 = 8,000 Arts Integration Materials - \$3,238 Total: \$11,238	\$ 11,238	\$ -	\$ 11,238
203-205/09 - 04 - Other Charges	Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on instruction in early grades and on strategies to measure whether young children are progressing; and ii. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; Other Activity 2.1	Early Childhood - Non-Local Travel 12 participants x \$2,083 = \$25,000 Travel: Non-Local Travel 28 participants x \$2,500 = \$70,000; Reimbursement expense - 10 teachers x \$150 = \$1,500 Conference Fees: 20 participants x \$250 = \$5,000 Arts Integration - 10 participants x \$400 = \$4,000 Total: \$105,500	\$ 105,500	\$ -	\$ 105,500
				Total Activity 2.1	\$ 808,665
Newly-Hired and Grade Level/Content Area Change Teacher Workshops and Teacher Leadership Development Trainings					

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

<p>203-205/09 - 01 - Salaries & Wages</p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies 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, Salaries Activity 2.2</p>	<p>Teacher Stipends: 1,428 teachers x \$175 = \$249,900 Workshops (IB Training, AVID Path & Etc.) 300 Participants - \$172,000 Total Stipends: \$421,900</p>	<p>\$ 421,900</p>	<p>\$ -</p>	<p>\$ 421,900</p>
<p>212 - 04 - Other Charges</p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies 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, Fixed Charges Activity 2.2</p>	<p>Fringes - \$421,900 x .0992 = \$41,852</p>	<p>\$ 41,852</p>	<p>\$ -</p>	<p>\$ 41,852</p>
<p>203-205/09 - 02 - Contracted Services</p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies 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, Contracted Services Activity 2.1</p>	<p>Contracted Services: Building Rental: \$220,000 Professional Contract: \$310,000 Locations: To be determined at a later date by district level staff. Total: \$530,000</p>	<p>\$ 530,000</p>	<p>\$ -</p>	<p>\$ 530,000</p>
<p>203-205/09 - 03 - Supplies & Materials</p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies 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, Supplies Activity 2.2</p>	<p>Training materials: 1,000 participants x \$74.78 (estimated cost per person) Total: \$74,772</p>	<p>\$ 74,772</p>	<p>\$ -</p>	<p>\$ 74,772</p>
<p>203-205/09 - 04 - Other Charges</p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based</p>	<p>Travel: Local Mileage - 70,000 miles x \$.535 = \$37,450 Total: \$37,450</p>	<p>\$ 37,450</p>	<p>\$ -</p>	<p>\$ 37,450</p>

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

	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, Other Activity 2.2				
				Subtotal	\$ 1,105,974
				Total Activity 2.2	\$ 1,105,974
Alternative Certification Programs (ATP) Mentors and Induction Institute					
203-205/09 - 01 - Salaries & Wages	New teacher, principal, or other school leader induction & mentoring programs Salaries Activity 3.1	Salaries for 6 mentor teachers - 1@\$108,295, 1@\$78,233, 1@\$51,743, 1@\$102,707, 1@\$41,291, 1@\$103,587 = \$485,856	\$ 485,856	\$ -	\$ 485,856
212 - 04 - Other Charges	New teacher, principal, or other school leader induction & mentoring programs Fixed Charges Activity 3.1	1 Full-time fringes calculated using various rates = (.0765% for FICA/Med, .00425% for Life Insurance, .016% for Workers Comp, .1400% for Retirement + flat rate of \$8,600 for Health Insurance Let x = \$108,295; Let y=\$78,233; Let r=\$51,743; Let m=\$102,707; Let n=\$41,291; Let p=\$103,587 Fringe x = .0765x + .00425x + .016x + .1400x + \$8,600 = \$34,239 Fringe y = 0765y + .00425y + .016y + .1400y + \$8,600 = \$27,122 Fringe r = 0765r + .00425r + .016r + .1400r + \$8,600 = \$20,850 Fringe m = 0765m + .00425m + .016m + .1400m + \$8,600= \$32,916 Fringe n = 0765n + .00425n + .016n + .1400n + \$8,600= \$18,376 Fringe p =0765p + .00425p + .016p + .1400p + \$8,600= \$33,124	\$ 166,627	\$ -	\$ 166,627
203-205/09 - 04 - Other Charges	New teacher, principal, or other school leader induction & mentoring programs Other Activity 3.1	Local Travel - 2,545 miles x \$.535 x 6 mentors = \$8,169	\$ 8,169	\$ -	\$ 8,169
				Subtotal	\$ 660,652

Prince George's County Public Schools Title II, Part A Grant Budget Narrative					
				Total Activity 3.1	\$ 660,652
Non-Public Schools and Indirect Cost					
203-205/07 - 08 - Transfers	Non-Public Schools - Equitable services to students in private (Non-Public) schools Transfers Activity 6.0	Mandatory allocation for participating non-public schools. FY19 mandatory allocation for participating private schools, based on the total grant allocation of \$3,708,870 District enrollment 132,667 + Non-public enrollment 9,490 = 142,157 \$3,708,870 (district allocation) \$3,571,339 (amount district is using for pd) divided by 142.157 (the total of projected non-public school students + projected public school students) = \$25.12 \$25.12 per pupil x 9,490 non-public school students = \$238,389	\$ 238,389	\$ -	\$ 238,389
				Subtotal	\$ 238,389
				Total Activity 6.0	\$ 238,389
201/22 - 08 - Transfers	Indirect Fee Transfers	PCPS Indirect fee charged for grant administration (based on the FY19 approved rate of 3.58%) Calculation - \$3,708,870 (total grant award) - \$0.00 (equipment total) = \$3,708,870 (revised grant total) \$3,708,870 (revised total grant number) x (.0358 rate) x 1.0358 rate	\$ 137,531	\$ -	\$ 137,531
				Subtotal	\$ 137,531
			Title II, Part A Grand Total		\$3,708,870.00

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

ORIGINAL GRANT BUDGET	\$3,708,870.00	AMENDED BUDGET #		REQUEST DATE	09/30/19
GRANT NAME	Title II, Part A	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Prince George's County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2019	6/30/2021	

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							
Prog. 22 Business Support						137,531.00	137,531.00
Prog. 23 Centralized Support							
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 07 Non Public Transfers						238,389.00	238,389.00
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	1,498,196.00	1,140,102.00	90,482.00	337,119.00			3,065,899.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Chargee				267,051.00			267,051.00
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	1,498,196.00	1,140,102.00	90,482.00	604,170.00		375,920.00	3,708,870.00

11/19/19
D. [unclear]
11/17/19

Finance Official Approval	Michael Herbstman, Chief Financial Officer	<i>[Signature]</i>	11/8/19	301-952-6099
Supt./Agency Head Approval	Monica Goldson, Ed.D., Chief Execitutive Officer	<i>[Signature]</i>	11/11/19	301-952-6008
MSDE Grant Manager Approval	Cecilia Ros, Division of Curriculum, Assessment & Accountability			410-767-0574

RECIPIENT ASSURANCES

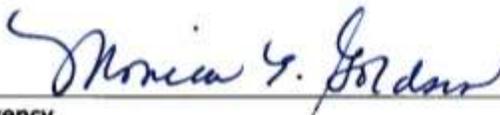
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

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 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.

Monica E. Goldson, Ed.D., Chief Executive Officer

Superintendent of Schools or Head of Grantee Agency



11/11/15
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: <u>Prince George’s County Public Schools</u>	Fiscal Year <u>2020</u>
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SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [SEC. 3115(c)]: An eligible entity receiving funds under section 3114(a) **MUST** use the funds in the required activities before spending funds in the authorized activities.

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].			
Required Activities	Descriptions Please address each item (a-d) in your required activity descriptions. <i>a) Outcomes and brief description of the services, <u>including evidence level</u></i> <i>b) Timelines or target dates</i> <i>c) Services to private schools</i>	Public School Costs	Private School Costs
1.1 Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)].	a) Supplemental resources and documents will be copied through the district’s printing office to enhance instruction and development of teachers’ and parents’ knowledge regarding ESOL. Documents, such as ESOL writing assessments, parent notification and continuing placement letters will be available for teachers, students and parents throughout the county. Other departments do not print their assessments, it is only done at the school level. ESOL is the only area that prints their assessments. <i>Formative Assessment scores will be analyzed twice a year based on the results from the ESOL writing assessments.</i> b) July 2019 – June 2020 c) N/A	\$24,600	N/A
	a) Summer reading materials will be provided to middle and high school students to reinforce vocabulary and reading fluency development over the summer months. This activity supports evidence level 4. b) April – June 2020 c) N/A	\$20,000	N/A
	a) Summer school and evening high school registration scholarships will be provided to high	\$50,000	N/A

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)].			
Required Activities	Descriptions	Public School Costs	Private School Costs
	<p>Please address each item (a-d) in your required activity descriptions.</p> <p>a) <i>Outcomes and brief description of the services, <u>including evidence level</u></i></p> <p>b) <i>Timelines or target dates</i></p> <p>c) <i>Services to private schools</i></p>		
	<p>school English Learners (ELs) who need additional English credits in order to graduate on time. Title III funds supplement the tuition in order to encourage EL students to continue to progress towards graduation. The numbers of ELs earning credit in core courses will increase as a result of this resource. This activity supports evidence level 4.</p> <p>b) June – August 2020</p> <p>c) N/A</p>		

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

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)].

Required Activities	<p style="text-align: center;">Descriptions</p> <p>Please address each item (a-d) in your required activity descriptions.</p> <p>a) <i>Outcomes and brief description of the services, including evidence level</i></p> <p>b) <i>Timelines or target dates</i></p> <p>c) <i>Services to private schools</i></p>	Public School Costs	Private School Costs
2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].	N/A	N/A	N/A
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)].	<p>a) Provide opportunities for staff members to attend local and non-local conferences and seminars, such as Teachers for English for Speakers of Other Languages (TESOL), Association for Supervision and Curriculum Development (ASCD), World-class Instructional Design and Assessment (WIDA), American Translators Association (ATA), on meeting the needs of ELs in order to stay abreast of current research and professional development practices. Participants will use the information learned to enhance their own knowledge of innovative practices for working with ELs and share this information with teachers through newsletters, professional development and coaching sessions as outlined in their professional development plans. This activity supports evidence level 4.</p> <p>b) October 2019 – June 2020</p> <p>c) N/A</p>	\$71,475	N/A
2.3 Providing for professional development effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and	<p>a) Continue to provide high quality professional development around literacy, math, and technology for teachers with ELs in their classrooms as well as for new ESOL teachers. Additionally, materials will be purchased to help teachers implement the strategies learned during the professional development. For professional development during the day, substitutes will be provided, and for</p>	\$320,694	N/A

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)].

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)].

Required Activities	<p style="text-align: center;">Descriptions</p> <p>Please address each item (a-d) in your required activity descriptions.</p> <p><i>a) Outcomes and brief description of the services, <u>including evidence level</u></i></p> <p><i>b) Timelines or target dates</i></p> <p><i>c) Services to private schools</i></p>	Public School Costs	Private School Costs
teaching skills of teachers of ELs [section 3115(c)(2)(C)].	<p>evening workshops, stipends will be provided for the teachers. Informal walkthroughs will be conducted to monitor implementation of strategies learned during professional development. Additionally, an online survey will track participants' evaluation of the courses and the impact of professional development on their teaching three months after the course has ended.</p> <p>The following Professional Development offerings are validated at Evidence Level 4:</p> <ul style="list-style-type: none"> ▪ Quarterly department chairperson meetings will provide department chairs with important updates, curriculum documents, technology training, and assessment updates. ▪ Quarterly, First and Second Year Teacher meetings will provide specific strategy and curriculum training sessions for first and second year ESOL teachers. ▪ The ESOL Office will provide professional development opportunities for ESOL teachers to help them better understand the curriculum, supporting long term ELs, assessment measures and instructional strategies for ELs. ▪ The ESOL Office will provide professional development for teachers and administrators of ELs based on the specific needs of the school making the request. ▪ Twenty (20) high school ESOL and content area teachers of ELs are being trained on literacy development and/or approaches to instruction for ELs. The goal of the trainings is to increase the teachers' abilities to maximize instructional time 		

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)].

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)].

Required Activities	<p align="center">Descriptions</p> <p>Please address each item (a-d) in your required activity descriptions.</p> <p>a) <i>Outcomes and brief description of the services, including evidence level</i></p> <p>b) <i>Timelines or target dates</i></p> <p>c) <i>Services to private schools</i></p>	Public School Costs	Private School Costs
	<p>for literacy development. The success of these trainings will be measured by the perceptions of teachers as captured in a post-course survey.</p> <p>b) July 2019 - June 2020</p> <p>c) N/A</p>		
	<p>a) The ESOL Office will provide a series of workshops specifically designed for paraprofessionals who work with ELs about practical strategies for their specific work. The goal of the training is to increase the capacity of ESOL Paraprofessionals to maximize the impact of the instructional time for ELs. Participants will be surveyed to measure their perceptions and implementation three months after the completion of all trainings. This activity is validated at the Evidence 4 Level.</p> <p>b) September 2019 – May 2020</p> <p>c) N/A</p>	\$7,400	N/A

3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)].

Required Activities	<p style="text-align: center;">Descriptions</p> <p>Please address each item (a-d) in your required activity descriptions.</p> <p>d) <i>Outcomes and brief description of the services, <u>including evidence level</u></i></p> <p>e) <i>Timelines or target dates</i></p> <p>f) <i>Services to private schools</i></p>	Public School Costs	Private School Costs
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)].	<p>a) <i>KinderConnect</i>: These workshops are offered to international families registering kindergarten students at the International Student Counseling Office (ISCO). The workshop provides families of ESOL students a hands-on opportunity to work with reading and math activities to practice over the summer in order to prepare their child for kindergarten. Each family is able to take home all the instructional materials needed to effectively practice the learned activities. These workshops support evidence level 4.</p> <p>b) March 2020 - August 2020</p> <p>c) N/A</p>	\$2,700	N/A
	<p>a) <i>Camp Schmidt</i>: This unique outdoor/nature/ science activity provides international families and students in the ESOL program the opportunity to visit the PGCPs Schmidt Center to learn more about the environmental program that is integral to the science curriculum for 5th graders in PGCPs. In preparation for the 5th grade overnight visit, targeted families of 4th grade (and below) ESOL students tour the camp, participate in science instructional activities, enjoy a wagon nature ride, hear from a parent/student panel of previous participants, and meet camp leadership and staff. These activities are validated at the Evidence 4 Level.</p> <p>b) May 2020</p> <p>c) N/A</p>	\$6,010	N/A
	<p>a) <i>International Parent Leadership Consortium</i>: The Prince George’s County Public Schools International Parent Leadership Consortium (IPLC) serves to engage ESOL families through building parent leadership capacity. The mission of the program is to strengthen the diversity of parental leadership across the county to improve achievement for ELs. These activities are validated at the Evidence Level 4.</p> <p>b) October 2019 - May 2020</p> <p>c) N/A</p>	\$6,986	N/A

3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)].

Required Activities	<p style="text-align: center;">Descriptions</p> <p>Please address each item (a-d) in your required activity descriptions.</p> <p><i>d) Outcomes and brief description of the services, <u>including evidence level</u></i> <i>e) Timelines or target dates</i> <i>f) Services to private schools</i></p>	Public School Costs	Private School Costs
	<p>a) International Parent Workshop Sessions: These workshops sessions are designed for families and focus on literacy, math, and preventing summer slide for ESOL students/families in PGcps. These activities are validated at the Evidence Level 4. b) October 2019 - June 2020 c) N/A</p>	\$5,560	N/A
	<p>a) ESOL interpreters to provide foreign language assistance to ESOL families during ESOL specific parent outreach and family learning opportunities. These activities are validated at the Evidence Level 4. b) August 2019 - June 2020 c) N/A</p>	\$19,592	N/A
	<p>a) Translation of parent communication documents, expressly from ESOL central office. These activities are validated at the Evidence Level 4. b) August 2019 - June 2020 c) N/A</p>	\$5,200	N/A
	<p>a) Estudios Universitarios a su Alcance/A College Education is Within Your Reach: This one day event provides international students and their families with resources and presentations on preparing for a post-secondary education. These activities are validated at the Evidence Level 4. b) September – October 2019 c) N/A</p>	\$1,940	N/A
	<p>a) Bulk snack items and water for International Student Admissions & Enrollment Office summer and continuing registration. These activities are validated at the Evidence Level 4. b) July – June 2019 c) N/A</p>	\$15,000	N/A

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George’s County Public Schools

Fiscal Year 2020

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	<p style="text-align: center;">Descriptions</p> <p>Please address each item (a-d) in your required activity descriptions.</p> <p><i>a) Outcomes and brief description of the services, <u>including evidence level</u></i></p> <p><i>b) Timelines or target dates</i></p> <p><i>c) Services to private schools</i></p>	Public School Costs	Private School Costs
<p>4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].</p>	<p>a) Newcomer Curriculum will be developed to support Newcomer students in grades K-6. Evidenced by finished curricula. This activity supports evidence level 4.</p> <p>The middle school Cognitive Academic Based Language Experience (CABLE) Social Studies will be revised curriculum and the academic language toolkit will be developed for middle school math. This activity supports evidence level 4.</p> <p>Algebra EL supports will be developed and piloted at one high school. This activity supports evidence level 4.</p> <p>b) July 2019 – June 2020</p> <p>c) N/A</p>	\$79,230	N/A
<p>4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].</p>	<p>a) Teachers participating in a three year cohort focused on effective technology techniques for supporting the language growth of ELs will receive continuous training and Chromebooks. As evidenced as use of technology and language focused lessons during informal walkthroughs. This activity supports evidence level 4.</p> <p>b) October 2019 – May 2020</p> <p>c) N/A</p>	\$25,580	\$23,606

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	<p style="text-align: center;">Descriptions</p> <p>Please address each item (a-d) in your required activity descriptions.</p> <p>a) <i>Outcomes and brief description of the services, <u>including evidence level</u></i></p> <p>b) <i>Timelines or target dates</i></p> <p>c) <i>Services to private schools</i></p>	Public School Costs	Private School Costs
	<p>a) All high school ESOL teachers assigned the course, Critical Reading, will receive student subscriptions to <i>Listenwise</i> which includes differentiated content for ELs. Licenses will allow teachers to enhance their daily planned instruction and lesson delivery to increase students’ acquisition of listening skills as evidenced by their WIDA ELP scores. This activity supports evidence level 4.</p> <p>b) August 2019 - June 2020</p> <p>c) N/A</p>	\$9,000	N/A
	<p>a) Math teachers at 33 non-Title I middle schools and elementary schools with sixth grade, will receive subscriptions to <i>Speak Agent</i> which includes scaffolds and supports for ELs within all four domains in the mathematics classroom. This is a district initiative coordinated with the Mathematics Department where Title I and Title III funds will be braided to pay for <i>Speak Agent</i> at Title I and non-Title I schools with English Learners. Licenses will allow teachers to enhance their daily planned instruction and lesson delivery to increase students’ language acquisition as evidenced by their WIDA ELP scores. This activity supports evidence level 4.</p> <p>b) August 2019 - June 2020</p> <p>c) N/A</p>	\$62,205	N/A
	<p>a) Purchase headsets with microphones for ELs so they can access lessons delivered through online resources designed to enhance the listening and speaking domains of language. This activity supports evidence level 4.</p> <p>b) August – December 2019</p> <p>c) N/A</p>	\$27,825	N/A
<p>4.3 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].</p>	N/A	N/A	N/A

4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)].

<p>Authorized Activities</p>	<p>Descriptions</p> <p>Please address each item (a-d) in your required activity descriptions.</p> <p><i>a) Outcomes and brief description of the services, <u>including evidence level</u></i></p> <p><i>b) Timelines or target dates</i></p> <p><i>c) Services to private schools</i></p>	<p>Public School Costs</p>	<p>Private School Costs</p>
<p>4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. [section 3115(d)(4)].</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 3115(d)(7)].</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>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)].</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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)].

Authorized Activities	<p style="text-align: center;">Descriptions</p> <p>Please address each item (a-d) in your required activity descriptions.</p> <p>d) <i>Outcomes and brief description of the services, <u>including evidence level</u></i></p> <p>e) <i>Timelines or target dates</i></p> <p>f) <i>Services to private schools</i></p>	Public School Costs	Private School Costs
<p>5.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].</p>	<p>a) After school programs are provided for ELs at the elementary and high school levels. At the elementary level, schools have the opportunity to choose between two Extended Learning Opportunity (ELO) programs: <i>Imagine Learning</i>, which is a web-based language and literacy program; <i>Reading Together</i>, which is a cross-age tutoring program; or a combination of the two. High schools are able to design and offer after school academic support programs based on the specific needs of their student populations.</p> <p>Students are provided with materials and, if eligible based on distance, transportation home is provided. Schools, that are not eligible for the free supper program based on their FARM-eligibility status, may utilize Title III funds to provide healthy snacks to ensure students receive proper nutrition. A nutritious snack is important, particularly at this time of day, to provide students with the necessary fuel to sustain concentration and focus in order to maximize the benefits of the programs’ instructional components. Funding includes costs incorporated within professional development, including stipends, salaries, and materials. <i>Imagine Learning</i> supports evidence level 2. <i>Reading Together</i> supports evidence level 4. High school academic programs support evidence level 4.</p> <p>b) September 2019 - June 2020</p> <p>c) ELP and Academic Achievement Indicator</p>	\$1,883,508	N/A
<p>5.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in</p>	N/A	N/A	N/A

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)].			
Authorized Activities	Descriptions	Public School Costs	Private School Costs
	<p>Please address each item (a-d) in your required activity descriptions.</p> <p>d) <i>Outcomes and brief description of the services, <u>including evidence level</u></i></p> <p>e) <i>Timelines or target dates</i></p> <p>f) <i>Services to private schools</i></p>		
the education of their children [section 3115(d)(6)(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)].			
Authorized Activities	Descriptions	Public School Costs	Private School Costs
	<p>Please address each item (a-d) in your required activity descriptions.</p> <p>g) <i>Outcomes and brief description of the services, <u>including evidence level</u></i></p> <p>h) <i>Timelines or target dates</i></p> <p>i) <i>Services to private schools</i></p>		
6.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(9)].	<p>a) Through the partnership between the Maryland State Department of Education (MSDE), the Maryland Department of Labor, Licensing and Regulation (DLLR), and Prince George’s County Public Schools (PGCPS), staff, materials and curriculum writing are provided for the General Equivalency Degree (GED) pilot extension program for a targeted group of ELs at risk of not graduating or potentially dropping out. Title III provides salaries for the staff supporting the GED extension program which is in addition to ELs receiving their ESOL Services. The GED Pilot program will support the successful completion of the GED, as evidenced by the percent of ELs who complete the GED test. This activity supports evidence level 4.</p> <p>b) July 2019 – June 2020</p> <p>c) c) N/A</p>	\$314,961	N/A

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%.	Administrative expenses associated with implementing the grant.	\$60,879	N/A
TOTAL TITLE III-A (EL FUNDING) AMOUNT		\$3,043,951	\$23,606

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George's County Public Schools

Fiscal Year 2020

D. 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. The school system must submit the following documents in Appendix H.
 - Consultation timeline for each program
 - Signed Affirmation of Consultation
 - Complaint procedures/dispute resolution process for covered programs under ESSA

Complete numbers 2 and 3 below if services are provided to ELs in private schools.

2. Participating private schools and services: Please complete the Equitable Services Table in Appendix H.
3. Describe the school system's process for providing equitable services to ELs in private schools.
 - a) Written process to invite private schools to the initial and on-going consultation meetings, and managing disputes and/or complaints;

PGCPS RESPONSE:

The ESOL/Title III Office of PGCPS works in partnership with the other Title Programs to provide a spring in-service, open all private schools in the county. The in-service gives an overview of what Title III represents and eligible recipients of Title III services. Schools provide their contact information and intent to participate.

In September, ESOL/Title III participates in a fall in-service with other Title Programs. The focus of the in-service is to discuss missions and goals, ESSA compliance English Language Proficiency Test (ELPA) Overview and training dates, Title III allowable activities, procedures for spending Title III allowances, and the memorandum of agreement. The schools send representatives to be trained in the ELPA which is the diagnostic tool used to determine ESOL eligibility in the private schools. They also submit the numbers of qualified private school students to the PGCPS ESOL Office by the October 31 State Survey deadline.

During the school year, an ESOL/Title III staff member works with the participating private schools to assist in spending their funds and reporting accurately about the benefit for English learners.

- b) The basis for determining the needs of private school ELs and their teachers; and

PGCPS RESPONSE:

Private schools use the results of an English language proficiency test and other assessments to determine the needs of their students. The PGCPS ESOL Department staff assists private schools in selecting appropriate materials.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon.

PGCPS RESPONSE:

Private schools submit proposals and work with the PGCPS ESOL staff to determine if the requested materials or support are allowable according to the Title III stipulations and based on research-supported strategies and materials.

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George’s County Public Schools	Fiscal Year 2020
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BUDGET NARRATIVE

Category #- Program #	Budget Obj. #	Activity	Description	Formula	Total	Section Subtotal
		1	To increase the English language proficiency of ELs by providing effective language instruction education programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement.			
		1.1	Improving the English language proficiency and academic achievement of ELs.			
203-205-02	02- Contracted Services	1.1	Supplemental Instructional Materials (in-house printing)	Parent Notification Letters in Spanish (5,000 x 2 sided) \$ 1,500 Parent Notification Letters in French (500 x 2 sided) \$100 ESOL Explanation for Parents (3,000 x 2 sided) \$1,000 Continuing Placement Letters (22,000 x 4 sided) \$6,000 ESOL Writing Assessments (52,000) K-12 \$16,000	\$24,600	
203-205-02	03-Supplies & Materials	1.1	Summer Reading Materials	\$8/book x 2500 students	\$20,000	
203-205-02	04-Other Charges	1.1	Summer School Tuition Assistance	250 students x \$200	\$50,000	
					Section Subtotal	\$94,600
		2.1	PD designed to Improve the instruction and assessment of ELs			
		2.2	PD designed to enhance the ability of such teacher, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.			
203-205-09	04-Other Charges	2.2	Non-Local Travel	25 people x \$2,376	\$59,400	
203-205-09	04-Other Charges	2.2	Local conferences	115 attendees x \$105	\$12,075	
					Section Subtotal	\$71,475
		2.3	Providing for PD effective in increasing children's EL proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teachers skills of teachers of ELs.			
203-205-09	02- Contracted Services	2.3	ESOL Department Chairperson Meeting: Room Rental	4 meetings x \$3,000	\$12,000	
203-205-02	03-Supplies & Materials	2.3	Elementary ESOL Department Chairperson Training: Patterns of Power Books	120 books x \$56	\$6,720	
203-205-09	02- Contracted Services	2.3	Staff Development Day: Room Rental	1 Meeting x \$9338	\$9,338	
203-205-09	02- Contracted Services	2.3	Immigrant Experience Online PD	2 cohorts of 30 x \$299 per person	\$17,940	
203-205-09	01-Salaries & Wages	2.3	CPD: Instructor Stipends	30 CPD Courses x \$1600 [(8 sessions x \$125) + (3 planning sessions x \$200)]	\$48,000	
212 - Fixed Charges	04-Other Charges	2.3	CPD: Instructor Stipends - FICA	\$48,000 x .0765	\$3,672	

Category #- Program #	Budget Obj. #	Activity	Description	Formula	Total	Section Subtotal
203-205-09	02- Contracted Services	2.3	First Year Elementary ESOL Teacher Workshop: Room Rental	\$600 x 4 sessions	\$2,400	
203-205-09	02- Contracted Services	2.3	Saturday Support First Year/Second Year ESOL Teachers: Room Rental	\$400 x 4 sessions	\$1,600	
203-205-09	01-Salaries & Wages	2.3	Saturday Support First Year/Second Year ESOL Teachers: Stipends	(40 participants x 4 sessions x \$87.50) + (2 instructors x 4 sessions x \$125)	\$15,000	
212 - Fixed Charges	04-Other Charges	2.3	Saturday Support First Year/Second Year ESOL Teachers: Stipends - FICA	\$15,000 x .0765	\$1,148	
203-205-09	03-Supplies & Materials	2.3	Technology for ELLs Focus Group: Materials (textbooks, technology subscriptions, Google Educator Exams)	20 participants x \$200	\$4,000	
203-205-09	01-Salaries & Wages	2.3	Technology for ELLs Focus Group: Google Education Exam: Stipends	10 participants x \$87.50	\$875	
212 - Fixed Charges	04-Other Charges	2.3	Technology for ELLs Focus Group: Google Education Exam: Stipends - FICA	\$875 x .0765	\$67	
203-205-09	03-Supplies & Materials	2.3	#ELLEDTech: Materials (subscriptions, textbook)	10 participants x \$200	\$2,000	
203-205-09	01-Salaries & Wages	2.3	#ELLEDTech PLC: Stipends	10 participants x \$87.50/half day x 5 meetings	\$4,375	
212 - Fixed Charges	04-Other Charges	2.3	#ELLEDTech PLC: Stipends - FICA	\$4,375 x .0765	\$335	
203-205-09	02- Contracted Services	2.3	Co-Teaching Workshop: Room Rental (Bowie Comfort Inn)	4 days x \$600	\$2,400	
203-205-09	03-Supplies & Materials	2.3	Professional Library for Staff Development (25 staff)	25 staff members x \$200	\$5,000	
203-205-09	01-Salaries & Wages	2.3	Classroom Teacher PD for Clusters 1 & 4: Substitutes	44 teachers x \$100 x 8 day	\$35,200	
212 - Fixed Charges	04-Other Charges	2.3	Classroom Teacher PD for Clusters 1 & 4: Substitutes - FICA	\$35,200 x .0925	\$3,256	
203-205-09	02- Contracted Services	2.3	Classroom Teacher PD for Clusters 1 & 4: Room Rentals	8 days x \$400	\$3,200	
203-205-09	03-Supplies & Materials	2.3	High School ESOL Teacher Induction Program: Materials	15 participants x \$400	\$6,000	
203-205-09	02- Contracted Services	2.3	High School ESOL Lesson Planning Collaborative Project: Room rental	4 days x \$600	\$2,400	
203-205-09	01-Salaries & Wages	2.3	High School ESOL Lesson Planning Collaborative Project: Stipends	20 participants x 9 days x \$175	\$31,500	
212 - Fixed Charges	04-Other Charges	2.3	High School ESOL Lesson Planning Collaborative Project: Stipends - FICA	\$31,500 x .0765	\$2,410	
203-205-09	03-Supplies & Materials	2.3	High School ESOL Lesson Planning Collaborative Project: Materials	20 participants x \$200	\$4,000	
203-205-09	01-Salaries & Wages	2.3	High School Content Area Teachers of ELs Support Sessions: Stipends	60 participants x 1 day x \$175	\$10,500	
212 - Fixed Charges	04-Other Charges	2.3	High School Content Area Teachers of ELs Support Sessions: Stipends - FICA	\$10,500 x .0765	\$803	

Category # Program #	Budget Obj. #	Activity	Description	Formula	Total	Section Subtotal	
203-205-09	03-Supplies & Materials	2.3	High School Content Area Teachers of ELs Support Sessions: Materials	60 participants x \$150	\$9,000		
203-205-09	01-Salaries & Wages	2.3	Supporting High School Long Term English Learners: Substitutes	15 participants x 2 days x \$100	\$3,000		
212 - Fixed Charges	04-Other Charges	2.3	Supporting High School Long Term English Learners: Substitutes - FICA	\$3,000 x .0925	\$278		
203-205-09	03-Supplies & Materials	2.3	Supporting High School Long Term English Learners: Materials	15 participants x \$100	\$1,500		
203-205-09	01-Salaries & Wages	2.3	Middle School and High School PGCPs Secondary Literacy Summer Institute: Stipends	60 participants x 4 days x \$175	\$42,000		
212 - Fixed Charges	04-Other Charges	2.3	Middle School and High School PGCPs Secondary Literacy Summer Institute: Stipends - FICA	\$42,000 x .0765	\$3,213		
203-205-09	01-Salaries & Wages	2.3	First Year Middle School ESOL Teacher Workshops: Substitutes	19 participants x 4 days x \$100	\$7,600		
212 - Fixed Charges	04-Other Charges	2.3	First Year Middle School ESOL Teacher Workshops: Substitutes - FICA	\$7600 x .0925	\$703		
203-205-09	01-Salaries & Wages	2.3	Middle School ESOL/RELA Collaboration Trainings: Substitutes	30 participants x 4 days x \$100	\$12,000		
212 - Fixed Charges	04-Other Charges	2.3	Middle School ESOL/RELA Collaboration Trainings: Substitutes - FICA	\$12,000 x .0925	\$1,110		
203-205-09	03-Supplies & Materials	2.3	High School Course Sequence Workshop: Materials	12 x \$50	\$600		
203-205-09	01-Salaries & Wages	2.3	Project Coordinator: Professional Development (2 coordinators), Job Fair (1 coordinator) - Salaries	3 Project Coordinators x 20 hours x \$55	\$3,300		
212 - Fixed Charges	04-Other Charges	2.3	Project Coordinator: Professional Development (2 coordinators), Job Fair (1 coordinator) - FICA	\$3,300 x .0765	\$252		
203-205-09	02- Contracted Services	2.3	ESOL Paraprofessional Professional Development: Room rental	4 days x \$600	\$2,400		
203-205-09	03-Supplies & Materials	2.3	ESOL Paraprofessional Professional Development: Materials	50 participants x \$100	\$5,000		
Section Subtotal							\$328,094
		3.1	Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs.				
203-205-02	02- Contract Services	3.1	KinderConnect Family Workshops: In-House Printing (printed materials for family workstations)	600 students/families x \$4	\$2,400		
203-205-02	03-Supplies & Materials	3.1	KinderConnect Family Workshops: Refreshments for Parent Volunteers (Non-Catered)	6 people x \$5 x 10 sessions	\$300		
203-205-02	03-Supplies & Materials	3.1	Camp Schmidt International Family Day: Materials and Supplies (shirts and project supplies)	210 people x \$9	\$1,890		
203-205-02	02- Contract Services	3.1	Camp Schmidt International Family Day: Catered Refreshments	210 people x \$10	\$2,100		

Category # Program #	Budget Obj. #	Activity	Description	Formula	Total	Section Subtotal
203-205-02	03-Supplies & Materials	3.1	Camp Schmidt International Family Day: Non-Catered Refreshments	210 people x \$2	\$420	
209 - Student Transportation	02- Contract Services	3.1	Camp Schmidt International Family Day: Rental of Vehicles	2 buses x \$800	\$1,600	
203-205-02	01-Salaries & Wages	3.1	International Parent Leadership Consortium: Child Care Stipends	2 people x \$26/hour x 3 hours x 7 sessions	\$1,092	
212 -Fixed Charges	04-Other Charges	3.1	International Parent Leadership Consortium: Child Care Stipends - FICA	\$1,092 x .0765	\$84	
203-205-02	03-Supplies & Materials	3.1	International Parent Leadership Consortium: Materials/Supplies	\$250 x 7 sessions	\$1,750	
203-205-02	02- Contract Services	3.1	International Parent Leadership Consortium: Consultant	\$300 x 7 sessions	\$2,100	
203-205-02	02- Contract Services	3.1	International Parent Leadership Consortium: Refreshments	40 people x \$7 x 7 sessions	\$1,960	
203-205-02	03-Supplies & Materials	3.1	International Parent Workshop Sessions: Materials/Supplies (family readers, breakout session hands-on materials)	\$250 x 10 sessions	\$2,500	
203-205-02	02- Contract Services	3.1	International Parent Workshop Sessions: Catered-Refreshments	50 people x \$5 x 10 sessions	\$2,500	
203-205-02	01-Salaries & Wages	3.1	International Parent Workshop Sessions: Child Care Stipends	2 employees x \$26/hr x 2 hrs x 5 sessions	\$520	
212 -Fixed Charges	04-Other Charges	3.1	International Parent Workshop Sessions: Child Care Stipends FICA	\$520 x .0765	\$40	
203-205-02	01-Salaries & Wages	3.1	Interpreters for ESOL Assignments	700 hours x \$26	\$18,200	
212 -Fixed Charges	04-Other Charges	3.1	Interpreters for ESOL Assignments: FICA	\$18,200 x .0765	\$1,392	
203-205-02	02- Contract Services	3.1	Custom Translations for ESOL	200 hours x \$26	\$5,200	
203-205-02	03-Supplies & Materials	3.1	Estudios Universitarios a su Alcance/A College Education is Within Your Reach Annual College Preparation Program - supplies (pens, tote bags)	5000 Value Click Pen x .17 = \$850 1000 tote bag x 1.09 = \$1,090	\$1,940	
203-205-02	03-Supplies & Materials	3.1	Registration/orientation supplies: Bulk snack items and water	\$1.50 x 10,000 students/family members	\$15,000	
Section Subtotal						\$62,988
		4	To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)].			
		4.1	Upgrading program objectives and effective instructional strategies.			
203-205-02	01-Salaries & Wages	4.1	ES Newcomer Academy: Curriculum Writing Stipends	10 participants x \$200 x 25 days	\$50,000	
212 -Fixed Charges	04-Other Charges	4.1	ES Newcomer Academy: Curriculum Writing Stipends - FICA	\$50,000 x .0765	\$3,825	
203-205-02	01-Salaries & Wages	4.1	Cognitive Academic Based Language Experience (CABLE) Social Studies Curriculum Development & Revisions: Curriculum Writing Stipends	4 writers x 12 days x \$200	\$9,600	

Category # Program #	Budget Obj. #	Activity	Description	Formula	Total	Section Subtotal
212 -Fixed Charges	04-Other Charges	4.1	Cognitive Academic Based Language Experience (CABLE) Social Studies Curriculum Development & Revisions: Curriculum Writing Stipends - FICA	\$9,600 x .0765	\$734	
203-205-02	01-Salaries & Wages	4.1	Algebra EL Support Project: Curriculum Writing Stipends	3 teachers x 10 days x \$200	\$6,000	
212 -Fixed Charges	04-Other Charges	4.1	Algebra EL Support Project: Curriculum Writing Stipends - FICA	\$6000 x .0765	\$459	
203-205-02	01-Salaries & Wages	4.1	Academic Language Toolkit for Mathematics: Curriculum Writing Stipends	4 writers x 10 days x \$200	\$8,000	
212 -Fixed Charges	04-Other Charges	4.1	Academic Language Toolkit for Mathematics: Curriculum Writing Stipends - FICA	\$8,000 x .0765	\$612	
Section Subtotal						\$79,230
		4.2	Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.			
203-205-02	03-Supplies & Materials	4.2	#ELLEdTech Chromebooks & licenses	51 Chromebooks x \$390	\$19,890	
203-205-02	03-Supplies & Materials	4.2	#ELLEdTech Chromebook repairs/replacements	5 teachers x \$500	\$2,500	
203-205-02	03-Supplies & Materials	4.2	#ELLEdTech Chromebook Carts	5 teachers x \$590	\$2,950	
203-205-02	03-Supplies & Materials	4.2	BreakoutEdu Replacement parts	6 boxes x \$40	\$240	
203-205-02	02- Contract Services	4.2	Listenwise Student Software Licenses	1,000 licenses x \$9	\$9,000	
203-205-02	02-Contract Services	4.2	Speak Agent: English Learner student licenses & support bundle	\$1,885 x 33 schools	\$62,205	
203-205-02	03-Supplies & Materials	4.2	Headsets for instructional purposes	2,100 headsets X \$13.25	\$27,825	
203-205-07	03 - Supplies & Materials	4.2	Non-Publics: Materials of Instruction	\$14,806	\$14,806	
203-205-07	02 - Contracted Services	4.2	Non-Publics: Instructional Software	\$5,081	\$5,081	
203-205-07	05 - Equipment	4.2	Non-Publics: Instructional Equipment	\$799	\$799	
203-205-07	02 - Contracted Services	4.2	Non-Publics: Professional Development	\$2,920	\$2,920	
Section Subtotal						\$124,610
		5	To provide community participation programs family literacy services, and parent and family outreach and training activities to ELs and their families.			
		5.1	Providing programs to improve the English language skills of ELs.			
203-205-02	02- Contract Services	5.1	Extended Learning Opportunity (ELO) Program: Software Licenses	2,000 licenses x \$106.25	\$212,500	
203-205-09	01-Salaries & Wages	5.1	Elementary Extended Learning Opportunity (ELO) Program: Teacher Salaries	229 teachers x 40 sessions x 2.5 hours x \$55	\$1,259,500	
212 -Fixed Charges	04-Other Charges	5.1	Elementary Extended Learning Opportunity (ELO) Program: Teacher Salaries - FICA	\$1,259,500 x .0765	\$96,352	
203-205-09	01-Salaries & Wages	5.1	Secondary Extended Learning Opportunity (ELO) Program: Teacher Salaries	35 teachers x 30 sessions x 2 hours x \$55	\$115,500	
212 -Fixed Charges	04-Other Charges	5.1	Secondary Extended Learning Opportunity (ELO) Program: Teacher Salaries - FICA	\$115,500 x .0765	\$8,836	
203-205-09	01-Salaries & Wages	5.1	Extended Learning Opportunity (ELO) Program: Training Stipends	350 teachers x \$87.50	\$30,625	

Category #- Program #	Budget Obj. #	Activity	Description	Formula	Total	Section Subtotal
212 -Fixed Charges	04-Other Charges	5.1	Extended Learning Opportunity (ELO) Program: Training Stipends - FICA	\$30,625 x .0765	\$2,343	
203-205-09	01-Salaries & Wages	5.1	Extended Learning Opportunity (ELO) Program: Coaches Salaries	20 coaches x 4 schools x 4 visits x 3 hours x \$55	\$52,800	
212 -Fixed Charges	04-Other Charges	5.1	Extended Learning Opportunity (ELO) Program: Coaches Salaries - FICA	\$52,800 x .0765	\$4,039	
209 - Student Transportation	02- Contract Services	5.1	Extended Learning Opportunity (ELO) Program: Transportation	Based on previous year's billing - approximately 35 schools x \$70/hour x 36 sessions	\$87,189	
203-205-02	03-Supplies & Materials	5.1	Extended Learning Opportunity (ELO) Program: Snacks	8 schools x 48 students x \$1 x 36 sessions	\$13,824	
Section Subtotal						\$1,883,508
6 To carry out other activities that are consistent with the purpose of Title III						
203-205-09	01-Salaries & Wages	6.1	GED - Teacher Salaries	4.5 Staff Members X 144 days X 4.5 hours X \$55/hour	\$160,380	
212 -Fixed Charges	04-Other Charges	6.1	GED - Teacher Salaries: FICA	\$160,380 x .0765	\$12,269	
203-205-09	01-Salaries & Wages	6.1	GED - Security Staff Salaries	1 Security Staff X 144 days X 4.5 hours X \$25/hour	\$16,200	
212 -Fixed Charges	04-Other Charges	6.1	GED - Security Staff Salaries: FICA	\$16,200 x .0765	\$1,239	
203-205-09	01-Salaries & Wages	6.1	GED - Secretary/Administrative Salaries	1 Secretary (\$36) + 1 Administrator (\$73) X 144 days X 4.5 hours	\$70,632	
212 -Fixed Charges	04-Other Charges	6.1	GED - Secretary/Administrative Salaries: FICA	\$70,632 x .0765	\$5,403	
203-205-09	01-Salaries & Wages	6.1	GED - Curriculum Writing: Stipends	12 teachers x 16 days x \$200	\$38,400	
212 -Fixed Charges	04-Other Charges	6.1	GED - Curriculum Writing: Stipends - FICA	\$38,400 x .0765	\$2,938	
203-205-02	03-Supplies & Materials	6.1	GED - Instructional Materials	5 subjects x 1,500	\$7,500	
Section Subtotal						\$314,961
201-22	08-Transfers	7.1	Administrative Costs	Total Grant \$3,043,951 x .02	\$60,879	
						Total
						Allocation
						Balance
						\$3,043,951
						\$3,043,951
						\$0

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

ORIGINAL GRANT BUDGET	\$ 3,043,951.00	AMENDED BUDGET #		REQUEST DATE	11/15/19
GRANT NAME	Title III English Language Acquisition	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #	200742	RECIPIENT GRANT #	#3420		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Prince George's County Public Schools		
FUND SOURCE CODE	8940	GRANT PERIOD	7/1/2019	9/30/2021	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support						60,879.00	60,879.00
Prog. 23 Centralized Support							
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-206 Instruction Categories							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.	93,412.00	324,565.00	125,249.00	50,000.00			593,226.00
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 07 Non Public Transfers		8,001.00	14,806.00		799.00		23,606.00
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	1,957,387.00	53,678.00	37,100.00	71,475.00			2,119,640.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
207 Student Personnel Serv.							
208 Student Health Services							
208 Student Transportation		88,789.00					88,789.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				157,811.00			157,811.00
214 Community Services							
216 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	2,050,799.00	475,033.00	177,155.00	279,286.00	799.00	60,879.00	3,043,951.00

Handwritten: 11/17/19
Dennis

Finance Official Approval	Michael Herbstman, Chief Financial Officer	<i>Michael Herbstman</i>	11/8/19	301-952-6099
Supt./Agency Head Approval	Monica Goldson, Ed.D., Chief Executive Officer	<i>Monica Goldson</i>	11/11/19	301-952-6008
MSDE Grant Manager Approval	Young-chan Han, English Learner/Title III Specialist, Div. of Curr., Instr. & Prof. Learning			410-767-6756

E. ASSURANCE PAGE

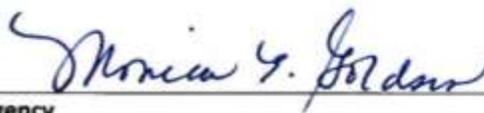
RECIPIENT ASSURANCES

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 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.

Monica E. Goldson, Ed.D., Chief Executive Officer

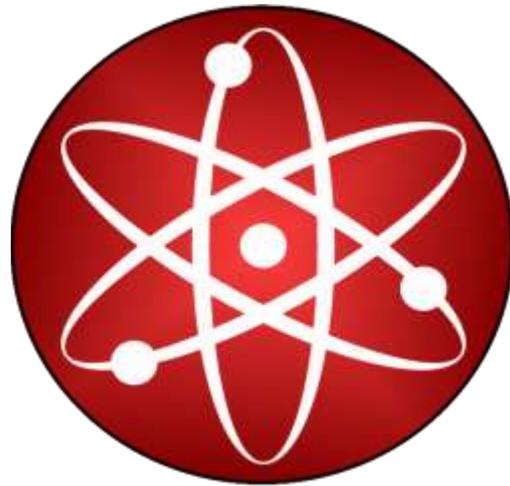
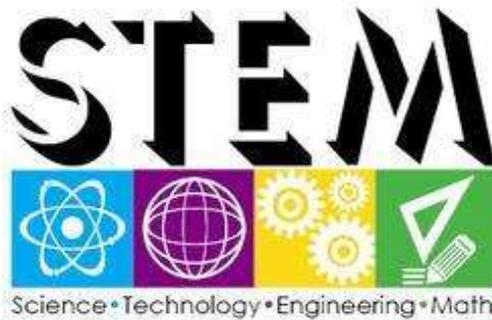


11/11/15
Date

Superintendent of Schools or Head of Grantee Agency

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants



Title IV, Part A Student Support and Academic Enrichment (SSAE) Grants

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): <u>Prince George’s County Public Schools</u>	Fiscal Year: <u>2020</u>
Title IV-A Point of Contact: <u>Gwendolyn J. Mason, Ed.D.</u>	
Telephone: <u>301-952-6384</u>	E-mail: <u>gwendolyn.mason@pgcps.org</u>

Title IV, Part A Application

Data Profile (Data should be part of the needs assessment to identify local priorities.)

Identified needs through a needs assessment

- 1.0: Consultation (Required)
- 2.0: Administrative Costs (Allowable)
- 3.0: Needs Assessment (Required)
- 4.0: Activities to Support Well-Rounded Educational Opportunities (Required)
- 5.0: Activities to Support Safe and Healthy Students (Required)
- 6.0: Activities to Support the Effective Use of Technology (Required)
- 7.0: Equitable Services (Required)
- 8.0: Assurances (Required)
- 9.0: Internet Safety (Required)
- 10.0: Budget Narrative

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:

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

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 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.

Local Educational Agency: Prince George's County Public Schools

Fiscal Year: 2020

1.0 CONSULTATION - Required

Please provide a description of how the LEA, or consortium of such agencies, meaningfully consulted 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)).

Prince George's County Public Schools (PGCPS) strives to engage the community to help students succeed in life and learning. The district has distinct branches of the organization to support collaborating with various external stakeholders and cultivating relationships with various businesses, community organizations, and local government agencies toward the provision of a well-rounded education and comprehensive support for our students. Description of these organizations and recent activities stemming from these consultative efforts are presented in this section of the application.

DEPARTMENT OF FAMILY AND SCHOOL PARTNERSHIPS

The Department of Family and School Partnerships (DFSP) is committed to increasing participation and intentional collaboration between families, schools, and the broader PGCPS community in support of the district goal of outstanding academic achievement for ALL students. There are a total of 83 Parent Engagement Assistants (PEAs) that are based in the schools with the greatest need for assistance in engaging all families and community partners. They act as a liaison between the school, home/parent, and community. The DFSP provides professional development and material resources to the PEAs collectively on a monthly basis, as well as weekly on an individual basis at their assigned schools.

The PGCPS FAMILY INSTITUTE

The Family Institute is designed to strengthen the capacity of families and other learning guardians through learning sessions in support of the academic achievement of students. The PGCPS Family Institute is the district's newest approach to providing a network of support for our community. The Family Institute will offer bi-weekly community-based learning and capacity-building sessions for families, educators, and community partners. All learning sessions will be free and will offer a wide variety of workshop topics that not only address how parents/families can support their students in school, but also how they can enrich their own lives. Workshops will be categorized into four strands:

- STRAND I Family Empowerment: These sessions focus on child development, effective parenting practices, parent leadership, and advocacy.
- STRAND II 21st Century Learners: These sessions seek to foster an in-depth understanding of a student's grade-level curriculum, assessments as well as District-wide initiatives, academic supports, policies and procedures.
- STRAND III Health and Wellness: These sessions emphasize the importance of health and wellness. Topics address the physical, social and emotional well-being of families.
- STRAND IV PGCPS Connects: Designed for PGCPS staff. Sessions aim to equip school and office staff with best practices in family and community engagement.

The PGCPS Fourth Annual Family Institute Conference and College and Career Readiness Fair

This fall the Department of Family and School Partnerships will host the 4th Annual Family Institute Conference as a major mechanism for increasing family and community engagement conference that will provide all parents and students of PGCPS an opportunity to learn, in partnership with school system staff, how to navigate the PGCPS system through hands-on workshops and exhibits. Themed "Parent EmPOWERment for Student Success," this year's conference will host over 20 interactive workshops, host an Exhibitor Hall of over 60 business, community and governmental partners and continue efforts formerly initiated by the Board of Education to host the College and Career Readiness Fair. Traditionally the College and Career Readiness Fair hosts over 35 universities and colleges - some of whom offer on-site admission for high school seniors in attendance. This year's Family Institute Conference and College and Career Readiness Fair will provide multitudinous opportunities for parents to build their capacity to support their children and gain information from local

government & agencies, businesses and trade schools as well as fire, police and EMT represented for students looking for careers immediately after high school. The expo was 4th Annual Family Institute Conference and College and Career Readiness Fair will be held at Oxon Hill High School on Saturday, November 2, 2019.

DEPARTMENT OF STUDENT SERVICES

Throughout the 2018-2019 school year, the Department of Student Services has had meaningful consultations with various stakeholders in order to inform the type of services that are needed for students and staff. Some of these methods have included the following:

- The **Professional School Counseling Office** distributed evaluations to all school counselors after the quarterly trainings in order to determine the type of training counselors needed to build their capacity as well as the type of support the children in schools need. Data from the evaluations was captured in a Google document. The data has helped to inform the training that Student Services has provided Professional School Counselors.
- The **Wellness Council**, which is co-chaired by the Director of Community Schools and has multiple Student Services Supervisors on the council, also has parent involvement as well as involvement from the **University of Maryland, Parks and Recreation, Health Department**, and local medical agencies. The Wellness Council meets six times a year and through the council is able to consult with the agencies.

Please provide a description of how the LEA, or consortium of such agencies, will use ongoing consultation to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

The **Department of Student Services** uses various ongoing practices to consult with its stakeholders in order to examine current practices and determine how to improve the activities that are happening within the school system and throughout the county. Some of these practices included the following:

- **Wellness Council Meetings** that take place throughout the school year allows for input from various stakeholders including parents, health agencies, mental health providers, teachers, curriculum supervisors, universities, and county agencies.
- **Urban School Wellness Consortium** monthly call and annual conference is another method by which PGCPs stays involved with other agencies. The **Urban Wellness Consortium** is comprised of 30 urban school districts across the United States that are focused on student and staff wellness.
- Ongoing consultation happens with **Professional School Counselors** through their quarterly meetings, with **Pupil Personnel Workers** through their monthly meetings, and with **School Psychologists** at their monthly meetings. In all of these scheduled meetings, activities are examined and evaluated for their effectiveness as well as determining what additional interventions may be needed to address students' well-being.

Please provide a description of how the LEA or consortium of such agencies will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

At the start of the 2019-2020 school year; Prince George's County Public Schools implemented the Community School Program. This program replaced the TNI @ School Program. Understanding that the state government had put a focus on Community Schools, the county government also saw a need to make a change in the TNI@School program to closely mirror what the state had codified in state law. The Community School Model is a national model where schools serve as the hub of the community providing both academic and social emotional support for students and their families. As defined by the Coalition of Community Schools, "A Community School is a public school - the hub of its neighborhood, uniting families, educators and community partners to provide all students with top-quality academics, enrichment, health and social services, and opportunities to succeed in school and in life."

Within community schools, as defined by the Coalition of Community Schools, "A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement lead to improved student learning, stronger families and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends.

Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results: Children are ready to

enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy - physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live.”

Each Community School has a Community School Coordinator who is responsible for helping to establish partnerships within the school’s community as well as conduct a needs assessment to determine the needs of the school and its community. Community School sites provide wraparound services and are designed to remove barriers to academic success, support improved academic performance, and connect students and families to resources. The goal of Community Schools is to help ensure students and their families are resilient, successful and ready to learn and are prepared to be involved in their community.

The Prince George’s County Department of Social Services (PGCDSS) functions as the lead agency for the Community School Coordinators. PGCDSS has taken the lead in hiring the coordinators and works collaboratively with the PGCPs Office of Community Schools on training the coordinators, supervising the coordinators, and providing the coaching and mentoring for the coordinators. Coordinators are placed in 63 schools.

The Community School Coordinators (CSC) are in schools to ensure that families receive services and supports necessary to address social and/or emotional issues that may negatively affect a child’s ability to attend school fully available to learn. When a CSC determines the needs of the student and family, their main role is to connect children, youth, and families to services and supports both inside and outside the Department. The goals of the CSC are:

- Remove barriers to academic success
- Support improved academic performance
- Offer food security/income stabilization
- Connect to community resources
- Create protective environments for children
- Assist with social, emotional and behavioral health needs
- Develop, implement, and support school wide initiatives on specific topics/issues relevant to student success and family stability

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.

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE- **DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUDNED EDUCATION AND SAFE & HEALTHY STUDENTS**)

2.0 ADMINISTRATIVE COST – Allowable			
Item	Line Item	Description	Public School Costs
2.1	Administrative Cost	Grant Program Management (Contracted Services)	\$21,337
2.2			
2.3			
2.4			
		Total for Section 2.0	\$21,337

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:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- 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				
<i>Item</i>		<i>Access to, and opportunities for, a well-rounded education for all students</i>	<i>School conditions for student learning to create a healthy and safe school environment</i>	<i>Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology</i>
3.1	Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?	<p>The Department of Curriculum and Instruction, ESOL, and the Department of Special Education in collaboration with principals, Instructional Directors, and Area Superintendents who are in regular contact with parents and community stakeholders. Regular school-based meetings and public board meetings are formal venues to capture and exchange ideas, needs, and root cause identification.</p> <p>Parents, community partners, and higher education partners can support us in identifying local/needs and/or root causes. The system has partnered with Bowie State University and Prince George’s Community College in offering summer institutes for teachers and students as a part of a NSF Minority Student Pipeline Grant. The need to increase STEM opportunities was identified as a national priority in this grant.</p>	<p>The Department of Student Services works with various stakeholders throughout the school year to develop programs that focus on comprehensive support and improvement. Through ongoing collaboration with stakeholders via the Immunization Task Force and Attendance Task Force, the department is able to identify root causes and solutions.</p> <p>Further, PGCPs incorporates the input from a broad knowledge base to include school staff, leaders, parents, and external support providers. This collaborative process ensures that planning, data collection, identification of needs, and consideration of underlying causes are used to ensure that there is a safe and healthy environment in all schools.</p>	<p>“Every student deserves access to a curriculum that is broad and rich in content—not just reading and math, but the arts, physical education, civics, hands-on career and technical education, and more” says National Education Association President Lily Eskelsen García. As the district moves forward with its digital transformation plan by increasing the number of schools with access equaling a one to one correlation of students: devices, training and support are key to the implementation success. The availability of STEAM related activities and support from all school-based instructional and support staff, central office employees, parents and students will assist in promoting meaningful engagement and access in support of a well-rounded curriculum.</p>

3.0 NEEDS ASSESSMENT- Required				
Item		<i>Access to, and opportunities for, a well-rounded education for all students</i>	<i>School conditions for student learning to create a healthy and safe school environment</i>	<i>Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology</i>
		<p>PGCPS has an ongoing partnership with the University System of Maryland to train teachers in Science and Computer Science, and with the University of Maryland to support teachers of mathematics for the middle school level.</p> <p>Internal and external stakeholder needs assessment surveys were administered in developing the PGCPS Strategic Plan. Results from these surveys informed the plan priorities and regular reporting of results are provided through scheduled forums.</p>		
3.2	What data are needed to best understand local needs?	<p>The data that is needed to support local needs are the results of state assessments, SAT, AP and PSAT. We also monitor data on student attendance, suspensions, and our FARMS data.</p> <p>Achievement data, analysis of data with participation in AP courses, IB, honors level courses, CTE, and access to the general education environment (LRE) data.</p>	<p>A plethora of data are reviewed and examined to determine root causes of challenges. Some of these data sources include:</p> <ul style="list-style-type: none"> ▪ Suspension ▪ Immunization ▪ Attendance ▪ Bullying, Harassment, Intimidation ▪ Disproportionality ▪ Health Room Visits ▪ Number of Restraints ▪ Wellness Activities at Schools <p>In order to determine strategies to support health and wellness for students, the data sources listed above are reviewed by PGCPS' Central Office, school leaders and external stakeholders</p>	<p>Technology needs are based on staff readiness and availability of equipment. A technology readiness application was developed to assist the Division of Information Technology and Teaching & Learning with assessing and deployment of student devices to determine candidacy for a 1:1 location.</p>
3.3	Do our current systems fully capture the needs of our hardest to serve students, including those who might experience adversity	<p>PGCPS has structures in place to capture hard to serve children; however, there is a need for more efficient methods to capture the data.</p> <p>The Department of Special Education and the Department of Student Services work together</p>	<p>Currently, the needs of our hardest to serve students, including those who might experience adversity are captured via school climate surveys that allow parents, students, and staff the opportunity to provide information about school climate</p>	<p>Our current systems provide the capability to capitalize on the built-in assistive technology tools that all mobile devices come with that are outfitted with the ability to help students at all levels with reading, writing and organization, including</p>

3.0 NEEDS ASSESSMENT- Required				
Item		<i>Access to, and opportunities for, a well-rounded education for all students</i>	<i>School conditions for student learning to create a healthy and safe school environment</i>	<i>Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology</i>
	that might not come up in a survey or other data tools?	<p>to service students at risk. The ESOL department provides staff to support students who enter the system late and who might need a suite of services. Central Office staff are assigned to assist schools and provide guidance and support to students that have not been previously identified as needing support. This support begins with students in Pre-Kindergarten. A number of approved community-based partners, vetted through the Office Community Partnerships, also provide additional wrap-around services at the community level.</p> <p>PGCPS' International Schools also are well equipped to identify areas of student needs that are less likely to be revealed through the formal methods in place.</p>	<p>within the appropriate school. Data from these surveys assist the school system and Student Services in determining support and services related to student safety, school culture, and health and wellness for individual schools.</p> <p>Additionally, assigned to each school is a School Nurse, Pupil Personnel Worker, Professional School Counselor, and Psychologist who work in concert to determine and address students' needs and provide resources to prevent or alleviate barriers to school success.</p>	<p>text-to-speech and dictation technology. Assistive technology training for teachers is needed to teach teachers how to use and document the AT features used for students on the student's Individualized Education Plan (IEP).</p>
3.4	Are there inequities inherent in the system that are driving some of the local needs?	<p>There are approximately 80 Title 1 schools in the system—representing approximately 40% of the schools in the county. This concentration of poverty creates some of the focus for our needs as a school system.</p> <p>According to stakeholder survey and audit data, key challenges to providing a quality education for all students are as follows:</p> <ul style="list-style-type: none"> ▪ Hiring and retaining quality staff in an increasingly competitive market. ▪ Meeting the academic and social needs of an increasingly diverse student population. ▪ Keeping up-to-date with technology hardware, software, applications, and support. 	<p>PGCPS is the nation's 25th largest school district with 207 schools and centers. It is an urban/suburban school system combined with some rural areas. The school system has more than 90 Title I schools and these schools represent more than 40% of all schools in the county.</p> <p>There are concentrations of both poverty and wealth across the district.</p> <p>The Department of Student Services attempts to address inequalities by assigning additional staff to schools based upon the needs found within each school. Additionally, Student Services works with County agencies to ensure that these agencies, where possible, have their</p>	<p>Access to technology is an issue of social and economic inequity plaguing our nation. In 2016, the Pew Research Center showed that nearly half of US households with incomes below \$30,000 do not have access to high-speed internet at home, and lower income Americans are experiencing challenges in technology adaptation. As the 25th largest public school systems in the nation and the second largest in Maryland, Prince George's County Public School (PGCPS) serves</p> <p>132,667 students; and of that number, 61% of its students qualify for free and reduced meals. The technological divide/homework gap between PGCPS</p>

3.0 NEEDS ASSESSMENT- Required				
Item		<i>Access to, and opportunities for, a well-rounded education for all students</i>	<i>School conditions for student learning to create a healthy and safe school environment</i>	<i>Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology</i>
		<ul style="list-style-type: none"> ▪ Growing outside stressors on families that impact parental support and quality of student work and behavior. ▪ Maintaining physical facilities as buildings age. ▪ Achieving Common Core Standards and equitable access to specialty programs. <p>These are key priorities in PGCPs' Strategic Plan implementation efforts.</p>	resources assigned to schools based upon identified needs. For example, the Health Department operates four Wellness Centers at four high schools in the county. These high schools are located in the northern end of the county, the southern end of the county, and two in the middle region of the county.	<p>student body mirrors our schools' socioeconomic diversity.</p> <p>In preparation for distributing devices from a SPRINT \$1M funded project, results from a student survey conducted in April 2017 showed that 12,000 9th-12th graders did not have either their own device and or Internet access at home to complete their homework assignments.</p> <p>More teachers, including all of the 1:1 digital schools, are required to use Google Classroom to house student assignments, and allows students to work collaboratively. Unfortunately, low-income students who are unable to access technological tools necessary to succeed in and outside of the classroom are at a disadvantage. It will take the continued collective effort of public and non-public entities to help narrow the technological divide among our students.</p>
3.5	How should the identified needs be prioritized when several significant needs are identified?	PGCPs identified two focus areas for this school year, Academic Achievement and Student Growth (RELA/Math) and School Quality and Student Success. The needs should be prioritized in such manner that they will address and support student achievement by building the capacity of the teachers and students outside of the RELA and Math classrooms. A review and analysis of the data will help to prioritize the needs.	PGCPs examines various approaches to expand staff capacity to better serve the needs of the students. Collaborative identification of needs means that priorities are identified collaboratively with stakeholders (rather than being determined externally or in isolation). The Department of Student Services works to ensure that priorities reflect areas that, if addressed, will have a measurable and lasting impact on implementation.	To prepare our students for college and careers, an expectation for using technology for delivering instruction along with a shift in how teachers teach integrating technology is a requisite. All must be ready, willing, and able to move from a teacher-centered to student-centered classroom teaching environment; employ personalized learning where students take ownership and actively participate in the creation of their learning, and acquire and build on skills needed to be successful in the workforce.

3.0 NEEDS ASSESSMENT- Required				
<i>Item</i>		<i>Access to, and opportunities for, a well-rounded education for all students</i>	<i>School conditions for student learning to create a healthy and safe school environment</i>	<i>Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology</i>
				<p>The adoption of digital curriculum, along with the school's larger FARMS population are at the top of our list for receipt of technology devices. All of our schools have Internet access with flexible bandwidth, which will be increased as needed.</p> <p>As PGCPs increases the availability of digital curriculum, and as the number of schools with devices for every student is made accessible, PGCPs will make training available for teachers. The training will move from a teacher-centered environment to a student-centered classroom—recognizing that effective use of technology is of paramount necessity.</p>

To ensure that every student has access to a well-rounded education, LEAs, or consortium of such agencies, must work to develop activities that foster connections amongst 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.

One goal of Title IV, Part A is to ensure that each LEA, or consortium of such agencies, 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, or consortium of such agencies, that have received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C) and 4107(a)). (20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)

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)]		
TOTAL ALLOCATION (Based on 20%)		
4.1	(1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)	Coordination and Collaboration will take place between: Curriculum and Instruction (Content areas-STEM, Math, Science, Tech Ed) and the Technology Training Team to support the STEM CHAMPS Program.
4.2	(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities; [Section 4107](a)(2)	The "A Day With An AP Reader" will be conducted by College Board in an effort to build the capacity of our teachers in providing quality instruction to ensure success for our students in AP Classes. Partnership with the Mikva Challenge to facilitate student engagement through the Conflict and Compromise: Agents of Change Through Social Movement

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include programs and activities, such as – (complete all that are applicable)				
4.3	3. (A) College and career guidance and counseling programs, such as: (i) postsecondary education and career awareness and exploration activities; (ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and (iii) financial literacy and Federal financial aid awareness activities [Section 4107](a)(3)(A).	N/A	N/A	
4.4	(B) 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 [Section 4107](a)(3)(B).	N/A	N/A	
4.5	(B) 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 [Section 4107](a)(3)(B).	<p>PROGRAM OBJECTIVES: Twenty 8th grade teachers will participate in the Howard B. Owens Science Center’s Pocket Lab Air Professional Development by June 30, 2020.</p> <p><i>Background:</i> During the Howard B. Owens Science Center’s Pocket Lab Air Professional Development, 8th Grade Teacher Participants will:</p> <ul style="list-style-type: none"> ▪ identify local effects of climate change on Maryland’s sea level, SST, Precipitation patterns and animal/plant species; ▪ operate Pocket Lab Air units to measure field experience temperature, humidity, light, carbon dioxide and particulate matter in the atmosphere; ▪ analyze and compare collected Pocket Lab Air Quality data to local TV Weather predictions; and 	<p>"Take Science to School" (An entire book published by the Academy researchers) This chapter focuses on how children come to school equipped to explore phenomena and teachers need to provide real-world science practices to help them explore the real world around them giving them authentic experiences.</p> <p>https://www.nap.edu/read/11625/chapter/11</p>	<p>Howard B. Owens Science Center (Pocket Lab/First Hand Climate) - Subtotal 4.5: \$17,254</p> <p>Funding will be used to support the purchase of materials and workshop pay.</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
<i>May include programs and activities, such as – (complete all that are applicable)</i>				
		<ul style="list-style-type: none"> ▪ explain the Howard B. Owens Science Center 8th Grade Climate Monitoring Challenge components and reporting requirements. <p>Improving STEM education and scientific literacy by engaging students in authentic local climate research.</p> <p>Implement First Hand Climate Research Project for PGPCS 8th Grade Teachers and Students.</p> <p>The Howard B. Owens Science Center “Understanding Our Changing Earth as a System” Earth Science outreach teacher team will create a PGPCS 8th Grade Pocket Lab Air Local School Climate Research Project Challenge.” 8th Grade teachers will attend a two (2) session Professional Development at the Howard B. Owens Science Center to learn about local climate change impacts, Pocket Lab Air data collection, download and analysis and the 8th Grade Pocket Lab Climate Research Challenge Project data collection reporting.</p>		
		<p>INTENDED OUTCOME:</p> <p>One hundred percent of the 8th grade teachers will utilize knowledge gained from the Howard B. Owens Science Center Pocket Lab Air Professional Development to improve STEM education and scientific literacy by engaging students in authentic local climate research June 2021.</p> <p>Increase students’ and teachers’ awareness of the impact of climate change locally as students and teachers participating in the challenge will be able to:</p> <ul style="list-style-type: none"> ▪ collect and provide data measurements to share how the local environment has changed compared to previous collected data. 		

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
<i>May include programs and activities, such as – (complete all that are applicable)</i>				
		<ul style="list-style-type: none"> collect local Pocket Lab (temp, humidity, CO2, light and particulate data year after year to share atmospheric conditions at their school. <p>Eighth grade students will be engaged year after year in authentic school-based local community research to characterize current conditions and monitor local Maryland climate change as well as gain valuable collaborative research, technology and communication skills that will aid students in future college STEM and career readiness.</p> <p>TIMELINE: Fall 2019</p>		
		<p>IMPLEMENTATION:</p> <p><u>Fall 2019</u>: purchase (29) Pocket Lab Air Sensors. Inventory and test the equipment.</p> <p><u>Winter 2019</u>: create the 8th Grade Pocket Lab Air Local Climate Monitoring Challenge, Teacher PD and On-site HBOSC Pocket Lab Data Collection and Analysis Teacher Field Experience.</p> <p><u>Spring 2020</u>: Set-up online registration and advertise the 8th Teacher PD & Climate Monitoring Challenge.</p>		
		<p>EVALUATION PLAN:</p> <p>Evaluation will be on-going to include:</p> <ol style="list-style-type: none"> Use of a pre-training survey to assess teachers' current understanding of "climate change" and its impact in Maryland. Assessment of comfort level in utilizing "Pocket Lab Air" to collect, download and analyze local data collected during the Owens PD field mission. Demonstrated success in implementing Pocket Lab Air with students at their school, and evaluating teacher/student Pocket Lab Air Climate Monitoring Challenge Projects of Choice. 		

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
<i>May include programs and activities, such as – (complete all that are applicable)</i>				
		PROGRAM OBJECTIVE: The vision of PGCPs STEM is to prepare students to create solutions for problems yet unknown. To engage 50 students per school (1 school at each level: elementary, middle, and high school) in authentic problems of practice to allow them to apply their understanding of how the world works through STEM Challenges and Competitions by August 2020.	https://pdfs.semanticscholar.org/7cab/b5223aa526d2f85ad4c1e675c089cb581895.pdf www.stemchamp.com	STEM Champs - Subtotal 4.5: \$31,401 Funding will be used to support the purchase of materials and software subscriptions.
		INTENDED OUTCOMES: The intended outcomes for the 50 students per school STEM CHAMPS is to support PGCPs' district goals as identified below: <ul style="list-style-type: none"> 100% of graduates will meet the requirements to enter a two- or four- year college, a technical school or the military; and/or will hold a license or certification enabling them to enter the workforce within 6 months of graduation. Average SAT and composite ACT scores will meet or exceed state averages. 90% of the students will graduate on time. 		
		TIMELINE: August - July 2020 The STEM CHAMPS Creation Team will reconvene to research competitions, develop a website and provide outreach to schools. Monthly meetings will be held by the Creation Team and students involved from the various schools. The competitions will be held twice a year, once in November/December and again in May/June/July.		
		IMPLEMENTATION:		

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include programs and activities, such as – (complete all that are applicable)				
		<p>Like most STEM experiences, success will require, creativity, teamwork, collaboration, innovation and persistence from multiple offices and departments including: Curriculum and Instruction (Content areas-STEM, Math, Science, Tech Ed) Technology Training Team. The STEM CHAMPS Project Plan will be implemented in four phases:</p> <ul style="list-style-type: none"> ▪ Phase 1: Planning – preparing monthly action reports, meetings, securing staff, selecting a plan of action for challenges/competitions, ordering of supplies/resources and coordination of collaborative meetings will also occur. ▪ Phase 2: Preparation – Team/School Preparation for STEM CHAMPS Challenge – Coordinating teacher workshops: securing dates and locations for challenges. ▪ Phase 3: Debut/Roll Out – ▪ Fall STEM Challenges – December 2020; Spring STEM Challenges – March 2021; Summer STEM Challenges – July 2021; Awards Ceremony – December, March, July ▪ Phase 4: Evaluation/Feedback/Next Steps – Prepare Evaluation Tools – September 2020 and January – March 2021; Administer Evaluation – September 2020, March 2021 and June 2021; Analyze and prepare evaluation report – July 2021 ▪ Discuss next steps based on data, strategic plan, and STEM objectives. 		
		<p>EVALUATION PLAN: STEM CHAMPS can be an asset to PGCPs by helping the district to determine if exposure to STEM activities that foster creation and innovation, increase student interest and awareness of STEM careers and pathways available to them in high school, college and career as the research suggests. Student participants and teacher sponsors will be evaluated to determine if participation in the STEM challenges and competitions increase student achievement and if it alters the perception of STEM and awareness of STEM</p>	<p>Kelly Miller, et.al (2018)in their article, <i>The influence of students’ participation in STEM competitions on their interest in STEM careers</i>, share data suggesting that STEM competitions are an effective way to foster career interest in specific STEM careers.</p>	

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include programs and activities, such as – (complete all that are applicable)				
		<p>opportunities available to students upon matriculation from school.</p> <p>In addition, we propose to collect data on 21st Century skill sets like problem solving, collaboration, having an engineering mindset, and more to see if we are developing the problem solvers of the next generation. In order to solicit perception and interest in STEM and 21st Century skills, we will use surveys, observations and feedback to assess next steps needed to aid the team in expanding and evolving the STEM CHAMPS. We will use the Student Beliefs, Attitudes toward STEM (S-STEM), Teacher Beliefs, and Attitudes toward STEM (T-STEM) surveys to ensure that it is meeting the needs of the leaders and problem solvers of the future. Through these surveys, student and teachers will be evaluated to determine if participation in the robotics team increases student achievement and/or if it alters the perception of STEM and awareness of STEM opportunities available to students upon matriculation from school.</p>	<p>https://www.tandfonline.com/doi/abs/10.1080/21548455.2017.1397298</p> <ol style="list-style-type: none"> 1. Students who participate in STEM competitions are more likely to express interest in a STEM-related career at the end of high school than are students who do not participate, even when students' prior career interest in STEM is controlled. 2. The relationship between competition participation and interest in a STEM career appears to be domain specific. The impact of competition participation on pursuit of a STEM career is three times stronger when students compete in more than one competition. 	
4.6	<p>(D) Efforts to raise student academic achievement through accelerated learning programs, such as:</p> <p>(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; or</p> <p>(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;</p> <p>[Section 4107](a)(3)(D) The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available.</p>	<p>PROGRAM OBJECTIVES:</p> <p>Implement Turnitin to four (4) IB programs to improve the originality of writing for IB Exams by June 2020 as measured by student score improvement in the Extended Essay module.</p>	<p>Effectiveness of Turnitin</p>	<p>Turnitin Online Platform Application - Subtotal 4.6: \$97,858</p> <p>Funding will be used to purchase a on-line platform application.</p>

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<i>May include programs and activities, such as – (complete all that are applicable)</i>				
		INTENDED OUTCOMES: Fifty percent of students will demonstrate improvement in writing and support for success on the Extended Essay portion of the IB Exam process by June 2021.		
		TIMELINE: The platform will be available to teachers and students on an ongoing basis for two years.		
		IMPLEMENTATION: <ul style="list-style-type: none"> ▪ Training for teachers on the platform and instructional use. ▪ Introduction to students through classroom lessons ▪ Monitoring and feedback from the teacher as students work on Extended Essays and other writing assignments. 		
		EVALUATION PLAN: Trend data will be collected on the number of essays submitted through Turnitin and the decrease in percent of incidences of plagiarism. Student scores on the Extended Essay will also be analyzed to demonstrate the impact of the feedback component in supporting improvement in their writing.		
4.7	(E) Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; [Section 4107](a)(3)(E)	PROGRAM OBJECTIVE: To implement Conflict and Compromise: Agents of Change Through Social Movement in ten schools across the district. Five middle schools and five high schools will participate in the Issues to Action Curriculum as evidenced by workshop attendance and student participation at the rate of 80% at the Prince George’s County Soapbox Challenge. <i>Background:</i> The activities with this program were developed to support local national and state curriculum as well as the restorative justice program through the Student Services Department.	Fronius, Trevor, et al. “Restorative Justice in US Schools a Research Review.” WestEd, Feb. 2016. https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.p	Conflict & Compromise: Agents of Change Through Social Movement - Subtotal 4.7: \$72,193 Funding will be used to support workshop pay, materials, contracted services and facility usage.

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		Continuation of this program will allow PGCPs to work in conjunction with the Mikva Soapbox Challenge. A series of student workshop sessions will address how to empower students in finding their voice in a more inclusive democracy. Students will investigate the enduring dilemma among three contrasting views about the nature of democracy and the U.S. political system.		
		INTENDED OUTCOMES: Five middle schools and five high schools will participate in the Issues to Action Curriculum as evidenced by workshop attendance and student participation at the rate of 80% at the Prince George’s County Soapbox Competition. Workshops will focus <i>Prince George’s IChange Makers</i> to explore and answer the following essential questions through book study, debate, hands-on workshop style sessions and service learning: <ul style="list-style-type: none"> ▪ What are the founding era ideas regarding the role and power of the government? ▪ What are effective deliberation techniques and how do we use them to take informed action? ▪ What impact does the organizing tradition have on social movements? ▪ How can students harness 21st century tools as a means for moving past revolution to social and political action? 		
		TIMELINE: The workshops will take place on Saturdays throughout the 2019-2020 school year.		
		IMPLEMENTATION: <ul style="list-style-type: none"> ▪ Teacher Training Workshops will be held in the evening leading up to the Saturday workshops. ▪ Teachers will self-select to participate ▪ Teachers will facilitate a cohort at their school or serve as a regional facilitator for a cluster of schools. 		

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<i>May include programs and activities, such as – (complete all that are applicable)</i>				
		<ul style="list-style-type: none"> Students will register to participate in the program. 		
		EVALUATION PLAN: A pre and post civic engagement survey will be administered to teachers and students regarding knowledge of constitutional rights and civil liberties.		
4.8	(F) Foreign language instruction; [Section 4107](a)(3)(F)	N/A	N/A	
4.9	(G) Environmental education; [Section 4107](a)(3)(G)	N/A	N/A	
4.10	(H) Programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H)	N/A	N/A	
4.11	(I) Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; [Section 4107](a)(3)(I)	N/A	N/A	
4.12	(J) Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(J)	<p>PROGRAM OBJECTIVE: To increase student achievement on the AP Exams and the SAT/ACT College Entrance Exams by 2-3% annually. PGCPs, in partnership with the College Board and Study Smart Tutors, will provide a series of Professional Development workshops for teachers. The SAT workshops will provide teachers with a framework to support students in preparing for success on the SAT/ACT test.</p> <p>To improve teacher understanding of how the AP Free Response questions are scored and strategies they can use in support of student learning in preparation for taking the AP Exam, PGCPs will partner with College Board to offer four “A Day With An AP Reader” trainings.</p>	<p>https://apcentral.collegeboard.org/professional-development/workshops-summer-institutes/english/reader</p> <p>https://collegereadiness.collegeboard.org/educators/k-12/professional-development</p> <p>https://www.academicapproach.com/professional-development-teachers-act-sat-testing/</p>	<p>AP & SAT Activity - Subtotal 4.12: \$314,353</p> <p>Funding will be used to support contracted services, workshop pay and various supplies.</p>
		INTENDED OUTCOMES:		

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
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<i>May include programs and activities, such as – (complete all that are applicable)</i>				
		<p>One hundred percent of the participants will:</p> <ul style="list-style-type: none"> Understand the AP Reading process. Learn how to apply scoring guides in formative and summative assessments. Understand the roles and responsibilities of the Chief Reader, Question Leaders, and Table Leaders in the AP Reading. Develop strategies for the consistent application of rubrics in formative and summative assessments. Apply strategies to prepare students for the free-response portion of the AP Exam. 		
		<p>TIMELINE: SAT Training will be conducted in the Fall of 2020. AP Workshops will be offered in the Spring of 2020 as a follow up to the Summer Training. AP Summer Institute will be conducted in Summer 2021.</p> <p>IMPLEMENTATION: <ul style="list-style-type: none"> Analyze the AP and SAT/ACT Data based on student performance. Identify the content areas with the highest enrollment and lowest performance. Invite current AP Teachers and other teachers in related content areas to the PD. Schedule monthly workshops Analyze AP and SAT data after the 2019 administration. </p> <p>EVALUATION PLAN: <ul style="list-style-type: none"> Complete a data comparison of AP and SAT Exam scores from SY2018 to SY2019 to identify any areas of growth. </p>		
Total Projected Use of Funds for Well-Rounded Education Content Area (4.0):				\$533,059
Projected % of Total Allocation for Well-Rounded Education Content Area (4.0):				20%

To guarantee the safety and well-being of every student, LEAs, or consortium of such agencies, 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, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108. (20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)

It is also important to note that any local educational agency 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)).

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.

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108] TOTAL ALLOCATIONS (Based on 20%)		
5.1	(1) Coordinated with other schools and community-based services and programs; [Section 4108](1)]	<p>PGCPS and more specifically, the Department of Student Services collaborates with various organizations to address health and wellness for students in the school system to include:</p> <ul style="list-style-type: none"> ▪ Prince George’s County Health Department – Immunization, Wellness Clinics ▪ Maryland Partnership for Prevention – Immunization ▪ Montgomery County Public Schools, Howard County Public Schools, and Anne Arundel County Public Schools – PBIS ▪ Darkness to Light – Child Abuse Prevention ▪ Kaiser Permanente – Immunization, Staff Wellness Grants, Trauma Informed Training Grant ▪ Maryland Department of Health – Immunization, Creation of Wellness Centers; Opioid Crisis Prevention ▪ La Clinica Del Pueblo – Trauma training ▪ Mary Center – Wellness Center Creation
5.2	(2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]	<p>In order to provide a safe and supportive environment for all students, Prince George’s County Public Schools continues to work with a variety of agencies to ensure students’ mental health and physical health. The school system has in place a Wellness Council which is comprised of stakeholders from both within the school system and outside the system. Membership includes people from the following offices or agencies:</p> <ul style="list-style-type: none"> ▪ Board of Education Member ▪ Parent ▪ Department of Students Services ▪ Department of Food and Nutrition Services ▪ Department of Benefits ▪ Department of Curriculum and Instruction ▪ Prince George’s County Parks and Recreation

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108] TOTAL ALLOCATIONS (Based on 20%)		
		<ul style="list-style-type: none"> ▪ Prince George’s County Health Department ▪ University of Maryland ▪ Kaiser Permanente ▪ Care First <p>The Council focuses its efforts on student and staff wellness and supporting the mental health of students.</p> <p>PGCPS has in place processes and procedures to ensure the safety and well-being for students to include but not limited to the following:</p> <ul style="list-style-type: none"> ▪ Training for all school nurses to combat opioid addiction ▪ Training for athletic directors to combat opioid addiction ▪ Counseling provided to students with issues related to drugs and alcohol ▪ School nurses conduct a minimum of 8 Health Promotion/Disease Prevention activities in their schools ▪ PGCPS sponsored the Quad County PBIS Return Team Conference ▪ PGCPS has created a bullying app that will now allow parents to submit their bullying forms electronically
5.3	(3) Promote the involvement of parents and in the activity or program; [Section 4108](3)]	PGCPS works to include parents in the process by inviting them to participate on the Wellness Council. The Department of Student Services continues to work closely with the Department of Family and Community Partnerships/Outreach to provide trainings for parents in the area of bullying education and child abuse prevention.
5.4	(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)]	PGCPS has prioritized the mental health needs of our students and staff, as evidence by our partnership with Mental Health First Aid Maryland to provide training to staff. In the past more than ten (10) people became Mental Health First Aid Instructors. Additional training will be provided where instructors will provide on-site training to PGCPS staff to become Mental Health First Aid Certified.

<i>Item</i>	<i>Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:</i>	<i>Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan</i>	<i>Cite the evidence based study or studies that support this strategy/activity if applicable.</i>	<i>Explanation of how funds will be used (List total at the end)</i>
May include, among other programs and activities—(complete all that are applicable)				
5.5	(A) Drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State,	PROGRAM OBJECTIVE: Provide support to 100% of the students that attend the counseling sessions. INTENDED OUTCOMES:	Screening Brief Intervention and Referral to Treatment (SBIRT) is supported and endorsed through the Institute for Research, Education, and Training in Addiction. In school year,	Screening Brief Intervention & Referral to Treatment -

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May include, among other programs and activities—(complete all that are applicable)				
	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; and (ii) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention; [Section 4108](5)(A)]	Increase resilience and protective factors in 85% of the youth who attend the SBIRT intervention model by providing counseling services. 80% of students and parents will report a positive attachment to school and peers after having gone through the SBIRT Intervention model by March 1, 2021. TIMELINE: This activity has been implemented during the past two school years and will continue during the 2020-2021 school year.	2018-2019, there were a total of 594 first time referrals for alcohol and other drugs. During that same period, 109 2 nd time referrals for alcohol and other drugs was documented. Currently, the Department of Health for Prince George’s County does not fund free counseling for students. Parents must pay a fee for counseling and this fee can range from \$40.00 to \$300.00 per session. https://sbirt.clinicalencounters.com/	Subtotal 5.5 - \$141,401 Funding will be used to support 2nd assignments for staff.
		IMPLEMENTATION: <ul style="list-style-type: none"> ▪ Services will be provided in the evening for students. ▪ Services will be provided at three locations in the county. ▪ Services will run as follows: July 1, 2019-June 30, 2021 		
		EVALUATION: <ul style="list-style-type: none"> ▪ Students enrolled will receive intake and exit assessments to evaluate program effectiveness. Students in the program will be tracked to determine if they are suspended again for drug or alcohol related issues.		
5.6	(B)(i) School-based mental health services, including early identification of mental health programs 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; [Section 4108](5)(B)(i)]	PROGRAM OBJECTIVE: Seventy PGCPs’ Crisis Team members will be trained in best practices in crisis response and grief counseling by October 31, 2020. INTENDED OUTCOMES: One hundred percent of PGCPs’ 70 trained Crisis Team members will demonstrate an increase in knowledge and	Writing letters to the deceased is another creative intervention that can be helpful in addressing childhood and adolescent traumatic grief (Stepakoff, 2009). Stepakoff, S. 2009. From destruction to creation, from silence to speech: Poetry therapy principles and practices for working with suicide grief.	Crisis Team Activity - Subtotal 5.6 - \$1,188 Funding will be used to support

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May include, among other programs and activities—(complete all that are applicable)				
		<p>skills in crisis response and grief counseling to support students during a crisis response.</p> <p>TIMELINE: July 1, 2019-June 30, 2021</p> <p>IMPLEMENTATION: Train PGPCS Crisis Team members how to use the grief counseling materials and intervention tools to support students after a crisis.</p> <p>EVALUATION:</p> <ul style="list-style-type: none"> ▪ Crisis Team members will complete a pre- and post-test to document the change in knowledge and skills about crisis response and grief counseling. ▪ Crisis Team Leaders will document the number of crises and the number of students who receive support from the Crisis Team. ▪ Professional school counselors will administer a 2-question survey of crisis response and/or grief counseling services to 25% of highly-impacted students within 7 days of the crisis response. 	<p><i>The Arts in Psychotherapy</i>, 36: 105–113.</p> <p>https://www.researchgate.net/publication/223842312 From destruction to creation from silence to speech Poetry therapy principles and practices for working with suicide grief</p> <p>https://journals.sagepub.com/doi/pdf/10.1177/0143034305060792</p> <p>https://journals.sagepub.com/doi/pdf/10.1177/0143034311415800</p> <p>https://www.tandfonline.com/doi/full/10.1080/08893675.2013.764052</p> <p>https://www.tandfonline.com/doi/full/10.1080/08893675.2013.823310</p>	various grief materials.
		<p>PROGRAM OBJECTIVE: To implement use of Second Step in six elementary schools by June 30, 2020.</p> <p>INTENDED OUTCOMES: Students will show improvement in the areas of prosocial skills, empathy, and conduct as measured by the difference between their baseline performance demonstrated on a pre-assessment and their performance on a post-Second Step assessment.</p> <p>TIMELINE: 2020-2021 school year.</p> <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> ▪ Mental Health Coordinator will provide kits to schools upon request. ▪ Implement Second Step in Comprehensive Coordinated Early Intervening Services Schools (CCEISS). 	<p>Upshur, C. C., Heyman, M., Wenz-Gross, M. (2017). Efficacy trial of the Second Step Early Learning (SSEL) curriculum: Preliminary outcomes. <i>Journal of Applied Developmental Psychology</i>, 50, 15–25.</p> <p>https://www.sciencedirect.com/science/article/pii/S0193397316301009</p> <p>Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step. <i>Journal of School Psychology</i>, 53, 463–477.</p>	<p>Second Step Activity – Subtotal 5.6 - \$4,718</p> <p>Funding will be used to support the purchase of social-emotional materials.</p>

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		<p>EVALUATION: School climate survey data will serve as pre-test and post-test data to measure the impact of Second Step.</p>	<p>https://www.cfchildren.org/wp-content/uploads/research/low-et-al-second-step-rct-2015.pdf Edwards, D., Hunt, M. H., Meyers, J., Grogg, K. R., & Jarrett, O. (2005). Acceptability and student outcomes of a violence prevention curriculum. <i>The Journal of Primary Prevention</i>, 26, 401–418. doi:10.1007/s10935-005-0002-z https://europepmc.org/abstract/med/16228114</p>	
		<p>PROGRAM OBJECTIVE: The Mental Health Coordinator will attend one professional development conference in order to enhance knowledge and skills of research based and best practices in mental health practices by July 31, 2020. To reverse the year-over-year average 2 percentage point increase in trend of hopelessness and suicidal thoughts for students at early middle school and early high school grade levels.</p> <p>INTENDED OUTCOMES: All school-based mental health providers (e.g., school counselors, school psychologists) will receive professional development on suicide intervention and/or threat assessment and management from the PGCPs Mental Health Coordinator by July 31, 2021.</p> <p>TIMELINE: The American Psychological Association’s Conference takes place August 12-15, 2021 in San Diego, CA.</p> <p>IMPLEMENTATION: <ul style="list-style-type: none"> ▪ Train school-based mental health providers within the Department of Student Services and provide workshops to families. </p>	<p>https://convention.apa.org/future-conventions</p>	<p>Psychological Association Conference Activity – Subtotal 5.6 - \$2,510</p> <p>Funding will be used to support a professional development conference for staff.</p>

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		<ul style="list-style-type: none"> ▪ Provide resources to students, staff and families. EVALUATION: Professional Development and technical assistance to schools.		
5.7	(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 [Section 4108](5)(B)(ii)(I)]	N/A	N/A	N/A
5.8	(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 local educational agencies 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; (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 [Section 4108](5)(B)(ii)(II)]	N/A	N/A	N/A
5.9	(C)(i) Integrate health and safety practices into school or athletic programs [Section 4108](5)(C)(i)]	N/A	N/A	N/A

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include, among other programs and activities—(complete all that are applicable)				
5.10	(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; [Section 4108](5)(C)(ii)]	<p>PROGRAM OBJECTIVES: Decrease in the number of noncompliant students at the beginning of the 2020-2021 school year by 5%.</p> <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> ▪ To ensure that 90% of PGCPs students are compliant with immunization requirements by September 30, 2020. ▪ Increase the number of students vaccinated during the summer immunization by 10% <p>TIMELINE: Summer 2020</p> <p>IMPLEMENTATION Ensure that all students are complaint with the Maryland regulations for school entry on and can start school on time. School nurses will work 10 days during the summer of 2020. School nurses will be able to review immunization data that is submitted during the summer registration process.</p> <p>EVALUATION: Success will be determined based on the reduction in the number of noncompliant students at the start of the 2020 - 2021 school year.</p>	<p>Because of vaccines, some diseases (like polio and diphtheria) are becoming rare in the U.S. Vaccination can prevent certain deadly diseases in infants, children, teens, adults and travelers of all ages.</p> <p>https://www.cdc.gov/vaccines/vpd/index.html</p> <p>https://www.cdc.gov/vaccines/vaxview/index.html</p>	<p>Immunization Compliance - Subtotal 5.10 - \$285,721</p> <p>Funding will be used to support salaries for 2nd assignments for staff.</p>
		<p>PROGRAM OBJECTIVES: Six nurse managers and nine school-based nurses will attend one professional development conference in order to enhance school nurses’ ability in providing direct care and care coordination that support the health and academic success of students with chronic health conditions by July 2020.</p> <p>The National Association of School Nurses Conference in (Las Vegas) provides an opportunity for nurses to enhance their skills and knowledge in the practice of 21st Century School Nursing.</p> <p>INTENDED OUTCOMES:</p>	<p>www.nasn.org</p>	<p>National Association of School Nurses Conference - Subtotal 5.10: \$12,035</p> <p>Funding will be used to support the cost associated with staff attending a</p>

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include, among other programs and activities—(complete all that are applicable)				
		<p>Eighty-five percent of school nurses will be proficient in their performance by July 30, 2021.</p> <p>TIMELINE: July 2020 - July 2021</p> <p>EVALUATION:</p> <ul style="list-style-type: none"> ▪ Eighty-five percent of school nurses will be proficient in their performance evaluations ▪ Revised nursing protocols, policies and procedures will reflect an increase in evidence-based school nursing practice 		professional development conference.
		<p>PROGRAM OBJECTIVES: Four to five staff members of the PGCPs Wellness Council will attend the Urban School Wellness Coalition Conference convening in the fall of 2020.</p> <p>INTENDED OUTCOMES: Information learned at the Wellness Conference will support the school system's goal to increase the number of school Wellness Councils by 10% which are focused on improving student and staff mental and physical wellness.</p> <p>TIMELINE: October 2020</p> <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> ▪ In November/December 2020, conference participants will share their learning with the larger PGCPs Wellness Council members. ▪ Spring of 2021, PGCPs Wellness Council will determine what new learning can be applied to PGCPs. ▪ Where possible, learning will be shared with Wellness Champions at schools to support their work in improving health and wellness ▪ Learning will be shared with staff wellness person to enhance current practices that address staff wellness. 	www.actionforhealthykids.org/urban-school-wellness-coalition/	<p>Urban School Wellness Coalition Conference - Subtotal 5.10 - \$9,805</p> <p>Funding will be used to support the cost associated with staff attending a professional development conference.</p>

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include, among other programs and activities—(complete all that are applicable)				
		<ul style="list-style-type: none"> ▪ Four to five staff members will attend the Urban School Wellness Coalition Conference in October 2020. <p>EVALUATION: Success will be measured by new learning that will be brought back from the conference, implemented and shared with the larger Wellness Council.</p>		
5.11	(iii) help prevent bullying and harassment; [Section 4108](5)(C)(iii)]	<p>PROGRAM OBJECTIVES: Increase the number of submitted Bullying, Harassment, and Intimidation (BHI) plans from 139 during SY 2018-2019 to 150 by November 2019.</p> <p>INTENDED OUTCOMES: The percentage of submitted, unsubstantiated reports of BHI will decrease by 10% by March 1, 2021. There will be a 10% reduction of BHI incidents/offenses by March 2021. The strategies learned from the conference will enhance district-wide supports to all schools in the area of cyberbullying, and social-emotional learning, with the goal of improving a school’s social climate.</p> <p>TIMELINE: November 2020</p> <p>IMPLEMENTATION</p> <ul style="list-style-type: none"> ▪ Enhance supports to schools in the area of designing inclusive school communities ▪ Develop intervention strategies to support students facing incidents of bullying ▪ Provide resources to students, families and staff ▪ Train staff within the Department of Student Services to provide technical assistance to schools and workshops to families <p>EVALUATION: <ul style="list-style-type: none"> ▪ Professional development and technical assistance to schools </p>	<p>Bullying is a potentially traumatic adverse childhood experience or ACE that can have negative, lasting effects on a person. For children and youth in situations of prolonged and repeated abuse – like bullying and cyberbullying – the impact can affect their development, the way they interact with others, and how they perform in school. It may also affect mental and physical health.</p> <p>https://www.stopbullying.gov/ http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=7-424.1&ext=html&session=2019RS&tab=subject5</p>	<p>International Bullying Prevention Association Conference - Subtotal 5.11 - \$5,600</p> <p>Funding will be used to support the cost associated with staff attending a professional development conference.</p>

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include, among other programs and activities—(complete all that are applicable)				
		<ul style="list-style-type: none"> ▪ Counselors will work on creating schedules for newly enrolled students. EVALUATION: The Office of Professional School Counseling, working in concert with the Area Offices, will examine: <ul style="list-style-type: none"> ▪ students who are underachieving ▪ graduation rates ▪ student attendance 	wgbx9_euy&q=https://www.pgcps.org/communications/content/Graduation-Rate-Investigation/Graduation-Rates-Audit-Executive-Summary/&sa=U&ved=2ahUKEwiv8siew8flAhXFVN8KHZMHChEOFjAEegQIAxAC&usq=AOvVaw2_SXz5yvWiMECRQrJ99LH7	
5.14	(vi) Establish or improve school dropout and re-entry programs; [Section 4108](5)(C)(vi)]	PROGRAM OBJECTIVE: To support PGCPs' goal of reducing truancy and increasing attendance, the number of days worked by PPW's and the PPW Instructional Specialist will increase by 10 days between July 13 and August 19, 2020. INTENDED OUTCOMES: Increase the number of students not chronically absent across all grade levels by 2%. This will be accomplished by developing attendance plans and contacts with parents/students prior to the start of the school year. TIMELINE: PPWs will work 10 days during the period of July 13–August 19 in 2020 and 1 PPW Instructional Specialist will work 20 days during the period of July 13-August 19, 2020. IMPLEMENTATION: <ul style="list-style-type: none"> ▪ The work of the PPWs and Instructional Specialist will be implemented starting July 13, 2019. ▪ Develop attendance plans and contact with parents/student prior to the start of the school year. ▪ Process Truancy Issues/Residency Verifications, Summer scheduled District Court Appearances, Fiscal assistance in decreasing the illegal enrollment of students, and collaboration with school registrars. 	Maryland State Department of Education (MSDE) stated in its audit of Student Services for PGCPs that the school system needed to increase the working days of PPWs in order to have more efficient enrollment of students, to address attendance and truancy issues, and support foster care students. PGCPs is the only school system with 10 month PPWs. The PPWs start the school year when teachers start and end their year when teachers leave. This means that PPWs are not able to: work over the summer to support families of children with truancy issues attend court proceedings held in the summer perform home visits in the summer to help prepare families and children for the new school year.	Increase attendance & reduce truancy - Subtotal 5.14 - \$238,499 Funding will be used to support 2nd assignment salaries for staff.

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May include, among other programs and activities—(complete all that are applicable)				
		<ul style="list-style-type: none"> ▪ Ensure student Case Managers transition cases and records with PPWs for continuity of services (i.e., Court Attendance). ▪ Assist schools with 504 Plans and related compliance issues. ▪ Work (PPWs) with Concentric and conduct home visits. EVALUATION: <ul style="list-style-type: none"> ▪ PPWs and Instructional Specialist will create action plans to support reducing truancy and increasing attendance. ▪ Attendance rates will be examined for selected students to determine positive effects of interventions. 	http://www.marylandpublicschools.org/stateboard/Documents/PGCPSGraduationRateReview10312017.pdf http://www.marylandpublicschools.org/stateboard/Documents/PGCPSGraduationRateAudit2018.pdf	
5.15	(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; [Section 4108](5)(C)(vii)]	PROGRAM OBJECTIVES: By August 2019, all PGCPSS schools will have a functional Student Intervention Team (SIT) and Student Support Team (SST). Participation in the 6th Annual New Orleans April 2020 Multi-tiered System of Support - Response to Intervention (MTSS/RTI) Conference will provide strategies that will support effective teams. Participants will engage in a one-day training in the area of effective implementation of MTSS. INTENDED OUTCOMES: SY 19-20 will serve as the year for baseline data in the use of the SIT and SST reflection tool. Site visits for SIT and SST will increase from 1 site visit to 75 site visits by March 2021. The use of the Online Tracking Tool will increase from 40% usage to 50 % use by March 2021. TIMELINE: April 1-3, 2020 New Orleans, Louisiana	Multi-tiered System of Support (MTSS), formerly known as RTI grew from efforts to improve identification practices in special education. Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need. https://rti4success.org/essential-components-rti https://www.pbis.org/school/mtss https://www.solutiontree.com/	MTSS/RTI Conference Subtotal 5.15 - \$6,165 Funding will be used to support the cost associated with staff attending a professional development conference. Solution Tree On-Site Professional Development Contract Subtotal 5.15 - \$10,000

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include, among other programs and activities—(complete all that are applicable)				
		IMPLEMENTATION: <ul style="list-style-type: none"> ▪ Develop a professional development plan to support schools ▪ Create a focused RTI model that works ▪ Shift to a culture of collective responsibility and build team structures for collaboration ▪ Create a toolbox of effective interventions EVALUATION: Success will be measured by new learning that will be brought back from the conference, implemented and shared with SIT and SST members at all schools.		Funding will be used to support contracted services.
5.16	(D) High-quality training for school personnel, including specialized instructional support personnel, related to: (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; (iii) crisis management and conflict resolution techniques; (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); (v) school-based violence prevention strategies; (vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108](5)(D)]	N/A	N/A	N/A
5.17	(E) Child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide:	N/A	N/A	N/A

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May include, among other programs and activities—(complete all that are applicable)				
	(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; and (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; [Section 4108](5)(E)]			
5.18	(F) 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 local educational agencies 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”; or [Section 4108](5)(F)]	N/A	N/A	N/A
5.19	(G) 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;	PROGRAM OBJECTIVES: To increase the number of PBIS selected coaches and student services personnel to participate in professional development to build capacity from six per professional development to eight per professional development August 31, 2019. INTENDED OUTCOMES:	Maryland Senate Bill 96- Education – Truancy Rates—Behavioral Interventions and Support Programs and Behavior Modifications Programs requires that PBIS be in certain schools based upon truancy rates and suspensions rates. All high schools in PGCPs are required to have a PBIS	PBIS Implementation Subtotal 5.19 - \$99,928 Funding will be used to support the costs

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May include, among other programs and activities—(complete all that are applicable)				
	[Section 4108](5)(G)]	<ul style="list-style-type: none"> ▪ PBIS selected coaches and Department of Student Services personnel will facilitate two Professional Developments on two different strategies and interventions by March 1, 2021. ▪ PBIS coaches will be able to identify staff and student needs and provide the appropriate interventions and strategies. ▪ PBIS coaches will be able to assist their team and then ultimately staff with appropriate implementation of evidenced based interventions and strategies. <p>TIMELINE:</p> <ul style="list-style-type: none"> ▪ The trainings will be offered throughout the 2020 - 2021 school year. ▪ SY2019-2020. The exact date of the Summit on Professional Learning Communities to be determined (Location and dates TBD). ▪ SY2019-2020. The exact date of the APBS Conference to be determined (Location and dates TBD). <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> ▪ Provide PBIS trained schools an opportunity to attend on-site trainings in order to build their skill set to better manage behavior and engage students in the educational process. ▪ Provide PBIS coaches an opportunity to attend conferences to build their skill set in building the framework and leading their school based team. <p>EVALUATION:</p> <ul style="list-style-type: none"> ▪ Develop an action plan to implement at least one intervention/strategy from the training. 	<p>program. Each PBIS trained school must have a team that is responsible for building the framework, leaders that will lead the team, and the team is responsible for sharing, training and implementation with the overall staff.</p> <p>www.pbis.org www.pbis.org/pbis/tier-3 www.pbis.org/resource-type/presentations#mental-health-social-emotional-well-being www.pbis.org/resource-type/assessment</p>	<p>associated with substitute coverage, workshop pay, contracted services, supplies, in-house printing and registration fees/non-local travel.</p>

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include, among other programs and activities—(complete all that are applicable)				
		<ul style="list-style-type: none"> Coaches will submit an action plan using information from the training. 		
5.20	(H) Designating a site resource coordinator at a school or local educational agency 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; or [Section 4108](5)(H)]	N/A	N/A	
5.21	(I) Pay for success initiatives aligned with the purposes of this section. [Section 4108](5)(I)]	N/A	N/A	
Total Projected Use of Funds for Safe and Healthy Students Content Area (5.0):				\$1,272,020
Projected % of Total Allocation for Safe and Healthy Students Content Area (5.0):				48% (47.7254%)

To increase access to personalized, rigorous learning experiences supported by technology, local educational agencies, or consortium of such agencies, 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 local educational agency, or consortium of such agencies, that have 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.

It is also important to note that any LEA, or consortium of such agencies, receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)). (THE 15% RULE INCLUDES NONPUBLIC SPENDING)

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
TOTAL ALLOCATION (Based on 15%)				
Item	<i>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:</i>	<i>Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan</i>	<i>Cite the evidence based study or studies that support this strategy/activity if applicable.</i>	<i>Explanation of how funds will be used (List total at the end)</i>
6.1	(1) Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (A) Personalize learning to improve student academic achievement; (B) Discover, adapt, and share relevant high-quality educational resources; (C) Use technology effectively in the classroom, including by administering computer-based assessment and blending learning strategies; and (D) Implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. [Section 4109](1)	PROGRAM OBJECTIVES: Teachers and administrators in all designated 1:1 schools will participate in a minimum of 5/9 professional learning opportunities designated for digital transformation schools. (Mindset, PIC RAT, Classroom Procedures , PGCPs Instructional tools, Digital Citizenship, Design Models Coding, <u>Minecraft</u> , Global Oneness Project, <u>UN Sustainable Development Goals</u>) including PGCPs Empowers and Powering Up with Technology Conference. INTENDED OUTCOMES: Ninety-five percent of teachers and administrators participating in the technology PLOs will increase their technology usage in instructional delivery and productivity by June 30, 2020.	"Micro-credentials provide educators with competency-based recognition for the skills they learn throughout their careers." (ND) https://digitalpromise.org/initiative/educator-micro-credentials/ International Society for Technology in Education. (2000). ISTE national educational technology standards (NETS). Eugene, OR :International Society for Technology in Education,	Micro-credentials - Subtotal 6.1 - \$196,145 Funding will be used to support salaries associated with substitute coverage, workshop pay and registration fees.

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
TOTAL ALLOCATION (Based on 15%)				
Item	<i>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:</i>	<i>Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan</i>	<i>Cite the evidence based study or studies that support this strategy/activity if applicable.</i>	<i>Explanation of how funds will be used (List total at the end)</i>
		<p>IMPLEMENTATION: Deliver learning opportunities for instructional leaders and administrators to increase awareness of good technology integration in the classroom and sharpen productivity skills using technology through sustained programs, such as PGCPs EmPOWERS and Powering Up With Technology Conference.</p> <p>PLO participants in the thirty 1:1 schools will attend sessions designed to sharpen their focus on designing high quality, technology-supported, learning experiences for students which reflect the following: voice- and choice infused, goal-oriented/feedback informed, inquiry driven/problem-based , and authentic, relevant, and connected to the local and global community.</p> <p>-Aug. 2020</p> <p>EVALUATION PLAN:</p> <ul style="list-style-type: none"> ▪ The number of classroom teachers in 1:1 transformation schools earning Unplugged and Plugged In Educator status will increase from 0 to 75 by June 30, 2019. ▪ end of the year survey will be used to measure increased usage. 		
6.2	<p>(2) Building technological capacity and infrastructure, which may include: (A) Procuring content and ensuring content quality; and (B) Purchasing devices, equipment, and software applications in order to address readiness shortfalls. [Section 4109](2)]</p>	<p>PROGRAM OBJECTIVES: The mobile lab will be accessible to a minimum of 10 pre-K to 12 schools by March 2020.</p> <p>INTENDED OUTCOMES: By June 2020, 100% of the pre-K to 12 schools will access the mobile lab and complete STEAM-related lessons and activities</p> <p>TIMELINE: Sept. 2019 - Aug. 2020</p>	<p>Personalized Learning Early Progress: Interim Research on Personalized Learning — Report https://k12education.gatesfoundation.org/resource/early-progress-on-personalized-learning-2/</p>	<p>STEM/STEAM - Subtotal 6.2 - \$273,844</p> <p>Funding will be used to support the purchase of materials and salaries associated with substitute coverage.</p>

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
TOTAL ALLOCATION (Based on 15%)				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> Prepare students to create solutions for problems yet unknown through STEAM/STEM related activities. Engaging students in authentic problems of practice allows them to apply their understanding of how the world works within and across interrelated disciplines to improve the social, economic, and environmental conditions of their local and global community. Digital Transformation schools – Virtual Reality (VR) workshops 1 day x 30 (representing each of the 1:1 schools) per quarter x 10 substitutes to accommodate 10 teachers per session x 30 one-to-one schools/programs Design, configure and transform PGCPs’ bus into a Mobile STEAM lab to travel to schools throughout the district outfitted with Pre-K to 12th grade STEAM activities in support of student achievement, the PGCPs mobile STEAM Learning Lab and use of Labdisc sets for environmental, general, physical, and biology/chemistry & science units, for mobile lab skin 	<p>https://www.edweek.org/tm/articles/2014/11/18/ctq-jolly-stem-vs-steam.html</p> <p>“It is essential that every student has access to and participate in computer science learning experiences to meet the demands of the current and future workplace.”</p> <p>http://marylandpublicschools.org/programs/Pages/CTE/CS.aspx</p>	
		<p>EVALUATION PLAN:</p> <ul style="list-style-type: none"> STEAM Mobile Learning Lab will help PGCPs to determine if exposure to STEAM activities that foster creation and innovation increase student interest and awareness of STEAM careers and pathways. PIC-RAT matrix will be used to evaluate effective classroom technology use. 		
6.3	(3) Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses	<p>PROGRAM OBJECTIVE:</p> <p>Increase the number of Google Certified Educators within our district from 112 to 200 by June 30, 2020.</p>	Schleicher, A., 2012. <i>Preparing teachers and developing school leaders</i>	Google Level Training - Subtotal 6.3 - \$69,344

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]

TOTAL ALLOCATION (Based on 15%)

Item	<p><i>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:</i></p>	<p><i>Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan</i></p>	<p><i>Cite the evidence based study or studies that support this strategy/activity if applicable.</i></p>	<p><i>Explanation of how funds will be used (List total at the end)</i></p>
	<p>and curricula through the use of technology, including digital learning technologies and assistive technology. [Section 4109](3)]</p>	<p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> ▪ PGCPs will have 200 Google Certified Educators Level I and Level II (combined) by June 30, 2020. ▪ Continue to provide professional development and support resources based on emerging technology and assessed needs to ensure that staff has the appropriate skills needed to maintain and increase information literacy and employ technology to maximum effect. <p>TIMELINE: Sept., 2019-June 2020.</p> <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> ▪ Increase the number of Google Certified Educators and opportunities for educators to connect and collaborate will impact students’ ability to apply critical thinking, creativity, communication, and collaboration through the use of Google applications. Thus, empowering teachers to use G-suite to design collaborative and interactive activities for students to demonstrate their learning. ▪ PLO Google Level training teacher-led/blended learning opportunity to train and certify teachers as Google Certified Educators; ▪ Host two EdCamps to allow teachers to create a Professional Learning Network (PLN) to allow opportunities to collaborate with educators on implementing effective technology integration practices. To support continued learning opportunities and to motivate and encourage educators to continue the learning path toward our EmPOWERed educator microcredential, we will provide access to additional innovative resources, including a 	<p><i>for the 21st century: lessons from around the world.</i> OECD Publishing.</p> <p>"Micro-credentials provide educators with competency-based recognition for the skills they learn throughout their careers." (ND) https://digitalpromise.org/initiative/educator-micro-credentials/</p>	<p>Funding will be used to support registration fees, workshop pay and on-line subscriptions.</p>

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]

TOTAL ALLOCATION (Based on 15%)

Item	<p><i>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:</i></p>	<p><i>Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan</i></p>	<p><i>Cite the evidence based study or studies that support this strategy/activity if applicable.</i></p>	<p><i>Explanation of how funds will be used (List total at the end)</i></p>
		<p>one-year subscription to resources such as PearDeck, NearPod, SeeSaw, Book Creator, and Screencastify to enhance innovative strategies and collaborative student learning opportunities.</p> <ul style="list-style-type: none"> ▪ The Google Certified Educator bootcamps Level 1 and Level 2 are designed to help learners develop the necessary skills to facilitate and inspire student learning and creativity. We will continue to expand this opportunity to reach 120 individual teachers and administrators, impacting at least 50 schools. The face-to-face, hands-on nature of the bootcamps provides an opportunity for learners to connect with peers and to identify new or different instructional strategies. The learning activities that occur over the three days of each bootcamp model instructional practices that promote collaboration and critical thinking. For example, in Level 1, small groups of learners research a self-selected topic and develop an artifact to communicate their findings. In Level 2, learners engage in a multi-day project-based activity that is rooted in spreadsheets with an emphasis on evaluating information and decision-making. To date, PGCPSS has a total of 112/210 Level I Certified Google Educators with passing rate of 98% of those who have taken the exam. The total number of Level II Certified Google Educators of the 34 who have attended training, we have 10 of the 11 who have reported taking the exam and passed equaling a 91% pass rate. Our goal this year is to reach 200 Google Certified Educators by June 30, 2020. <p>EVALUATION PLAN:</p> 		

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
TOTAL ALLOCATION (Based on 15%)				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:	Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<ul style="list-style-type: none"> The PIC/RAT matrix will be used to evaluate effective classroom technology use. The number of additional staff passing the Google Certification Exam. 		
6.4	<p>(4) Carrying out blended learning projects which shall include:</p> <p>(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; or</p> <p>(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.</p> <p>[Section 4109](4)]</p>	NA	NA	NA
6.5	(5) 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	<p>PROGRAM OBJECTIVES: Increase the number of GenYES Student Technology Leaders (STLs) in 10 schools (8) elementary and 2 middle schools) from 18 to 30 students by June 30, 2020.</p> <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> GenYES Student Technology Leaders (STL's) will obtain 90% resolution ticket closure rate while 	<p>Student-run Tech Support https://thejournal.com/articles/2012/11/06/student-run-tech-support.aspx</p>	<p>GenYes & Minecraft - Subtotal 6.5 - \$46,471</p> <p>Funding will be used to pay for salaries</p>

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]

TOTAL ALLOCATION (Based on 15%)

<i>Item</i>	<i>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:</i>	<i>Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan</i>	<i>Cite the evidence based study or studies that support this strategy/activity if applicable.</i>	<i>Explanation of how funds will be used (List total at the end)</i>
	<p>mathematics, including computer science; and [Section 4109](5)]</p>	<p>assisting teachers with resolving technical support issues by June 30, 2020.</p> <ul style="list-style-type: none"> ▪ Ensure that the 90%+ of the 1:1 digital transformation schools tech team members attend learning opportunities designed to increase awareness of good technology integration in the classroom and sharpen productivity skills using technology to increase awareness of good technology integration in the classroom and sharpen productivity skills using technology. <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> ▪ In an effort to strengthen educators' and students' understanding of digital citizenship, we will form two cohorts of educators seeking to obtain Common Sense Educator designation. The designation will require teachers to personalize their learning experiences by selecting online webinars or face-to-face sessions to attend where they learn about appropriate strategies about student data privacy and topics within the digital citizenship curriculum. After learning, they will be expected to utilize those strategies and teach their students. Finally, they will be expected to reflect on their practice over the span of the year. ▪ Minecraft district rollout. Minecraft is an educational tool that enhances student creativity, problem-solving, self-direction, collaboration, and other life skills. A benefit is that it complements reading, writing, math, and even history learnings. ▪ Deliver learning opportunities for instructional leaders and administrators to increase awareness of 		<p>associated with facilitator pay and substitute coverage.</p>

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
TOTAL ALLOCATION (Based on 15%)				
Item	<i>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:</i>	<i>Brief Description of Specific Services including: Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan</i>	<i>Cite the evidence based study or studies that support this strategy/activity if applicable.</i>	<i>Explanation of how funds will be used (List total at the end)</i>
		<p>good technology integration in the classroom and sharpen productivity skills using technology.</p> <p>TIMELINE: Sept. 2019 – Aug, 2020</p> <p>IMPLEMENTATION: Instructional Technology Specialists and Technology Coordinators to support the delivery of training during the digital content transformation; Host 2 Digital Institutes for the 1:1 schools throughout the school year.</p> <p>EVALUATION PLAN: The PIC/RAT matrix will be used to evaluate effective classroom technology use.</p>		
6.6	(6) 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. [Section 4109](6)]	N/A	N/A	N/A
Total Projected Use of Funds for Effective Use of Technology Content Area (6.0):			\$585,805	
Projected % of Total Allocation for Effective Use of Technology Content Area (6.0):			22% (21.9790%)	

7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 8501]:

Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding the calculated cost per pupil, that will benefit from Title IV-A services. (Include below or as an attachment)

Private Schools Participating in Title IV, Part A Program			
Prince George's County, SY2019-20			
SCHOOL	TCH	STUDENTS	ALLOCATION
Al-Huda School	50	546	\$10,582.34
Bishop McNamara HS	140	850	\$16,474.33
DeMatha Catholic HS	114	847	\$16,416.19
The Foundation School	134	105	\$ 2,035.06
From the Heart Christian School	37	203	\$3,934.46
George E. Peters Adventist School	15	143	\$ 2,771.56
Grace Brethren Christian Academy	56	508	\$ 9,845.84
Holy Family Catholic School	16	111	\$2,151.35
Holy Redeemer School	22	232	\$4,496.52
Holy Trinity Episcopal Day School	77	448	\$8,682.94
Lanham Christian School	50	195	\$3,779.41
National Christian Academy	15	213	\$ 4,128.27
New Hope Academy	40	175	\$3,391.77
Reid Temple Christian Academy	51	228	\$4,419.00
St. Ambrose School	26	212	\$4,108.89
St. Columba School	22	165	\$ 3,197.96
St. Jerome Academy	30	274	\$5,310.55
St. John the Evangelist	25	220	\$4,263.94
St. Joseph's Regional Catholic School	25	196	\$3,798.79
St. Mary of the Assumption School	34	205	\$3,973.22
St. Mary of the Mills	48	274	\$5,310.55
St. Mary's School of Piscataway	28	134	\$ 2,597.13
St. Mary's School	20	213	\$ 4,128.27
St. Matthias the Apostle School	18	165	\$3,197.96
St. Philip the Apostle	30	155	\$3,004.14
St. Pius X Regional School	50	496	\$9,613.26
St. Vincent Pallotti HS	70	445	\$8,624.80
Archdiocese of Washington		<i>included in above totals</i>	
TOTAL		7,958	\$ \$154,238.52
A. Number of Students			
LEA enrollment		128,458	

Participating Private Schools Enrollment		7,958
Total Enrollment		136,416
B. Title IV, Part A Allocation		
Total LEA allocation		\$2,665,293
Administrative Costs up to 2% (for public and private school programs)		\$21,337
LEA Allocation Minus Admin Costs		\$2,643,956
C. Per Pupil Rate		
Per Pupil Rate		\$19.3816
D. Equitable Services		
Amount LEA must reserve for equitable services for private school teachers and other educational personnel		\$154,238.52

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.

PGCPS invited private school staff to a Consultation meeting held on May 28, 2019. Title I, II, III, and IV shared information at the meeting. A webinar will be scheduled in October 2019 in an effort to provide information to private school staff that did not participate in the Consultation meeting. Title I has monthly consultation meetings and has invited all Title programs to participate. The following agenda items will be reviewed for Title IV, Part A; purpose of Title IV, allowable activities for 4.0 Well-rounded Educational Opportunities, 5.0 Supporting Safe and Healthy Students, and 6.0 Effective Use of Technology, Supplement vs. supplanting, allocation of funds for the private schools, and completion of the Professional Development Plan.

Private schools within PGCPS boundaries are identified on the MSDE website. Each school is contacted via email and/or U.S. mail. This correspondence gives the non-public schools an opportunity to express their interest in participating in equitable services. Schools were asked to respond and indicate their intention to participate for SY20 by April 15, 2019. They were asked to complete and submit a Letter of Intent form.

At the end of the Consultation meeting, attendees completed the Affirmation of Consultation document to affirm that PGCPS engaged in timely and meaningful consultation. Private schools will be informed of their total allocations prior to the webinar that will be scheduled in October 2019.

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)

Needs Assessment: Private schools will be asked to conduct a thorough needs assessment, utilizing existing data. Results of the needs assessment will dictate how the students will be served.

Monitoring: Grant manager or program managers will monitor the progress of program implementation in each school via email, phone or in-person consultation on a quarterly basis. The grant manager communicates via email/phone with nonpublic school staff on a regular basis.

Professional Development Plan: A Professional Development Plan was reviewed at the Consultation meeting held on May 28, 2019. Further reviews have been conducted via conference call and in person meetings at a few of the nonpublic schools.

Total Amount for Non-Public Transfers:

REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.

8.0 ASSURANCES [ESEA, SECTION 4106(e)(2)]:

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) comply with section 8501 (regarding equitable participation by private school children and teachers);

(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;

(D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;

(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 local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and

(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).

(f) SPECIAL RULE.—Any local educational agency 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)

9.0 INTERNET SAFETY [ESEA, SECTION 4121]:

No funds made available under this part to a local educational agency 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, local educational agency, or other authority with responsibility for administration of such school both—

(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—

- (i) obscene;
- (ii) child pornography; or
- (iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(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—

- (i) obscene; or
- (ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A local educational agency 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.

By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.

10.0 BUDGET NARRATIVE:

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS CONSOLIDATED BUDGET NARRATIVE						
TITLE IV, PART A GRANT - STUDENT SUPPORT & ACADEMIC ENRICHMENT (SAES) GRANT						
Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
SALARIES & WAGES						
4.0/4.5	203-205-09/01 - Salaries & Wages	Howard B. Owens Science Center (HBOSC) First Hand Climate Research Project - Professional development for teachers	20 teachers x \$175/workshop pay x 2 days	\$ 7,000	\$ -	\$ 7,000
4.0/4.5	203-205-09/01 - Salaries & Wages	HBOSC First Hand Climate Research Project - Facilitator Stipends	2 facilitators x \$250/per day x 2 days	\$ 1,000	\$ -	\$ 1,000
4.0/4.7	203-205-09/01 - Salaries & Wages	Conflict and Compromise: Agents of Change Through Social Movement	40 Teachers x 3 days x \$175 workshop pay	\$ 21,000	\$ -	\$ 21,000
4.0/4.7	203-205-09/01 - Salaries & Wages	Conflict and Compromise: Agents of Change Through Social Movement	40 Teachers x 1 1/2 half-day x \$87.50	\$ 3,500	\$ -	\$ 3,500
4.0/4.12	203-205-09/01 - Salaries & Wages	AP Workshop - Participant Pay	150 participants @ \$175/per participant x 4 days	\$ 105,000	\$ -	\$ 105,000
4.0/4.12	203-205 - 09/01 Salaries & Wages	A Day with an AP Reader - Professional Development Workshop - Teachers	30 teachers x 5 sessions @ \$175 (workshop pay per session)	\$ 26,250	\$ -	\$ 26,250
4.0/4.12	203-205-09/01 - Salaries & Wages	Fall SAT Training - ELA & math -3 hours/each - professional development	20 teachers x \$175	\$ 3,500	\$ -	\$ 3,500
5.0/5.5	207 - 01 - Salaries & Wages	Screening, Brief Intervention & Referral to Treatment (SBIRT) - Counseling Intervention - 2nd Assignments	10 Professional School Counselors @ \$60/per hour @ 4.5 hrs. x 45 weeks	\$ 121,500	\$ -	\$ 121,500
5.0/5.5	207-01 - Salaries & Wages	Screening, Brief Intervention & Referral to Treatment (SBIRT) - 2 Secretaries	2 secretaries @ \$24.88/hour x 4.5 hours x 44 weeks	\$ 9,852	\$ -	\$ 9,852
5.0/5.10	208 - 01 Salaries & Wages	Immunization Compliance - School Nurses – Second Assignment	81 nurses x 7.5 hours x \$43.69 x 10 days	\$ 265,417	\$ -	\$ 265,417
5.0/5.13	207 - 01 - Salaries & Wages	Professional School Counselors – 10 addl. days -summer	94 School Counselors x 7.5 hrs x \$60 (estimated hourly rate) x 10 days	\$ 423,000	\$ -	\$ 423,000

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS CONSOLIDATED BUDGET NARRATIVE

TITLE IV, PART A GRANT - STUDENT SUPPORT & ACADEMIC ENRICHMENT (SAES) GRANT

Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
5.0/5.14	207 - 01 Salaries & Wages	Increase attendance & reduce truancy- 2nd Assignments	42 PPWs x 7.5 hrs x \$67.00 (estimated hourly rate) x 10 days	\$ 211,050	\$ -	\$ 211,050
5.0/5.14	207 - 01 Salaries & Wages	Increase attendance & reduce truancy- 2nd Assignments	1 PPW Instructional Specialist x 7.5 hrs x \$70.00 (estimated hourly rate) x 20 days	\$ 10,500	\$ -	\$ 10,500
5.0/5.19	207 - 01 Salaries & Wages	PBIS New Team Training - Substitute Coverage	40 substitutes @ \$102/per day x 2 days x 3 sessions	\$ 24,480	\$ -	\$ 24,480
5.0/5.19	207 - 01 - Salaries & Wages	Tier 2 Check-In, Check-Out - Substitute Coverage	20 substitutes @ \$102/per day x 2 days	\$ 4,080	\$ -	\$ 4,080
5.0/5.19	207 - 01 - Salaries & Wages	MSDE/Sheppard Pratt Coaches Trainings - Substitute Coverage	30 substitutes @ \$102/per day	\$ 3,060	\$ -	\$ 3,060
5.0/5.19	207 - 01 - Salaries & Wages	PBIS Summer Conference - Participant workshop pay	40 participants @ \$175/per participant	\$ 7,000	\$ -	\$ 7,000
5.0/5.19	207 - 01 - Salaries & Wages	Restorative Practice Coordinator - 30 additional summer duty days	1 employee @ \$60.00 (estimated hourly rate) x 7.5 hours/per day x 30 days	\$ 13,500	\$ -	\$ 13,500
6.0/6.1	203-205-09/01-Salaries and Wages	Micro-credentials Workshop - Substitute Coverage	8 full day workshop sessions x 150 substitutes @ \$100/per substitute	\$ 120,000	\$ -	\$ 120,000
6.0/6.1	203-205-09/01-Salaries & Wages	Micro-credentials Workshop (After-School) - Facilitator Pay	8 facilitators @ \$125/per facilitator	\$ 1,000	\$ -	\$ 1,000
6.0/6.1	203-205-09/01-Salaries & Wages	Micro-credentials Workshop (After-School) - Participants Pay	80 participants @ \$87.50/per participants	\$ 7,000	\$ -	\$ 7,000
6.0/6.1	203-205-09/01-Salaries & Wages	Mico-credentials Workshop (Summer) - Participants Pay	75 participants @ \$175/per participant x 2 days	\$ 26,250	\$ -	\$ 26,250
6.0/6.2	203-205-09/01 - Salaries & Wages	Virtual Reality Workshop Training - Substitute Coverage	10 substitutes @ \$100/per substitute x 30 schools x 4 sessions	\$ 120,000	\$ -	\$ 120,000
6.0/6.3	203-205-09/01-Salaries & Wages	EdCamp Saturday Workshop (Online) - Facilitator Pay	2 facilitators @ \$125/per facilitator	\$ 250	\$ -	\$ 250
6.0/6.5	203-205-09/01 - Salaries & Wages	GenYes Instructors - Professional Development - Facilitator Pay	10 GenYes Instructors @ \$125/per instructor x 26 sessions	\$ 32,500	\$ -	\$ 32,500
6.0/6.5	203-205-09/01 - Salaries & Wages	Minecraft Workshop (Afterschool) - Participant Pay	10 participants @ \$87.50/per participant x 5 days	\$ 4,375	\$ -	\$ 4,375
6.0/6.5	203-205-09/01 - Salaries & Wages	Minecraft Workshop (Afterschool) - Facilitator Pay	5 facilitators @ \$125/per facilitator	\$ 625	\$ -	\$ 625

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS CONSOLIDATED BUDGET NARRATIVE

TITLE IV, PART A GRANT - STUDENT SUPPORT & ACADEMIC ENRICHMENT (SAES) GRANT

Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
6.0/6.5	203-205-09/01 - Salaries & Wages	CommonSense Educator Digital Institute - Substitute Coverage	10 substitutes @ \$100/per substitute x 3 days	\$ 3,000	\$ -	\$ 3,000
Subtotal - Salaries & Wages						\$ 1,575,689
FIXED CHARGES						
Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
4.0/4.5	212 -04 - Other Charges	Howard B. Owens Science Center (HBOSC) First Hand Climate Research Project - Professional development for teachers (fringe benefits)	\$7,000 x .0765 (FICA)	\$ 536	\$ -	\$ 536
4.0/4.5	212 -04 - Other Charges	HBOSC First Hand Climate Research Project - Facilitator Stipends (fringe benefits)	\$1,000 x .0765 (FICA)	\$ 77	\$ -	\$ 77
4.0/4.7	212 - 04 - Other Charges	Conflict and Compromise: Agents of Change Through Social Movement-Fringe benefits	\$21,000 x .0765 (FICA)	\$ 1,607	\$ -	\$ 1,607
4.0/4.7	212 - 04 - Other Charges	Conflict and Compromise: Agents of Change Through Social Movement	\$3,500 x .0765 (FICA)	\$ 268	\$ -	\$ 268
4.0/4.12	212-04 - Other Charges	AP Workshop - Participant Pay (Fringe Benefits)	\$105,000 x .0765 (FICA)	\$ 8,033	\$ -	\$ 8,033
4.0/4.12	212 - 04 - Other Charges	A Day with an AP Reader - Professional Development Workshop - Teachers (Fringes)	\$26,250 x .0765 (FICA)	\$ 2,008	\$ -	\$ 2,008
4.0/4.12	212 - 04 - Other Charges	Fall SAT Training - ELA & math -3 hours/each - professional development - Fringe benefits	\$3,500 x .0765 (FICA)	\$ 268	\$ -	\$ 268
5.0/5.5	212 - 04 - Other Charges	Screening, Brief Intervention & Referral to Treatment (SBIRT) - Counseling Intervention - Fringe Benefits	\$121,500 x .0765 (FICA)	\$ 9,295	\$ -	\$ 9,295
5.0/5.5	212 - 04 - Other Charges	Screening, Brief Intervention & Referral to Treatment (SBIRT) - Secretaries - Fringe Benefits	\$9,852 x .0765 (FICA)	\$ 754	\$ -	\$ 754
5.0/5.10	212 - 04 - Other Charges	Immunization Compliance - School Nurses – Second Assignment-Fringe Benefits	\$265,417 x .0765 (FICA)	\$ 20,304	\$ -	\$ 20,304
5.0/5.13	212 - 04 - Other Charges	Monitoring & School Counseling - Fringe Benefits	\$423,000 x .0765 (FICA)	\$ 32,360	\$ -	\$ 32,360

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS CONSOLIDATED BUDGET NARRATIVE

TITLE IV, PART A GRANT - STUDENT SUPPORT & ACADEMIC ENRICHMENT (SAES) GRANT

Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
5.0/5.14	212 - 04 Other Charges	Increase attendance & reduce truancy- 2nd Assignments (Fringe Benefits)	\$211,050 x .0765 (FICA)	\$ 16,145	\$ -	\$ 16,145
5.0/5.14	212 - 04 Other Charges	Improve School Dropout & Re-entry Programs - 2nd Assignment (Fringe Benefits)	\$10,500 x .0765 (FICA)	\$ 803	\$ -	\$ 803
5.0/5.19	212 - 04 - Other Charges	PBIS New Team Training - Substitute Coverage (Fringe Benefits)	\$24,480 x .0925 (.0765-FICA & .016-WC)	\$ 2,264	\$ -	\$ 2,264
5.0/5.19	212 - 04 - Other Charges	Tier 2 Check-In, Check-Out - Substitute Coverage (Fringe Benefits)	\$4,080 x .0925 (.0765-FICA & .016-WC)	\$ 377	\$ -	\$ 377
5.0/5.19	212 - 04 - Other Charges	MSDE/Sheppard Pratt Coaches Trainings - Substitute Coverage (Fringe Benefits)	\$3,060 x .0925 (.0765-FICA & .016-WC)	\$ 283	\$ -	\$ 283
5.0/5.19	212 -04 - Other Charges	PBIS Summer Conference - Participant workshop pay (Fringe Benefits)	\$7,000 x .0765 (FICA)	\$ 536	\$ -	\$ 536
5.0/5.19	212 - 04 - Other Charges	Restorative Practice Coordinator - 30 additional summer duty days (Fringe Benefits)	\$13,500 x .0765 (FICA)	\$ 1,033	\$ -	\$ 1,033
6.0/6.1	212-04-Other Charges	Micro-credentials Workshop - Substitute Coverage (Fringe Benefits)	\$120,000 x .0925 (.0765-FICA & .016-WC)	\$ 11,100	\$ -	\$ 11,100
6.0/6.1	212-04-Other Charges	Micro-credentials Workshop (After-School) - Facilitator Pay (Fringe Benefits)	\$1,000 x .0765 (FICA)	\$ 77	\$ -	\$ 77
6.0/6.1	212-04-Other Charges	Micro-credentials Workshop (After-School) - Participants Pay (Fringe Benefits)	\$7,000 x .0765 (FICA)	\$ 536	\$ -	\$ 536
6.0/6.1	212-04-Other Charges	Micro-credentials Workshop (Summer) - Participants Pay (Fringe Benefits)	\$26,250 x .0765 (FICA)	\$ 2,008	\$ -	\$ 2,008
6.0/6.2	212-04-Other Charges	Virtual Reality Workshop Training - Substitute Coverage	\$120,000 x .0925 (.0765-FICA & .016-WC)	\$ 11,100	\$ -	\$ 11,100
6.0/6.3	212-04-Other Charges	EdCamp Saturday Workshop (Online) - Facilitator Pay (Fringe Benefits)	\$250 x .0765 (FICA)	\$ 19	\$ -	\$ 19
6.0/6.5	212-04 - Other Charges	GenYes Instructors - Professional Development - Facilitator Pay (Fringe Benefits)	\$32,500 x .0765 (FICA)	\$ 2,486	\$ -	\$ 2,486
6.0/6.5	212-04-Other Charges	Minecraft Workshop (Afterschool) - Participant Pay (Fringe Benefits)	\$4,375 x .0765 (FICA)	\$ 335	\$ -	\$ 335

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS CONSOLIDATED BUDGET NARRATIVE

TITLE IV, PART A GRANT - STUDENT SUPPORT & ACADEMIC ENRICHMENT (SAES) GRANT

Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
6.0/6.5	212-04 - Other Charges	Minecraft Workshop (Afterschool) - Facilitator Pay (Fringe Benefits)	\$625 x .0765 (FICA)	\$ 48	\$ -	\$ 48
6.0/6.5	212-04 - Other Charges	CommonSense Educator Digital Institute - Substitute Coverage (Fringe Benefits)	\$3,000 x .0925 (.0765-FICA & .016-WC)	\$ 278	\$ -	\$ 278
Subtotal - Fixed Charges						\$ 124,935

CONTRACTED SERVICES

4.0/4.5	203-205/02 - 02 - Contracted Services	Technology Materials/Software Licenses (Elementary - Coder Z / Middle & High Schools - Solidworks)	Elementary Schools - Coder Z Platform - \$1,500 (100 students @ \$15/per student) Middle Schools - Solidworks Software Subscription - \$3,000 (3 subscriptions @ \$1,000/per subscription) High Schools - Solidworks Software Subscription - \$6,000 (6 subscriptions @ \$1,000/per subscription) (based on various vendor quotes)	\$ 10,500	\$ -	\$ 10,500
4.0/4.6	203 - 205 - 02/02 - Contracted Services	Turnitin Online Platform Application - Contracted Services	Turnitin Feedback Studio Full Suite for 2 years	\$ 97,858	\$ -	\$ 97,858
4.0/4.7	203-205-09/02 - Contracted Services	Restorative Justice Program Consultants	5 Consultants @ \$5,000 per consultant	\$ 25,000	\$ -	\$ 25,000
4.0/4.7	203-205-09/02 - Contracted Services	Restorative Justice Program - Facilities Usage - Contracted Services	Facilities Usage Fee - \$2,500	\$ 2,500	\$ -	\$ 2,500
4.0/4.12	203-205 - 02/02 - Contracted Services	AP Summer Institute	8 courses @ \$11,500/each course	\$ 92,000	\$ -	\$ 92,000
4.0/4.12	203-205 - 09/02 - Contracted Services	A Day with an AP Reader - Consultant Fee	5 workshops x \$4,500 (per workshop)	\$ 22,500	\$ -	\$ 22,500
4.0/4.12	203-205-09/02 - Contracted Services	Fall SAT Training - ELA & Math -3 hours/each	1 Consultant Training fee - \$12,500	\$ 12,500	\$ -	\$ 12,500
5.0/5.15	207 - 02 - Contracted Services	Solution Tree On-Site Professional Development - Professional Development Contract	\$10,000 (based on vendor quote)	\$ 10,000	\$ -	\$ 10,000
5.0/5.19	207 - 02 - Contracted Services	PBIS Summer Conferene - Robert Murphy (Facilitator) - Professional Development Contract	\$6,000 (based on estimated vendor quote)	\$ 6,000	\$ -	\$ 6,000

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS CONSOLIDATED BUDGET NARRATIVE

TITLE IV, PART A GRANT - STUDENT SUPPORT & ACADEMIC ENRICHMENT (SAES) GRANT

Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
5.0/5.19	207 - 02 - Contracted Services	Solution Tree On-Site Professional Development - Contracted Services	\$10,000 (based on estimated vendor quote)	\$ 10,000	\$ -	\$ 10,000
5.0/5.19	207 - 02 - Contracted Services	Solution Tree On-Site Professional Development - In-House Printing (printing of various course materials)	Based on estimated printing costs	\$ 2,145	\$ -	\$ 2,145
Subtotal - Contracted Services						\$ 291,003
SUPPLIES & MATERIALS						
4.0/4.5	203-205-02/03 - Supplies & Materials	Pocket Lab Air Sensors (Howard B. Owens Science Center)	20 teachers @ \$298/per sensor	\$ 5,960	\$ -	\$ 5,960
4.0/4.5	203-205-02/03 - Supplies & Materials	Pocket Air Lab Climate Research Materials	Based on vendor quote	\$ 2,682	\$ -	\$ 2,682
4.0/4.5	203-205/02 - 03 - Supplies & Materials	STEM CHAMPS Team Supplies (Elementary, Middle & High Schools) (Items to include but not be limited to - STEM kits, notebooks, backpacks, folders, pens, pencils, etc.)	Based on various vendor quotes	\$ 20,901	\$ -	\$ 20,901
4.0/4.7	203-205-02/03 - Supplies & Materials	Conflict and Compromise: Agents of Change Through Social Movement-Civil Activism Symposium (Classroom Supplies/Materials) (Items to include but not be limited to - pens, pencils, notebooks, glue, markers, etc.)	Based on various vendor quotes	\$ 5,370	\$ -	\$ 5,370
4.0/4.7	203-205-09/03- Supplies & Materials	Professional Development Materials - Conflict and Compromise: Agents of Change Through Social Movement (Items to include but not be limited to - Power banks, notebooks, etc.)	40 teachers x \$50 per teacher	\$ 2,000	\$ -	\$ 2,000
4.0/4.7	203-205-02/03 - Supplies & Materials	Youth Justice in America: Be a Change maker - textbooks	50 books @ \$47 each	\$ 2,350	\$ -	\$ 2,350
4.0/4.7	203-205-02/03 - Supplies & Materials	How to Start Something That Matters: It's Your World - textbooks	50 books @ 10.99 each	\$ 550	\$ -	\$ 550
4.0/4.7	203-205-02/03 - Supplies & Materials	If You Don't Like It, Change It: Activism for Teens	50 books @ 10.99 each	\$ 550	\$ -	\$ 550

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS CONSOLIDATED BUDGET NARRATIVE

TITLE IV, PART A GRANT - STUDENT SUPPORT & ACADEMIC ENRICHMENT (SAES) GRANT

Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
4.0/4.7	203-205-09/03 - Supplies & Materials	Restorative Justice Workshop Materials (Items to include but not be limited to - backpacks, Power banks, notebooks, folders, pens, binders, etc.)	\$150 (workshop materials) x 50 students	\$ 7,500	\$ -	\$ 7,500
4.0/4.12	203-205-02/03 - Supplies & Materials	AP Language & AP Literature - Classroom sets of novels to support instruction	Based on various vendor quotes	\$ 42,294	\$ -	\$ 42,294
5.0/5.6	207-03 - Supplies & Materials	Crisis Team's Toolkits (grief counseling materials and intervention tools)	6 kits @ \$80/per toolkit	\$ 480	\$ -	\$ 480
5.0/5.6	207-03 - Supplies & Materials	Crisis Team's Mobile Folding Cart (cart to transport materials)	6 carts @ \$30/per cart	\$ 180	\$ -	\$ 180
5.0/5.6	207-03 - Supplies & Materials	Crisis Team's Books (grief counseling books-various titles)	When Dinosaurs Die: A Guide to Understanding Death (Elementary) - 6 books @ \$9/per book	\$ 54	\$ -	\$ 54
5.0/5.6	207-03 - Supplies & Materials	Crisis Team's Books (grief counseling books-various titles)	Mourning Child Grief Support Group Curriculum: Middle Childhood Edition - 6 books @ \$35/per book	\$ 210	\$ -	\$ 210
5.0/5.6	207-03 - Supplies & Materials	Crisis Team's Books (grief counseling books-various titles)	Teens Together Grief Support Group Curriculum - 6 books @\$35/per book	\$ 210	\$ -	\$ 210
5.0/5.6	207-03 - Supplies & Materials	Crisis Team's Books (grief counseling books-various titles)	A Terrible Thing Happened - 6 books @ \$9/per book	\$ 54	\$ -	\$ 54
5.0/5.6	207-03 - Supplies & Materials	Second Step - Kindergarten-Grade 5 Bundle (research-based social-emotional program)	2 bundles @ \$2,359	\$ 4,718	\$ -	\$ 4,718
5.0/5.19	207 - 03 - Supplies & Materials	Solution Tree On-Site Professional Development - Materials for Training (misc.)	Folder Labels - 10 @ \$10.16/per item Binders - 50 @ \$5.79/per item Pocket Folder - 50 @ \$5.15/per item Tent Cards - 10 @ \$18.00/per item Sharpie Markers - 10 @ \$21.19/per item Ball Point Pens - 10 @ \$6.37/per item Sticky Pads - 10 @ \$18.00/per item Chart Paper Pads - 5 @ \$162.29	\$ 2,096	\$ -	\$ 2,096
6.0/6.1	203-205-02/03-Supplies & Materials	Micro-credentials Supplies (Various misc. supplies, but not limited to - magnetic computer stickers, banners)	Based on various vendor quotes	\$ 26,175	\$ -	\$ 26,175

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS CONSOLIDATED BUDGET NARRATIVE

TITLE IV, PART A GRANT - STUDENT SUPPORT & ACADEMIC ENRICHMENT (SAES) GRANT

Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
6.0/6.2	203-205-02/03 - Supplies & Materials	STEM/STEAM - Makerspace Supplies & Materials and Microcontroller Kits (Items to include but not be limited to - MaKey MaKey standard kits with alligator clips, USB Cable, connector wires, conductive copper tape, conductive items such as fruit, play-doh, assorted markers. wool roving, bubble wrap, etc.)	Estimated allocation based on various vendor quotes	\$ 116,744	\$ -	\$ 116,744
6.0/6.2	203-205-02/03 - Supplies & Materials	Virtual Reality Kits (Google Expenditure Virtual Reality) - Goggles	4 goggle kits (kit includes 20 goggles with case) @ \$6,500/per kit	\$ 26,000	\$ -	\$ 26,000
6.0/6.5	203-205-02/03 - Supplies & Materials	Minecraft Posters (district-wide challenge posters)	210 school posters @ \$7.50/per poster	\$ 1,575	\$ -	\$ 1,575
6.0/6.5	203-205-02/03 - Supplies & Materials	Minecraft Badging (earned levels for students throughout the program)	250 badging @ \$5.00/per badging	\$ 1,250	\$ -	\$ 1,250
Subtotal - Supplies & Materials						\$ 269,902
OTHER CHARGES						
5.0/5.6	207-04 - Other Charges	Psychological Association Conference - Registration Fees	1 participant (Mental Health Coordinator) @ \$600/per registration	\$ 600	\$ -	\$ 600
5.0/5.6	207-04 - Other Charges	Psychological Association Conference - Travel Arrangements	Hotel - 1 room @ \$300/per night x 4 nights = \$1,200 Airfare - 1 ticket @ \$460=\$460 Travel Pier Diem - 5 days @ \$36/per day=\$180 Misc. Expenses - 1 person @ \$70=\$70	\$ 1,910	\$ -	\$ 1,910
5.0/5.10	208-04 - Other Charges	National Association of School Nurses Conference - Registration Fees	5 staff members @ \$525/per person	\$ 2,625	\$ -	\$ 2,625
5.0/5.10	208-04 - Other Charges	National Association of School Nurses Conference - Travel Arrangements	Hotel - 5 staff members x 4 nights @ \$275/per night=\$5,500 Airfare - 5 staff members @ \$502/per person=\$2,510 (estimated) Misc. Expenses - Meals/Parking, etc. - 5 staff members @ \$280/per person=\$1,400 (estimated)	\$ 9,410	\$ -	\$ 9,410

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS CONSOLIDATED BUDGET NARRATIVE

TITLE IV, PART A GRANT - STUDENT SUPPORT & ACADEMIC ENRICHMENT (SAES) GRANT

Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
5.0/5.10	207 - 04 - Other Charges	2020 Urban School Wellness Coalition Conference - Registration Fees	4 staff members x \$500 per person for registration (based on 2019 registration rates)	\$ 2,000	\$ -	\$ 2,000
5.0/5.10	207 - 04 - Other Charges	2020 Urban School Wellness Coalition Conference - Non-Local Travel (Hotel, Transportation, Misc. Expenses (Meals, parking, etc.))	Hotel - 4 staff members x 3 nights @ \$250/per night =\$3,000 Airfare - 4 staff members @ \$1,076/per person=\$4,304 (estimated; conference location TBD) Misc. Expenses - Meals/Parking, etc. - 4 staff members @ \$125/per person=\$500 (estimated)	\$ 7,805	\$ -	\$ 7,805
5.0/5.11	207 - 04 - Other Charges	International Bullying Prevention Association Conferenccce - Registration Fees	2 staff members @ \$400/per person	\$ 800	\$ -	\$ 800
5.0/5.11	207 - 04 - Other Charges	International Bullying Prevention Association Conferenccce - Travel Arrangements	Hotel - 2 staff members @ \$300/per night x 5 nights=\$3,000 Airfare - 2 staff members @ \$400/per person=\$800 Misc. Expenses/Pier Diem - 2 staff members @ \$500/per person=\$1,000	\$ 4,800	\$ -	\$ 4,800
5.0/5.15	207 - 04 Other Charges	Multi-tiered System of Support - Response to Intervention (MTSS/RTI) Conferene - Registration Fees	3 staff members @ \$375/ per person	\$ 1,125	\$ -	\$ 1,125
5.0/5.15	207 - 04 - Other Charges	Multi-tiered System of Support - Response to Intervention (MTSS/RTI) Conferene - Travel Arrangements	Hotel - 3 rooms @ \$300/per night x 3 nights=\$2,700 Airfare - 3 staff members @ \$500/per person=\$1,500 Misc. Expenses (meals/parking/etc.) - 3 staff members @ \$280/per person=\$840	\$ 5,040	\$ -	\$ 5,040
5.0/5.19	207 - 04 - Other Charges	APBS Conferene - Registration Fees	5 staff members @ \$400/per person	\$ 2,000	\$ -	\$ 2,000
5.0/5.19	207 - 04 - Other Charges	APBS Conferene - Travel Arrangements	Hotel - 5 rooms x \$300/per night x 4 nights Airfare - 5 staff members @ \$400/per person Misc. Expenses (parking/meals/etc.) - 5 staff members @ \$180/per person	\$ 8,900	\$ -	\$ 8,900
5.0/5.19	207 - 04 - Other Charges	The Summit on PLC @ Work Conference - Registration Fees	5 staff members @ \$800/per person	\$ 4,000	\$ -	\$ 4,000

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS CONSOLIDATED BUDGET NARRATIVE

TITLE IV, PART A GRANT - STUDENT SUPPORT & ACADEMIC ENRICHMENT (SAES) GRANT

Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
5.0/5.19	207 - 04 - Other Charges	The Summit on PLC @ Work Conference - Travel Arrangements	Hotel - 5 rooms x \$300/per night x 3 nights Airfare - 5 staff members @ \$400/per person Misc. Expenses (parking/meals/etc.) - 5 staff members @ \$153/per person	\$ 7,265	\$ -	\$ 7,265
6.0/6.1	203-205-09/04-Other Charges	Powering Up with Technology Conference - Registration Fees	100 teachers @ \$20/per registration	\$ 2,000	\$ -	\$ 2,000
6.0/6.3	203-205-09/04 - Other Charges	Google Certified Educator Level I, II, & Google Trainer Exam Vouchers - Registration Fees	Trainer Vouchers - 25 Trainer Voucher @ \$15/per voucher; Level I vouchers - 100 vouchers @ \$10/per voucher; Level II vouchers - 50 vouchers @ \$25/per voucher	\$ 2,625	\$ -	\$ 2,625
6.0/6.3	203-205-02/04-Other Charges	NearPod (online learning module for teachers/students to collaborate) - Online subscription	50 subscriptions @ \$349/per subscription	\$ 17,450	\$ -	\$ 17,450
6.0/6.3	203-205-02/04-Other Charges	Pear Deck (Math creative learning tool)	100 subscriptions @ \$150/per subscription	\$ 15,000	\$ -	\$ 15,000
6.0/6.3	203-205-02/04-Other Charges	SeeSaw (collaborative tool for any content subject)	100 subscriptions @ 100/per subscription	\$ 10,000	\$ -	\$ 10,000
6.0/6.3	203-205-02/04-Other Charges	Book Creator (tool to allow students to write their own books)	150 subscriptions @ \$120/per subscription	\$ 18,000	\$ -	\$ 18,000
6.0/6.3	203-205-02/04-Other Charges	Screencastify (video portal for teaching)	250 subscriptions @ \$24/per subscription	\$ 6,000	\$ -	\$ 6,000
Subtotal - Other Charges						\$ 129,355
NON-PUBLIC TRANSFERS						
5.0	203-205-07/08 - Transfers	Equitable Services to students in private (non-public) schools	See Section 7.0 - Calculation Information	\$ 154,239	\$ -	\$ 154,239
Subtotal - Non-Public Transfers						\$ 154,239
Total Costs						\$ 2,545,123
Total - Administrative Cost (201-23/02 - Contracted Services)						\$ 21,337
Indirect Costs (201-22/08 - Transfers)						\$ 98,833
Title IV, Part A Grand Total Requested						\$ 2,665,293

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

ORIGINAL GRANT BUDGET	2,665,293	AMENDED BUDGET#		REQUEST DATE	11/15/19
GRANT NAME	Title IV, A Student Support & Academic Enrichment (SAES) Grant	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT#		RECIPIENT GRANT #	7010		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Prince George's County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	July 1, 2019	June 30, 2021	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support						98,833.00	98,833.00
Prog. 23 Centralized Support		21,337.00					21,337.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.		200,358.00	252,400.00	66,450.00			519,208.00
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 07 Non Public Transfers						154,239.00	154,239.00
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	482,250.00	62,500.00	9,500.00	4,625.00			558,875.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
207 Student Personnel Serv.	828,022.00	28,145.00	8,002.00	48,245.00			910,414.00
208 Student Health Services	265,417.00			12,035.00			277,452.00
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				124,935.00			124,935.00
214 Community Services							
216 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	1,575,689.00	312,340.00	269,901.00	254,290.00	0.00	253,072.00	2,665,293.00

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Finance Official Approval	Michael Herbstman, Chief Financial Officer	<i>Michael Herbstman</i>	11/8/19	301-952-6099
Supt./Agency Head Approval	Monica E. Goldson, Ed.D., Chief Executive Officer	<i>Monica E. Goldson</i>	11/11/19	301-952-6008
MSDE Grant Manager Approval	Lynne Muller, Ph.D., Section Chief, Student Services, Specialist School Counseling			410-767-3384

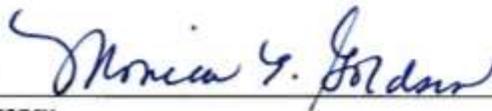
RECIPIENT ASSURANCES

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 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.

Monica E. Goldson, Ed.D., Chief Executive Officer



11/11/15
Date

Superintendent of Schools or Head of Grantee Agency

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APPENDIX H: EQUITABLE SERVICES TO PRIVATE SCHOOLS UNDER ESSA SECTION



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS • www.pgcps.org

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Appendix H: Equitable Services to Private Schools Under ESSA Section

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: 21st 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: Prince George's County Public Schools		EQUITABLE SERVICES TABLE				
Participating Private School Name and Address	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
<i>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. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</i>	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Staff	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Students
Example: Archbishop Nealle School 104 Port Tobacco Road La Plata, MD 20646	6	0	27	0	36	0
Al-Huda School 5301 Edgewood Road College Park, MD 20740	2		50	6	546	
Bishop McNamara 6800 Marlboro Pike Forestville, MD 20747			140		850	
DeMatha Catholic HS 4318 Madison Street Hyattsville, MD 20781			114		847	
Elizabeth Seton High School 57515 Emerson Street Bladensburg, MD 20710			90			
Excellence Christian School 9010 Frank Tippet Road Upper Marlboro, MD 20772			30			
Foundation School 1330 McCormick Drive Largo, MD 20774			134		105	
From the Heart Christian School 4949 Allentown Road Camp Springs, MD 20746			37		203	
George E. Peters Adventist School 6303 Riggs Road Adelphi, MD 20783	2		15		143	
Grace Brethren Christian School 6501 Surratts Road Clinton, MD 20735					508	
Highland Park Christian Academy 6801 Sheriff Road Landover, MD 20785			30			

Local School System: Prince George's County Public Schools		EQUITABLE SERVICES TABLE				
Participating Private School Name and Address	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
<i>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. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</i>	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Staff	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Students
Holy Family Catholic School 2200 Callaway Street Hillcrest Heights, MD 20748	15		16		111	
Holy Redeemer 4902 Berwyn Road College Park, MD 20740	14		22	14	232	
Holy Trinity Episcopal Day School 11902 Daisy Lane Glenn Dale, MD 20769			77		448	
Lanham Christian School 8400 Good Luck Road Lanham, MD 20706			50		195	
NASA Goddard CDC 8800 Greenbelt Road Greenbelt, MD 20771			2			
National Christian Academy 6700 Bock Road Fort Washington, MD 20744					213	
New Hope Academy 7009 Varnum Street Landover Hills, MD 20784			40	4	175	
Reid Temple Christian Academy 11400 Glenn Dale Boulevard Glenn Dale, MD 20769			51		228	
Riverdale Baptist School 1133 Largo Road Upper Marlboro, MD 20774			44			
St. Ambrose School 6310 Jason Street Cheverly, MD 20785	17		26		212	
St. Columba School 7800 Livingston Road Oxon Hill, MD 20745	15		22	15	165	
St. Jerome Academy 5207 42nd Place Hyattsville, MD 20781			30	27	274	

Local School System: Prince George's County Public Schools		EQUITABLE SERVICES TABLE				
Participating Private School Name and Address	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
<i>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. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</i>	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Staff	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Students
St. John the Evangelist School 8912 Old Branch Avenue Clinton, MD 20735	1		25	19	220	
St. Joseph's Regional Catholic School 11011 Montgomery Road Beltsville, MD 20705	2		25	33	196	
St. Mary's Catholic School 7207 Annapolis Road Landover Hills, MD 20784	12		20	49	213	
St. Mary's of the Assumption 4610 Largo Road Upper Marlboro, MD 20772			34		205	
St. Mary of the Mills 106 St. Marys Place Laurel, MD 20707			48		274	
St. Mary's School of Piscataway 13407 Piscataway Road Clinton, MD 20735			28		134	
St. Matthias the Apostle School 9473 Annapolis Road Lanham, MD 20706	29		18	41	165	
St Matthew's UME Ed Center 14900 Annapolis Road Bowie, MD 20715			44			
St. Philip the Apostle Catholic School 5414 Henderson Way Camp Springs, MD 20746	5		30		155	
St. Pius X Regional School 14710 Annapolis Road Bowie, MD 20715			50		496	
St. Vincent Pallotti High School 113 St. Marys Place Laurel, MD 20707			70		445	
Total Allocation:	548,095	\$0	\$238,389	\$23,606	\$154,347.78	NA

TITLE I, PART DOCUMENTATION

CONSULTATION TIMELINE

Attachment 1.a

Consultation Timeline for Title I, Part A

Prior to the start of a new program year, Prince George's County Public Schools Title I Department reviewed the consultation topics that were required in preparation for designing and implementing the Equitable Services Program for the upcoming year. On June 20, 2019, the following consultation topics were discussed and presented to private school officials in order to provide an opportunity to verify timely and meaningful consultation occurred prior to July 1, 2019. Below is the list of consultation topics that were discussed and agreed upon prior to the onset of the new academic year.

- How the children's needs will be identified (March, April and May 2019);
- What services will be offered (March, April, May and June 2019);
- How, where, and by whom the services will be provided; (September April, May and June 2019)
- How the services will be academically assessed and how the results of that assessment will be used to improve those services (June 2019);
- 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 is allocated for such services, and how that proportion/ amount of funds is determined (March, April, May and June 2019);
- 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; (February and March 2019);
- How and when an 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; (September 2018)
- How, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor; (January 2019)
- Whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor; (September 2018)
- Whether to provide equitable services to eligible private school children by (March, April, May, and June 2019)
 - (i) Creating a pool or pools of funds with all of the funds allocated under subsection (a) (4) (A) based on the children from low-income families in a participating school attendance area who attend private schools;
 - (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
- When, including the approximate time of day, services will be provided; and (March, April, May, and June 2019)
- Whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs. (March, April, May and June 2019)

Attachment 1.b

**Consultation Timeline for Title I, Part A
Finalized Consultation Timeline for School Year 20**

ESSA & Title I Department
John Carroll Building
1400 Nalley Terrace, Room 10
Landover, Maryland 20785

Consultation meeting dates for Equitable Services
School Year 2019-2020

Scheduled Meeting Time
10:00a.m. to 12:00p.m.

Thursday, June 20, 2019
(End of Year Consultation meeting SY2018-2019)

Thursday, July 18, 2019
(First Consultation meeting for SY2019-2020)

Thursday, August 15, 2019

Thursday, September 19, 2019

Thursday, October 17, 2019

Thursday, November 21, 2019

Thursday, December 19, 2019

Thursday, January 16, 2020

Thursday, February 20, 2020

Thursday, March 19, 2020

Thursday, April 23, 2020

Thursday, May 21, 2020

Thursday, June 18, 2020
(End of Year Consultation meeting for SY19-20)

Final 6/14/19

Attachment 2

**Signed Affirmation of Consultation
for Title I, Part A**

During the consultation meeting held on June 20, 2019, the Local School System (LSS/LEA) Affirmation of Consultation was presented to all private school officials. Title I Staff contacted and provided the meeting overview for private school officials that were not present at the meeting.

During the consultation meeting, Private School officials were provided an opportunity to discuss and indicate the belief that timely and meaningful consultation either did or did not occur.

The attachments (2.a - 2.c) demonstrate evidence that topics for Title I Equitable Services were deemed timely and meaningful by all private officials that participate in Title I Equitable Services.

It should be noted that Mr. Brian Radziwell is the appointed representative for all participating Archdiocese of Washington schools as indicated on attachment 2.a.1.



TITLE I OFFICE
John Carroll Office Building
1400 Nalley Terrace, Room 10
Landover, MD 20785

**LEA Affirmation of Consultation with Private Schools
School Year 2019-2020**

The following are the required Consultation topics for Title I Equitable Services. The dates indicated meetings that the topics were discussed prior to implementing equitable services for School 2019-2020:

- How the children's needs will be identified (March, April and May 2019);
- What services will be offered (March, April, May and June 2019);
- How, where, and by whom the services will be provided; (September April, May and June 2019)
- How the services will be academically assessed and how the results of that assessment will be used to improve those services (June 2019);
- 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 is allocated for such services, and how that proportion/ amount of funds is determined (March, April, May and June 2019);
- 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; (February and March 2019);
- How and when an 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; (September 2018)
- How, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor; (January 2019)
- Whether the agency shall provide services directly or through separate government agency, consortium, entity, or third-party contractor; (September 2018)
- Whether to provide equitable services to eligible private school children by: (March, April, May, and June, 2019)
 - (i) Creating a pool or pools of funds with all of the funds allocated under subsection (a) (4) (A) based on the children from low income families in a participating school attendance area who attend private schools;
 - (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
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Please see note below
 This is to affirm that timely and meaningful consultation did occur for SY20
 This is to affirm the belief that timely and meaningful consultation did not occur for SY20

Print Name Brian Radziwill
 Signature B. Radziwill
 Date 8/5/2019
 Name of LSS (LEA) Prince George's
 Name of Private School(s) Archdiocese of Washington Catholic Schools

Consultation occurred regularly but there have been disagreements + decisions made by PGCPS that we did not agree with, including 1) the decision to switch to a free only method for counting low-income children to the detriment of our allocation + services for our students, and 2) insisting on 2 hours of services per content area per week (which is 4 hours for students eligible in both Math + Reading), despite the majority of school leaders requesting services remain at 1 hour per subject area (2 hours services max per week).

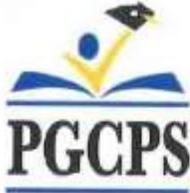


TITLE I OFFICE
John Carroll Office Building
1400 Nalley Terrace, Room 10
Landover, MD 20785

LEA Affirmation of Consultation with Private Schools
School Year 2019-2020

ADW schools

- St. Ambrose
- St. Columba
- St. Jerome
- St. John
- St. Joseph
- St. Mary of Assumption
- St. Mary of Mills
- St. Mary of Piscataway
- St. Mary of Landover Hills
- St. Matthias
- St. Philip
- St. Pius
- Holy Family



TITLE I OFFICE
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Landover, MD 20785

LEA Affirmation of Consultation with Private Schools
School Year 2019-2020

The following are the required Consultation topics for Title I Equitable Services. The dates indicated meetings that the topics were discussed prior to implementing equitable services for School 2019-2020:

- How the children's needs will be identified (March, April and May 2019);
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 This is to affirm that timely and meaningful consultation did occur for SY20
 This is to affirm the belief that timely and meaningful consultation did not occur for SY20

Print Name Shanel Marchany
Signature
Date 7/16/2019
Name of LSS (LEA) _____
Name of Private School(s) George E. Peters Adventist School



TITLE I OFFICE
John Carroll Office Building
1400 Nalley Terrace, Room 10
Landover, MD 20785

LEA Affirmation of Consultation with Private Schools
School Year 2019-2020

The following are the required Consultation topics for Title I Equitable Services. The dates indicated meetings that the topics were discussed prior to implementing equitable services for School 2019-2020:

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- How and when an 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; (September 2018)
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 - (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
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This is to affirm that timely and meaningful consultation did occur for SY20
 This is to affirm the belief that timely and meaningful consultation did not occur for SY20

Print Name Haroon Bagai
Signature [Signature]
Date 6-21-2019
Name of LSS (LEA) _____
Name of Private School(s) Al-Huda School

Attachment 3

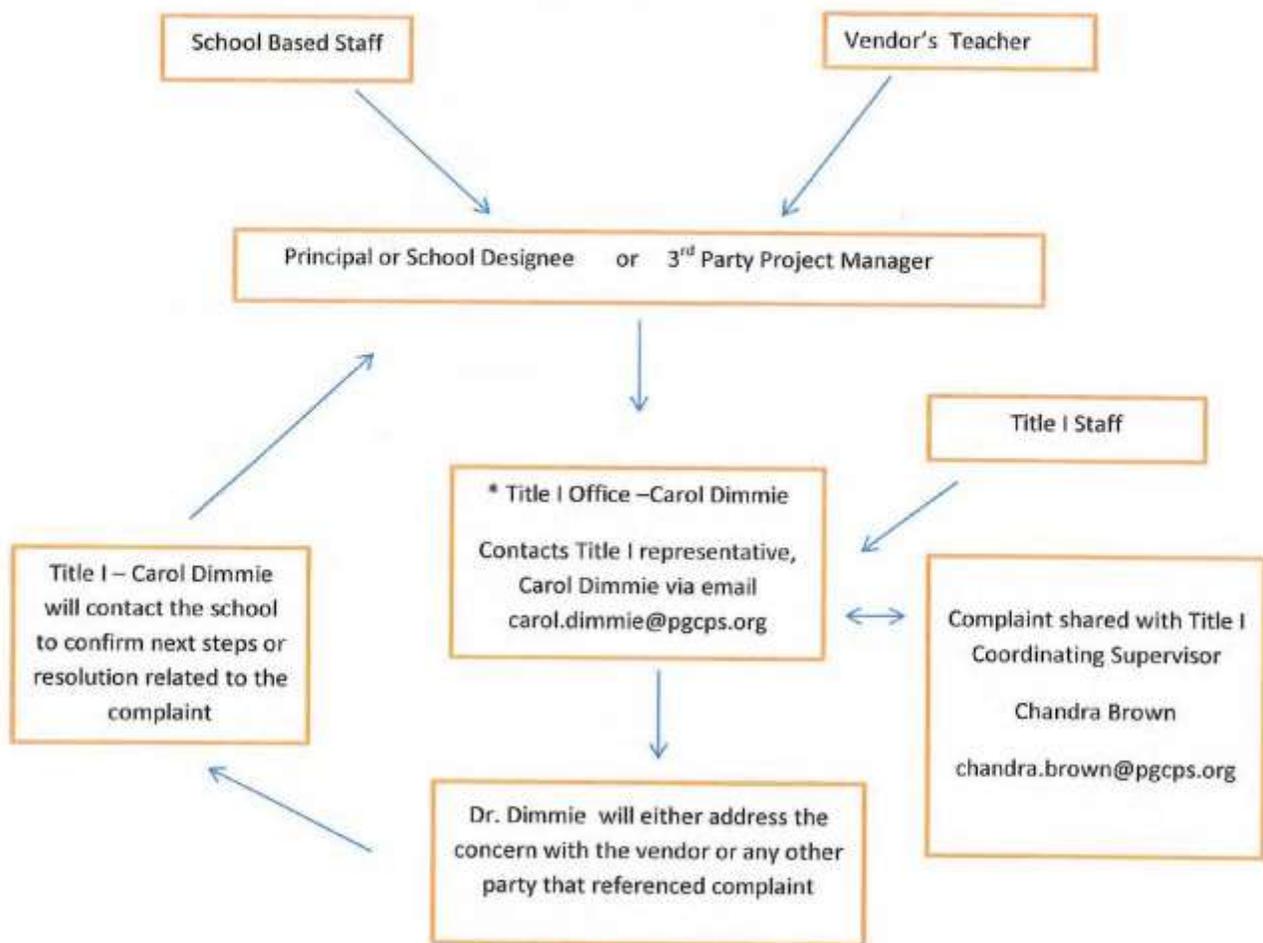
**Complaint procedures/dispute resolution process
for Title I, Part A**

Twice during the program year (January and July), the Title I Staff present the complaint procedures and dispute resolution process to all private school officials during regularly scheduled consultation meetings. This practice is in place to ensure that appropriate Equitable Services are provided to benefit the private school students, teachers, and families. Private school officials and Title I staff consult on how complaints and disputes can be resolved at various levels. Private School officials are notified of the ESEA Equitable Services requirement for the State Educational Agency to designate an Ombudsman. Attached are the finalized dispute procedure as of 8/20/19 and the information that was provided to all private school officials.



First Level Concern Procedures

To ensure effective communication among all stakeholders, this flow chart identifies the action that should take place once a concern has been identified. As a reminder, all correspondence should be originated or followed up in writing to provide the LSS an opportunity to respond and address concerns in a timely manner.



***Note: All concerns expressed will be acknowledged within 2 business days**

ESSA and Title I Department
Prince George's County Public Schools

Updated 8/20/19



Second Level Concern Procedures

Please ensure that the first level concern procedures has been done prior to the following the steps below.

1. If resolution is not to the satisfaction of the stakeholder within the first level, the stakeholder is to bring it to the attention of the Coordinating Supervisor, Chandra Brown (Chandra.brown@pgcps.org)
2. After that, the Director, Dr. Tracey J. Adesegun (adesegun@pgcps.org) shall be the next level to direct the complaint prior to moving to the next level within PGCPs.
3. If by any means, the resolution is not to the satisfaction, then please call Constituent Services at 301-808-8315 to document an official concern.
4. Lastly, if needed, Equitable Services State Ombudsman, Barbara Scherr (Barbara.scherr@maryland.gov) will be the next level with reaching a resolution.

Updated 8/20/19

**Maryland State Department of Education
Appeal and Complaint Resolution Procedures
34 CFR 299.10 to 299.12**

I. Authority to Resolve Appeals and Complaints About How Certain Federal Programs Are Operated

The Maryland State Department of Education (MSDE), pursuant to 34 CFR sections 299.10 to 299.12, has the authority to hear appeals and complaints concerning how certain covered federal programs are operated.

II. Covered Federal Programs

The covered Federal Programs are:

1. Title I, Part A (Improving Basic Programs Operated by Local Education Agencies)
2. Title I, Part C (Migrant Education)
3. Title I, Part D (Children and Youth Who Are Neglected, Delinquent, or At-Risk of Dropping Out)
4. Title IIA: Improving Teacher Quality State Grants
5. Title IIB: Mathematics and Science Partnerships
6. Title III: Language Instruction for Limited English Proficient and Immigrant Students

III. Appeals to MSDE about Final Decisions Issued By local education agency (LEA) or Consortium of Agencies

1. An organization, including a private school, or an individual, may file a written complaint with an LEA or a consortium of agencies asserting violation(s) of federal laws or regulations that apply to the covered programs.
2. The LEA or consortium will issue a final written decision according to its local procedures.
3. Within thirty days of receiving the decision of an LEA or consortium, the organization or individual may file an appeal with MSDE.
4. MSDE will resolve the appeal following the procedures set forth in Section V below.

IV. Complaints Filed Directly With MSDE

1. Organizations or individuals may file a written complaint directly with MSDE alleging that MSDE, a local education agency (LEA), or a consortium of agencies is violating a Federal statute or regulation that applies to any of the covered programs listed in Section II.
2. If the complaint is about violations of law or regulation by an LEA or consortium, the complainant should make every effort to resolve the complaint through the local written complaint procedures before filing a complaint with MSDE.

3. Complaints must be in writing and contain the following information:
 - a. A statement that MSDE, the LEA, or a consortium of agencies has violated a requirement of a federal statute or regulation that concerns a covered program;
 - b. The specific requirement of law or regulation allegedly violated; and
 - c. The facts on which the statement is based.
4. The complaint must be signed and dated by the complainant.
5. Complaints must be filed with the Maryland State Superintendent of Schools, Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, MD 21201.

V. How MSDE Will Resolve Appeals and Complaints

1. MSDE will send a written confirmation that it has received the appeal or complaint to the complainant within 10 business days of receipt of the appeal or complaint. This notification may also include a request for additional information from the complainant and a response to the appeal or complaint from the Covered Program.
2. MSDE may conduct an investigation to determine the merits of the complaint. That investigation may be conducted on-site, if MSDE determines that to be necessary.
3. MSDE will determine whether it can decide the matter on the record before it or whether it will convene a meeting of the necessary parties to hear argument.
4. MSDE will make a final decision regarding the complaint or appeal within 60 days of the date it receives the appeal or complaint, except under exceptional circumstances that warrant an extension. In such case, MSDE will notify the complainant and the Covered Program that an extension of time is necessary and explain the reason why. The final decision will include a summary of findings and the nature of corrective action, if any, to be taken including applicable timelines.
5. A complainant may appeal MSDE's final decision to the Secretary of the U.S. Department of Education within 30 days of receipt of the final decision. The appeal shall include a copy of MSDE's final decision and a complete statement of the reasons for the appeal.

TITLE II, III, and IV, PART A - COMPLIANT RESOLUTION PROCEDURE



**COMPLAINT RESOLUTION PROCEDURES FOR ELEMENTARY AND SECONDARY EDUCATION
UNDER THE EVERY STUDENT SUCCEEDS ACT (ESSA)**

The first core value of Prince George’s County Public Schools (PGCPS) is “students are our priority”. PGCPS believes that realizing its strategic goal of “*Outstanding Academic Achievement for All Students*” requires shared responsibility, accountability, transparency, and partnerships. In upholding these principles, PGCPS recognizes that there will be times when an individual may need to make an inquiry of PGCPS employees, raise a concern, or file a formal complaint.

It is the practice of PGCPS to review concerns and complaints in a collaborative and timely manner. The efficient and courteous servicing of constituent concerns is a critical component to maintain transparency, promote systemic improvement, inform constituents, and support the needs of the students and the school district. When complaints occur, PGCPS encourages individuals to seek informal resolution initially at the administrative level most closely responsible for the issue. To facilitate this process, PGCPS provides a step-by-step guide to addressing complaints and concerns.

The PGCPS Guide to Addressing Concerns provides a process to address inquiries, problems, issues, complaints and concerns for resolution and to facilitate continuous systemic improvement. The Guide may be found on the web at <https://www1.pgcps.org/guide-to-addressing-concerns/>.

For additional information about complain procedures for ESSA, contact the office or administrator listed below for the specific program of question.

PROGRAMS	CONTACT	TELEPHONE NUMBER
Title I, Part A <i>Improving Basic Programs</i>	Division of Accountability <i>Department of ESSA & Title I</i>	Dr. Tracey Adesegun 301-618-8390
Title II, Part A <i>Systems of Support For Excellent Teaching And Leading</i>	Division of Academics <i>Department of Academic Programs</i>	Dr. Judith White Mr. Clarence Parker 301-808-8240
Title III, Part A <i>English Language Acquisition, Language Enhancement, And Academic Achievement</i>	Division of Academics <i>Department of Academic Programs Office of English Language Learners</i>	Dr. Judith White Dr. Melissa Kanney 301-445-8450
Title IV <i>Student Support and Academic Achievement</i>	Division of Special Education & Student Services <i>Department of Student Services</i>	Dr. Gwendolyn Mason Ms. Denise Ross 301-567-8670



TITLE II, PART A CONSULTATION TIMELINE

January – February: PGCPS will meet individually with each non-public school who had qualifying students to determine their needs for the following school year.

March: Prince George's County Public Schools sends an Intent to Participate form to each non-public school listed on the MSDE website.

April: Prince George's County Public Schools invites all who returned the Intent to Participate form to an Initial Consultation Meeting.

May – June: PGCPS will work with the schools to refine their needs assessment from January – February.

May: Prince George's County Public Schools holds an Initial Consultation Meeting jointly with Titles I – IV.

July: Non-public schools' needs assessments will be finalized and funds will be allocated in the grant.

August: Title II will contact non-public schools who expressed an interest in participating in Title II to inform them of their school's allocation and provide them with a copy of the Title II application for completion.

September: Title II will communicate to non-public schools how much funding is remaining from the prior year grant and offer schools access to funding on a first come, first serve basis.

October: Non-public schools submit their Title II applications for review and approval.

November: Prince George's County Public Schools holds a Consultation Meeting jointly with Titles I – IV for participating non-public schools.



TITLE III, PART A - CONSULTATION TIMELINE

April: Prince George's County Public Schools sends an Intent to Participate form to each non-public school listed on the MSDE website.

April: Prince George's County Public Schools invites all who returned the Intent to Participate form to an Initial Consultation Meeting.

May: Prince George's County Public Schools holds an Initial Consultation Meeting jointly with Titles I – IV.

September: Title III contacts non-public schools who expressed an interest in participating in Title III to ensure they have what they need to administer the ELPA (English Language Proficiency Assessment) to their students whose HLS (Home Language Survey) makes them eligible for testing.

October: Non-public schools submit their test results.

November: PGCPS submits the names and information for students who qualify for ESOL services to MSDE.

January – February: PGCPS will meet individually with each non-public school who had qualifying students to determine their needs for the following school year.

May – June: PGCPS will communicate to non-public schools how much funding they are allowed and work with the schools to refine their needs assessment from January – February.

July: Non-public schools' needs assessments will be finalized and funds will be allocated in the grant.



TITLE IV, PART A - CONSULTATION TIMELINE

April - Prince George's County Public Schools sends an Intent to Participate form to each non-public school listed on the MSDE website.

April - Prince George's County Public Schools invites all who returned the Intent to Participate form to an Initial Consultation Meeting.

May - Prince George's County Public Schools holds an Initial Consultation Meeting jointly with Titles I - IV.

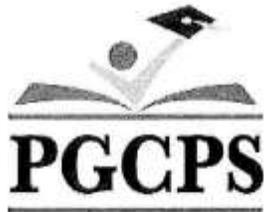
September/October - Title IV contacts non-public schools who expressed an interest in participating in Title IV to inform them of their school's allocation and process for submitting a proposed plan based on a Needs Assessment. This contact is via an email which contains a template for the proposed plan, a list of allowable activities, and a copy of the Title IV, Part A Non-Regulatory Guidance.

October - Title IV conducts a webinar in order to provide TA to those schools that did not attend the May Consultation meeting. Non-public schools submit their proposed plan (including needs assessment, activities, intended outcomes, and a description of the expenses) for approval.

November - Non-public schools' proposed plans will be reviewed and approved. In some cases, clarification may be requested.

December/January - Non-public schools' funds will be loaded to support their approved activities/strategies.

September – June - PGCPS will communicate with non-public schools on a regular basis via email and/or phone to provide TA.



Prince George's County Public Schools

Non-Public Schools Participation in Federally Funded Programs Consultations

May 28, 2019

9:30 a.m. – 11:30 a.m.

John Carroll Building

1400 Nalley Terrace
Landover, MD 20785

AGENDA

9:30 a.m. – 9:45 a.m.	Welcome/Overview – Dianne Yohe
9:45 a.m. – 10:00 a.m.	Complaint Procedures for Every Student Succeeds Act (ESSA) – Dianne Yohe
10:00 a.m. – 11:15 a.m.	What Services Does Each Program Provide? Title II, Part A - Preparing, Training and Recruiting High Quality Teachers, Principals and other school leaders Cecile Kahan and Clarence Parker Title III, Part A – Language Instruction for Limited English Proficient Dianne Yohe Title IV, Part A – Student Support and Academic Enrichment Denise Ross Title I, Part A - Improving Academic Achievement of Disadvantaged Students – Basic Programs Aiesha Stover
11:15 a.m. – 11:30 a.m.	Questions and Answers

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
PARTICIPANT SIGN-IN SHEET

A separate form must be completed for each day of each workshop.

Date of Workshop: May 28, 2019 Time of Workshop: FROM 9:30 a.m. - 11:30 a.m.

Title of Workshop: Affirmation of Consultation (Titles I, IIA, IIIA and IV)

Workshop Coordinators: Dianne Yohe, Aesha Stover, Denise Ross and Cecile Kahan, Clarence Parker, Chandra Brown

Participant Name <i>Please Print</i>	School	Signature
Diane Yohe	ESOL Title III	Diane Yohe
Danielle Curtis	GFMO Office	Danielle Curtis
Mauveen McCart	De Matha	Mauveen McCart
Kathy Weslowski	St. Mary's Piscataway	Kathy Weslowski
Mauveen Murphy	Holy Redeemer	Mc. Murphy
Shindana Crawford	Holy Redeemer	Shindana Crawford
Ebonye Young	Foundation School	Ebonye Young
Aesha Stover	Title I	Aesha Stover
Carol Dimmie	Title I	Carol G. Dimmie
Cabria Johnson	New Hope Academy	Cabria Johnson
Denise Ross	student Services	Denise Ross
Donnette Dicus	Reid Temple Christian Academy	Donnette Dicus
Ginger King	Reid Temple Christian Academy	Ginger King
Janine Bertolotti	St Joseph's Regional Center	Janine Bertolotti
Kelli Kungert	The Foundation Schools	Kelli Kungert
Rebecca Stewart	Open Arms CCDC	Rebecca Stewart
Clarence Parker	Title II	Clarence Parker
Dr. Susie Long	FTHCS	Dr. Susie Long

TITLE PROGRAMS, PART A - AFFIRMATION OF CONSULTATION

Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation In Federally Funded Grants

Please complete this form and either scan/email or fax by **April 15, 2019** to:
Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

- YES, we are interested in participating in one or more federal programs listed below.
 NO, we will **NOT** participate in any of the federal programs listed below.
 I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
 Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
 Title III, Part A: Language Instruction for Limited English Proficient
 Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School St. Vincent Pallotti High School

Address 118 St. Marys Place, Laurel MD 20707

Contact Person Elizabeth Curran

Telephone Number (301) 725-3228 (x2214)

Email Address ecurran@pallottihs.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 70

Number of Students in Grades K through 12, as of September 1, 2018 445

Number of Students in Grade Pre-K, as of September 1, 2018 0

Signature of Authorized Non-Public School Official [Signature] Date April 5, 2019

Prince George's County Public Schools
Non-Public Schools Response Form
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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School The Foundation School

Address 1330 McCormick Drive Largo, MD 20774

Contact Person Kelli Kunert

Telephone Number 301-881-0078 x105

Email Address kkunert@foundationschools.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 134

Number of Students in Grades K through 12, as of September 1, 2018 105

Number of Students in Grade Pre-K, as of September 1, 2018 0

Signature of Authorized Non-Public School Official Kelli Q. Kunert Date 4.25.19

Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will **NOT** participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
 Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
 Title III, Part A: Language Instruction for Limited English Proficient
 Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School St Philip the Apostle

Address 5414 Henderson Way

Contact Person Stephen O'Shaughnessy

Telephone Number 301 423 4740

Email Address principal@stphilipthepostbmd.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 30

Number of Students in Grades K through 12, as of September 1, 2018 155

Number of Students in Grade Pre-K, as of September 1, 2018 36

Signature of Authorized Non-Public School Official [Signature] Date 4/9/19

**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

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Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Academy of St. Matthias the Apostle

Address 9473 Annapolis Rd.

Contact Person Mrs. Julie Kelly

Telephone Number 301-577-9412

Email Address jkelly@stmatthias.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 18

Number of Students in Grades K through 12, as of September 1, 2018 165

Number of Students in Grade Pre-K, as of September 1, 2018 20

Signature of Authorized Non-Public School Official Patricia Kelly Date 4-5-2019

Prince George's County Public Schools
Non-Public Schools Response Form
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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School St. Mary of the Mills

Address 106 St. Mary Place

Contact Person Alisia Jordan

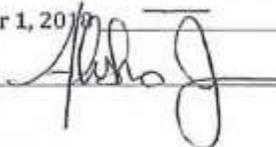
Telephone Number 301 498 1433

Email Address Ajordan@stmaryofthemills.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 48

Number of Students in Grades K through 12, as of September 1, 2018 274

Number of Students in Grade Pre-K, as of September 1, 2018 _____

Signature of Authorized Non-Public School Official  Date 4-8-19

Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will **NOT** participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
 Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
 Title III, Part A: Language Instruction for Limited English Proficient
 Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School St. Mary's School in Landover Hills

Address 7207 Annapolis Road Landover Hills, MD 20784

Contact Person LaSandra M. Hayes

Telephone Number 301-577-0031

Email Address principal@stmarylh.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 20

Number of Students in Grades K through 12, as of September 1, 2018 213

Number of Students in Grade Pre-K, as of September 1, 2018 32 (Prek 3 + Prek 4 total)

Signature of Authorized Non-Public School Official LaSandra M. Hayes Date 4/9/19

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

14201 SCHOOL LANE, SPRINGFIELD, MD 20772 Phone: 301-992-6233 Website: www.pgcps.org Follow Us @PGCPS Facebook Twitter

Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School St. John the Evangelist

Address 8912 Old Branch Ave. Clinton, MD 20735

Contact Person Ann Gillespie

Telephone Number (301) 868-2010

Email Address principal@sauntjohnschool.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 25

Number of Students in Grades K through 12, as of September 1, 2018 230

Number of Students in Grade Pre-K, as of September 1, 2018 18

Signature of Authorized Non-Public School Official [Signature] Date 4/9/2019

**Prince George's County Public Schools
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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will **NOT** participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School St. Joseph's Regional Catholic School

Address 11011 Montgomery Road, Beltsville MD 20705

Contact Person Dr. Janine Bertolotti

Telephone Number: (301) 937-7154

Email Address principal@stjosrcs.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 25

Number of Students in Grades K through 12, as of September 1, 2018 196

Number of Students in Grade Pre-K, as of September 1, 2018 20

Signature of Authorized Non-Public School Official J. Bertolotti Date April 4, 2019

**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

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*Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979*

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Saint Ambrose School

Address 6310 Jason St.

Contact Person Nelson Abreu

Telephone Number 301 773 0223

Email Address mrabreusas@gmail.com

Number of Staff (Teachers, Administrators, & Paraprofessionals) 26

Number of Students in Grades K through 12, as of September 1, 2018 212

Number of Students in Grade Pre-K, as of September 1, 2018 18

Signature of Authorized Non-Public School Official  Date 4/10/19

Prince George's County Public Schools
Non-Public Schools Response Form
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ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Reid Temple Christian Academy

Address 11400 Glenn Dale Blvd.

Contact Person Dr. Donnette Echols

Telephone Number 301-860-0570

Email Address ddaisgreidtempleacademy.com

Number of Staff (Teachers, Administrators, & Paraprofessionals) 51

Number of Students in Grades K through 12, as of September 1, 2018 228

Number of Students in Grade Pre-K, as of September 1, 2018 32

Signature of Authorized Non-Public School Official [Signature] Date 4/9/18

Prince George's County Public Schools
Non-Public Schools Response Form
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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at (240) 568-9352.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Open Arms Christian CDC

Address 13611 Laurel Bowie Road, Laurel 20708

Contact Person Rebecca Stewart

Telephone Number (240) 568-9352

Email Address openarms@OSLC-Laurel.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 34

Number of Students in Grades K through 12, as of September 1, 2018 _____

Number of Students in Grade Pre-K, as of September 1, 2018 168

Signature of Authorized Non-Public School Official _____ Date _____

**Prince George's County Public Schools
Non-Public Schools Response Form
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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School De Matka Catholic High School

Address 4313 Madison Street, Hyattsville 20781

Contact Person Maureen McCart

Telephone Number 240-764-2221

Email Address mmccart@dematka.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 114

Number of Students in Grades K through 12, as of September 1, 2018 847

Number of Students in Grade Pre-K, as of September 1, 2018 0

Signature of Authorized Non-Public School Official M. McCart Date 4/8/19

**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Bishop McNamara High School

Address 6400 Marlboro Pike

Contact Person Charles Shuyack

Telephone Number 301 735 8401 Ext - 244

Email Address Charles.Shuyack@bms.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 140

Number of Students in Grades K through 12, as of September 1, 2018 850

Number of Students in Grade Pre-K, as of September 1, 2018 0

Signature of Authorized Non-Public School Official 

Date 4/8/19

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 Email: clarence.parker@pgcps.org
 Fax: 301-333-0979

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- I have additional questions, please contact me at _____.

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- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Archdiocese of Washington Catholic Schools

Address 5001 Eastern Ave, Hyattsville, MD 20782

Contact Person Brian Radziwill

Telephone Number 301-853-5357

Email Address radziwillb@adw.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 403

Number of Students in Grades K through 12, as of September 1, 2018 3,028

Number of Students in Grade Pre-K, as of September 1, 2018 362

Signature of Authorized Non-Public School Official B. Radziwill Date 4/9/19

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ① Holy Family School - 111 K-12, 24 PK, 16 staff ② Holy Redeemer School - 232 K-12, 22 PK, 22 staff ③ St. Ambrose School - 217 K-12, 16 PK, 31 staff ④ St. Columba School - 165 K-12, 20 PK, 22 staff ⑤ St. Jerome School - 274 K-12, 91 PK, 30 staff ⑥ St. John the Evangelist School - 218 K-12, 17 PK, 25 staff ⑦ St. Joseph School - 176 K-12, 20 PK, 25 staff | <ul style="list-style-type: none"> ⑧ St. Mary Assumption School - 205 K-12, 34 PK, 34 staff ⑨ St. Mary of the Mills School - 272 K-12, 0 PK, 41 staff ⑩ St. Mary School of Piscataway - 134 K-12, 20 PK, 28 staff ⑪ St. Mary School - 184 K-12, 34 PK, 34 staff ⑫ St. Matthias Apostle - 167 K-12, 18 PK, 20 staff ⑬ St. Philip the Apostle - 169 K-12, 22 PK, 26 staff ⑭ St. Plus X - 504 K-12, 24 PK, 49 staff |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Prince George's County Public Schools
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*Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979*

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School St. Matthew's Early Education Center

Address 14900 Annapolis Rd. Bowie, MD 20715

Contact Person Christin Vare

Telephone Number 301-464-1813

Email Address Christinvare@gmail.com

Number of Staff (Teachers, Administrators, & Paraprofessionals) 44

Number of Students in Grades K through 12, as of September 1, 2018 14

Number of Students in Grade Pre-K, as of September 1, 2018 88

Signature of Authorized Non-Public School Official Christin Vare Date 4/8/19

Prince George's County Public Schools
Non-Public Schools Response Form
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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at 240-705-4250

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School LSCA / Shining Star Academy

Address 1417 Chillum Road

Contact Person Lulu M Davies / Charles Kwartereng

Telephone Number 240 705 4250

Email Address Shiningstar201177@gmail.com

Number of Staff (Teachers, Administrators, & Paraprofessionals) N/A

Number of Students in Grades K through 12, as of September 1, 2018 0 / N/A

Number of Students in Grade Pre-K, as of September 1, 2018 0 / N/A

Signature of Authorized Non-Public School Official LDavis Date 4/12/19

* We plan to open shortly.

**Prince George's County Public Schools
Non-Public Schools Response Form
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*Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979*

YES, we are interested in participating in one or more federal programs listed below.

NO, we will **NOT** participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Lanham Christian School

Address 8400 Good Luck Rd., Lanham, MD, 20706

Contact Person Ms. Vanessa Anchan

Telephone Number 301-552-9102

Email Address vsanchan@lanhamchristian.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 50

Number of Students in Grades K through 12, as of September 1, 2018 195

Number of Students in Grade Pre-K, as of September 1, 2018 16

Signature of Authorized Non-Public School Official  Date 4/15/2019

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Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Highland Park Christian Academy

Address 6801 Sheriff Road Landover, Md 20785

Contact Person Tara Cole

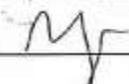
Telephone Number 301 773-4079

Email Address MS.COLE.HPCHRISTIANACADEMY@GMAIL.COM

Number of Staff (Teachers, Administrators, & Paraprofessionals) 30

Number of Students in Grades K through 12, as of September 1, 2018 151

Number of Students in Grade Pre-K, as of September 1, 2018 66

Signature of Authorized Non-Public School Official  Date 9/3/2019

**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and either scan/email or fax by **April 15, 2019** to:

*Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979*

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Al-Huda School

Address 5301 Edgewood Rd, College Park MD 20740

Contact Person Haroon Bagai

Telephone Number 301-982-2402

Email Address hbagai@alhuda.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 50

Number of Students in Grades K through 12, as of September 1, 2018 546

Number of Students in Grade Pre-K, as of September 1, 2018 80

Signature of Authorized Non-Public School Official  Date 9/3/19

Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either scan/email or fax by April 15, 2019 to:

Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School From the Heart Christian School

Address 4949 Allentown Rd

Contact Person Dr. Susie Long & Min. Steven Battle

Telephone Number 301) 899-2968

Email Address Slong@fthcm.org sbattle@fthcm.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 37

Number of Students in Grades K through 12, as of September 1, 2018 203 (203)

Number of Students in Grade Pre-K, as of September 1, 2018 19

Signature of Authorized Non-Public School Official [Signature] Date 4/9/2019

**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and either scan/email or fax by **April 15, 2019** to:

*Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979*

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Excellence Christian School

Address 9010 Frank Tippet Rd. Upper Marlboro, Md. 20772

Contact Person Rev. Katrina Wallace

Telephone Number (301) 868-1873

Email Address KWallace@gnerseagles.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 30

Number of Students in Grades K through 12, as of September 1, 2018 176

Number of Students in Grade Pre-K, as of September 1, 2018 25

Signature of Authorized Non-Public School Official Erika Cdele Date 4/11/19

**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and either scan/email or fax by **April 15, 2019** to:

*Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979*

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School George E. Peters Adventist School

Address 13322 Sheffield Manor Dr. Silver Spring, MD

Contact Person Yvonne Smith

Telephone Number (301) 559-6710

Email Address ysmith@gepeters.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 15

Number of Students in Grades K through 12, as of September 1, 2018 143

Number of Students in Grade Pre-K, as of September 1, 2018 20

Signature of Authorized Non-Public School Official Shana Marcha Date 04/10/19

**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation In Federally Funded Grants**

Please complete this form and either scan/email or fax by **April 15, 2019** to:

Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Mr. Clarence Parker
Email: clarence.parker@pgcps.org
Fax: 301-333-0979

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below.

I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School Cornelius Charter Academy

Address 16010 Annapolis Road Bowie Md 20715

Contact Person Stephanie R. Tisdell

Telephone Number (301) 262-7683

Email Address sttisdell@cas.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 14

Number of Students in Grades K through 12, as of September 1, 2018 75

Number of Students in Grade Pre-K, as of September 1, 2018 19

Signature of Authorized Non-Public School Official [Signature] Date 4-8-19



Appendix G:
Fine Arts
Initiative Grant
Application



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS • www.pgcps.org



Appendix G: Fine Arts Initiative Grant Application
2019 FINE ARTS INITIATIVE
STATE GRANT APPLICATION



Fine Arts Initiative Grants Application

Local school systems should provide a cohesive, stand-alone response to the prompts below.

1. Complete the chart below describing the **progress and challenges** in 2018-2019 toward meeting the Programs in Fine Arts goals articulated in the system’s 2018 Annual Update. Identify the programs, practices or strategies, and resource allocations that are related to the progress.

2018-2019 Fine Arts		
Goals	Progress	Challenges
<p><u>Vocal and General Music</u></p> <ul style="list-style-type: none"> ▪ Continue to offer instructional support for the elementary All County Honors Ensemble(s). ▪ Utilize funds for ongoing professional development of staff to attend national and/or regional conferences. ▪ Expand the Elementary Orff Solo and Ensemble Festival. Classroom teacher supplies will be utilized for this expansion. 	<p>The Vocal and General Music’s total FY2018/19 budget is \$11,611.</p> <ul style="list-style-type: none"> ▪ The allocations provided instructional support for the elementary All County Choral Ensemble. The culminating concert was held on December 2, 2018. ▪ The use of second assignment funds provided the necessary staff to assist with auditions, sectional rehearsals, registration and weekly attendance ▪ Additionally, grant funds for professional development gave staff the opportunity to attend the National Association for Music Education national conference in Grapevine, Texas. The supervisor and specialist participated in the <i>Program Leadership</i> track. Panel discussion and topics ranged from teacher retention to culturally responsive programs and instruction. 	<p>There were no challenges in 2018-2019 that impeded meeting the stated goals articulated in the system’s 2019 Annual Update.</p>
<p><u>Theatre</u></p> <p>Support the Theatre Festival, and addition of a day allocated for performance assessments during the Theatre Festival.</p>	<p>The Theatre Office’s FY2018/19 budget of \$11,484</p> <ul style="list-style-type: none"> ▪ Theatre teachers and students participated in the 3rd Annual Theatre Arts Assessments this year. Thirteen (13) middle and high schools were assessed on their oral voice/technique, understanding of text, projection, stage presence, and character development. Scores and feedback were shared with the teachers and their principals. 	<p>See Above.</p>

2018-2019 Fine Arts		
Goals	Progress	Challenges
	<ul style="list-style-type: none"> The 9th Annual Theatre Festival was held on Saturday, March 16, 2019. Students and teachers from sixteen (16) high schools and middle schools participated in workshops conducted by leaders in the theatre field. 	
<p><u>Visual Art</u></p> <ul style="list-style-type: none"> Have showcase coordinators to prepare the display of student work in the community as well as statewide. Revise the Art 6, 7, 8 curricula for middle school in partnership with AACPS. 	<p>The Visual Art Office's FY2018/19 budget of \$11,303</p> <ul style="list-style-type: none"> The grant funds provided support for the display of student work both within the county and statewide. The PGCPs Visual Art Show coordinators hung artwork from PGCPs students in the following county and state shows: PGCPs Countywide Art Exhibit, Youth Art Month Show, the First Lady's Exhibit, the Maryland Art Education Association (MAEA) Student Exhibit, and the Baltimore Washington International Airport (BWI) Student Exhibit. Grant funds were used to hire writers to revise the Art 1 curriculum and start the Art 8 curriculum jointly with AACPS. Additionally, the grant was used to complete the Digital Studio 8 curriculum. 	See Above.
<p><u>Instrumental Music</u></p> <ul style="list-style-type: none"> Support workshops concerning performance assessment professional development. Support the addition of grade levels for the Summer Instrumental Music Enrichment Program. 	<p>The FY2018/19 budget of \$11,559</p> <ul style="list-style-type: none"> Workshop pay was used to support 75 teachers in orchestra and/or band to provide pertinent feedback to the teachers on the entire assessment process and include after-school participation. Materials of instruction funds were spent to purchase new music for the Middle School Honor Band and Orchestra Students. 	See Above.

2018-2019 Fine Arts		
Goals	Progress	Challenges
	The Instrumental Office staff attended the <i>Midwest Band and Orchestra Clinic International Conference</i> in order to continue to expose the instructional program to latest instructional techniques.	
<p><u>Dance</u></p> <p>Support the Dance Showcase. Grant funds will provide performance assessments for dance students, and support the Middle and High School Honors Dance Ensembles</p>	<p>The Dance Office’s FY2018/19 budget is \$11,016</p> <ul style="list-style-type: none"> ▪ The 22nd Annual Secondary Showcase events were divided into two separate concerts based on geographical areas, north and south, to accommodate new schools and increased participation ▪ Middle and High School Honors Dance ensembles performed at the Dance Matinee and Showcase events. There was a collaborative piece performed by both groups. ▪ PGPCS Student Choreography Showcase had representation from seven PGPCS Dance programs. 	See Above.
<p><u>Media Arts</u></p> <ul style="list-style-type: none"> ▪ Support workshops—providing teachers(middle and high school technology classes) ▪ Support attendance at training sessions for Media Arts staff to attend conferences that highlight Media Arts and evaluation in the arts. ▪ Purchase Thrively, a program designed to help every student discover their unique strengths, interests and aspirations for teachers to help them build the skills they need for success in Media Arts and beyond. 	<p>Media Arts \$10,785</p> <ul style="list-style-type: none"> ▪ The grant funds provided support for an intensive professional development on Media Arts in August which starts with an exploration of Media Art at the Hirshhorn Museum and developing project-based lesson plans. A group of ten investigated the Maker’s Mindset in an online Harvard course and received materials to spark student curiosity and give them agency to make. ▪ Media Arts staff attended conferences that inspired the department to draft a new Media Arts literacy task for the district, start a new podcasting pilot, and 	See Above.

2018-2019 Fine Arts		
Goals	Progress	Challenges
	the beginning plans to get teachers Adobe certification.	

2. Complete the chart below outlining the system’s 2019-2020 goals to implement COMAR 13A.04.16 Programs in Fine Arts in dance, media arts, music, theatre, and visual art and the strategic targets for year 2023-2024 (five year forecast). **Include an overview of resources**, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations.

Fine Arts	2019-2020 Goals	2023-2024 Targets <i>5 Year Forecast</i>
Dance \$11,016.35	<ul style="list-style-type: none"> ▪ Increase number of Middle and High schools offering dance education. Provide more opportunities for students to see dance performances. ▪ Partner with higher education to provide PGcps high schools with one masterclass in dance. ▪ Provide basic dance attire for students in need. ▪ All schools with dance education will participate in county dance showcase ▪ Obtain supervisor membership in National Dance Education Organization (NDEO) and International Association of Blacks in Dance(IABD). 	<ul style="list-style-type: none"> ▪ Increase number of new dance education programs by 15. ▪ Every high school to receive two masterclasses in dance. ▪ Students will have opportunities to audition for scholarships during masterclasses. ▪ Continue to meet students’ material needs in order to participate in dance education. ▪ Offer multiple dance matinees featuring dance instructional programs within a school feeder pattern. ▪ Provide opportunity for supervisor and resource teacher receive membership in both organizations.
Media Arts \$10,834	<ul style="list-style-type: none"> ▪ Revise the Film Festival to increase participation opportunities for students, families, and the community. ▪ Offer professional development for the staff gain insight into other districts’ Media Arts program. ▪ Provide professional development that include supplies so teachers can implement their new ideas. 	<ul style="list-style-type: none"> ▪ Revise curriculum to reflect Media Arts Standards. ▪ Provide Professional Development in all aspects of Media Arts: Journalism, Film Production, Podcasting, Coding/Maker, and more. ▪ Provide more student opportunities in different aspects of Media Arts ▪ Teacher and Student Certification in Adobe software. ▪ Media Arts courses at the high school level to meet the fine arts requirement.

Fine Arts	2019-2020 Goals	2023-2024 Targets <i>5 Year Forecast</i>
Instrumental Music \$11,559	<ul style="list-style-type: none"> ▪ Work with four (4) vendors to provide two free masterclass sessions for 50 students to improve mastery of pedagogical skills. ▪ Increase number of teachers participating in assessment workshops. ▪ Continue the assessment professional development workshops with the focus on string pedagogy for non-string majors. ▪ Purchase instructional supplies for workshops. 	<ul style="list-style-type: none"> ▪ Increase number of students participating to 250. ▪ Provide opportunity for all teachers with five years of experience or less will participate in assessment workshops to improve instruction. ▪ Provide opportunity for all teachers without a string education background completing string pedagogy training in order to provide quality instruction.
Vocal General Music \$11,562	<ul style="list-style-type: none"> ▪ Create a choral library so teachers can access more than 10,000 titles of choral literature packed in boxes. ▪ Purchase current choral literature. ▪ All staff attend a professional conference for music program leadership. 	<ul style="list-style-type: none"> ▪ Increase access to multicultural literature for choral instruction. ▪ Share strategies with teachers and district leaders to understand best practices in vocal general music.
Drama/Theatre \$11,484	<ul style="list-style-type: none"> ▪ Provide substitutes for Teacher Leaders to plan and attend Theatre Festival. ▪ Provide keynote speaker and hands-on workshops for theatre students. ▪ Increase number of students attending theatre workshops ▪ Update Creative and Visual and Performing Arts Program curriculum. 	<ul style="list-style-type: none"> ▪ Increase number of theatre programs in the district. ▪ Continue updating Creative and Visual and Performing Arts Program curriculum to reflect National Core Arts Standards and Maryland State Standards.
Visual Arts \$11,303	<ul style="list-style-type: none"> ▪ Increase the number of elementary art teachers by five (5). ▪ Increase the number of schools participating in the 3D Exhibit. ▪ Develop a countywide exhibit for seniors. ▪ Update curriculum documents for Art 6 and Pre-K. 	<ul style="list-style-type: none"> ▪ Increase the number of elementary art teachers by 20. ▪ Increase the number of exhibit coordinators by two (2). ▪ Update all curriculum documents including our Visual and Performing Arts programs.

3. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to “Guidance for Completion of the Budget Narrative for the Fine Arts Initiative”, “Sample Fine Arts Budget”, and “Fine Arts Budget Categories” in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this 2019 State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

2019 FINE ARTS INITIATIVE – BUDGET NARRATIVE

Budget Information					
Budget Narrative, Prince George's County SY2019-2020 FY 2020-2021					
Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
DANCE					
Instr. Staff Dev. - Salaries and Wages	Annual Dance Secondary Showcase	20 teachers x 1 session x \$175 (full day workshop pay) 14 teachers x 1 session x \$100 (substitutes for matinee) 5 teachers x 2 sessions x \$100 (substitutes)	\$5,900.00		\$5,900.00
Instr. Staff Dev. - Contracted Services	Annual Dance Secondary Showcase	10 consultants @ \$300/per consultant	\$3,000.00		\$3,000.00
Instr. Special Programs - Supplies and Materials	Annual Dance Secondary Showcase	Classroom Teacher Supplies	\$1,355.00		\$1,355.00
Instr. Staff Dev. – Other Charges	Professional Development	Membership – National Dance Education Organization (\$185) and International Association of Blacks in Dance (\$125)	\$310.00		\$310.00
Fixed Charges	(FICA)	\$5,900 x .0765	\$451.35		\$451.35
		Total	\$11,016.35		\$11,016.35
DRAMA/THEATRE					
Instr. Staff Dev. - Salaries and Wages	Annual Theatre Arts Festival	15 teachers x 1 session x \$175 (full day workshop pay) 5 teachers x 3 sessions x \$100 (substitutes) Assessments - 15 teachers x \$100 (substitutes)	\$5,625		\$5,625
Instr. Staff Dev. – Contracted Services	Annual Theatre Festival	12 consultants @ \$300/per consultant	\$3,600		\$3,600
Instr. Special Programs - Supplies and Materials	Annual Theatre Arts Festival	Classroom Teacher Supplies	\$1,609		\$1,609
Instr. Staff Dev. – Other Charges	Professional Development (Membership Dues)	Membership – American Alliance for Theatre & Education (AATE - \$125) and Educational Theatre Association (EdTA - \$95)	\$220		\$220
Fixed Charges	(FICA)	\$5,625 x .0765	\$430		\$430
		Total	\$11,484		\$11,484
INSTRUMENTAL MUSIC					
Instr. Staff Dev. - Salaries and Wages	Professional Development – Assessment & Pedagogy Workshops	80 teachers @ ½ day workshop session pay 80 x \$87.50	\$7,000		\$7,000

Budget Information					
Budget Narrative, Prince George's County SY2019-2020 FY 2020-2021					
Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Instr. Staff Dev. – Contracted Services	Assessment Clinic Adjudicators	4 consultants @ \$350/per consultant	\$1,400		\$1,400
Instr. Special Programs - Supplies and Materials	Instrument Supplies	Classroom Teacher Supplies	\$173		\$173
Instr. Staff Dev.- Other Charges	Instrumental Music Professional Development Registration Fee	Mid-West International Conference 2 staff members @ \$155/per registration fee	\$310		\$310
Instr. Staff Dev. - Other Charges	Instrumental Music Professional Development Non-Local Travel	Mid-West International Conference (airfare/hotel/misc.)	\$2,140		\$2,140
Fixed Charges	(FICA)	\$7,000 x 0.765	\$536		\$536
		Total	\$11,559		\$11,559
VISUAL ARTS					
Instr. Special Programs – Salaries and Wages	Art Show Coordinators Stipends	1 Lead Coordinator x \$3,000 1 Assistant Coordinator x \$2,500	\$5,500		\$5,500
Instr. Special Programs - Salaries and Wages	Curriculum Writing Stipends	5 Writers @ \$1,000 each	\$5,000		\$5,000
Fixed Charges	(FICA)	\$10,500 x .0765	\$803		\$803
		Total	\$11,303		\$11,303
VOCAL MUSIC					
Instr. Special Programs -Salaries and Wages	Elementary All County Honor Chorus Stipends	1 director @ \$3,000.00	\$3,000		\$3,000
Instr. Special Programs - Supplies and Materials	Elementary Orff Showcase	Orff Schulwerk Anthologies, boom whackers, and small instruments	\$2,922		\$2,922
Instr. Staff Dev. - Other Charges	Professional Development – Registration Fee	NAfME Conference	\$550		\$550
Instr. Staff Dev. - Other Charges	Professional Development - Non-Local Travel	NAfME Conference	\$4,860		\$4,860
Fixed Charges	(FICA)	\$3,000 x .0765	\$230		\$230
		Total	\$11,562		\$11,562
MEDIA ARTS					

Budget Information					
Budget Narrative, Prince George's County SY2019-2020 FY 2020-2021					
Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instr. Staff Dev. - Salaries and Wages	Professional Development for Teachers	Makerspace Training - 2 teachers x 5 sessions x \$87.50 (half day workshop pay) All About Media Arts - 15 teachers x 2 sessions x \$100 (substitutes)	\$3,875		\$3,875
Instr. Special Programs - Contracted Services	Thrively Subscriptions	CPA Students/Teachers (new)	\$1,200		\$1,200
Instr. Special Programs - Supplies and Materials	Makerspace & All About Media Arts	Classroom Teacher Supplies (related to professional development sessions)	\$763		\$763
Instr. Special Programs - Other Charges	Professional Development (Non- Local Travel)	2 staff members @ \$2,000/per staff member	\$4,000		\$4,000
Instr. Special Programs - Other Charges	Professional Development (Registration Fees)	2 staff members @ \$350/per staff member	\$700		\$700
Fixed Charges	(FICA)	\$3,875 x .0765	\$296		\$296
		Total	\$10,834		\$10,834
		Total Before Indirect Cost	\$67,758		\$67,758
Indirect Cost		\$70,367 (total grant) - \$0.00 (equipment allocation) = \$70,367 (total grant) x .0358 (FY19 IDC Rate) x 1.0358 (IDC Rate) = \$2,609 (IDC allocation)	\$2,609		\$2,609
		Grand Total	\$70,367	\$0	\$70,367

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

ORIGINAL GRANT BUDGET	\$70,367	AMENDED BUDGET #		REQUEST DATE	09/30/19
GRANT NAME	Fine Arts Initiative Grant	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	3930		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Prince George's County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2019	6/30/2020	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT.PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support						2,609.00	2,609.00
Prog. 23 Centralized Support							
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.	13,500.00	1,200.00	5,467.00	4,700.00			24,867.00
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	22,400.00	8,000.00	1,355.00	8,390.00			40,145.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				2,746.00			2,746.00
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	35,900.00	9,200.00	6,822.00	15,836.00	0.00	2,609.00	70,367.00

*MSDE
11/7/19*

Finance Official Approval	Michael Herbstman, Chief Financial Officer	<i>Michael Herbstman</i>	11/8/19	301-952-6099
Supt./Agency Head Approval	Monica E. Goldson, Ed.D., Chief Executive Officer	<i>Monica E. Goldson</i>	11/11/19	301-952-6008
MSDE Grant Manager Approval	Alysia Lee, Division of Curriculum, Assessment & Accountability			410-767-0352

Fine Arts Rev: 11/28/07

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 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.

Monica E. Goldson, Ed.D., Chief Executive Officer

Superintendent of Schools or Head of Grantee Agency



11/11/15
Date