

Kent County Public Schools 2020

Federal and State Grants



November 12, 2020

List of the ESSA Federal and State Grant Applications

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

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

List of Code of Maryland Regulation (COMAR)

COMAR Requirements	
Gifted and Talented	
Comprehensive Teacher Induction	



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

Title I, Part A Application and Monitoring Tool Release Date:

June 15, 2020

Federal Grant Application Submission Timeline

**1st Submission to the Title I
Specialists for Review**

August 3 - August 31, 2020

**Submission for Conditional
Approval**

September 30, 2020

**First Submission through Local
ESSA Consolidated Strategic
Plan**

October 15, 2020

**FINAL Submission through
Local ESSA Consolidated
Strategic Plan**

November 16, 2020

Local School System:	Kent County Public Schools
Title I Coordinator:	Michaele E. Butler
Telephone Number:	(410)714-3996
Email Address:	mbutler@kent.k12.md.us
Submission Date:	August 31, 2020

2020-2021 Title I, Part A Application and Monitoring Tool

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

Explanation of Terms

Term In Application	Explanation of Term In Application
COMPONENT NAME	The Title I Component
LINKS	Pertinent links to non-regulatory guidance, checklists, and other resources are provided, where appropriate. Additional information is forthcoming in a separate, stand-alone guidance document.
REQUIRED ATTACHMENTS	Documents that are required with submission of the application.
NOTE TO LEA	If documentation is needed prior to the program review, a note will be indicated in the identified component.
STAFF RESPONSIBLE	All staff involved with the implementation and oversight of each Title I Component
ASSURANCE(S)	By receiving funds under the Title I, Part A grant, as a grantee, the LEA agrees to comply with the terms and conditions under each component. Each component includes specific requirements over which the LEA has responsibility for oversight and implementation. During the 2020-2021 Title I, Part A Annual Program Review documentation will be reviewed to confirm that the LEA has complied with all assurances.
CITATIONS	For each assurance, this column provides the citation(s) from ESSA, the Code of Federal Regulations (CFR), the Uniform Grant Guidance (UGG), or the Education Department General Administrative Regulations (EDGAR).
EVIDENCE OF IMPLEMENTATION	Mandated documentation for evidence of implementation for each assurance and requirement. APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program

	Review (KEY POINT: The evidence of implementation is provided for planning and preparation purposes.)
MONITORING	The documentation will NOT be submitted with the application. This column is for MSDE Title I Use Only. The MSDE will complete this column during the LEA's Annual Program Review, reflecting the level of implementation for each assurance.
TABLES AND WORKSHEETS	See Excel template and Fiscal Guidance for instructions.

2020-2021 Title I, Part A Application Submission Instructions:

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

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

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

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

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

S- Sign in sheets

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

- printed name
- signature
- role of participants

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

A- Agenda

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

N- Notes

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

E- Evaluations

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

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

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ESSA Law and Non-Regulatory Guidance Links

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

2020-2021 Title I, Part A Application

ATTESTATION

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

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

The LEA **insures** 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.

Kent County Public Schools 8/31/2020

LEA Superintendent Name
Please Print or Type

LEA Superintendent Signature

Local Educational Agency

Date

Michael E. Butler

Kent County Public Schools

8/31/2020

**Title I Coordinator Name (Please
Print or Type)**

Title I Coordinator Signature

Local Educational Agency

Date

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

The LEA **assures** 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.

Dr. Karen M. Crouch

Kent County Public Schools

LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
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Michaele E. Butler

Kent County Public Schools

8/31/2020

Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local Educational Agency	Date
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Attestation - Section 1112

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

The LEA must include a written process explaining how all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components. The LEA must include a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools served under this part. (Section 1112(a)(1)(A))

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

Dr. Karen Couch	Superintendent
Mrs. Gina Jachimowicz	Director of Teaching and Learning
Mrs. Alleesa Stewart (entering)	Supervisor of Finance
Mrs. Robin Langraf (outgoing)	
Mrs. Tracey Williams	Student Services Supervisor
Mrs. Janice Steffy	Grants Coordinator/LAC
Dr. Angela Holocker	Pupil Personnel Coordinator

Mr. Ed Silver	HR Supervisor
Mrs. Kris Hemstetter, RHES Ms. Brenda Rose, HHGES Ms. Arlene Reading, GALEES Ms. Mary Helen Spirit, KCMS	Building Level Principals
Mrs. Angela Hollocker	Coordinator of Student Srvices
Mrs. Gail Manley	Executive Secretary

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

	<p>This chief, other appropriate school personnel, and with the parents of children in school served under this part.</p> <p><i>Required Attachment #2</i></p>		
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A. STAFF CREDENTIALS AND CERTIFICATIONS

Resources:

Staff Credentials: Glossary of Terms

Disparity Data Chart

Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:

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

2. Listing of the percentage and number of teachers who have not met licensure and certification status for the 2020-2021 school year in each Title I school including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with ineffective to complete certification requirements. *

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

1. Data used to identify disparities (2019-2020), accompanied by communication from Human Resources demonstrating data was generated from Human Resources records. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White). The MSDE has provided a sample data that may be used in required attachment #4.

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

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

Dr. Karen Couch	Superintendent
Mr. Ed Silver	Supervisor of Human Resources
Ms. Arlene Reading (GALES)	Principals
Ms. Brenda Rose (GALES)	
Mrs. Kris Hemstetter (RHES)	
Ms. Mary Helen Spiri (KCMS)	

APPLICATION: The LEA will respond to each assurance (check One)	Staff Credentials and Certification Assurances	Citation	Evidence of Implementation
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that it has a written process that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements,	1111(g)(2)(j) 1112(c)(6)	APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review Documentation supporting the implementation of the written process which must include: 1. List of teachers and their certification status for each Title I school including: ○ Number and percentage of teachers who have certification and licensure in Title I schools for the

	including any requirements for certification obtained through alternative routes to certification. (Required Attachment #1 and #2)		<p>2. <u>2020-2021</u> school year.</p> <p>2. Copies of <u>2020-2021</u> Principal Attestations with dates and signatures for each Title I school.</p> <p>3. Other documentation to support the LEA has implemented its written process, if applicable</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures it has a written process to include <u>multiple coordinated efforts with certification</u> and licensure notification between Human Resources, the Title I Office and school administration. (Required Attachment #1)</p>	1111(g)(2)(i) 1112(c)(6)	<p>Documentation supporting the implementation of the written process which must include:</p> <p>1. Multiple, dated communications and meetings between Human Resources, the Title I Office, and school administration (SAH emails)</p> <p>2. Other documentation to support the LEA has implemented its written process, if applicable</p> <p>regular ongoing collaboration throughout the year, including planning, interim check-in, analysis of outcomes.</p> <p>Documentation supporting the implementation of the written process which must include:</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>3. The LEA ensures that all paraprofessionals working in Title I schools meet applicable state qualification requirements.</p> <p>Mark N/A if</p> <ul style="list-style-type: none"> there are no paraprofessionals in the Title I schools; paraprofessionals are not assigned instructional duties <p>(Required Attachment #1 and #5)</p>	1112(c)(6) 1111(g)(2)(j)	<p>1. List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS. It include</p> <ul style="list-style-type: none"> Number and percentage of paraprofessionals who have not met qualifications status <p>2. Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY <u>2020-2021</u> must include:</p> <ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers <p>3. Other documentation to support the LEA has implemented its written process, if applicable</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>4. The LEA ensures it has a written process and evidence of <u>ongoing efforts</u> to identify and address any disparities that result in low-income and minority students being taught at a higher</p>	1111(g)(1)(B) 1112(b)(2)	<p>Documentation supporting the implementation of the written process which must include:</p> <p>1. The implementation of the procedures (from <u>2019-2020 SY</u> for identifying and, if applicable addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced, out-of-field teachers)</p> <p>Multiple SAH and email documenting processes for the</p>

	rate than other students by ineffective, inexperienced or out-of-field teachers. (Required Attachment #1 and #4)		<p>implementation of identifying and addressing disparities in collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, etc.</p> <p>Other documentation to support the LEA has implemented its written process, if applicable</p> <p>regular ongoing collaboration throughout the year including planning, interim check-in, analysis of outcomes</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>5. The LEA 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>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</p>	<p>1112(e)(1)(A)(i)(I-III) 1112(e)(1)(B)(ii) 1112(e)(1)(B)(i)</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> Multiple dated communications at the beginning of the school year which must include: <ul style="list-style-type: none"> A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information Communication/ notification to parents (newsletter, memo, letter, school calendars, etc.) Copies of requests for information from parents on teacher and/or paraprofessional qualifications, if applicable. Evidence that parents have been provided information on the level of achievement and academic growth on State academic assessments of their students. A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. This notice must include the teacher's name and current area Copies of the timely responses provided to parents, if applicable Other documentation to support the LEA has implemented its written process, if applicable

	under this part. (Required Attachment #1)		
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B. SCHOOLWIDE PROGRAMS

Resources

[Schoolwide Program Non-Regulatory Guidance](#)

[MSDE Schoolwide Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I schoolwide program Plans, which should be submitted prior to the Program Review date.

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

Dr. Karen Couch

Superintendent

Mrs. Gina Jachimowicz	Director of Teaching and Learning
Ms. Arlene Reading (GALES)	Building Principals
Ms. Brenda Rose (GALES)	
Mrs. Kris Hemstetter (RHES)	
Ms. Mary Helen Spiri (KCMS)	
MS. Alleesa Stewart (incoming)	Supervisor of Finance
Ms. Robin Langraf (outgoing)	

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

☐ YES ☒ NO

If Yes, continue below. Check one:

☐ Federal funds ☐ Federal, State, local funds.

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

☒ YES ☒ NO

(Required Attachment #3)

APPLICATION: The LEA will respond to each assurance (check One)	Schoolwide Programs Assurances	Citation	Evidence of Implementation
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	1. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures in order to upgrade the entire educational	1114(a)(1)	APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review 1. SANE documentation demonstrating collaboration on the consolidation of funds 2. LEA Budget documents to support the consolidation of funds and the individual funding sources 3. Methodology of how percent contribution from each program was calculated

	<p>program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.</p> <p>i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.</p>		<p>4. Disbursement method for consolidated funds</p>
<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> N/A</p>	<p>2. The LEA ensures the implementation of a Schoolwide Program includes the following four components:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment • schoolwide program Reform Strategies* • Parent, Family and Stakeholder Engagement • If applicable, coordination and Integration of Federal, State, and Local services and programs. 	<p>1114(b)(2) 1114(b)(4) 200.26(a) 1114(b)(6) 1114(b)(2)(7)(i-iii)(i-v) 1114(b)(2) 1114(b)(5)</p>	<p>1. Required copies of Schoolwide Plans</p> <p>2. A written process for the annual review of schoolwide program plans including the four components.</p> <ul style="list-style-type: none"> ○ Within the written process a description of how the LEA will ensure relevant student achievement, include data analysis charts, tools, and/or ratings <p>Comprehensive Needs Assessment:</p> <ol style="list-style-type: none"> 1. Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. 2. As needed, evidence of interviews, focus groups, or surveys. 3. Tools or processes to identify the strengths and needs of students, teachers, school and community. 4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction.

<p>*MSDE's Title I Office strongly encourages LEAs to implement "evidence-based" interventions/strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/ activities/ program for non-CSI schools should demonstrate a rationale that meet the "Demonstrate a Rationale" requirement. (Level 4)</p> <p>To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (<i>Non-Regulatory Guidance: NRG: Using Evidence to</i></p>	<ol style="list-style-type: none"> 5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups. 6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders. <p>Schoolwide program Reform Strategies:</p> <ol style="list-style-type: none"> 1. Examples of how schoolwide program reforms increase the quality and quantity of instruction. 2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. 3. Evidence to demonstrate the effectiveness of reforms. 4. Applicable adjustments were made or are planned to be made to address students not making progress. <p>Parent, Family and Stakeholder Engagement:</p> <ol style="list-style-type: none"> 1. Evidence of the involvement of teachers, principals, and other school staff in the development of the schoolwide program plan must include: <ul style="list-style-type: none"> ○ SAN from School Improvement meetings ○ Written communication, including email, letters, newsletters, website ○ Surveys and survey data 2. <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> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Georgia Department of Education Strategic Services etc.) 2. If applicable, evidence that federal, state, and local resources
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	<u>Strengthen Education Investments)</u> <u>Schoolwide Program Non-Regulatory Guidance</u> <u>MSDE schoolwide program Checklist</u> <u>Early Learning in ESSA Non-Regulatory Guidance</u>		are braided to maximize the impact of the schoolwide program plan.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs. <i>Required Attachment #1</i>	1114(b)(3)	<p>Documentation supporting the implementation of the written process and evidence of implementation of the LEA Monitoring Plan which must include:</p> <ol style="list-style-type: none"> 1. Schoolwide program monitoring tools 2. SAN from program monitoring 3. LEA schoolwide program monitoring schedule 4. Schoolwide Program monitoring reports 5. Email communication <p>Documentation demonstrating how findings for the LEA annual review process are addressed at the school level (samples)</p> <p>Other documentation to support the LEA has implemented its written process, if applicable</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public.	1114(b)(4)	<ol style="list-style-type: none"> 1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.	1114(b)(7)(A)(iii)(v)	<ol style="list-style-type: none"> 1. SAN from collaboration meetings regarding transitions 2. Timelines with evidence of implementation 3. Documentation of articulation meetings, if applicable

	<i>Required Attachment #2</i>		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	6. The LEA has a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom. <i>Required Attachment #4</i>	1112(b)(11)	Documentation supporting the implementation of the written process, which may include: <ol style="list-style-type: none"> 1. SAN from collaboration meetings between Title I and Student Services/Discipline Office 2. Written communication between Title I and Student Services/Discipline Office 3. SANE from professional learning related to behavior support strategies (multi-tiered system of support (MTSS), restorative practices, positive behavioral interventions and supports (PBIS), etc.) 4. Data reports and analysis demonstrating the implementation of the written process 5. Other documentation to support the LEA has implemented its written process, if applicable
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	7. The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career and Technical Education (CTE) content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit. <i>Required Attachment #5</i>	1112(b)(12) (A-B)	Documentation supporting the implementation of the written process, which may include: <ol style="list-style-type: none"> 1. SAN from collaboration meetings between Title I and CTE and/or Work-Based Learning Office 2. Written communication between Title I and CTE and/or Work-Based Learning Office 3. SANE from professional learning related to CTE and/or Work-Based Learning 4. SANE from school events and/or LEA events related to CTE and/or Work-Based Learning 5. Data reports and analysis demonstrating the implementation of the written process 6. Other documentation to support the LEA has implemented its written process, if applicable

C. TARGETED ASSISTANCE SCHOOLS

Resources:

[MSDE Targeted Assistance Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

1. [REDACTED]
2. A written process for developing, implementing, and monitoring requirements in all Targeted Assistance Schools including a timeline for identifying eligible students who are most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
3. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start and, if feasible, other early childhood programs. (Section 11.19(b))

[REDACTED]

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

APPLICATION:	Targeted Assistance Schools	Citation	Evidence of Implementation
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The LEA will respond to each assurance (Check One)	Assurances		APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review												
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program. Required questions #1 and #2</p> <p>List Title I school(s) and School ID number below OR attach a list of Targeted Assistance Schools the LEA is preparing to transition to SW in FY 2021-22</p> <table border="1" data-bbox="371 396 786 783"> <thead> <tr> <th>School Name</th> <th>School Number</th> <th>Indicate New Title I School or Current TAS School</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	School Name	School Number	Indicate New Title I School or Current TAS School										1114(a)(1)(B) 1114(b)(1)(A)	<p>Documentation supporting the implementation of the written process which must include:</p> <p>1. LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program</p> <p>2. Other documentation to support the LEA has implemented its written process, if applicable</p>
School Name	School Number	Indicate New Title I School or Current TAS School													
<input type="checkbox"/> YES	<p>1a. Publicly posted Planning Option for a new Title I school or an existing</p>	1114(b)(1)(A)	<p>Documentation of the planning process must include evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school</p>												

NO	Targeted Assistance School transitioning to a Schoolwide Title I Program		operate as a Schoolwide Program A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program, SAN and SANF documents for the following evidence of planning and LEA technical assistance: 1. Planning meetings and lists of participants that show stakeholder participation in decision making 2. Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program 3. Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents, and should work in coordination with the School Improvement Team) 4. Meeting schedule 5. Communications, including emails, communication logs, notices on web pages, etc. 6. Documentation showing the results of the implementation of the LEA planning process and its recommendation for each school that is to become a Schoolwide Program.
N/A	The LEA has a new school that will enter Title I status in the 2021-2022 school year or an existing Targeted Assistance School that plans to transition from a Title I Targeted Assistance Program to a Schoolwide Program beginning in the 2021-2022 school year, and the school would like to undergo the abbreviated planning process described by MSDE NOT: see MSDE Targeted Assistance School Guidance for more details on this option! Required Attachment #4		
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	1. Year Long Planning Option The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2020-2021 School Year to a Schoolwide Program beginning in the 2021-2022 School Year using the yearlong planning process described	1114(b)(1)	Documentation of the planning process must include (for each Targeted Assistance School transitioning): 1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program 2. A copy of the letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program.

	<p>2. MSDE</p> <p>NOTE: see MSDE Targeted Assistance School Guidance</p> <p>Required Attachment #</p>		<p>3. SAM/SANE documents for the following evidence of planning and LEA technical assistance:</p> <ul style="list-style-type: none"> Planning meetings lists of participants that show stakeholder participation in decision making whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a schoolwide program Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents should work in coordination with the School Improvement Team) Meeting schedule Plan approval process Communications, including emails, communication log, notices on web pages, etc LEA Process for Approving a Targeted Assistance School Transition Plan At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE If a LEA has any Targeted Assistance Schools at the time of its Annual Program Review, documentation supporting the implementation of the written process must include: <ol style="list-style-type: none"> 1. Weighted selection criteria <ul style="list-style-type: none"> o Data sources for multiple selection criteria (by school) 2. Master ranking (all students ranked showing most needy students served by grade and subject area) 3. Targeted Assistance teachers and para schedules with matching student roster 4. Service delivery model 5. Description of how services will be delivered to Targeted
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Program and 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</p>	1115(c)(1)(B)	

multiple academic selection criteria.

Required Attachment #2

- ☐ YES
- ☐ NO
- ☒ N/A

3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components:

11.15(b)(2)(A-G)

Targeted Assistance Program Checklist

1. Use program's resources to help eligible children meet the state's challenging academic standards;
2. Use methods and instructional strategies to strengthen the academic program of the school;
3. Coordinate with and support the regular educational program which may include services to preschool children in the

Assistance students at each school. (Push-in, pullout, etc.)

6. Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting
7. School master schedules
8. Exit criteria by school

9. Program documentation to support the LEA has implemented its written process, if applicable

LEA School-level Monitoring:

1. Evidence of implementation of the LEA School-level Monitoring Plan must include:

- o SAN from program monitoring
- o Program monitoring tools
- o Program monitoring feedback reports
- o Email communication

2. LEA schedules with dates for regular review for each Title I Targeted Assistance Program.

Program's resources to help eligible children meet the state's challenging academic standards may include:

1. Programs, activities, and academic courses necessary to provide a well-rounded education.

Methods and instructional strategies to strengthen the academic program of the school may include:

1. Expanded learning time, before- and after-school, and summer programs and opportunities
2. A schoolwide program tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Coordination with the regular education program must include:

1. SAN from collaboration meetings
 - o Timelines with evidence of implementation

	<p>transition from early childhood programs;</p> <ol style="list-style-type: none"> 4. Provide Professional Development; 5. Strategies to increase the involvement of parents of eligible children; 6. If appropriate and applicable, coordinate with Federal, State, and local programs; 7. Each Title I Targeted Assistance School will provide the LEA assurances that it will: <ol 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 (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. 		<ol style="list-style-type: none"> 2. Documentation of coordination between regular education program and Title I <p>Professional Development:</p> <ol style="list-style-type: none"> 1. Data sources demonstrating the need for identified professional development 2. SANE documents from professional development 3. Professional development schedules, plans, and/or calendars 4. SANE from building capacity for school-level training to educate school personnel with parental assistance on how to work with parents as equal partners (see Parent and Family Engagement Checklist under Building Capacity requirements) NOTE: these items may be available in component D – Parent and Family Engagement <p>Strategies to increase the involvement of parents of eligible children:</p> <ol style="list-style-type: none"> 1. NOTE: these items may be available in component D – Parent and Family Engagement. <p>If appropriate and applicable, coordination and integration of Federal, State, and local programs:</p> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.) 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.
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Required Attachment #3

YES NO N/A	4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children. <i>Required Attachment #2</i>	1115 (b)(2)(G)(iii)	1. LEA schedules with dates for regular review for each Title I Targeted Assistance Program 2. SAN documentation of data review meetings 3. Documentation of program adjustments based on data review and progress monitoring 4. Student progress monitoring (evidence of progress/lack of progress)

D. PARENT AND FAMILY ENGAGEMENT

Resources

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

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

1. A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LEA's **Parent and Family Engagement Policy/Plan** that is distributed to parents/families.
3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I school Parent and Family Engagement Plans and School-Parent Compacts, which should be submitted prior to the Program Review. **These items are available to multiple**

Programs. They should be submitted to all programs available.

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

Dr. Karen Couch	Superintendent
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Mrs. Gina Jachimowicz	Director of Teaching and Learning
Ms. Arlene Reading (GALES) Ms. Brenda Rose (GALES) Mrs. Kris Hemstetter (RHES) Ms. Mary Helen Spiri (KCMS)	Principals

APPLICATION: The LEA will respond to each assurance (Check One)	Parent and Family Engagement Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>Local Educational Agency</p> <p>The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity. Section 1116 (a)</p> <p>Parent and Family Engagement District Level Checklist</p> <p>Required Attachment #2</p>	<p>Section 1116</p> <p>§1111.12)(A)(i)(ii)</p> <p>§10)(3)(B)</p>	<p>LEA Parent and Family Engagement Plan Evidence</p> <p>In General Evidence must include:</p> <ol style="list-style-type: none"> 1. Input from parents/families 2. SAMP/E from parent meetings 3. Announcements/fliers 4. Parents feedback 5. Translated documents, if applicable 6. Receipts for accommodations/interpreters, if applicable <p>Written Policy/Plan Evidence includes:</p> <ol style="list-style-type: none"> 7. Example of how the LEA's Parent and Family Engagement Policy/Plan is distributed and available. (Examples include District/school website, student handbook, or school newsletters, etc.) 8. Policy/Plan and compact sent home via backpack/orientation packet 9. SAMP from parent meetings with agendas that identify specific topics for input 10. SAMP from parent meetings specific to Section 1112 11. SAMP or other evidence that the LEA provides coordination technical assistance, and other support to school 12. Completed district level evaluations/surveys addressing: <ol 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

			<p>interactions</p> <p>use of findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement</p> <p>13. Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Policy/Plan</p> <p>14. Results of data/feedback</p> <p>15. Revisions to policy/plan are made, based on evaluation</p> <p>16. SAN with meeting notes</p> <p>17. Evidence supporting the development of the evaluation tool</p> <p>distribution and collection of parent survey</p> <p>Reservation: Evidence must include</p> <p>18. SAN from parent meetings specifying agenda item on Title I PFE funds</p> <p>19. Announcements/fliers for meetings</p> <p>20. Parents' feedback</p> <p>School Level Parent and Family Engagement Plans Evidence:</p> <p>General Requirements Evidence includes:</p> <ol style="list-style-type: none"> 1. School level plan(s) 2. Example of how the school's Parent and Family Engagement Plan is distributed (Examples include school website, student handbook, school newsletters, plans sent home via backpack/parentation packet) 3. SAN from parent input meetings 4. Announcements/fliers 5. Parents feedback 6. Translated documents, if applicable 7. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>School Level</p> <p>The LEA ensures that Title I requirements, including general requirements, reservation, policy involvement, shared responsibility, and building capacity</p> <p>Parent and Family Engagement</p> <p>School Level Checklist</p>	<p>Section 1116</p> <p>(b)(1)(D)(i)</p>	

			<p>Reservation Evidence includes:</p> <ul style="list-style-type: none"> 8. SAME from parent meetings specifying agenda item on Title I PEE funds 9. Announcements/Files for meetings 10. Parents feedback <p>Policy Involvement Evidence must include:</p> <ul style="list-style-type: none"> 11. SAME from annual meeting(s) specifying information about Title I and parents rights to be involved 12. Announcements/Files of outreach/events 13. Translated documents, if applicable 14. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc, if applicable 15. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory <p>Shared Responsibility (School-Parent Compact) evidence includes:</p> <ul style="list-style-type: none"> 1. School-Parent Compact(s) 2. SAME from parent meetings specifying agenda item for review and input on the school-parent compact 3. Announcements/Files for meetings 4. Parent feedback 5. Translated school-parent compacts, if applicable 6. SAME from sharing school-parent compact with parents and family members 7. Example of how the school's School-Parent Compact is distributed. (Examples include school website, student handbook, school newsletters, plans sent home via backpack/orientation packet)
<input checked="" type="checkbox"/> YES	Building Capacity for	1116(e)(1-6)	LEA and School-Level Documentation must include:

NO N/A	Involvement The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement.		<ol style="list-style-type: none"> 1. SANE from LEA technical assistance to schools 2. SANE from building capacity for district and school-level (See Parent and Family Engagement Checklist under Building Capacity requirements) <p>Building Capacity evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from parent meetings, outreach or events with topic-specific agenda items 2. Announcements/files for outreach events 3. Handouts/resources from parent outreach events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable <p>Accessibility evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from LEA technical assistance to schools 2. Translated documents, if applicable 3. Receipts for accommodations/interpreters, if applicable
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. <input checked="" type="checkbox"/> The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachments #1 and #2)</i>	1116(a)(2)(B) 1116(e)(1-14)	<p>Evidence of LEA monitoring processes of Parent and Family Engagement requirements must include:</p> <ol style="list-style-type: none"> 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Resources

Non-Regulatory Guidance: Equitable Services

Consultation Checklist

Affirmation of Consultation Form

Intent to Participate Form

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

1. A written process for:
 - (a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
 - (i) **developing a written plan, including, and evaluating, the Title I program serving private school students to include**
 - (ii) ordering and storing of materials and equipment for use in the program provided to private school children
 - (iii) 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
 - (b) **Developing a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.**

NOTE: The school system must submit the following documents in Appendix H of the Local ESSA Consolidated

Strategy Plan. These documents are not required attachments for the Title I application.

1. Consultation timeline

2. Signed Affirmation of Consultation

3. Complaint procedures/dispute resolution process

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

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

Michael E. Butler	Title, I Coordinator
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APPLICATION: The LEA will respond to each assurance (check One)	Participation of Children Enrolled in Private Schools Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	1. Delivery of Services The LEA ensures it (check all that apply): <input type="checkbox"/> Provides services directly to the eligible private school students. <input type="checkbox"/> Enters into a third party contract to provide services to eligible private school students. <input type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students. Please identify LEAs involved.	1117(b)(1)(C)(G)	1. Copies of contracts or agreements with individuals under contract with the LEA (hourly employees) 2. Payroll lists for Title I staff providing Title I services to participating private school children 3. Third party vendor documentation that the LEA has transferred Title I funds to another LEA 4. If applicable, formal agreement (MOU) with other LEA to provide services to private school students. If applicable, communication with other LEA(s) regarding timeline for formal agreement (MOU). If applicable, signed MOU with other LEA

	_____ _____ _____ Provide the date(s) services will begin. _____		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	Required Attachment #1c 2. Invitation to Private School Officials The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program. <i>Required Attachment #1a</i>	1117(a)(1)(A) 1117(b)(1)(b)(5)	1. Approved list of private schools and approved church exempt schools 2. Other forms of outreach (emails, phone logs, or certified mail receipts, etc.) 3. List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMS, CEP or other data)
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	3. Ongoing Consultation The LEA ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school students start at the beginning of the school year. <i>Required Attachment #1a</i>	1117 (b)(1-5)	1. Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> ○ SANE documentation including topic specific agendas; emails, notes from phone calls 2. If applicable, the LEA should have a signed letter from the private school designee if the official is representing a consortium of private schools.
<input type="checkbox"/> YES	4. Equitable Services to Students The LEA ensures it provides	1117(a)(1)(A) 8501(c)	1. List of participating private school children 2. Multiple selection criteria used to select for services

NO	services to private schools' students in an equitable manner based on the needs of the participating private school.		
N/A			
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	5. Teachers and Families Participation The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.	1117(1)(B)	1. Evidence of professional development for teachers: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of professional development activities provided or scheduled to be provided to the classroom teachers ○ 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, agendas. 2. Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities, agendas.
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	6. Dispute Resolution The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.	1117(b)(2-6) 1117(c)(2)	1. If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution 2. If applicable, evidence of resolving disagreements
<input type="checkbox"/> YES <input type="checkbox"/> NO	7. Supervision and Evaluation The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the	1117(b)(1) 1117 (d)(1)	Evidence LEA Supervises: LEA Program Oversight 1. Schedules of Title I staff 2. Timeline/schedules for monitoring visits

N/A	Title I program serving private school students. <i>Required Attachment #1b & c</i>		<p>3. LEA written process and procedures for monitoring private schools</p> <p>4. Monitoring feedback on student progress to Title I staff providing services or private schools officials including letters, emails, reports, or notes, if applicable</p> <p>5. Sample lesson plans and student work</p> <p>6. Consultation between LEA and third party vendor</p> <p>Qualifications of staff providing services:</p> <ol style="list-style-type: none"> 1. Teachers providing services meet state certification and licensure requirements 2. Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure <p><i>(May not apply to LEAs that use a third party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i></p> <p>Ordering and Storing of Materials and Equipment Oversight:</p> <ol style="list-style-type: none"> 1. Title I property labels 2. Inventory list <p>Evidence of Evaluation must include:</p> <ol style="list-style-type: none"> 1. Progress reports/EOY reports on effectiveness of services 2. SANE documenting modification to program, if applicable
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F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Resources

Non-Regulatory Guidance: Education for Homeless Children and Youth Program

Shelter Housing for Children and Youth Tracking Certification

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

A written process that includes how the Title I office will coordinate with the Homeless Education Liaison/Office, which includes how the LEA will provide educationally related support services in a coordinated effort to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education

the LEA method for determining the homeless reservation set aside, whether by a needs assessment or some other method

2. If applicable,
 - a. a description of how the LEA calculated the excess costs of providing transportation to homeless students;
 - b. the calculations that the LEA used to arrive at the figure on this section.
3. Per COMAR 13A.05.09.03, provide a list of all currently active shelter sites in the county that serve homeless children and families.

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

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





BY 2020-2021

Local Educational Agency: _____

Name	Telephone	Cell Phone
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[illegible]

Date _____

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G. SUPPORT FOR FOSTER CARE STUDENTS

Resources

Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

2. If applicable:
 - a. a description of how the LEA calculated the excess costs of providing transportation to foster care students
 - b. the calculations that the LEA used to arrive at the figure on this section

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

Mrs. Tracey Williams	Student Services Supervisor
Mrs. Angela Holocker	Coordinator of Student Services

APPLICATION: The LEA will respond to	Support for Foster Care Students Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation
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each assurance (Check One)			MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1. The LEA ensures 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.</p> <p><i>Required Attachment #1</i></p>	<p>1111(g)(1)(E)</p>	<ol style="list-style-type: none"> 1. Collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency. (SAN) 2. Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) 3. Email communication
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures that it uses a method for determining the foster care transportation set aside method by a needs assessment or some other method (e.g., past foster care student enrollment and support services cost data), and how the foster care point of contact was consulted or involved in that process.</p> <p><i>Required Attachment #2</i></p>	<p>1111(c)(5)</p>	<ol style="list-style-type: none"> 1. Email or written communication regarding the needs of foster care students 2. Consultation Meetings with the LEA foster care point of contact and Title I Office (SAN) 3. copy of needs assessment used 4. copy of foster enrollment data 5. copy of support services data

H. ENGLISH LEARNERS

Resources

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

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS

1. The LEA must include a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline.
2. The LEA must include a written process for sharing the number and percentage of English learners achieving English language proficiency.

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

Mrs. Lynn Ewing	Home-School EL Coordinator	
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APPLICATION: The LEA will respond to each assurance (Check One)	English Learners Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1. The LEA ensures that [redacted] a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.</p> <p>[redacted]</p>	1112(e)(3)	<p>Evidence of a coordinated effort to inform parents about the ESOL Program placement, which must include:</p> <ol style="list-style-type: none"> 1. Distribution of dated and completed English and [redacted] translated versions of the ESOL Parent Notification Letter specifying the student's placement in an ESOL Program with parent signature or documentation of due diligence to obtain the parent's signature. 2. Documentation of distribution of the letters within 30 days of the beginning of the school year or within two weeks of the student's enrollment. 3. SAN documentation and/or written communication documenting collaboration between the Title I and Title III offices pertaining to: <ul style="list-style-type: none"> o Parent notification o English Learner (EL) screening and placement o ESOL placement timeline
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures that [redacted] collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.</p>	1116(e)(4) 1116(f) [redacted]	<p>Evidence of intentional practices to implement effective outreach to parents of ELs regarding their education, which must include:</p> <ol style="list-style-type: none"> 1. SANE documenting English learner parental participation in parent and family engagement events 2. SANE documenting specific events held for families of English learners regarding how to increase their awareness of the American Educational System. (For example: English to Speakers of Other Languages (ESOL) Parent Orientations, and workshops on how to help your ELs to be successful on the ACCESS for ELs, etc.) 3. Copy of Parent Communication Logs

			<p>4. Translated documents or flyers</p> <p>5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., [applicable]</p> <p>6. Translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet [SAN/SANL]</p> <p>NOTE: some of these items may be available in component D – Parent and Family Engagement.</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>3. The LEA has a written process for sharing the number and percentage of English learners achieving English language proficiency.</p> <p>[REDACTED]</p>	<p>1111(h)(2)</p>	<p>[REDACTED] documentation supporting the implementation of the written process, which must include:</p> <ol style="list-style-type: none"> 1. The number and percentage of English learners achieving English language proficiency 2. Sample of the LEA's report card 3. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Coordinators 4. [REDACTED] other documentation to support the LEA has implemented its written process, if applicable [REDACTED]

I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

Resources

[Link for School Improvement Resource Hub](#)

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. The LEA must include a written process explaining how the LEA will carry out responsibilities under Section 1111(d)(1)(TSI) (Section 1112(b)(1)(9)).

Targeted Support and Improvement (Section 1111(d)(2))

For each school identified, in partnership with stakeholders, development and implement a school-level TSI plan to improve student outcomes for each student group identified for improvement (Section 1111(d)(2)(B)).

i. Process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii))

ii. Process for monitoring school-level TSI plans (Section 1111 (d)(2)(b)(iv))

iii. Process for identifying and addressing resources impacting TSI schools (Section 1111(d)(2)(C))

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDI specialists will review selected Title I Targeted Support and Improvement Intervention Plans, which should be submitted prior to the Program Review date.

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

N/A

APPLICATION: The LEA will respond to each assurance (Check One)	Targeted Support and Improvement School Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A N/A = There are no Title I TSI Schools	1. The LEA ensures it has a written process for planning, approving, implementing, and monitoring the components of each Title I TSI School Required Attachment #2	111.04(12) 111.06(1)(c)	Documentation supporting the implementation of the written process which must include: 1. Written process for planning and implementing the components 2. Needs Assessment, with documentation to include: a. Needs Assessment Tool b. Summary of Results, with focus on identified student groups c. Root Cause Analysis Tool (recommended) d. SAN, e.g. School Staff and Parent/Community Members, Training Dates and Materials e. Written Summary of Results 3. SAN Documentation a. SIT Meetings, Other Stakeholder Meetings b. Schedule for Conducting the Needs Assessment c. Analysis of Resource Inequities that affect lower performance in identified student groups d. Written Method for Conducting Analysis e. SAN for Meetings, e.g., between School and LEA Staff f. Written Summary of Findings of Analysis A written process for implementing the school level Title I TSI plan including: 1. Evidence-based strategies that are aligned with findings of the Needs Assessment and Resource Inequities Analysis 2. Communications with LEA departments and partnerships with entities outside the LEA 3. List of staff and organizations involved in plan development

			<p>1. SAN/SANF Documentation from meetings, training, staff development</p> <p>2. Communications logs, emails, etc</p> <p>3. Copies of formal agreements, contracts, etc</p> <p>4. Evidence of Stakeholder Involvement, which must include</p> <p>1. SAN/SANF</p> <p>2. Communication logs</p> <p>5. Documentation for monitoring and evaluating Title I TSI school plans:</p> <p>1. Analysis of academic progress of identified student groups and timelines that include</p> <p>2. Written Monitoring tool(s) and schedule</p> <p>3. Summary Results of Assessments</p> <p>4. Procedure for making changes in strategies/interventions based on growth in the identified student group(s) needs, if applicable</p> <p>5. Other documentation to support the LEA has implemented its written process, if applicable</p> <p>6. Documentation supporting the implementation of the written process which must include:</p> <p>1. If applicable, written process for determining allocation of additional Title I funds to schools</p> <p>2. SAN from meetings e.g. Finance Office Staff to develop budget</p> <p>3. Emails, communication logs</p> <p>4. Other documentation to support the LEA has implemented its written process, if applicable</p>
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>2. The LEA ensures it has a written process for determining how it will allocate additional Title I and local/other funds set aside for each Title I TSI School, if applicable</p>		

J. FISCAL REQUIREMENTS

Resources:

Non-Regulatory Guidance: Supplement Not Supplant

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

Skipped School Addendum

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval letter and Skipped School Addendum.
2. Neglected & Delinquent: Include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also, list each institution and the amount of funding provided.
3. Education for Homeless Children and Youth: Include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.
4. Education for Homeless Children and Youth - Homeless Liaison: Include a job description of the Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).
5. Education for Homeless Children and Youth - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section.

Education for Foster Care Students - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation for foster care students; 2) the calculation that the LEA used to arrive at the amount in this section. Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing

reimbursement for migrant children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.

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

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

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

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

Dr. Karen Couch	Superintendent
Mrs. Gina Jachimowicz	Director of Teaching and Learning
Ms. Alleesa Stewart (incoming)	Supervisor of Finance
Ms. Robin Langraf (outgoing)	
Mrs. Gail Manley	Executive Secretary
Mrs. Kris Hemstetter, RHES	Building Level Principals
Ms. Brenda Rose, HHGES	
Ms. Arlene Reading, GALES	
Ms. Mary Helen Spirit,	

APPLICATION: The LEA will respond to each assurance (Check One)	Fiscal Requirements Assurances	Citation	Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>The LEA ensures that all Title I Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable and allocable), including the use of school level Title I funds and all Title I funded positions.</p> <p>Required Attachment #3</p>	<p>2 CFR Part 200 Subpart I 201.401 201.404 201.406</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. Systems and structures for monitoring and approving school-level fiscal responsibility 2. Systems and structures for monitoring and approving school level expenditures that are reasonable, necessary, allowable and allocable. 3. LEA monitoring of the appropriate use of school-level Title I funded positions based on approved job descriptions 4. LEA monitoring of the appropriate use of Title I funded paraeducators, including roles and responsibilities. 5. Other documentation to support the LEA has implemented the written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>The LEA ensures that it uses federal funds received under the 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.</p>	<p>11815.1</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. Most current, dated copy of the district's supplement, not supplant policy and procedures document. 2. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. 3. Semi-annual certification (district, schoolwide program, and targeted assistance). 4. Time and effort for split funded staff (district, schoolwide program, and targeted assistance), to include: <ul style="list-style-type: none"> o Job descriptions o Time and effort reporting o Personnel Activity Reports (PARs) o Written procedures to review Time and Effort

	Required Attachment #2		5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.</p> <p>Required Attachment #2</p>	1118(b)(2)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. LEA Internal Controls and Written Procedures 2. Allocation Amount and Expenditures for non-Title I and Title I schools [both Schoolwide Program and Targeted Assistance] 3. Distribution of staff and funding per the approved methodology for non-Title I and Title I schools [both Schoolwide Program and Targeted Assistance] 4. List of Title I schools and non-title I schools inclusive of the distribution method used by the local Educational Agency for the applicable school year. 5. LEA Transaction Level Reports of Expenditures 6. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>The LEA ensures that all Title I schools received State and local funds necessary to provide services required by law for children with disabilities and English learners.</p> <p>Derived from NIG 0173</p>	1118(b)(1)-(2) 1114(a)(2)(B)	<p>Allocation Amount and Expenditures for non-Title I and Title I schools demonstrating receipt of State and local funds for children with disabilities and English learners.</p>

J. FISCAL REQUIREMENTS

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


Expenditure Title I Parent and Family Engagement Spending plan.		<p>2. LEA Transaction Level Reports of Expenditures Invoices, contracts, etc.</p> <p>Cost related to parent and family engagement</p> <p>3. LEA reservations are in the LEA budget and line items can be followed from the budget</p> <p>2. LEA Transaction Level Reports of Expenditures Invoices, contracts, etc.</p>
<p>Requirement 3 – Neglected & Delinquent Reservation</p> <p>Table 7-9.1</p> <p>LEAs are required to reserve Title I funds if N&D programs exist in the LEA. Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.</p>	1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)	<p>Evidence of Neglected & Delinquent Expenditures</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. 4. Memorandum of Understanding (MOU)
<p>Requirement 4 - Homeless Children and Youth</p> <p>Table 7-9.1</p> <p>Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds.</p>	1113(c)(3)(A)(i)	<p>Evidence of Homeless Children and Youth Expenditures</p> <p>Reservation:</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. <p>Instructional/Educational Support (If Applicable) – Costs associated with:</p> <ol style="list-style-type: none"> 1. Tutoring Services, especially in shelters or other locations where homeless students live 2. Extended learning time (before and after school, Saturday classes, summer school) 3. Counseling services to address mental health issues related to

		<p>homelessness that is impeding learning</p> <ol style="list-style-type: none"> 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> <ol 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> <ol style="list-style-type: none"> Cost associated with Homeless Education Transportation Reservation is in the budget LEA calculation of excess cost for providing transportation Invoices/payment schedule for transportation
<p>Requirement 5 - Education for Foster Children</p> <p>Table 7-9.1</p> <p>Funds are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds.</p>	<p>111340120000</p> <p>of ESFA and Non-Regulatory Guidance</p> <p>Ensuring Educational Stability for Children in Foster Care Program</p>	<p>Transportation (if applicable):</p> <ol style="list-style-type: none"> Cost associated with Foster Care Student Transportation Reservation is in the budget LEA calculation of excess cost for providing transportation Invoices/payment schedule for transportation Contracts
<p>Requirement 4 - Districtwide Title I Instructional Programs</p> <p>Table 7-9.2</p> <p>LEAs must reserve funds for Districtwide</p>	<p>34 CFR Part 200.77</p>	<p>Expenditures</p> <ol style="list-style-type: none"> LEA reservations are in the LEA budget and line items can be followed from the budget LEA Transaction Level Reports of Expenditures

Instructional programs for Title I schools.		3. Invoices, contracts, etc.
Requirement 2 - Districtwide Professional Development Table 7-9.2 LEAs may reserve funds for Districtwide professional development programs for Title I schools such as: Professional development for Title I schools that is above and beyond what the Local Educational Agency program provides for all schools.	34 CFR Part 200.77	Evidence of Districtwide professional development Expenditures, if applicable: 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
Requirement 3 - Administration Table 7-9.3: LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost.	34 CFR Part 200.77	Evidence of Administration Expenditures, if applicable: LEA reservations are in the LEA budget and line items can be followed from the budget 1. LEA Transaction Level Reports of Expenditures 2. Invoices, contracts, etc. 3. Indirect costs at the approved yearly rate 4. Travel, Office Supplies, and technology for Title I 5. Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget
<i>Required Attachment #10</i>		
Requirement 4 - Support for Title I TSI Schools Table 7-9.4	Section 1116(a)(2)	Expenditures: 1. LEA Title I, Part A set-aside funding, if applicable, is in the LEA budget and line items can be followed from the budget 2. LEA non-Title I funding is listed, if applicable 3. LEA Transaction Level Reports of Expenditures 4. Invoices, contracts, etc.
Requirement 5 - Carryover Estimate Table 7-9.4	1127 1117(a)(4)(B)	1. LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures 2. Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable) 3. Waiver intent indicated in the Title I Application

<p>Requirement 13 - Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p>	<p>Uniform Grant Guidance (UGG) 200.501(b)</p>	<ol style="list-style-type: none"> 1. Single audits are conducted annually 2. Copies of single audit reports (2 most recent) and Corrective Action (when applicable) 3. LEA response to findings 4. MSDE follow-up reviews of findings 5. All required corrective actions from the audit findings are fully implemented within the agreed timeline. 6. Independent auditor's report shows that the LEA has corrected all actions required.
<p>Requirement 14 - Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.</p>	<p>1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)</p>	<ol style="list-style-type: none"> 1. Local finance budget reports match amounts reported in the approved Allocation Worksheet. 2. If applicable, Charter Schools are included in the ranking 3. If applicable, Skipped Schools have been approved by MSDE. 4. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in rank order. 5. If applicable, Continuing Eligibility schools meet the statutory definition.
<p>Requirement 15 - Equipment and Related Property</p> <p>Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p>	<p>EDGAR 34 CFR 80.32, UGG \$200.314</p>	<ol style="list-style-type: none"> 1. LEA Inventory 2. Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment 3. Annual physical inventory of Title I equipment 4. Lease agreements 5. Expenditure Reports 6. LEA Transaction Level Reports of Expenditures

EDGAR 34 CFR 80.32, UGG \$200.314
Education Department General
Administrative Regulations (EDGAR)

<p>Elements:</p> <p>Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.</p> <p>A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.</p> <p>A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.</p> <p>Adequate maintenance procedures must be developed to keep the property in good condition.</p>		
<p>Requirement  - Use of Technology Devices</p> <p>Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</p>	<p>34 C.F.R. § 80.20 (added in SY 2015-2016)</p>	<ol style="list-style-type: none"> 1. Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. 2. Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. 3. Staff Training (SANE) 4. Corrective Actions, if applicable.

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

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COMAR 13A.12.01.14 Waivers and Special Certification Provisions

Types of Certificates

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

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

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

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

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

Glossary of Terms

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

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

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



Title I

DISPARITY CHART

Disparities of low-income & minority students being taught by inexperienced, ineffective, and out of field teachers

Instructions: Provide data used to identify disparities (2019-2020). The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White).

Inexperienced Teachers

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

Ineffective Teachers

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

Out of Field (OOF) Teachers

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

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Schoolwide Program Plan Components Checklist

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

<p>1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What types of qualitative and quantitative data are being collected? <input type="checkbox"/> Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. <input type="checkbox"/> Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. <input type="checkbox"/> What are the strengths of students, teachers, school and community? What are their needs? <input type="checkbox"/> What are the contributing factors to academic strengths and needs? <input type="checkbox"/> How is the data being used by administration, teachers and parents to guide decisions and instruction? <input type="checkbox"/> How is data being reviewed in a disaggregated format to look at progress and needs of all student groups? <input type="checkbox"/> How is the needs assessment used for a cycle of ongoing continuous improvement engaging 	<p>2. Schoolwide Reform Strategies that address school needs including a description of how strategies will:</p> <ul style="list-style-type: none"> a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i); b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well-rounded education; (1114(b)(7)(A)(ii) c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii) <ul style="list-style-type: none"> <input type="checkbox"/> Counseling, school-based mental health programs, specialized instructional support services; <input type="checkbox"/> Preparation for and awareness of opportunities for postsecondary education and the workforce; <input type="checkbox"/> Schoolwide tiered model to prevent and address problem behavior; <input type="checkbox"/> Professional development and other activities for teachers; <input type="checkbox"/> Strategies to assist preschool children in transition <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies? <input type="checkbox"/> How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. <input type="checkbox"/> What evidence is being collected to demonstrate the 	<p>3A. Parent, Family and Stakeholder Involvement – developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)</p> <p>3B. Strategies to Increase Parent and Family Engagement (Section 1116)</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will parents, families, and community members be involved in developing the schoolwide plan? <input type="checkbox"/> How will teachers, principals, and other school staff be involved in developing the schoolwide plan? <p>4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify all federal, state, and local programs and services. <input type="checkbox"/> How are federal, state, and local resources braided
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all stakeholders?



effectiveness of reforms?



to maximize the impact of the schoolwide plan?

Targeted Assistance School Program Checklist

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

Eligible Children
<p style="text-align: center;">Selection for eligible students. (Section 1115 (c)(1)(B))</p> <p>Eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</p>

Seven Components of a TAS Program (1115 (b)(2)(A-G))	Check
(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which <u>may</u> include programs, activities, and academic courses necessary to provide a well-rounded education;	
(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which <u>may</u> include- (i) extended learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);	
(C) coordinate with and support the regular education program, which <u>may</u> include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;	
(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;	
(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;	
(F) 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 or targeted support and improvement activities under section 1111(d);	
(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.	

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

LEA: _____ Reviewer: _____ Date Reviewed: _____

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

A. Written Policy (Section 1116 (a)(1)(2))	Evidence of Implementation
<p>1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)</p>	<ul style="list-style-type: none"> • Input from parents/families • SANE from parent meetings • Announcements/Fliers • Parents feedback • Translated documents • Receipts for accommodations/ interpreters
<p>2. LEA's establishes expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)</p>	<ul style="list-style-type: none"> • Translated documents Evidence in LEA plan • SAN from meeting discussing expectations and objectives
<p>3. Parent and family member input:</p> <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) 	<ul style="list-style-type: none"> • SAN from parent meetings with agendas that identify specific topics for input. • Example of how the Plan is distributed and available for parents and community may include: <ul style="list-style-type: none"> ○ District/school website ○ Student handbook ○ School newsletters ○ Plans and compact sent home via backpack/ orientation packet • SAN from parent meetings specific to Section 1112. • SAN from parent meetings specifying agenda item on Title I PFE funds • Announcements/Fliers for meetings.
<p>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 <u>may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education</u>). Section 1116(a)(2)(B)</p>	<ul style="list-style-type: none"> • SANE or other evidence that the LEA provides coordination, technical assistance. See building capacity section (B).
<p>5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Section 1116(a)(2)(C)</p>	<ul style="list-style-type: none"> • Evidence in LEA plan • SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate.
<p>6. Conducts with the involvement of parents an annual</p>	<ul style="list-style-type: none"> • Completed district level evaluations/surveys

<p>evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)</p> <ol style="list-style-type: none"> barriers to greater participation by parents; the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; strategies to support successful school and family interactions; used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. 	<p>addressing:</p> <ul style="list-style-type: none"> barriers to greater participation by parents; the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; strategies to support successful school and family interactions; and other support to school. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan Results of data/feedback Revisions to policy/plan are made, based on evaluation, if applicable SAN with meeting notes, if applicable Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys, if applicable.
<p>7. The LEA's policy/plan includes at least one of the following strategies:</p> <ol style="list-style-type: none"> Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies. Supporting programs that reach parents and family members at home, in the community, and at school. Disseminating information on best practices focused on parent and family engagement. 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. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan. 	<ul style="list-style-type: none"> Evidence in LEA plan SANE or other evidence supporting strategies - i.e. working with nonprofit organizations, home visits, LEA guide on best practices for schools, subgrants to schools for PFE, LEA's outreach to parents/families supporting activities in the LEA PFE Plan.
<p>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</p>	<p>Evidence of Implementation may include:</p> <ul style="list-style-type: none"> SANE from parent meetings, outreach or events
<p>1. Provide assistance to parents/families in</p>	<ul style="list-style-type: none"> SANE from parent meetings, outreach or events

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)	<ul style="list-style-type: none"> with topic specific agenda items. Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/ interpreters
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)	<ul style="list-style-type: none"> SANE from parent meetings, outreach or events with topic specific agenda items. Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/interpreters
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)	<ul style="list-style-type: none"> SANE from parent meetings, outreach or events with topic specific agenda items. Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/interpreters
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)	<ul style="list-style-type: none"> SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate. SANE from parent meetings, outreach or events with topic specific agenda items. Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/interpreters
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)	<ul style="list-style-type: none"> Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/ interpreters
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)	<ul style="list-style-type: none"> Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/ interpreters
C. Accessibility: Section 1116 (f)	Evidence of Implementation
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)	<ul style="list-style-type: none"> SANE from LEA technical assistance to schools Translated documents Receipts for accommodations/interpreters

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Title I School Level Parent and Family Engagement Plan and School Parent Compact – Section 1116: Checklist
 LEA: _____ School: _____ Date: _____

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

_____ Meets Requirements (M)

_____ Does not meet the requirement (NM)

A. General Requirements: Section 1116 (b) (d)	Evidence of Implementation
<ul style="list-style-type: none"> ○ 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) ○ Parent and Family Engagement Plan <ul style="list-style-type: none"> a. Date Reviewed for input: _____ b. Date distributed: _____ ○ School-Parent Compact <ul style="list-style-type: none"> a. Date Reviewed for input: _____ 	<ul style="list-style-type: none"> • SAN(E) from parent input meetings • Announcements/Fliers • Parents feedback • Translated documents, if applicable • Receipts for accommodations/interpreters, if applicable <p>Examples of how the school level Plan is distributed may include:</p> <ul style="list-style-type: none"> • School website • Student handbook • School newsletters • Plans sent home via backpack/ orientation packet
<ul style="list-style-type: none"> ○ Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B) 	<ul style="list-style-type: none"> • SAN(E) from parent meetings specifying agenda item on Title I PFE funds • Announcements/Fliers for meetings • Parents feedback
B. Policy Involvement: Section 1116 (c)	Evidence of Implementation
<ol style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> • SAN(E) from annual meeting(s) specifying information about Title I and parents rights to be involved • Announcements/Fliers of outreach/events • Translated documents, if applicable • Receipts for interpreters, transportation, or other accommodations, if applicable
<ol style="list-style-type: none"> 2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2) 	<ul style="list-style-type: none"> • Evidence showing flexible meeting times • Announcements/Fliers of outreach/events
<ol style="list-style-type: none"> 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) <ul style="list-style-type: none"> a. School Parent and Family Engagement Plan b. Schoolwide plan 	<ul style="list-style-type: none"> • SAN from parent meetings specifying agenda item for review and input on <ul style="list-style-type: none"> ○ School Parent and Family Engagement Plan ○ Schoolwide plan • Announcements/Fliers for meetings • Parent feedback
<ol style="list-style-type: none"> 4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A) 	
<ol style="list-style-type: none"> 5. The Parent and Family Engagement Plan advises that if 	<ul style="list-style-type: none"> • How parents are informed about the SW plan

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)	and can make comments if plan is not satisfactory
G. Shared Responsibility: Section 1116 (d) (School-Parent Compact)	Evidence of Implementation
<ul style="list-style-type: none"> The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d) 	
1. School Responsibilities: Describe how the school will: <ul style="list-style-type: none"> 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) 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) Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B) 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) 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) 	<ul style="list-style-type: none"> Completed MSDE PFE school level checklist for compact showing all components are addressed SANE from parent meetings specifying agenda item for review and input on the school-parent compact Announcements/Fliers for meetings Parent feedback Translated school-parent compacts, if applicable SANE from sharing school-parent compact with parents and family members
2. Parent Responsibilities: Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, and use of extracurricular time.) Section 1116 (d)(1)	
3. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)	
D. Building Capacity: Section 1116 (e) The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement	Evidence of Implementation may include:
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)	<ul style="list-style-type: none"> SANE from parent meetings, outreach or events with topic specific agenda items. Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/ interpreters
2. Provide materials and training to help parents work with	<ul style="list-style-type: none"> SANE from parent meetings, outreach or events

<p>their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)</p>	<p>with topic specific agenda items.</p> <ul style="list-style-type: none"> • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
<p>3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)</p>	<ul style="list-style-type: none"> • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
<p>4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)</p>	<ul style="list-style-type: none"> • SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate. • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
<p>5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)</p>	<ul style="list-style-type: none"> • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
<p>6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14)</p>	<ul style="list-style-type: none"> • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
<p>E. Accessibility: Section 1116 (f)</p>	<ul style="list-style-type: none"> • Evidence of Implementation
<p>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)</p>	<ul style="list-style-type: none"> • SANE from LEA technical assistance to schools • Translated documents • Receipts for accommodations/ interpreters

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Equitable Services Topics of Consultation

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

Section 1117(b)(1)	Consultation Topic
	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 attendance areas who attend private schools
	G. How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers
	H. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor
	I. Whether the LEA 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 LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools
	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

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



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

PART I: CONTACT INFORMATION

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

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

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

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

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

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

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



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

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

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

PART V: AFFIRMATION OF CONSULTATION

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

By signing this form, we agree that:

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

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

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

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
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Please share any Comments or Requests for Further Consultation

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

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



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Please complete the following Intent to Participate form no later than _____, and submit to:

Name
LEA
Mail/Email Address

Name of Non-Public School/Address:

Name:
Address:

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

Non-Public School Representative:

Name:	Title:
Phone:	Email:

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

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

☐ Title I-A ☐ Title I-C ☐ Title II-A ☐ Title III-A ☐ Title IV-A ☐ Title IV-B (21" CCLC)

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

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

Signatures:

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

Please share any Comments or Requests for Further Consultation:

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

MSDE: ESSA Title I and Title III Questions and Answers

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

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

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

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

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Title I Skipped Schools' Addendum SY 2020-2021



Local Education Agency: _____

Signature/ Date: _____

Title I Coordinator: _____

Fiscal Representative: _____

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

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

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

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

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

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

Title I Skipped Schools' Addendum for SY 2020-2021

Maryland State Department of Education

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

1. Provide a full description (in narrative form) of the Title I- like services in each Code 1 school. The descriptions must be submitted to MSDE with this addendum. These services must be targeted to specific students or used to provide instructional reform throughout the school. (Note: Title I- like means the schools must meet the requirements of Section 1114 or 1115).
2. Attach documentation in which additional State or local funding was approved for Code 1 schools. (Note: Additional funding for these schools that are skipped must appear as separate fund codes that can be tracked to each skipped school).

Section B: Code 20, Code 30, and Code 40 Schools

1. Describe the process used to calculate the additional State and local funds to derive the PPA reported on the Skipped School Allocation Worksheet for schools identified as Code 20, Code 30 and Code 40.

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

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

Addendum: Progress Monitoring through Growth Measures and Outcomes

PROGRESS MONITORING REQUIRED ATTACHMENT

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

PROGRESS MONITORING EVIDENCE OF IMPLEMENTATION

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

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

Title I, Part A Application 2020-2021 Program Strategies and Evidence-based intervention(s) Growth Measures and Outcomes

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

Activities

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

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

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

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

☐ YES ☒ NO

If Yes, complete the table below:

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

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

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

☐ YES ☒ NO

If Yes, complete the table below:

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

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

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

☐ YES ☒ NO

If Yes, complete the table below:

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

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

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

☐ YES ☒ NO

If Yes, complete the table below:

Districtwide Parent and Family Engagement Activities	Goals	Provide Rationale through an equity lens	Describe the process for building strong parent partnerships	Timeline and Progress Check dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth (i.e. surveys, program evaluation, attendance)	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.

Program Review Follow-up Addendum

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

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

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

June 12, 2020
Dr. Lloyd Taylor
Title I Coordinator
Kent County Board of Education
5608 Boundary Ave.
Rock Hall MD, 21661

Dear Dr. Taylor:

On March 3, 2020, Luke Dillon from the Office of Title I - Program Improvement and Family Support in the Division of Curriculum, Instructional Improvement, and Professional Learning, conducted a Program Review of the Title I, Part A Program in the Kent County Public Schools (KCPS). Joining him was Melissa Surgeon who was the Process Observer. Her role was to capture the process in order to assess

how we support our local school systems. I attended and participated in the capacity as Monitor. The purpose of the visit was for the Maryland State Department of Education (MSDE) to review evidence of implementation of the Title I, Part A requirements of the Elementary & Secondary Education Act (ESEA), as reauthorized by P.L. 114-95, The Every Student Succeeds Act of 2015 (ESSA). Attached to this letter is the Program Review Feedback and required actions. Please share this information with the appropriate staff from your local school system. Your MSDE Point of Contact will follow up with you to address any required actions to meet compliance. The MSDE would like to thank the Title I staff and other local school system personnel for their participation in the Title I, Part A Program Review. If you have any questions contact, Luke Dillon at 410-767-0805 or via email at luke.dillon@maryland.gov.

Sincerely,

Paula M. Harris, M. Ed.

Director

Title I - Program Improvement & Family Support

Division of Curriculum, Instructional Improvement and Professional Learning

c: Luke Dillon

Dr. Gina Jachimowicz

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

MarylandPublicSchools.org

Shanna Edmond

Melissa Surgeon

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

MarylandPublicSchools.org

2019-2020 Title I, Part A Program Review Summary

Local School
System:

Kent County Public Schools

LSS Title I
Contact:

Dr. Lloyd Taylor

MSDE Point of
Contact:

Luke Dillon

Date of Review:

March 3, 2020

Components:		
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	Met	Not Met
Component A: Staff Credentials and Certification		X
Component B: Schoolwide Programs		X
Component C: Targeted Assistance Schools	N/A	
Component D: Parent and Family Engagement	X	
Component E: Participation of Children Enrolled in Private Schools	X	
Component F: Education for Homeless Children and Youth	X	
Component G: Support for Foster Care Student	X	
Component H: English Learners	X	
Component I: Fiscal Requirements	X	

2019-2020 Title I (TI), Part A, Program Review Feedback

Local Education Agency: Kent County Public Schools (KCPS)

Date of Review: March 3, 2020

MSDE Point of Contact: Luke Dillon

Component A: Staff Credentials and Certification

Assurance 3. The LSS ensures that all Paraprofessionals working in Schoolwide Schools meet applicable State certification and licensure requirements.

Reference to the Law: 1112(c)(6) and 1112(g)(2)(J)

Explanation: A staff member listed on a KCPS report as a Paraprofessional working at Kent County Middle School did not meet not State certification and licensure requirements. On March 12, 2020, KCPS indicated in an email that this staff member's job title is a Life Skills Assistant providing non instructional duties. A job description was requested but was not submitted to MSDE.

Required Action: By June 15, 2020 provide budgetary evidence that the staff member is not being paid with Title I funds.

Action taken: Documentation was forwarded via email on July 20, 2020 to provide budgetary evidence that the staff member was not paid with Title I funds.

Component A: Staff Credentials and Certification

Assurance 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.

Reference to the Law: 1111(g)(1)(B) and 1112(b)(2)

Explanation: During the Program Review, sample evidence of implementation provided by KCPS did not support how KCPS implements procedures to address disparities regarding inexperienced teachers.

Required Action: By June 30, 2020 provide evidence of implementation of KCPS's process to address disparities.

Required Action: The 2020-2021 Disparities Avoidance Procedure has been updated in the 2020-2021 grant application with technical assistance from MSDE.

Component B: Schoolwide Programs

Assurance 3. The LSS ensures all Schoolwide Plans and its implementation is regularly monitored and revised as necessary based on student needs.

Reference to the Law: 1114(b)(3)

Explanation: KCPS's sample evidence did not include a monitoring schedule for Title I Schools or email communication regarding monitoring between the Title I Coordinator and schools.

Required Actions: Develop a monitoring schedule for each Title I school, develop a KCPS Title I monitoring tool, provide SAN from meetings and/or training with Title I Schools preparing them for the monitoring process. Monitor all Title I Schools during the fall of SY 2020-21.

Action taken: A monitoring tool was developed with technical assistance from MSDE and included in the 2020-2021 application.

Fiscal Requirement 4- Homeless Children and Youth
Funds are reserved to provide support to children experiencing homelessness. The LSS has a plan for the use of the funds.

Reference to the Law: 1113(c)(3)(A)(c)(i)

Explanation:

An FY 20 budget report was shared and KCPS indicated that none of the Title I Homeless District Set Aside funds had been used during SY 2019-20 as of March 3, 2020. KCPS provided a form

used to request homeless funds; however it was not clear that the form was to request to use Title I Homeless District Set Aside funds nor was it clear from the form how to submit the form. Subsequently KCPS resubmitted the form to MSDE; however it is still unclear how the form is to be used to request the use of Title I Homeless District Set Aside funds and the process for submission.

Suggestions for Enhancement:

- Revise the KCPS form to indicate if schools are accessing LEA funds or Title I Homeless District Set Aside funds. Please ensure that there are directions for the process for submission.
- For SY 2020-21 clearly indicate the process for supporting Homeless Students, how schools are to utilize the form in a timely manner to request Title I Homeless District Set Aside funds, and the approval process.

Action taken: Form was revised to include if schools are accessing LEA funds of Title I Homeless District Set Aside funds. The revised form is included in the 2020-2021 application.

The process for utilizing the form is outlined in the written process for the 2020-2021 application process.



Directions for the Completion of the Excel Title I Allocation Worksheet

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

Notations: First column place an N for schools NEW to Title I; S if the school is Skip and C for Charter School. The Priority and Focus School Notations have been removed designated as such. *Leave blank if none of the above.*

Notations: Second column designate SW for Schoolwide or TAS for Targeted Assist

Column D: Report MSDE official school ID number for each school. This number can be found at www.mdreportcard.org. Please report the 4 digit number (including leading "0s").

Column E: List the Title I public schools (use the official school name) in rank order by *Schools must appear on the allocation worksheet and complete Columns: D, E, F, G, I*

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

Column G: Designate Y for CEP School or N for non-CEP School. **Column H:** Report enrollment number. **Column I:** Report the 10/31/19 official number of low income public lunch or CEP as calculated in column K and based on the data source indicated in Table 1. If (I) is greater than the school's total enrollment (H), enter the total enrollment number for low income public school children. (Do not round up). **If using a different poverty metric choose to use Direct Certification only and not use the multiplier (only available for schools using the multiplier to calculate CEP status). Then use the number in column J to populate Column I.** **Column J:** Report the official number of low income public school children (as of 10/31/17) for CEP schools. For non-CEP schools put N/A.

Column K: Automatic calculation: of CEP children in column J multiplied by the 1.6 r greater than column H then enter the number in column H into column I. *(Do not round*

Column L: Report the FTE for low income public school children. (For any approved, Reminder: Count 1/2 day Pre-K children as .5 FTE. Count should be the Low Income documentation regarding the count for Low Income Pre-K as the MSDE does not have

Column M: The Percent of Poverty for each school in rank order based on the calculation. Schools that have the same rank the same percent of poverty, within that range sort by the total number of poverty students. **Column N:** The percentage of Direct Certification when ranking using the 1.6 multiplier in CEP schools.

[illegible]

Column P: Provide per pupil allocation, PPA may be the same for all schools or differ order. (Approved Skipped Schools must provide the same PPA for private school child allocation worksheet where the public school received a PPA with local compensatory

Column Q: Automatic calculation of the school's Title I allocation. Complete the char calculations for columns K, M, and Q. The totals from Q must equal Line 7 in Table 7-
columns.

If there is a need to insert additional rows, be sure to copy all formulas into new cells, & Contact your local Excel expert for additional help.

set.

ped (must have prior State approval);
ed. Please use CSI or TSI for schools

tance School.

n be found on MSDE's

y Percent of Poverty. *Approved Skipped*
H, I, J (if CEP), N, O, P.

t the 9/30/19 official public school
ic school children (free/reduced or free
ble 7-1) **Note: if the CEP school's number**
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please notify your MSDE POC. If you
for LEAs where all schools are CEP
cial number of CEP Direct Certification

multiplier. Enter in column I, however if
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Skipped School enter 0 in column L)
ie students. The LSS will need provide
those data.

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itle I school attendance area (Including
Private school children who reside in this
Report the FTE for low income private
y Pre-K children as .5 FTE. ***The LSS will***
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ent amounts but must be descending
Iren as calculated in the skipped school
funding).

rt – Excel will automatically do the
-10. ***Do not alter or override formula***

as appropriate.