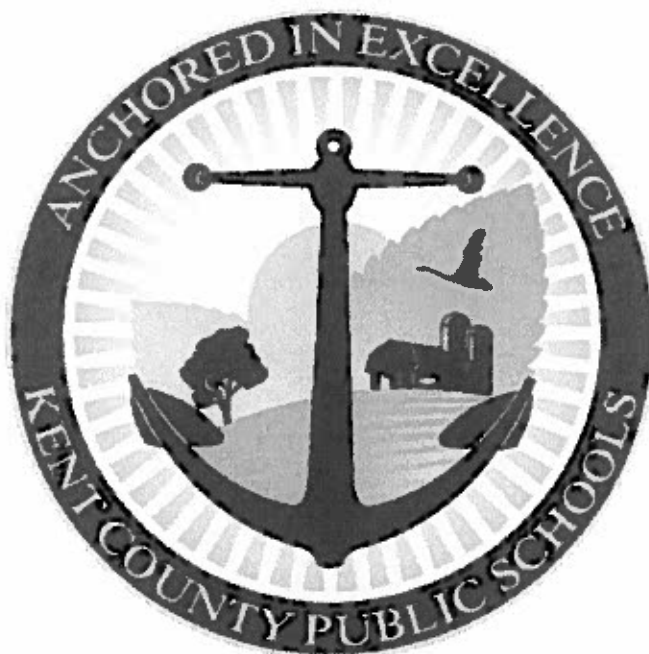


**September 30, 2016**

**2016 BTE**

**Kent County's Federal and State Grant  
Application and Other Reporting Requirements**



**Kent County Public Schools**

5608 Boundary Avenue  
Rock Hall, MD 21661

## Table of Contents

<b>Information</b>	<b>Page</b>
<b>Submission Cover Page</b>	<b>3</b>
<b>Guidance for Completion of the Budget Narrative for Individual Grants</b>	<b>4-7</b>
<b>Attachments 4A – 6A for the Title I, Title II and Title III Applications</b>	<b>8-13</b>
<b>Guidance Document to Accompany SY 2016-2017 Title I, Part A Application Improving Basic Programs Operated By Local Education Agencies</b>	<b>14-42</b>
<b>SY 2016-2017 Title I Application- Title I, Part A Improving Basic Programs</b>	<b>43-66</b>
<b>Maryland's 2016-2017 Priority Schools</b>	<b>66-67</b>
<b>Maryland's 2016-2017 Focus Schools</b>	<b>68-69</b>
<b>Federal Grant Application: Title II, Part A</b>	<b>70-84</b>
<b>Federal Grant Application: Title III, Part A</b>	<b>85-97</b>
<b>Federal Grant Application: Title I, Part D</b>	<b>98-113</b>
<b>State Grant Application: Fine Arts</b>	<b>114-118</b>
<b>Additional Federal and State Reporting Requirements</b>	<b>119</b>
<b>Guidance for Completing the SY 2016-17 Victims of Violent Criminal Offenses (VVCOs) in Schools Report</b>	<b>120</b>
<b>Victims of Violent Criminal Offenses Report Template</b>	<b>121</b>
<b>Transfer of School Records for Children in State-Supervised Care Annual Certification Statement</b>	<b>122</b>
<b>Student Records Review and Update Verification Certification Statement</b>	<b>123</b>
<b>Appendix A: Contact Information for MSDE Program Managers</b>	<b>124</b>
<b>Appendix B: General C125 Submission Procedure</b>	<b>125-126</b>

**2016 Federal and State Grant Application and Other Reporting Requirements**  
(Please include this sheet as a cover to the submission indicated below)

**Federal and State Grant Applications and Other Reporting Requirements**

**Local Education Agency Submitting This Report: Kent County Public Schools**

**Address: 5608 Boundary Avenue, Rock Hall, MD 21661**

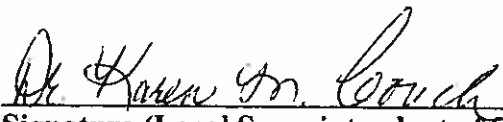
**Local Point of Contact:**

**Name: Gina Jachimowicz**

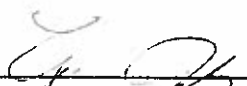
**Telephone: 410-778-7116**

**E-Mail: gjachimowicz@kent.k12.md.us**

**WE HEREBY CERTIFY** that, to the best of our knowledge, the information provided in the 2016 Federal and State Grant Applications, and Other Reporting requirements are correct and complete. We further certify that these Federal and State Grant Applications, and other reporting requirements have been developed in consultation with members of the local school system's current Federal and State Grant Applications, and other reporting requirements Planning Team, and that each member has reviewed and approved the accuracy of the information.

  
**Signature (Local Superintendent of Schools)**

11/21/16  
**Date**

  
**Signature (Local Point of Contact)**

11/21/16  
**Date**

## **Guidance for Completion of the Budget Narrative for Individual Grants**

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application or Master Plan, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in section B so the reviewer clearly sees their necessity. Make absolutely sure your numbers add up.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

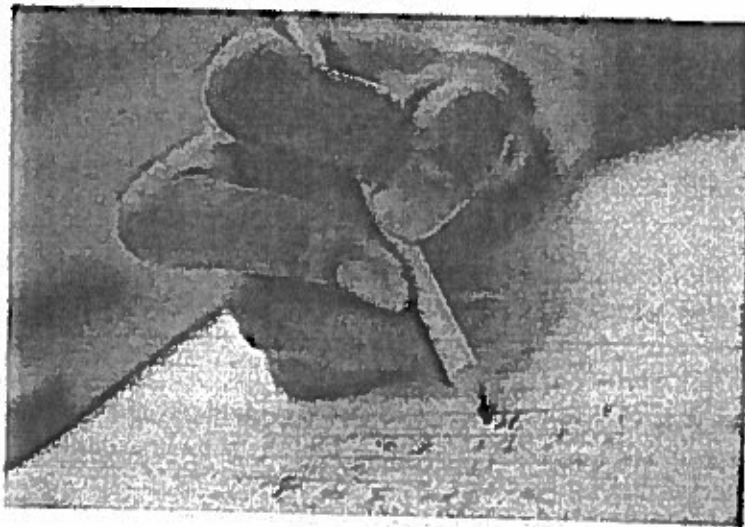
Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

### **Personnel Costs:**

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

**SY 2016-2017 Title I Application**  
**1<sup>st</sup> Submission: August 1, 2016**  
**Final Submission: September 30, 2016**



**Title I, Part A**  
**Improving Basic Programs**

**LEA: Kent County**

**Submission Date: September  
16, 2016**

**FAIN # S010A160020**

**Please go to [www.marylandpublicschools.org](http://www.marylandpublicschools.org). Click on Programs>Title I for the application and required forms.**

**NARRATIVE: TITLE I, PART A  
IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL  
AGENCIES**

Local Educational Agency: Kent County Federal Fiscal Year 2017

Title I Coordinator: Lloyd Taylor

Telephone: 410-778-6594 E-mail: ltaylor@qaeps.k12.md.us

- I. Describe the LEA's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to address each lettered and/or bulleted item separately. **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION IV.**

**A. STAFF CREDENTIALS AND CERTIFICATION:**

1. **DESCRIBE** the process including specific timelines/dates used to notify parents whose children attend Title I schools about the qualifications of their teachers by addressing each lettered item separately. Sec. 1111 (h)(6)(A)
- a. Describe how and when (date) the school or LEA notifies the parents, of each student attending Title I schools, that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

Parents are notified at the Title I Information and Open House Night at each school. These were held on August 27, 2016. At that time parents are informed they should make their request in writing to the school principal if they are interested in a teacher's qualifications. The principal informs the offices of Human Resources and Title I of the request. Information is sent within 30 business days of the request from the Offices of Human Resources and Title I to the school and the school sends it to the parent. The letter includes the college/university degree, Maryland teaching certification and area of certification. For the paraprofessional, the letter includes the highly qualified requirement. The information is also posted on the county website under the heading of Title I.

- ~~b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who does not meet Maryland's State certification and licensure requirements. Not Required (Transitioning to the Every Student Succeeds Act (ESSA) Updated May 4, 2016.~~
- c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).

**Ed Silver, Human Resource, HR Supervisor of Kent County Public Schools**

- d. Describe how the LEA coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration (for a. and b. in this section).

The Human Resource Department works directly with teachers to ensure their certification is current. The year before expiration, he sends a written reminder of the expiration along with requirements to stay current. Kent County also has a certification booklet that is shared with staff at the beginning of the year and is posted on the website.

Staff requiring certification is reported directly to that teacher's principal and the Title I Office. Six months prior to renewal, HR contacts each staff member to provide reminders and guidance.

- e. Describe how the LEA ensures the certification and licensure of teachers assigned to Title I schools is maintained.

Title I Grant Management completes semi-annual certification reports twice a year. The reports are maintained and kept on file by Finance and Title I Offices. If changes occur prior to December and June, changes are made accordingly. The employee reviews and verifies each report. If an employee has multiple activities, distribution of wages is supported by personnel activity reports and through the completion of time and effort reports outlining specific duties completed for each grant.

2. **DOCUMENTATION:** Include sample copies of English and translated letters that will be used to meet the requirements (for a. and b.) in school year 2016-2017.

**B. SCHOOLWIDE PROGRAMS:**

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

Under Maryland's ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a Priority School or focus school by the SEA. *See the end of this application for the list of Maryland's approved Priority and Focus Schools.*

1. For LEAs with Title I schoolwide programs, **DESCRIBE** the steps taken to help the Title I schools make effective use of schoolwide programs by addressing each lettered item separately. Reg. 200.25-28 and Sec. 1114.

- a. Consolidating Funds (Check one):

- ☐ Federal funds
- ☐ Federal, State, local funds
- ☒ Not Consolidating Funds

- i. Describe how the system will assist schools in consolidating funds for schoolwide programs.
- ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

- b. Describe the process to ensure that the *Components of a Schoolwide Program* are part of the development, peer review, implementation, and monitoring of Schoolwide School Plans.

**The Title I Coordinator and Instructional Supervisors meet with school administrators and SIP Teams to ensure that the 10 Components are included in the SIP plan. In July, the 10 Components Checklist is sent to Title I Schools to use with the completion of SIP and is used to draft their needs assessments. The Title I Coordinator and Supervisors attend SIT meetings as schedules permit and/or meets with teams to discuss their needs, budget and plans. During this peer review time, documentation is collected and included in each plan. In August, the Title I Coordinator and Supervisors meet with administrators to align needs assessments with Title I budgets to include professional development and programmatic needs. Schools continue to work on their plans. Beginning in October and November, Central Office Staff visit each school as they present their plan and highlight each of the ten components.**

**At our monthly A&S meetings, we discuss expenditures and updates on budgets are provided to schools. During monthly meetings with Title I Interventionists, our team monitors the implementation of plans and progress monitors. School-based monitoring is done during bi-weekly PLC meetings. Support and guidance from central office is provided to school teams.**

- c. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

**All 10 components are addressed in all plans. Our small size provides ample opportunities to monitor each of the 5 school plans.**

- d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.



**Supervisors at Central Office meet with schools to ensure plans are compliant with Title I requirements. Throughout the year, central office staff attend SIT meetings and conduct learning walks with principals and other school staff. Tutors and interventionists are monitored by principals and the Title I Coordinator.**

**During monthly A&S meetings, teams monitor student achievement, district plan and PLCs through data collection and monitoring. At monthly Central Management Team meetings updates regarding grants are provided to the teams. Program effectiveness is monitored through school report cards, surveys, evaluations and advisory council meetings.**

- e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

**All elementary and middle schools have access to our 21<sup>st</sup> Century Summer STEM Program for students in grades 1-8. The Judy Center provides support to Kindergarten students at Garnet Elementary School. This program is essential to our rural isolation, poverty, underachievement, and lack of recreation and other structured programs in the area. Kent County High School provides summer classes as needed.**

- f. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

Name	Position	Responsibilities
Dr. Karen Couch	Superintendent	-overall monitoring of all school and system fiscal programs -overall monitoring of all SIPs and implementation and evaluation of instructional programs -oversees PLC professional development and implementation
Ms. Angela Councill	Director of Finance	-overall monitoring of fiscal implementation and record keeping
Mrs. Gina Jachimowicz	Elementary Supervisor	-overall monitoring of system goals-Master Plan -assist in organizing and facilitating peer review of SIPs

Ms. Nina Newlin	Secondary Supervisor	-overall monitoring of system data and testing -assists in organizing and facilitating peer review of SIPs
-----------------	----------------------	---

2. **For LEAs with Priority Schools and schools that receive 1003g SIG funds:**  
Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

### ***C. TARGETED ASSISTANCE SCHOOLS:***

If the LEA does not have any Title I targeted assistance programs, proceed to Section E - Parent Involvement.

1. **DESCRIBE** the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. (Note: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)
2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and supplemental instructional strategies for small groups of identified students. (*In Maryland, small group constitutes no more than 8 students to one teacher.*) These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).
  - a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.
  - b. Helping provide an accelerated, high-quality curriculum, including applied learning.
  - c. Minimizing the removal of children from regular classroom instruction for additional services.
3. **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.
4. **DESCRIBE** the process for developing, implementing, and monitoring targeted assistance requirements.

5. **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.
6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring** targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.
7. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.
8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2016-2017 to a schoolwide program in 2017-2018, the LEA must submit a formal letter to the Director of the Program Improvement and Family Support Branch, informing MSDE of its intent.

List the Title I school(s) by name and assigned MSDE ID number below.

**Performance Measures:**

Describe the performance measures the LEA will use to demonstrate progress.  
How often will student progress be measured against these data points?

***D. PARENT INVOLVEMENT:***

To encourage parent involvement, LEAs and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

**1. Local Educational Agency Parent Involvement Policy/Plan Review**

- a. Date the current LEA Parent Involvement Policy/Plan was reviewed: 12/3/15
- b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan. Describe any changes that have been made since the last Master Plan submission.

Each school principal was contacted to provide names of parents who might be willing to serve on the KCPS Advisory Council for the school year. Individual invitations were sent to parents from each of the schools. The meeting was held at a central location at one of the schools. The meeting agenda included a welcome, purpose, review of the plan, discussion of the plan, academic achievement, budget and other areas of concern or questions. The outcomes for the meeting were to communicate the efforts of the district to involve parents and educators in building

**strong relationships; to promote the academic goals of the systems; to review the existing plan and solicit parent input on the plan and budget. In addition, the district plan was discussed at each school based parent meeting and posted on the district website for input. The policy was also shared at our partner meetings with the Judy Center and 21<sup>st</sup> Century. There were some major changes made to the plan this year. First, it became a plan and not a policy. Under #3, letter d, parents added: *offer parent workshops at each school (and or varying times during the day). For e, they added (host grade level meetings and present in parent terms. F- they added more training specifically for Kindergarten parents. Under #4, they really wanted materials sent home organized and contact to be made with text messaging and newsletters along with other forms of communication.)***

**Under #6, parents wanted specific activities to work on with their child, to consider the purchase of workbooks to use with students and ensure information on standards and assessments in parent friendly terms by grad level.**

**Additional information requested included holding monthly meetings that included specific topics such as dealing with ADHD for parents. Overall, they would really like consistency across and among \$552,628.00 all elementary schools.**

**Parents were encouraged to continue to provide feedback throughout the year to their respective schools and to district level office. As a follow up to the meeting, district level coordinator sent specific grade level materials as requested and included meeting minutes.**

- c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.**

**Parents are informed of the plan at school level Parent Involvement Meetings, through surveys, online under Title I section and copies are found in front offices of each school.**

- 2. DOCUMENTATION: Attach a copy of the LEA's most current distributed Parent Involvement Policy/Plan.**

**3. School Level Parent Involvement Plan Review**

- a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.**

**The district level Title I Coordinator meets monthly with school-based Interventionists who work closely with the school principals to maintain a Parent Involvement Plan that meets state requirements. During this year's meeting, the checklist for developing plans was shared and we used it as peer review tool to ensure each plan had the required components. A copy of the Title I school plan was reviewed again by the Coordinator to ensure compliance and copies are kept on file at the district level.**

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

**Each school revisits its compact annually. In the fall draft plans are developed based on the previous year's parent input throughout the year. The compact is reviewed at Orientation Meetings, back to school events, workshops, school-based meetings, etc. Agendas are sent to central office and the Title I Coordinator attends as many meetings as schedules permit. Parents are able to access the compact through each school website and copies are sent home for input. Each school keeps copies of sign in sheets and copies are sent to the district Title I office for documentation.**

#### **4. School-Parent Compact**

- a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

**At monthly Interventionists meetings, the team reviews Title I components and regulations. At our September meeting we use the checklist provided by MSDE to ensure all schools are aware of the statutory requirements. Once compacts are developed, we use the checklist to revisit each draft to ensure it has the necessary components. This is usually done at our October meeting as a peer review process.**

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

**The district office collects all sign in sheets and minutes for parent meetings to ensure parents have input in the joint development, implementation, and review of the School-Parent Compact.**

#### **5. Monitoring Parent Involvement**

- a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools.

**At the district level Interventionists' meetings each school shares its compact and reviews its alignment with the compact checklist provided by MSDE. Feedback is provided to each school. These are also shared at our monthly A&S meetings. A calendar is developed to ensure all schools are hosting meetings and the meetings don't overlap this is kept by the Superintendent's Office. Calendars with school events are shared at Board Meetings by the student board member.**

- b. In addition to the LEA Title I coordinator, identify by name, title, and department the person(s) responsible for monitoring parent involvement.

**Principals are responsible for monitoring parent involvement in their schools:**

**Brenda Rose at Henry Highland Garnet Elementary**  
**Kris Hemsetter at Millington Elementary**  
**Dawn Vangrin at Worton Elementary**  
**Tracey Rodney at Rock Hall Elementary**  
**Janice Steffy at Kent County Middle School**

**School based Interventionists also monitor the plan:**  
**Flo Terril at Henry Highland Garnet Elementary**  
**Heather Davis at Millington and Rock Hall Elementary**  
**Shannon Gagnon at Worton Elementary School**  
**Nicole Boyce at Kent County Middle School**

## **6. Distribution of Parent Involvement Funds**

- a. Describe *how* the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

**Kent County distributes 100% of the 1% reservation to its Title I schools for parent involvement activities.**

- b. Describe *how* the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

**-Information is shared at the Annual Fall Meeting,**  
**-Parents complete surveys and attend meetings to provide feedback to determine how funds will be used in each school.**  
**-Information is included in each compact to that solicits parent feedback.**  
**-At PAC meetings, parents provide feedback on the use of funds for each school.**  
**-Parents also provide feedback at the district level parent involvement meetings.**  
**-No funds are reserved at the district level for PAC meetings.**

- c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

**The Title I Coordinator meets with schools to discuss budgets in July. At this time, school allocations are given to each principal. This information is shared with parents at their annual Title I meeting. Schools work with SIP teams to decided how to spend funds and align with SIP Needs Assessment.**

- d. Does the LEA reserve more than 1% of its total allocation for parent involvement?      ☐ Yes    ☒ No

- e. If yes, describe *how* these additional funds are used.

7. **DOCUMENTATION:** Attach a list of all Title I schools' with their individual parent involvement allocations.

Henry Highland Garnet Elementary- \$1,399.45  
Rock Hall Elementary- \$810.61  
Millington Elementary- \$734.14  
Worton Elementary- \$1,185.33  
Kent County Middle -\$1,881.22

***E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS  
[SECTION 1120]:***

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.

N/A

2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

Kent County Public Schools sends letters to all private schools in our area and invites them to a special meeting. Last year we collaborated with our Special Education Department because they have success in getting a response from private schools, Title I does not. The invitation is mailed at least 3-4 weeks in advance of the meeting and a follow up email is sent the week prior to the meeting. The invitation includes a RSVP and states that a non-response implies the school is not interested in participating in Title I Part A funding opportunities. This meeting took place the end of September and a follow up check in in February.

3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.

N/A

4. **DOCUMENTATION:** Attach a timeline for consultation and affirmation meetings with private school officials.

No private schools were interested in participating in Title I Part A Services for Kent County.

**5. DELIVERY OF SERVICES**

- a. Will LEA staff provide the services directly to the eligible private school students? ☐ Yes ☒ No  
If yes, when will services begin? \_\_\_\_\_

- b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? ☐ Yes ☒ No  
If yes, identify the LEA(s) involved and the date the services will begin.  
\_\_\_\_\_

- c. Will the LEA enter into a third party contract to provide services to eligible private school students? ☐ Yes ☒ No  
If yes, when will services begin? \_\_\_\_\_

6. **DOCUMENTATION:** Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

N/A

7. **DESCRIBE** the LEA's process to supervise and evaluate the Title I program serving private school students.

N/A

**Special Note:** If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools' Addendum document for additional directions.

#### ***F. SUPPORT FOR FOSTER CARE STUDENTS:***

1. **DESCRIBE** how the LEA will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care.

**The supervisor of Pupil Services is the LEA's liaison with state and local child and welfare agencies. The Title I Office and Pupil Services Office collaborate often on these issues and serve on several committees together to ensure communication is collaborative to provide services for students.**

## **II. TABLES AND WORKSHEETS**

### **A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]**

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

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

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



**PUBLIC SCHOOLS:**

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

	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	Community Eligibility Provision (CEP)

**PRIVATE SCHOOLS:**

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data.

**CHECK** (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

	A.	FARMS to Identify low-income students.
	B.	Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identity. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable.
	C.	Comparable poverty data from a different source, such as scholarship applications.
	D.	Proportionality (Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.)
	E.	Equated measure of low-income correlated with the measure of low-income used to count public school children.
	F.	Community Eligibility Provision (CEP)

**A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]**

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

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

1. The school system must **FIRST RANK** all of its schools by poverty based on the percentage of low-income children.
2. After schools have been **RANKED BY POVERTY**, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be

served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.

4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

**CHECK** one box below to indicate which method the school system is using to qualify attendance areas.

- ☐ Percentages -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above the district-wide average. Schools below the district-wide average cannot be served. Complete Table 7-3.
- ☐ Grade span grouping/district-wide percentage -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete Tables 7-3 and 4.
- ☐ 35% rule -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above 35%. Complete Tables 7-3.
- ☒ Grade-span grouping/35% rule -- schools with similar grade spans grouped together and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete Tables 7-3 and 7-4.
- ☐ Special Rule: Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. Complete Tables 7-3 and 4.

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

**Note: Baltimore City Schools, Baltimore County Public Schools, and Prince George's County Public Schools:** The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.) MSDE requested and was approved for a waiver in order to permit its LEAs to serve a Title I eligible middle school that has been identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.)

## A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

**Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN**

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2015 to complete this table along with the September 30, 2015 enrollment data.  
*Pre-K should be included in these numbers.*

1120	+	2038	=	54.95%
------	---	------	---	--------

Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2015)		Total LEA Student Enrollment (September 30, 2015)		District-Wide Average (percentage) of Low-Income Children
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**Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)**

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

**DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS**

Grade Span (Write Grade Spans in Spaces Below)	Total Grade Span Enrollment of Low Income Students.	+	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary Pre K-5	622	+	1026	60.62%
Middle (6-8)	246	+	446	55.5%
High (9-12)	252	+	566	44.52%

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

Local Educational Agency Title I-A Allocation (Taken from Table 7-10; Should match # on C-1-25)	+	Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9)	=	\$ _____ Per Pupil Amount
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Per-Pupil Amount \$ \_\_\_\_\_ X 1.25 = Minimum Per Pupil Allocation \$ \_\_\_\_\_  
MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation. In order to serve schools below 35% poverty, the LEA's districtwide average must be below 35%.

**A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]**

**Table 7-6.1 CONTINUED ELIGIBILITY**

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. LIST below any school(s) that the school system will serve for one additional year.

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

2016-2017 Title I, Part A Application  
Maryland State Department of Education

Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

**Table 7-6.2**

**ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS  
ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS**

The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served. MSDE also requested and received a waiver in order to permit its LEAs to serve a Title I eligible middle school that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served

Name of Priority High School	MSDE ID Number
Name of Priority Middle School	MSDE ID Number

**Table 7-7**

**TITLE I SKIPPED SCHOOLS**

LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Attachment 7.

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

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools :		Note: The completed 2016-2017 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet <u>must</u> be submitted with the Attachment 7.
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## B. BUDGET INFORMATION

**TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION**

Before allocating funds to schools, a school system **MUST** reserve funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.

**LIST** (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a detailed, budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.

**Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION<sup>1</sup>**

Total Title I SY 2016-2017 Allocation		\$ 601,075.00 (Taken from the C-1-25)	
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	ACTIVITY		RESERVATION
			DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)
	1a	District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64 (see guidance document)	
	1b	District-wide Professional Development 34 CFR Sec.200.60, Sec. 9101(34) of ESEA (see guidance document)	
	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditures).	\$6,010.75  The 1% reservation distributed to schools for reservation is \$6,010.75. The funding is used to host family activities to increase parent involvement. It provides resources for parents to assist with the home school connection to improve student achievement. It may be in the form of speakers, workshops, materials, newsletters, & other resources.

<sup>1</sup> References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, and Maryland's ESEA Flexibility Plan.

2016-2017 Title I, Part A Application  
Maryland State Department of Education

	3	Professional Development to train teachers to become highly qualified (not less than 5%) See: 1119-1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60(a)-2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants C-6 and Appendix A.	Not Applicable.	
	4	TOTAL reservations requiring equitable services. Lines 1a, 1b & 2 (Present this number in Table 7-10 LINE 2.)	\$6,010.75	HHGES-\$1,399.45 RHES-\$810.61 MES-\$734.14 WES-\$1,185.33 KCMS-\$1,881.22

Reservations Not Requiring Equitable Services	5	Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)	\$40,000.00 \$3,060.00  \$57,196.25	Coordinator-\$40,000.00 Fica-\$3,060.00  Travel-\$2,114.75  indirect-\$12,021.50
	6	Support for Title I Priority Schools (Baltimore City Public Schools, Baltimore County Public Schools, and Prince George's County Public Schools only)  (see guidance document)  MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between \$50,000 and \$2 million per school per year to implement Maryland's Turnaround Principles Model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its Priority Schools and students. [ESEA Flexibility Plan: Principle 2.D.iii]  Include the intervention plans with budget narratives for each Priority School as an appendix.  If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]  These funds will not be carried over in SY 2017-2018.		20% of LEA allocation = _____  List each Priority School served with these funds, the amount of funds each school will receive and the intervention model the school will implement.

2016-2017 Title I, Part A Application  
Maryland State Department of Education

7	<p><b>Support for Focus Schools in LEAs Serving Priority Schools</b> <u>(Baltimore City Public Schools, Baltimore County Public Schools, and Prince George's County Public Schools only)</u></p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p> <p>List any Focus School served with these funds, the amount of funds each school will receive.</p> <p>Include a separate budget narrative for each Focus School as an appendix.</p> <p>These funds will not be carried over in SY 2017-2018.</p>		<p>List any Focus School served with these funds, the amount of funds each school will receive, and the instructional strategies/interventions that will be implemented to address the achievement gap.</p>
8	<p><b>Support to Low Performing Title I Schools</b> <del>All LEAs with approaching target schools.</del></p> <p><u>Any LEA with Focus Schools (except Baltimore City Public Schools, Baltimore County Public Schools, and Prince George's County Public Schools).</u></p> <p>a. Optional: LEAs with Title I Focus schools may set aside district level Title I, Part A funds to support those schools through interventions such as locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland's Flexibility Plan: Section 2.D.iii]</p>		<p>Option a: Identify additional Focus Schools and <del>approaching target schools</del> that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented.</p>

2016-2017 Title I, Part A Application  
Maryland State Department of Education

9	<b>Services to Neglected Children</b> <b>Sec. 1113(c)(3) (B)(C) of ESEA</b> <b>Must reserve funds if N &amp; D programs exist.</b> <i>(see guidance document for recommended reservations)</i>		<b>Note: List each institution, the amount of funding provided, and a detailed narrative description of how the funds will be used to provide educational services to identified children.</b>
10a	<b>Required : Services for Homeless Children</b> <b>Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.</b> <i>(see guidance document for recommended reservations)</i>  <b>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</b>	\$800.00	<b>The supervisor of Student Services coordinates services for homeless students in KCPS. She is also the POC for the McKinney-Vento Homeless Education Act and related funds. In the spring(MAY) we held a meeting with all coordinating agencies to access our needs from last year and budget for the current year. There are approx.. 50 families. The Title I coordinator with the assistance of principals assesses the needs of eligible students and provides items such as coats, school supplies, and books.</b>
<b>Optional: reservation for Services for Homeless Children in 10b and 10c (allowable use of Title I funds were approved in the appropriation bill for State FY16 funds and State FY15 carryover. If carryover funds are used, report cost in the carryover report.</b>			
10b	<b>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).</b>		<b>(Report FTE, salary, fringe and job description must be attached for this position)</b>
10c	<b>Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).</b>		<b>Attach: 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.</b>
11	<b>Total Reservations Not requiring Equitable Services, lines 5-10</b> <b>(Use this number in Table 7-10 LINE 4).</b>	<b>\$57,196.25</b> <b>\$800.00</b> <b>\$57,996.25</b>	



**2016-2017 Title I, Part A Application  
Maryland State Department of Education**

12	<b>Total of Equitable and Non-Equitable Reservations minus Administration.</b>  <b>(Present this number in Attachment 4-A System-wide Program and School System Support to Schools).</b>	<b>Total Non-Equitable LINE 11 \$57,996.25</b>  <b>Plus</b>  <b>Equitable Reservations LINE 4 \$6,010.75</b>  <b>Equals \$64,007.00</b>  <b>Minus</b> <b>Administration -- LINE 5 \$57,196.00</b>  <b>Equals: \$6,811.00</b>
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## B. BUDGET INFORMATION

**Table 7-9**

**COMPLETE** the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.

**1a. District-wide Instructional Program(s) Reservation**

<div style="text-align: center;">_____</div> <p>Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)</p>	÷	<div style="text-align: center;">_____</div> <p>Total # of <u>public school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families. (Use the total number reported in the Title I Allocation Worksheet Column I + N.)</p>	=	<div style="text-align: center;">_____ <u>N/A</u> _____</div> <p>Proportion of reservation</p>
<div style="text-align: center;">_____</div> <p>Proportion of reservation</p>	x	<div style="text-align: center;">_____</div> <p>Reservation (Use # from Table 7-8, Line 1a)</p>	=	<div style="text-align: center;">_____ <u>N/A</u> _____</div> <p>Proportional monies available for equitable services to private school participants</p>

### **1b. District Professional Development Reservation**

<p>_____</p> <p>Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)</p>	<p>_____</p> <p>Total # of public <u>school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Column I + N.)</p>	<p><u>N/A</u></p> <p>Proportion of reservation</p>
<p>_____</p> <p>Proportion of reservation</p>	<p>_____</p> <p>Reservation (Use # from Table 7-8, Line 1b)</p>	<p><u>N/A</u></p> <p>Proportional monies available for equitable services to private school participants</p>

**2016-2017 Title I, Part A Application  
Maryland State Department of Education**

<u><b>Parental Involvement Reservation</b></u>				
_____	+	_____	=	<u>N/A</u> Proportion of reservation
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)		Total # of <u>public school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Column I + N.)		
_____	x	_____	=	<u>N/A</u> Proportional monies available for equitable services to parents of private school participants
Proportion of reservation		Reservation (Use # from Table 7-8, Line 2)		
<b>TOTAL:</b> proportional funds from reservations for equitable instructional service, professional development and parent involvement (Total from Table 7-9 report on Table 7-10 LINE 3)				
_____ <u>N/A</u> _____			Total \$	

**B. Budget Information**

<b>Table 7-10</b>			
<b>BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)</b>			
1	Total Title I Allocation (Use amount shown on C-1-25)	----	<b>\$601,075.00</b>
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	minus	<b>\$6,010.75</b>
3.	Equitable share Total reported in Table 7-9	minus	<b>\$0</b>
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11)	minus	<b>\$57,996.25</b>
5.	Total Title I LEA allocation minus all reservations: Title i allocation (LINE 1 above) minus all Reservations (LINES 2, 3 &4 above). (LEAs, serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA) This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for private and public school students must equal this amount.	equals	<b>\$537,068.00</b>
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet Column R.	----	<b>\$0</b>
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	<b>\$0</b>

### C. PROJECTED CARRYOVER INFORMATION

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

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2015 – September 30, 2016)

LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8).

1. Total amount of Title I 2015-2016 allocation: \$ 576,329.00
2. The estimated amount of Title I funds the school system will carryover: \$ 28,816.00
3. The estimated percentage of carryover Title I funds as of September 30, 2016 5% (THIS IS A PROJECTION).
4. Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? ☐ Yes ☒ No

### III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

#### PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2016-2017

1. **COMPLETE** a detailed BUDGET on the MSDE Title I, Part A proposed budget form (C-1-25). The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the *MSDE BRIDGE TO EXCELLENCE MASTER PLAN* web site at: [WWW.MARYLANDPUBLICSCHOOLS.ORG](http://WWW.MARYLANDPUBLICSCHOOLS.ORG).
2. **Provide a detailed budget narrative.** The budget narrative should:
  - a. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.
    - i. Include a separate and complete justification for each line item.
    - ii. Identify each activity.
    - iii. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.

- iv. Show alignment between the project activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.
  - b. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.
  - c. Sample budget template for the detailed narrative is available on the Title I web page on [www.marylandpublicschools.org](http://www.marylandpublicschools.org)
3. Attach the signed required assurance page with the final submission.
  4. Attach the allocation worksheets

#### **IV. REQUIRED DOCUMENTATION**

Attach all required documentation after Section III. Please number each page and include a Table of Contents for this section.

- Title I Excel Worksheet
- Title I Schools in SY 2015-2016 removed from Title I in SY 2016-2017
- Parent Involvement: District Plan and list of schools' parent involvement allocations
- Targeted Assistance Selection Criteria
- Equitable Services to Private School Documentation
- Homeless Liaison job description (if applicable)
- Skipped Schools Addendum and Allocation Worksheet
- Signed Assurance Page
- Signed C-1-25
- Detailed Budget Narrative

For Baltimore City Public Schools, Baltimore County Public Schools, and Prince Georges County Public Schools also include:

- Each Priority School's intervention plan with budget narrative
- Each Focus School's budget narrative

#### **V. MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B**

Be certain to complete all appropriate templates in Part I. The following information will stay embedded in Part I of the Master Plan Update:

**Attachment 4A & B: School Level "Spreadsheet" Budget Summary**

**Attachment 5A & B: Transferability of ESEA Funds & Consolidation of ESEA Funds for Local Administration.**

### Maryland's 2016-2017 Priority Schools

LEA Name	LEA #	LEA NCES ID	School ID	School Name	NCES ID	T-1 Status
Baltimore County	03	2400120	1351	Lansdowne Middle	240012000417	SW
Prince George's	16	2400510	1908	William Wirt Middle	240051001186	SW
Baltimore City	30	2400090	0010	James McHenry Elementary	24009000253	SW
Prince George's	16	2400510	0102	High Point High	240051001059	SW*
Baltimore City	30	2400090	0035	Harlem Park Elementary	240090000239	SW
Baltimore City	30	2400090	0037	Harford Heights Elementary	24009001153	SW
Baltimore City	30	2400090	0260	Frederick Elementary	24009001430	SW
Baltimore City	30	2400090	0125	Furman Templeton Preparatory Academy	24009000211	SW
Baltimore City	30	2400090	0122	The Historic Samuel Coleridge-Taylor Elementary	24009000309	SW
Baltimore City	30	2400090	0130	Booker T. Washington Middle	24009000160	SW
Baltimore City	30	2400090	0011	Eutaw-Marshburn Elementary	24009000196	SW
Baltimore City	30	2400090	0107	Gilmor Elementary	24009000221	SW
Baltimore City	30	2400090	0164	Arundel Elementary/Middle	24009000148	SW
Baltimore City	30	2400090	0231	Brehms Lane Elementary	24009000161	SW
Baltimore City	30	2400090	0204	Mary E. Rodman Elementary	24009000277	SW
Baltimore City	30	2400090	0430	Augusta Fells Savage Institute of Visual Arts	24009001387	SW
Baltimore City	30	2400090	0341	The Reach I Partnership School	24009001663	SW
Baltimore City	30	2400090	0378	Baltimore I.T. Academy	24009000174	SW
Baltimore City	30	2400090	0210	Hazelwood Elementary/Middle	24009000241	SW
Baltimore City	30	2400090	0450	Frederick Douglass High	24009000209	SW
Baltimore City	30	2400090	0342	K.A.S.A. (Knowledge And Success Academy)	24009001665	SW*
Baltimore City	30	2400090	0422	New Era Academy	24009001559	SW
Baltimore City	30	2400090	0367	Baltimore Community High School	24009001679	SW
Baltimore City	30	2400090	0339	Friendship Academy of Engineering and Technology	24009001659	SW

2016-2017 Title I, Part A Application  
Maryland State Department of Education

Baltimore City	30	2400090	0427	Academy for College and Career Exploration	240009001381	SW
Baltimore City	30	2400090	0239	Benjamin Franklin High School at Masonville Cove	240009000157	SW

\* Will operate a SW program beginning July 1, 2016.

**Maryland's 2016-2017 Focus Schools**

LEA Name	LEA #	LEA NCES ID	School ID	School Name	NCES ID	T-1 Status
Anne Arundel County	02	2400060	4182	Germantown Elementary	240006000074	SW
Baltimore County	03	2400120	1409	Shady Spring Elementary	240012000474	SW
Baltimore County	03	2400120	0113	Chadwick Elementary	240012000357	SW
Baltimore County	03	2400120	1313	Halethorpe Elementary	240012000398	SW*
Baltimore County	03	2400120	0909	Pleasant Plains Elementary	240012000453	SW
Baltimore County	03	2400120	0810	Padonia International Elementary	240012090440	SW*
Calvert County	04	2400150	0208	Barstow Elementary	240015001655	SW*
Caroline County	05	2400180	0701	Ridgely Elementary School	240018000525	SW
Charles County	08	2400270	0604	Dr. Samuel A. Mudd Elementary School	240027000585	SW
Charles County	08	2400270	0302	Mt Hope/Nanjemoy Elementary School	240027001492	SW
Charles County	08	2400270	0611	Dr. Gustavus Brown Elementary	240027000584	SW*
Frederick County	10	2400330	0204	Lincoln Elementary	240033000649	SW
Frederick County	10	2400330	0222	Monocacy Elementary	240033001521	SW
Frederick County	10	2400330	0210	North Frederick Elementary	240033000645	SW
Frederick County	10	2400330	0916	Spring Ridge Elementary	240033090472	SW
Frederick County	10	2400330	2306	Orchard Grove Elementary	240033000807	SW*
Harford County	12	2400390	0211	G. Lisby Elementary at Hillsdale	240039000700	SW
Harford County	12	2400390	0632	Havre de Grace Elementary	240039000695	SW
Howard County	13	2400420	0612	Phelps Luck Elementary	240042000749	SW
Howard County	13	2400420	0515	Running Brook Elementary	240042000751	SW

**2016-2017 Title I, Part A Application  
Maryland State Department of Education**

Howard County	13	2400420	0609	Talbott Springs Elementary	240042000756	SW
Howard County	13	2400420	0618	Laurel Woods Elementary	240042000761	SW
Howard County	13	2400420	0103	Deep Run Elementary	240042090448	SW
Howard County	13	2400420	0514	Longfellow Elementary	240042000742	SW
Howard County	13	2400420	0517	Swansfield Elementary	240042000755	SW
Montgomery County	15	2400480	0779	Sargent Shriver Elementary	240048001537	SW
Montgomery County	15	2400480	0553	Gaithersburg Elementary	240048000836	SW
Montgomery County	15	2400480	0766	Oak View Elementary	240048000887	SW
Montgomery County	15	2400480	0777	Weller Road Elementary	240048000946	SW
Montgomery County	15	2400480	0305	Jackson Road Elementary	240048000854	SW
Montgomery County	15	2400480	0771	Rolling Terrace Elementary	240048000913	SW
Montgomery County	15	2400480	0559	Brown Station Elementary	240048000792	SW
Prince George's County	16	2400510	2011	Charles Carroll Middle	240051001004	SW
Prince George's County	16	2400510	1601	Hyattsville Elementary	240051001065	SW*
Prince George's County	16	2400510	1234	Oxon Hill Middle	240051001471	SW
Prince George's County	16	2400510	2009	Thomas Johnson Middle	240051001175	SW
Queen Anne's County	17	2400540	0503	Grasonville Elementary School	240054001193	SW*
St. Mary's County	18	2400600	0804	Lexington Park Elementary	240060001230	SW
Talbot County	20	2400630	0104	Easton Elementary	240063001244	SW
Baltimore City	30	2400090	0243	Armistead Gardens Elementary	240009000147	SW
Baltimore City	30	2400090	0327	Patterson Park Public Charter School	240009001480	SW
Baltimore City	30	2400090	0047	Hampstead Hill Academy	240009000234	SW

\* Will operate a SW program beginning July 1, 2016



# Title I FY 17 Allocation Worksheet School Year 2016-2017

Kent County  
Local School System

Submission Date

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

Notations	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
		Public School Name (Must rank order by Percent of Poverty highest to lowest)  Charter school(s) place * after school name	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/15)	Number of Low- Income- Public School Children (as of 10/31/15)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/15)	CEP Direct Certification count multiplied by the 1.8 multiplier <sup>1</sup>	FTE Low Income Public School Children used to Allocate Title I Funds <sup>2</sup>	Percent of Poverty for Title I Allocations (H+M)	Number of Low-Income Private School Children Residing in this School's Attendance Area	FTE Low Income Private School Children Residing in this School's Attendance Area	Per-Pupil Allocation (PPA)	Public School Allocation (L_P = Q)	Allocation for Private School Children (Ox P + R)
1	SW	0403	Pre K-5	N	261	183	0.0	0.0	183.0	70.11%	0	0.0	\$900.00	\$148,400.00	\$0.00
3	SW	0504	Pre K-5	N	171	108	0.0	0.0	108.0	61.99%	0	0.0	\$790.00	\$83,740.00	\$0.00
2	SW	0102	Pre K-5	N	162	96	0.0	0.0	96.0	58.26%	0	0.0	\$790.00	\$75,840.00	\$0.00
4	SW	0304	Pre K-5	N	262	155	0.0	0.0	155.0	59.16%	0	0.0	\$780.00	\$120,900.00	\$0.00
5	SW	0402	6-8	N	446	246	0.0	0.0	246.0	55.16%	0	0.0	\$447.92	\$110,188	\$0.00
6									0.0		0	0.0	\$0.00	\$0.00	\$0.00
7									0.0		0	0.0	\$0.00	\$0.00	\$0.00
8									0.0		0	0.0	\$0.00	\$0.00	\$0.00
9									0.0		0	0.0	\$0.00	\$0.00	\$0.00
10									0.0					\$0.00	\$0.00
11									0.0					\$0.00	\$0.00
12									0.0					\$0.00	\$0.00
13									0.0					\$0.00	\$0.00
14									0.0					\$0.00	\$0.00
15									0.0					\$0.00	\$0.00
16									0.0					\$0.00	\$0.00
17									0.0					\$0.00	\$0.00
18									0.0					\$0.00	\$0.00
19									0.0					\$0.00	\$0.00
20									0.0					\$0.00	\$0.00
			Total		1302	786.0	0.0	0.0	786.0		0.0	0.0		\$537,058	\$0.00

Table 7-9  
Table 7-8  
Table 4 A & B  
Table 4 A & B  
Table 7-10 B

\*Community Eligibility Provision  
<sup>1</sup> The 1.8 multiplier applies to a Community Eligibility school.  
<sup>2</sup> For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other words, the count cannot exceed the school's total enrollment.

# Kent County Title I Budget - 2017

Line Item	Calculation	Requested	Total
<b>Salaries and Wages</b>			
<b>Title I Coordinator</b> Coordinates Title I program in 5 Title I schools, compiles documentation and monitors program according to the Title I guidelines	.8 time and effort of salary	Salary-\$40,000.00 FICA-\$3,060.00	<b>43,060.00</b>
<b>HHGES Interventionist</b> Plans Title I PI activities, monitors tutors, compiles Title I documentation, and tutors in reading and math	.94 time and effort of salary	Salary-\$54,976.84 FICA-\$4,205.73 Pension-\$8,680.84 Health-\$15,940.25	<b>\$83,804.00</b>
<b>HHGES Tutor</b> Tutors small groups of students using research based programs or strategies	3 tutors x 25 hours x 23 wks. @\$30 per hour	\$51,750.00 FICA-\$3,959.00	<b>\$55,709.00</b>
<b>HHGES Substitutes for coverage for professional development</b>	8 subs x 1day x \$80.00 per day	\$640.00 FICA-\$48.96	<b>\$689.00</b>
<b>RHES interventionist</b> Plans Title I PI activities, monitors tutors, compiles Title I documentation, and tutors in reading and math	.5 time and effort of salary	Salary-\$35,940.00 FICA-\$2,749.00 Pension-5,675.00 Health-\$7,263.00	<b>\$51,627.00</b>
<b>RHES Tutor</b> Tutors small groups of students using research based programs or strategies	2 tutors x 20 hours x22 wks @\$30 per hour	26,400.00 FICA-\$2,020.00	<b>\$28,420.00</b>
<b>RHES Substitutes for coverage for professional development</b>	3 subs x 1day x \$80 per day	\$240.00 FICA-\$18.00	<b>\$258.00</b>
<b>MES Interventionist</b> Plans Title I PI activities, monitors tutors, compiles Title I documentation, and tutors in reading and math	.5 time and effort of salary	Salary-\$35,939.80 FICA-\$2,749.39 Pension-\$5,674.89 Health-\$7,263.00	<b>\$51,627.00</b>
<b>MES Tutor</b> Tutors small groups of students using research based programs or strategies	1.5 tutors - 20 hours x 22 wks @\$30 per hour	19,800.00 FICA-\$1,337.00	<b>\$21,137.00</b>

MES Substitutes for coverage for professional development	2 subs x 1day x \$80 per day	\$160.00 FICA-\$12.00	\$172.00
WES Interventionist Plans Title I PI activities, monitors tutors, compiles Title I documentation, and tutors in reading and math	.94 time and effort of salary	51,702.82 FICA-\$3,955.27 Pension-\$8,163.88 Health-\$13,654.44	\$77,476.00
WES Tutor Tutors small groups of students using research based programs or strategies	2 tutors 20 hrs x 25wks @\$30 per hour	30,000.00 \$2,295.00	\$32,295.00
WES Substitutes Coverage for professional development	6 subs x \$80 per day	\$480.00 FICA \$37.00	\$517.00
KCMS Interventionist Plans Title I PI activities, monitors tutors, compiles Title I documentation, and tutors in reading and math	.50 time and effort of salary	33,735.00 FICA-\$2,581.00 Pension-\$5,327.00 Health-\$8,479.00	\$50,122.00
KCMS Tutors Tutors small groups of students using research based programs or strategies	3 tutors- 20 hrs x 25 wks @\$30 per hour	\$45,000.00 FICA \$3,442.00	\$48,442.00
KCMS Substitutes Provide coverage for teachers to attend PD sessions	35 subs x \$80 per day	\$2,800.00 FICA \$214.00	\$3,014.00
<b>Total: Salaries and Wages</b>			<b>\$548,369.00</b>

Line Item	Calculation	Requested	Total
<b>Contracted Services</b>			
Consultant: <i>Using Minds Well , Collaborative</i>	9 days of consultation-scrolling, lesson planning, aligning instruction and assessment and data analysis GES: 2 X \$1,000 = \$2,000.00 RHES 1 X \$1,000 = \$1,000.00 KCMS 6 X \$1,000 = \$6,000.00	9 days @\$1,000.00 per day	\$9,000.00

<b>Math Standards Based PD: Quality Teacher Development</b>	WES 2 days X 2,300 per day-math instruction and assessment	2 days @ \$2,300	<b>\$4,600.00</b>
<b>Guided Reading/Writing PD: Strategies Unlimited Inc.</b>	4 days Guided Reading/Writing (aligned instruction in reading) GES 2 x \$1,800 = \$3,600 RHE 1 x \$1,800 = \$1,800 MES 1 x 1,800 = \$1,800	4 days @ \$1,800.00 per day	<b>\$7,200.00</b>
<b>PBIS/Responsive Classroom</b>	WES 2 days x\$2,400 per day Meeting the needs of a diverse group of students	2 days @ \$2,400.00 per day	<b>\$4,800.00</b>
<b>Total Contracted Services</b>			<b>\$25,600.00</b>

Line Item	Calculation	Requested	Total
<b>Supplies and Materials</b>			
<b>HHGES</b>	Writing Journals, Grds. 3 - 5 HHGES 98 Students x \$4.06	<b>\$398.00</b>	<b>\$398.00</b>
<b>RHES</b>	Guided Reading Tool Kit (Scholastic), Grds 3 & 4, RHES 2 teachers x \$217.50	<b>\$435.00</b>	<b>\$435.00</b>

MES	<i>Explorations in Non-Fiction Writing (Heinemann) Grades 3-5 MES; 4 Teachers x \$251.00</i>	\$1,004.00	\$1,004.00
WES	<i>Joyful Classrooms (Responsive Classroom Resources) WES 20 Staff x \$46.40</i>	\$912.0000	\$912.00
KCMS	<i>Conceptua site license \$2,110.00</i>	\$2,100.00	\$2,110.00
<b>Total Supplles and Materials</b>			<b>4,859.00</b>

Line Item	Calculation	Requested	Total
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#### Other Charges

<b>Conferences and Meetings</b> Funds to attend Title I meetings	MSDE Title I meetings and site visits to Title I schools		\$2,114.75
<b>Transportation-Buses</b>	Transition Meetings to the middle school for 5 <sup>th</sup> grade students	HHGES-\$200.00 RHES-\$200.00 MES-\$100.00 WES-\$300.00 KCMS-\$500.00	\$1,300.00
<b>Parent Involvement</b> 1% of grant amount for materials to support home-school connections	HHGES-IXL-1,300 RHES-Leveled Rdg Set for Lending Library-107.95x2=215.90 Sight word flash cards for lending library-34.95x174.95 I Can Read Readers-109.00-parent nights  Eyewitness Nonfiction Readers-\$39.50x2=\$79.00-use for parent nights Multilevel Nonfiction set-34.99x2=\$69.98	HHGES-\$7.6418x183=\$1,398.45  RHES-\$7.6568x106=\$811.62  MES \$7.6473x96=\$734.14  WES \$7.6473x155=\$1,185.33  KCMS \$7.6472x246=\$1,881.21	\$6,010.75

	Math playing cards for parent nights- 29.99x2=\$59.98 Headphones-\$4x125 MES-IXL- 734 WES-IXL-1,100 KCMS-PI center Count the ways to school success in English and Spanish Center; Title I and your child Center		
Homeless Funds	Funds set aside for 50 families for school supplies, field trips, clothing	\$800.00	\$800.00
<b>Total Other Charges</b>			<b>\$10,225.50</b>

Line Item	Calculation	Requested	Total
<b>Transfers</b>			
Indirect Costs	2% of direct costs	\$12,021.50	\$12,021.50
<b>Total Transfers</b>			
<b>Total Requested</b>			<b>\$601,075.00</b>

<b>Wages</b>	<b>\$548,369.00</b>
<b>Contracted-</b>	<b>\$25,600.00</b>
<b>Supplies-</b>	<b>\$4,859.00</b>
<b>Other-</b>	<b>\$10,225.50</b>
<b>Indirect-</b>	<b>\$12,021.50</b>
<b>Total-</b>	<b>\$601,075.00</b>

**ATTACHMENT 4-A and B**  
**SCHOOL LEVEL BUDGET SUMMARY**  
**Fiscal Year 2016**

Local School System:  
Kent

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.  
 Note: Electronic Versions of these attachments are available at:  
<http://docshare.mde.state.md.us/docshare/dsweb/View/Collection-13177/Document-159776>

SCHOOL NAME Rank Order All Schools by Percentage of Poverty -- High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I School wide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I- D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III- A English Language Acquisition	Other Title I Focus Grant	Other Title I Approach ing Target Grant	Total ESEA Funding by School
HH Garnet ES (SW)	0403	70.11%	\$146,400.00	0	0	0	0	0	\$146,400.00
Rock Hall ES (SW)	0504	61.99%	\$83,740.00	0	0	0	0	0	\$83,740.00
Millington ES (SW)	0102	59.26%	\$75,840.00	0	0	0	0	0	\$75,840.00

Worton ES (SW)	0304	59.16%	\$120,900.00	0	0	0	0	0	0	\$120,900.00
Kent County Middle School (SW)	0402	55.16	\$110,188.00	0	0	0	0	0	0	\$110,188.00
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			\$537,068.00	0	0	0	0	0	0	
School System Administration (For Title I, Use Table 7-8 LINE 5)			\$57,196.00	0	0	0	0	0	0	
System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 12)			\$6,811.00	0	0	0	0	0	0	
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			0							
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$601,075.00							



<b>ATTACHMENT 5-A</b> <b>TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]</b> <b>Fiscal Year 2016</b>	<b>Local School System:</b> Kent
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Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.											
Funds Available for Transfer	Total FY 2016 Allocation	\$ Amount to be transferred out of each program	\$ Amount to be transferred into each of the following programs								
Title II-A Teacher Quality	N/A		<table> <tr> <th>Title I-A</th><th>Title II-A</th><th>Title II-D</th><th>Title IV-A</th></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Title I-A	Title II-A	Title II-D	Title IV-A				
Title I-A	Title II-A	Title II-D	Title IV-A								
Title II-D Ed Tech											
Title IV-A Safe and Drug Free Schools & Communities											

<b>ATTACHMENT 5-B</b> <b>CONSOLIDATION OF ESEA FUNDS FOR LOCAL</b> <b>ADMINISTRATION [Section 9203]</b> Fiscal Year 2016	Local School System: _____ Kent
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Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under *No Child Left Behind*;
- The dissemination of information regarding model programs and practices;
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.				
Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)		Title III-A (Limit: 2 Percent)	Total ESEA Consolidation (Reasonable and Necessary)
\$ N/A	\$N/A		\$N/A	\$ N/A

# ATTACHMENT 6-A

## NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS

Fiscal Year 2016

Local School System:

Kent

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						Comments (Optional)
	Title I-A			Title II-A	Title III-A		
	Number nonpublic Title I students to be served at the following locations:	Students Reading/L ang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
N/A	Private School						No private school participants at this time
	Public School						



Karen B. Saimon, Ph.D.  
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • [msde.maryland.gov](http://msde.maryland.gov)

September 28, 2016

Dear Mr. Taylor:

I have completed the review of the Kent County Public School's 2016-2017 Title I Application and required tables.

Based on the final review of the 2016-2017 Title I Application, Kent County **meets** state and federal requirements. There is no need for the school system to submit additional information for review. Please mail to Sharon Williamson, no later than September 30, 2016,

- ✓ Final submission of the 2016-2017 Title I Application including all Tables
- ✓ Original signed c-1-25

Thank you for your dedication in completing the 2016-2017 Title I Application.

Sincerely,

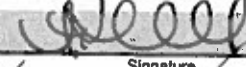
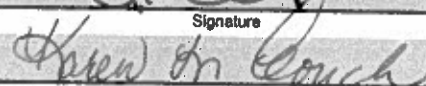
Young-chan Han  
Title I Point-of-Contact

c: Tina McKnight  
Veronica Simmons

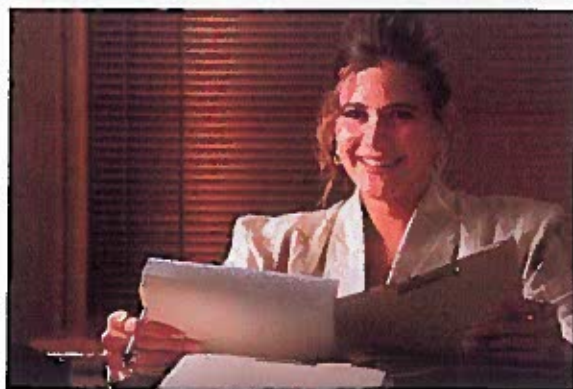
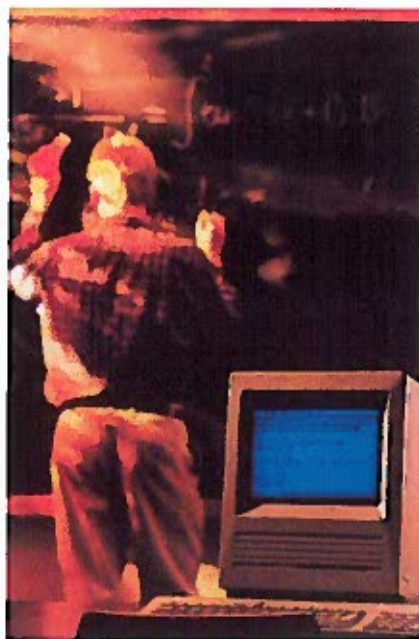
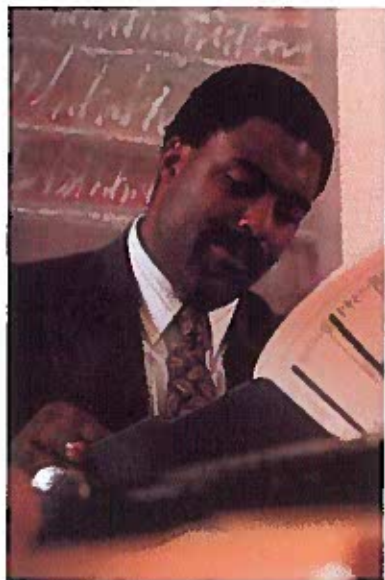
**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	601,075	AMENDED BUDGET #		REQUEST DATE	09/29/16
GRANT NAME	Title I	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #	21		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	07/1/16 - 6/30/18		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						12,021.50	12,021.50
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	40,000.00						40,000.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	389,564.00	25,600.00	4,859.00	2,114.75			422,137.75
Prog. 02 Special Prog.			800.00				800.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>		1,300.00					1,300.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>			118,805.00				118,805.00
<b>214 Community Services</b>			6010.75				6,010.75
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>429,564.00</b>	<b>26,900.00</b>	<b>130,474.75</b>	<b>2,114.75</b>	<b>0.00</b>	<b>12,021.50</b>	<b>601,075.00</b>

Finance Official Approval	Angela K Councili		9/29/2016	410-778-7123
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Karen M. Couch		9/29/2016	410-778-7113
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

## Attachment 8



**Title II, Part A  
Preparing, Training and Recruiting  
High-Quality Teachers and Principals**

**ATTACHMENT 8 TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Kent County Public Schools \_\_\_\_\_ Fiscal Year 2017  
Title II-A Coordinator: Gina Jachimowicz \_\_\_\_\_  
Telephone: 410-778-6594 E-mail: gjachimowicz@kent.k12.md.us

- A. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive Master Plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

Table 8-1	IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS	
Performance Goal	Performance Indicators	Performance Targets
<b>Performance Goal 3:</b> By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100  Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100
	3.2 The percentage of teachers receiving "high-quality professional development" (as	

	<p>the term "professional development" is defined in section 9101(34).</p> <p>3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).</p>	<p>Percentage of Teachers Receiving High-Quality Professional Development*</p> <p>2002-2003 Baseline: 33  2003-2004 Target: 40  2004-2005 Target: 65  2005-2006 Target: 90  2006-2007 and thereafter Target: 100</p> <p>Percentage of Qualified Title I Paraprofessionals*</p> <p>2002-2003 Baseline: 21  2003-2004 Target: 30  2004-2005 Target: 65  2005-2006 and thereafter Target: 100</p>
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**\*Note: MSDE will collect data. The local school system does not have to respond.**



**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

<b>Local School System: _Kent</b>	<b>Fiscal Year 2017</b>
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- B. ALLOWABLE ACTIVITIES [Section 2123].** For all allowable activities that will be implemented,  
 (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

<b>1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<b>1.1</b> Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			

<p>1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)].</p> <p>*Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</p>			
<p>1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].</p>			

**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Kent**

**Fiscal Year 2017**

**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p><b>2.1</b>    Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p><i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p><i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students</p>	<p>6% salary of HHGES of Interventionist Specialist to provide PLC support to other teachers/staff</p> <p>6% salary of WES of Interventionist Specialist to provide PLC support to other teachers/staff</p>	<p>\$3,509.</p> <p>\$3,300.</p>	

for the State assessments. [section 2123(a)(3)(A)].			
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> <li>• Involve collaborative groups of teachers and administrators;</li> <li>• Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>• Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</li> <li>• Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and</li> <li>• Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].</li> </ul>	<p>Professional development to enable teachers to participate in on various topics to, which may include one of the following;</p> <ul style="list-style-type: none"> <li>○ Data-based differentiation, addressing the learning styles of students (UDL), math book study, professional learning community (PLC) sessions</li> <li>○ School Improvement planning and implementation that will focus school goals on strategies and methods to increase student learning</li> <li>○ Collaborative planning that will focus on using technology to enhance instruction and support Digital Discovery Learning Core (DDLC) teams, Tech-book, Student Engagement through Learning Stations</li> </ul> <p>Professional Development Materials for PLC sessions and the Mentor and First Year Teacher Course</p> <p>Teacher Mentoring Stipends for professional development activities that meet the Nine Standards for Professional Development (Hourly stipends -- will be provided for each teacher participant</p> <ul style="list-style-type: none"> <li>○ First year teacher mentoring and support</li> <li>○ Lesson design and analysis</li> <li>○ Continuous Improvement training</li> </ul> <p>Good teaching will matter as the Kent County Public (KCPS) works towards success on local assessments, PARCC, Science MSA, and the HSA. The problem addressed by this KCPS Teacher Mentoring Project is how to meet the need for highly trained first, second, and third year teachers who can provide the good teaching required by PreK-12 students.</p> <p><b>OUTCOMES:</b> Student achievement research strongly influenced the</p>	<p>\$28,596.67</p> <p>\$1582.50</p> <p>\$55,080.</p>	

	<p>KCPS Teacher Mentoring model for this project. The model includes professional development in three basic elements, which form the essential knowledge required of all educators: curriculum/content, pedagogy, and human development (students). With this essential knowledge, educators are more likely to ensure that students continuously improve and that “no one falls through the gaps”. The first element, curriculum, represents the information that all educators must possess in order to be able to deliver instruction. The second element, pedagogy, represents the knowledge teachers must possess to effectively deliver the curriculum. The third element, human development (students) represents the knowledge that educators must have related to learning theory, brain research, and cultural differences. An effective teacher must know the content of what is being taught, must know the strategies to teach it, and must understand the students being taught. The KCPS Project permits us to provide a comprehensive, well-connected professional development program to mentor first and second year teachers.</p> <p><b>The KCPS Teacher Mentoring Project</b> focuses on knowledge, skills, and attitudes to increase student learning and development. It addresses professional development in curriculum and assessment, and instructional strategies needed to prepare teachers to perform at high levels. In addition, it uses a variety of professional development strategies and provides for on-going evaluation and adjustment. It clearly connects with the NSDC process standards. The KCPS Teacher Mentoring Project incorporates the principles of adult learning and adult growth while it balances district, school, and individual needs. This model fosters an increased independence and interdependence, takes into account, desired results</p>		
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	<p>and requires a substantial amount of personal involvement and commitment to the program.</p> <p><b>Who Are KCPS Mentors?</b> Teacher Mentors are retired educators from within and outside of the county. A sample job description and other necessary information have been provided. In addition, all mentors must meet the standards and guidelines for all new employees as determined by the Human Resources Department.</p> <p><b>New Teacher Support:</b> All of Kent's 26 first year teachers are provided a mentor. Each mentor works with the new teacher for 2-3 hours/week through the entire school year. Depending on need, often mentors work for longer periods of time with their new teacher.</p>		
	<p><b>Registration &amp; Travel</b> to attend conferences and/or state meetings that provide professional development to improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices and on how to use data and assessments to improve classroom practice and student learning.</p>	<p>\$6,417.00</p> <p>\$345.06</p>	
	<p><b>Contracted Services</b> to support professional development initiatives in the following areas:</p> <ul style="list-style-type: none"> <li>o DDLC – consultant hired to provide professional development to teachers that will provide Science content knowledge and lessons aligned with the Common Core Curriculum. AP training and professional learning.</li> </ul>	<p>\$20,500.05</p>	
	<p><b>Business Support (Indirect)</b></p>	<p>\$2,378.45</p>	

	<b>FICA</b>	<b>\$6,401.27</b>	
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**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Kent**

**Fiscal Year 2017**

**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].			



### 3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals

3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].			
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].			
3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].			
<b>TOTAL TITLE II-A FUNDING AMOUNTS</b>			<b>\$121,301.</b>

**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

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**Local School System: Kent**

**Fiscal Year 2017**

**C. HIGHLY QUALIFIED TEACHERS**

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.
2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

**D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN  
PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:**

1. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.
2. Describe the school system's process for providing equitable participation to students in private schools:
  - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;
  - b) The basis for determining the professional development needs of private school teachers and other staff;
  - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
  - d) The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal --

consistent with the number of children served -- to Title II-A services provided to public school children.)

#### **E. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 10-12 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

#### **F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B**

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

KCPS TITLE IIA Teacher Quality FY17

Category	Description	Calculation	staff	hrs	sessions	rate	Amount
	SALARY Support for MDCCRS, NGSS, C3	6% x \$ 113,483.90 includes 2 staff					6,809.00
<i>Instructional Staff Development: Salaries and Wages</i>	STIPENDS Elementary Teachers for PLC	PLC Mtgs 5 teachers x 2 hours x 8sessions x \$21.07/hr = \$2,739	5	2	8	21.07	1,685.60
	STIPENDS Elementary Teachers for PLC Planning and Data Analysis	PLC Mtgs 2 teachers x 2 hours x 2 sessions x \$21.07/hr	2	2	2	21.07	168.56
	Stipends for Secondary Math Book Study	4 sessions X 8 teachers X two hours x 21.07	8	2	4	21.07	1,348.48
	STIPENDS Environmental Ed, and Service Learning collaboration	Environmental & SL. 7 staff x 1.5 hours x 2 sessions x \$21.07/hr = \$884.94	7	1.5	2	21.07	442.47
	Elementary School Team Data Analysis and School Improvement Planning	15 staff (5 schools x 3 staff) x 4 hours x 2 days x \$21.07/hr = \$2,582.40	15	4	2	21.07	2,528.40
	STIPENDS Secondary School Team Data Analysis and School	11 staff (6 high school + 5 middle school) x 4 hours x 2 days x \$21.07/hr = \$1,854.16	11	4	2	21.07	1,854.16
	STIPENDS AP Training	2 teachers for 5 days each	2	1	5	\$200.00	2,000.00
	SUBSTITUTES Middle school teachers for Common Core Collaboration	ELA and MATH 6 teachers x .5 day x 4 sessions x 80.00 cost of substitute = \$1,920.	6	1	4	80	1,920.00

KCPS TITLE IIA Teacher Quality FY17

	SUBSTITUTES Middle & high school teachers for C3	ELA and MATH 6 teachers x .5 day x 4 sessions x 80.00 cost of substitute =\$1,920.	6	1	4	80	1,920.00
	SUBSTITUTES High school teachers for Common Core Collaboration	ELA and MATH 6 teachers x 4 sessions x 80.00 cost of substitute =\$1,920.	6	1	4	80	1,920.00
	Integration of MDCCRS and NGSS and C3 w/ Discovery	TECHBOOK 1 sessions x 12 x 80.	12	1	1	80	960.00
	SUBSTITUTES DDL Teams	3 sessions x 1 day x 21 staff x 80.	21	1	3	80	5,040.00
	Highly Qualified Teachers that serve as Mentors for year one teachers	18 teachers x 2.5 hours x 30 weeks x 30.00	18	2.5	30	30	40,500.00
	Highly Qualified Teachers that serve as Mentors for year two teachers	7 teachers x 1 hour x 25 weeks x 30.00	7	1	25	30	5,250.00
	Highly Qualified Teachers that serve as Mentors for year three teachers	13 teachers x .5 hours x 20 weeks x 30.00	13	0.50	20	30	3,900.00
	Highly Qualified Teachers that serve as Mentors for principals	4 staff members x 1 hour x 25 weeks x 30 per hour	4	1	25	30	3,000.00

KCPS TITLE IIA Teacher Quality FY17

	Mentor meetings	9 mentors x 9 hours x 30 per hour	9	1	9	30	2,430.00
Instructional Staff Developmen t: Contracted Services	CONTRACTED SERVICES Formative Assessment Consultant	10 days @ \$1,000	1	10		1,000	10,000.00
Instructional Staff Developmen t: Contracted Services	CONTRACTED SERVICES PLC Consultant	1 days @ \$3,000.05/day	1				3,000.05
Instructional Staff Developmen t: Contracted Services	CONTRACTED SERVICES Discovery Content Consultant	3 days @ \$2,500.Discovery	1		3	2,500	7,500.00
Instructional Staff Developmen t: Other Charges	OTHER CHARGES Registration to attend AP training	2 teachers	2			1,650	3,300.00
Instructional Staff Developmen t: Other Charges	OTHER CHARGES Registration to attend MAG conferences	MAG- 3 staff x 400,	3			400	1,200.00
Instructional Staff Developmen t: Other Charges	OTHER CHARGES Registration to attend PLC conferences	PLC- 3 staff x 639	3			639	1,917.00
Travel	OTHER CHARGES TRAVEL	.54 x 639 miles					345.06

KCPS TITLE IIA Teacher Quality FY17

Instructional Staff Development: Materials and Supplies	MATERIALS/SUPPLIES Professional Development Materials	30 sessions x 52.75					1,582.50
Fixed Charges	FICA						6,401.27


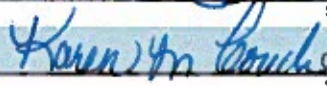
Business Support	Indirect Costs						2,378.45
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121,301.00

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

ORIGINAL GRANT BUDGET	\$121,301	AMENDED BUDGET #		REQUEST DATE	03/31/16
GRANT NAME	Teacher Quality	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #	32		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/16	9/30/17	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						2,378.45	2,378.45
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	83,676.67	20,500.05	1,582.50	6,762.08			112,521.28
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				6,401.27			6,401.27
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	83,676.67	20,500.05	1,582.50	13,163.33	0.00	2,378.45	121,301.00

Finance Official Approval	Angela K Councell		08/10/2016	
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Karen Couch		08/10/2016	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #





**Fine Arts**

**The Bridge to Excellence (BTE) in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.**

Master Plan Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics	
Fine Arts Goal 1	Provide a comprehensive fine arts program (art, music, dance and theater) in grades PreK-12 giving each child opportunities to demonstrate increasing proficiency in the national, state, and local standards for fine arts.
Strategy 1	Design KCPS Fine Arts curriculum to align with the new NCAS, Unit Organizers, and Understanding by Design, UDL components and anticipated MSDE adoptions.
Strategy 2	Enhance student participation in fine arts experiences and programs.
Strategy 3	Increase accessibility to essential fine arts equipment, instruments, technology, and facilities.
Strategy 4	Provide quality professional development opportunities for all Fine Arts teachers.
Strategy 5	Expand partnerships within the community to increase fine arts opportunities for students.
Strategy 6	Expand cultural arts programs and field experiences.

**1. Describe the progress that was made in 2015-2016 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system’s Bridge to Excellence (BTE) Master Plan Annual Update.**

- KCPS has made significant progress on providing a comprehensive fine arts program. Teachers meet quarterly in Professional Learning communities to design and implement meaningful integrated projects. Teachers have reviewed model integrated units and are in the process of identifying cornerstone assessments for each respective discipline aligned to the National Core Arts Standards. **(Strategies 1, 3 and 4)**
- All KCPS Fine Arts teachers continue to use the self-assessment on “The Elements of Effective Fine Arts Instruction” to set professional goals. They participate in staff development under the supervision of an expert to help guide an understanding of integrated lesson implementation, KCPS Curriculum with the new NCAS implementation, unit, lessons, teaching best practices, and support or coaching where needed. **(Strategy 1 and 4)**
- KCPS Fine Arts facilitator, Tom McHugh provided assistance to all the fine arts efforts in our schools. **(Strategy 5 & 6)**
  - Collaboration with KCMS bringing famed musician and arranger, Philip Lassiter to KCMS band classes. Philip was key in arranging Bruno Mars' "Uptown Funk". He showed our students how they could begin arranging, as they learned the skills on their instruments, through the magic of the internet.
  - Meeting with Leslie Raimond, head of KCAC, to find a way to match grant funds so KCMS drama teacher, Lori Armstrong could secure the needed funds for their spring production. Now, only \$400. of the \$2,000. is needed which will be raised by fund raisers involving parents, PTA, etc..
  - Tom and KCHS Drama teacher, Melissa Walters provided pop-up drama and dance community experiences where our students presented short programs spontaneously in public settings like First Friday, Rock Hall Fallfest, Tea Party, etc.
  - Teresa Jetton and Tom McHugh initiated a program titled "Easels and Mats" where art teachers from high school, middle, and elementary levels choose exemplary samples of student art and spaces in the community (banks, Heron Point, businesses, real estate firms, etc.) display these works. Each piece will highlight the name and grade of the artist, and the name of the teacher and school involved.

- KCPS Fine Arts teachers will continue their work as a Professional Learning Community (PLC). A local steering committee has been identified and will continue to meet on a quarterly basis to monitor progress on the local fine arts goals and craft media messages to be shared via website, email, and local newspapers. Partnerships will be fostered to provide quality workshops and performances. The committee will help get the word out about the great Fine Arts programs offered to our students. Frequent opportunities will be provided for teachers and students to connect with the local arts scene growing in Kent County. Support has already been enlisted and includes local artists (painters, sculptors, poets, musicians), River-Arts, and the Mainstay.

## A. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 10-12 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals, objectives, and strategies identified in State Grant Application of the BTE Master Plan.**

### 16 BUDGET NARRATIVE

Master Plan: Goal, Objective, Strategy	Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Strategy 1.1.2	202 Special Programs	Contracted Service	Assemblies, and workshops, professional learning	\$1,800.	\$0	\$1,800.
1.1.3	Materials	Materials	Materials to support Art, dance and drama programs \$622. 5 instruments @ \$120. = 600.	\$1,222.	\$0.	\$1,222.
1.1.2	Instructional Staff Development: Other Charges	Staff Development	Registration to attend Fine Arts Conferences and/or State meetings	\$400.	\$0	\$400.

- Under the leadership of local administrators and Dr. Nelson Fritts, all fine art teachers will continue to Work with developing meaningful SLOs in Reading and Writing that support effective transdisciplinary learning

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

- A KCPS Fine Arts Professional Learning Community (PLC) has been established and met quarterly over the course of the 2015-16 school year. Teams revised the current KCPS Music and Art Curricula to align with new NCAS expectations and anticipated MSDE adoptions, with the hopes of summer 2017 advanced curriculum work. **Strategies 2, 4 and 5), Title II A Funded**
- The Fine Arts grant monies were used to refurbish donated instruments as part of the "*Instruments in the Attic*" initiative which provides instruments to students whose families lack the resources to purchase a new instrument. **(Strategy 3), Fine Arts Grant**
- KCMS Fine Arts teachers participated in various professional learning experiences including briefings, master classes, local artist collaboration, and the MATI institute **(Strategy 4), Local**
- Implementation of Student Learning Objective strategies, data collection, and use of benchmark assessments. High school visual arts staff shared data with students and the specific feedback was helpful to improve learning. The middle school theater arts teacher saw great growth in student writing as a result of the SLO training and support. **(Strategy 4), Title II A**
- In the area of visual arts, teachers continued to vertically align their curriculum and teaching strategies and build meaningful transdisciplinary experiences. Currently, highly qualified teachers offer fine arts programs in all Kent County Public Schools. **(Strategy 1 and 4), Local and Fine Arts Grant**
- Enhanced opportunities were provided for elementary and middle school students to attend field trips to musical performances, including a first time trip to the Metropolitan Museum of Art. **(Strategy 1 and 6), Fine Arts and Snow Trust Memorial Grant**

3. Describe which goals, objectives, and strategies included in the BTE Master Plan Annual Update were not attained and where **challenges** in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

- A continued challenge faced by the fine arts department was the expansion of our local fine arts program and the state decrease in funding to support the arts. Budget adjustments slowed down the process of coordinating programs and professional learning. Scheduling and financial challenges required a few schools to have to delay or adjust their programs. **(Strategies 2 and 5)**

4. Describe the goals, objectives, and strategies that will be implemented during 2016-2017 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

















