



# Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan Harford County Public Schools, LSS 12

Dr. Sean W. Bulson  
Superintendent of Schools  
November 16, 2020



**PARENT**  
ACADEMY



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

**Due: October 15, 2020**

**Local School System Submitting this Report:**

**Harford County Public Schools**

**Address:**

**102 S. Hickory Avenue  
Bel Air, MD 21014**

**Local School System Point of Contact:**

**Phillip Snyder**

**Telephone:**

**410-588-5292**

**E-mail:**

**phillip.snyder@hcps.org**

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



\_\_\_\_\_  
**Signature of Local Superintendent of Schools  
Chief Executive Officer**

October 12, 2020

\_\_\_\_\_  
**Date**



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

10/12/2020

\_\_\_\_\_  
**Date**

## TABLE OF CONTENTS

<b>Local ESSA Consolidated Strategic Plan Federal and State Grant Applications and COMAR Requirements</b>	2
<b>Local ESSA Consolidated Strategic Plan Table of Contents</b>	3
<b>Harford County Public Schools Board of Education 2020-21 Members</b>	4
<b>Local ESSA Consolidated Strategic Plan Planning Team Members</b>	5
<b>Local ESSA Consolidated Strategic Plan Needs Assessment</b>	6
<b>Local ESSA Consolidated Strategic Plan Budget Narrative</b>	10
Appendices	
<b>Appendix A – Content of Title I, Part A Application and Supporting Documents</b>	
ESSA Law and Non-Regulatory Guidance Links	
<b>Appendix B - 2020-2021 Title I, Part A Grant Application</b>	14
<b>Appendix C- 2020-2021 Title I, Part D Grant Application</b>	418
<b>Appendix D- 2020-2021 Title II, Part A Grant Application</b>	419
<b>Appendix E- 2020-2021 Title III, Part A Grant Application</b>	494
<b>Appendix F- 2020-2021 Title IV, Part A Grant Application</b>	548
<b>Appendix G-2020-2021 Fine Arts Grant Application</b>	634
<b>Appendix H- 2020-2021 Equitable Services to Private Schools under ESSA Section</b>	645
<b>Appendix I -Transferability of Funds</b>	679
<b>Transferability of Funds - Overview</b>	
<b>Programs from which an LEA may transfer Funds</b>	
<b>Transferability of Funds Frequently Asked Questions (FAQ)</b>	
<b>Appendix J- COMAR Requirements</b> <b>Educational Equity</b> <b>Gifted and Talented</b> <b>Comprehensive Teacher Induction and Mentoring</b>	680
<b>Appendix K- MSDE Program Managers</b>	
<b>Appendix L- MSDE Grant Managers</b>	
<b>Appendix M-General Submission Procedures</b>	
<b>Appendix N-Frequently Asked Questions (FAQ)</b>	
<b>Appendix O- Local ESSA Consolidated Strategic Plan Points of Contact (POC)</b>	

**Members of the Board of Education  
2020-2021**

Jansen M. Robinson, *President*

Rachel Gauthier, *Vice President*

Dr. David Bauer

Dr. Carol Mueller

Dr. Joyce Herold

Sonja Karwacki

Dr. Roy Phillips

Patrice Ricciardi

Tamera Rush

Phoebe Bailey, *Student Representative*

Dr. Sean W. Bulson

**SUPERINTENDENT OF SCHOOLS**

102 S. Hickory Avenue  
Bel Air, Maryland 21014

## Local ESSA Consolidated Strategic Plan Planning Team Members

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

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

## **Local ESSA Consolidated Strategic Plan Overview and Needs Assessment Summary**

Harford County Public Schools (HCPS) is a diverse jurisdiction serving over 38,000 students in 33 elementary schools, nine middle schools, nine high schools, one comprehensive high school concentrating on technical and vocational skills, a school for students with disabilities, and an alternative education school.

The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business and approved a strategic plan that aligns with the HCPS Local ESSA Consolidated Strategic Plan. HCPS believes all students can meet high standards. To that end, HCPS commits to preparing all students to be college and career ready by:

- Supporting the transition to enhanced standards and high-quality assessments
- Using data to improve instruction
- Supporting great teachers and great leaders
- Turning around HCPS lowest-achieving schools
- Implementing a North Star Pathway for high school graduates

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

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

In order to address these challenges and ensure every student is prepared for post-secondary education and a career, four arching goals and five core values are identified in the *Harford County Board of Education Strategic Plan*.

### ***HCPS Board of Education Strategic Plan Goals:***

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

### ***HCPS Board of Education Strategic Plan Core Values:***

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



### **North Star Pathway**

In addition to ensuring that schools are meeting or exceeding state standards on the Maryland Accountability framework, Superintendent Bulson implemented an initiative entitled the North Star Pathway. This pathway is designed to ensure that all HCPS graduates are proficient or advanced in reading and writing, critical problem solvers, emotionally and physically healthy, and employable. HCPS maintains a close partnership with Harford Community College (HCC) to support this pathway. Nine subcommittees meet on a regular basis and each is facilitated by a HCPS and HCC staff member. These subcommittees are as follows:

- Communications
- Course/Program Offerings
- Data Exchange
- Fundraising
- Program Analysis and Evaluation
- Scheduling
- Student Support Services
- Technical Certification
- Transportation

It is the intention of this pathway that all future graduates will leave HCPS with enrollment in at least one Advanced Placement or International Baccalaureate course, completed at least one credit-bearing college course, or earned a technical certification in a specialized program. HCPS will be setting milestone measures at each grade band to ensure that students are on track to be a North Star graduate.

In the fall of 2020, a survey comprised of HCPS and HCC will be provided to all HCPS high school students to determine their interests and course needs at the college level, academic goals, supports needed, and barriers that they may have. This feedback will be helpful in future planning in both academic environments.

### **Recovery Teams and Focus Groups**

Due to the challenges of the learning environments this school year, recovery teams and focus groups have been comprised of HCPS staff, community members, parents, and other key stakeholders. These teams, listed below, meet regularly to work through the different stages of this school year. These teams work collaboratively to seek input from various stakeholders in a variety of means such as direct feedback and surveys. Members of the HCPS equity team work with each recovery group using the Mid-Atlantic Equity Consortium (MAEC) audit checklist to review all plans.

- Coronavirus Task Force
- Digital Teaching and Learning Teams
- North Star Teams
- Work Teams (i.e., Scheduling Logistics, Critical Content Maps, Summer Learning Experiences, Extended School Year, Equity, Childcare, Cleaning Protocols, Professional Learning)
- Continuity of Learning Advisory Group
- Teacher Recovery Focus Groups
- Parent Focus Group

### **Key Foundations**

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

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

### **Learning Environment Model**

HCPS continues to evolve the learning environment model for students. On September 8, 2020, all students began instruction for the 2020-21 school year. This year, HCPS implemented Learning Support Centers (LSC) for students. Parents were surveyed during the summer to determine if



they wanted their child to attend a LSC or remain with virtual instruction at home. Approximately 2,200 students were designated to attend an LSC across the elementary, middle, and high school level. Two learning support aides were placed in every classroom that contained no more than eight students.

On October 12, all instructional staff members were requested to return to the school building in preparation for additional students arriving in schools on October 19. Limited small groups of students, including students attending an LSC, will be attending school in person on a limited basis. Some students, such as Classroom Support Program (CSP) students may attend every day. Some of the small groups attending face to face include students in grades K through 2, special education students, English Language Learners, students enrolled in Career and Technical Education (CTE) programs, or other students identified by school administration. In the fall, parents and guardians were surveyed to determine if they wished for their child to remain fully virtual at home or return to the school on a limited basis.

The timeline for other students returning to school in person is as follows:

- November 4 – students in PreK and grades 3 through 5, one day per week
- November 16 – students in grades 6 through 12, one day per week; students in grades K-2 will begin attending two days per week
- December 7 - students in PreK and grades 3 through 12 will be attending two days per week

HCPS will be monitoring the safety of all students and staff holders and may need to adjust the timeline or plan at any given point. As transmission rates with the coronavirus are reported, HCPS will adjust the number of students attending school in person.

### **Social and Emotional Wellness**

### **Technology and Professional Learning Opportunities**

## **Harford County Public Schools Local ESSA Consolidated Plan Budget Narrative**

Although FY 2020 was a very challenging year, Harford County Public Schools (HCPS) accomplished its goals and implemented many initiatives. The FY 2021 budget was submitted to funding authorities prior to the March 2020 closure; however, the COVID-19 pandemic required HCPS to revisit its priorities before the FY 2021 budget was finalized. The summary of the final FY 2021 budget, as well as the major activities in FY 2020 are summarized in this narrative.

### **FY 2021 Budget Summary**

This budget covers the fiscal period from July 1, 2020 through June 30, 2021. It represents input by all stakeholders. Two town hall meetings and a business and community leader meeting were held to gather input. It is important that all community members, students, school leaders, employees and association leaders have the opportunity to share their ideas and priorities as they see them affecting our schools.

For the third year in a row student enrollment increased, reversing a ten-year period of flat enrollment. Total enrollment on September 30, 2019 increased to 38,429, which is a 603-student increase from September 30, 2018. Specific populations of students also increased. These include Special Education, English Language Learners and Free & Reduced Meal student populations. Combined with the staff reductions in the current year, the enrollment increases have compounded demands on all HCPS employees, but especially the school-based staff. This approved budget addresses those demands.

The fiscal year 2021 local request to support the operating budget is \$20.5 million. The request to the county was fully funded. The total increase to the operating budget is \$25.2 million, or 5.3% higher than the current budget. Harford County Public Schools is estimating an increase of \$7.2 million in state funding. The state has not yet confirmed that the fiscal year 2021 allocations are final. We are awaiting final word. Harford County Public Schools reduced the allocation of fund balance by \$3.0 million for use in the operating budget for fiscal year 2021.

The budget includes \$6.7 million to restore positions and support for schools and students. A salary and wage package is expected to cost \$9.1 million. Insurance and pension costs are projected to be \$4.1 million higher and transportation needs are expected to increase \$1.2 million. The operating budget includes an additional 117.6 FTE positions. 57.6 FTE of the total request are included to restore and enhance direct instruction or support to students. 60.0 FTE are to address enrollment needs and include elementary, secondary, pre-k and special education positions.

The budget supports new Special Education STRIVE programs at Patterson Mill Middle School and C. Milton Wright High School and the Early Learners/Learning Together Program at Youth's Benefit Elementary School. In addition, three new programs are included at the secondary level: P-Tech at Joppatowne High School, CISCO/Computer Science Magnet at Havre de Grace High School and the Teacher Academy of Maryland at Edgewood High School.

The North Star Initiative is a partnership with Harford Community College and business and community leaders to ensure every student graduates with college experience and/or career licensure. The fiscal year 2021 budget includes additional resources for the implementation of the North Star Initiative. North Star graduates will be readers, writers, problem solvers, healthy and employable.

The fiscal 2021 Unrestricted Operating, Restricted, Food Service and Capital budgets are \$503.4 million, \$39.0 million, \$18.6 million, and \$34.1 million, respectively.

This budget establishes our priorities, which complement the successes we experienced in FY2020.

## **FY 2020 Major Activities**

### ***North Star Pathway***

In addition to ensuring that schools are meeting or exceeding state standards on the Maryland Accountability framework, Superintendent Bulson implemented an initiative entitled the North Star Pathway. Milestone measures will set baseline data for all 54 schools and the district to establish targets for future years. It is the intention of this pathway that all future graduates will leave HCPS with enrollment in at least one Advanced Placement or International Baccalaureate course, completed at least one credit-bearing college course, or earned a technical certification in a specialized program.

### ***Curriculum Writing***

HCPS has a long tradition of creating curriculum that integrates skills and knowledge from Pre-Kindergarten through Grade 12 and provides students with rigorous experiences to meet the challenges of the evolving world. Curriculum Content offices assembled very small curriculum teams in order to identify content deemed critical. Those teams took the approved allocation of minutes and backward mapped units of instruction, isolating content that was collectively felt to be the most important and well-suited for at-home learning. Since March 13, 2020, curriculum teams have grown in membership, representing as much diversity as possible. The responsibility of the teams across all content areas include:

- Mapping out 40-weeks of instruction and creating a week-to-week pacing guide,
- Creating three to four lesson experiences per week reflecting both synchronous and asynchronous instruction, and
- Developing other lesson seed ideas and suggestions for synchronous and asynchronous instruction that may be used to supplement teacher's day-to-day work.

### ***Professional Learning***

HCPS offered a variety of paid leadership opportunities to teachers during the summer of 2020. These opportunities were designed to keep students engaged in learning and to promote teacher growth, innovation, and leadership.

### ***HCPS Academic Tutoring Program***

Harford County Public Schools offered tutoring services during the summer and fall of 2020. HCPS tutors are HCPS certified teachers and degreed paraprofessionals, and as such, have access to all HCPS curriculum materials, orientation materials, professional learning, and support from the appropriate content office. Through the HCPS North Star Initiative, customized academic tutoring sessions are aligned to the North Star Attributes, Reader, Writer, Problem Solver, Healthy, and Employable. HCPS will use the North Star attributes to determine the effectiveness of the learning for students identified as the youngest, farthest behind, least likely to benefit from distance learning, and with the least access to digital learning resources.

### ***Materials of Instruction***

In order to mitigate the spread of COVID-19 and other infectious diseases and to provide support to the instructional program, HCPS purchased instructional materials such as, instructional novels, calculators, composition books, fine arts supplies, and other materials for students who would normally access these materials in a brick-and-mortar classroom. These materials are aligned with the curriculum for each content area/subject and would not necessarily be accessible to students from their home.

### ***Mental Health Initiatives***

- Handle with Care - Handle With Care is a partnership between schools and law enforcement aimed at ensuring children exposed to trauma receive appropriate interventions so they can succeed in school.
- Homeless Liaison - In July 2019, the Department of Student Support Services added a part-time position through the Title I Office for a Homeless Liaison. This person works to develop programming for our students experiencing homelessness and creates an awareness of their existence.
- Suicide Ideation Reporting Tool - Student Support Services partnered with the Office of Technology to develop an online Suicide Ideation Reporting System. We can follow trends and put programming in place to address the needs of students so much more effectively and efficiently as a result of this electronically stored data.
- Online registration portal - The Department of Student Support Services partnered with the Office of Technology to develop an online registration portal. This portal allowed families to register online and provide appropriate documentation through an online uploading process. This portal was instrumental in giving families the ability to register during the pandemic when our schools were closed and people were fearful of handling physical documents.

### ***1-1 Devices for Students***

HCPS placed orders for student devices in May 2020 so that all students would have access to a device for learning. This has been a goal for many years and, with the assistance of grants received during the spring of 2020, the purchase was able to occur to allow for the instructional changes occurring during the pandemic.

### ***ACERT Training Program***

Training was developed and completed so all HCPS staff are now trained for active shooter emergencies.

### ***Operational Initiatives***

Many operational initiatives resulted in efficiencies and cost savings or avoidance. Some of these initiatives are as follows: introduction of a field trip management system, online accident reporting, centralizing grounds maintenance and restructuring custodial services. HCPS was able to reallocate funding to install GPS units on every special needs bus owned and operated by the system. The GPS system also allows for time and attendance recording. HCPS also successfully negotiated with our bargaining units to reduce healthcare costs for both HCPS and its employees and retirees.

These initiatives are merely a snapshot of our work in fiscal year 2020. Like so many other school systems across the country, HCPS was not prepared for such a quick transition to distance learning. Despite the challenges, our staff never lost sight of our students' needs. Our planning and resource alignment remain focused on how we continue to deliver sound instruction to our students.

### **Continued Commitment**

The Harford County Public Schools' community recognizes education as a top priority and, through meaningful partnerships, our students will reap the benefits of our work together. The successes of a school system significantly impact the quality of life of the entire community. The effects of COVID-19 will directly impact the fiscal year 2021 budget. Additional supplies have been required for personal protective equipment and materials for remote learning. We have invested in professional development for teachers and additional tutoring services for students. The devices purchased were critical for students to continue to learn from home and will also enhance classroom learning when students return to school. Harford County Public Schools has received grant monies to help offset many of these costs and we are appreciative of our many partnerships. As staff monitors the changing needs and economic environment, Harford County Public Schools remains committed to serving the needs of our students, staff and community.

Sincerely,



Sean Bulson, Ed.D.  
Superintendent of School



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

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

**Federal Grant Application Submission Timeline**

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

<b>Local School System:</b>	<b>LEA 12 – Harford County Public Schools</b>
<b>Title I Coordinator:</b>	<b>Bradley Palmer</b>
<b>Telephone Number:</b>	<b>410-588-5278</b>
<b>Email Address:</b>	<b><a href="mailto:Bradley.Palmer@hcps.org">Bradley.Palmer@hcps.org</a></b>
<b>Submission Date:</b>	<b>9/29/2020</b>

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

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

### Explanation of Terms

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

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

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

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

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

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



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

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

### **S- Sign in sheets:**

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

- printed name
- signature
- role of participants

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

### **A- Agenda**

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

### **N- Notes**

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

### **E- Evaluations**

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

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

**Table of Contents**  
**Title I, Part A Application and Appendices: Definitions, Data Tables, and Checklists**

Attestation - Section 1112	9
A. STAFF CREDENTIALS AND CERTIFICATIONS	14
B. SCHOOLWIDE PROGRAMS	19
C. TARGETED ASSISTANCE PROGRAM	27
D. PARENT AND FAMILY ENGAGEMENT	36
E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS	43
F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH	49
G. SUPPORT FOR FOSTER CARE STUDENTS	52
H. ENGLISH LEARNERS	54
I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS	58
J. FISCAL REQUIREMENTS	62
Addendum: Progress Monitoring through Growth Measures and Outcomes	75

## ESSA Law and Non-Regulatory Guidance Links

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



**2020-2021 Title I, Part A Application**

**ATTESTATION**

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

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

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

Sean Bulson, Ed.D.	 <small>Sean Bulson (Oct 9, 2020 13:40 EDT)</small>	Harford County Public Schools	10/09/2020
<b>LEA Superintendent Name (Please Print or Type)</b>	<b>LEA Superintendent Signature</b>	<b>Local Educational Agency</b>	<b>Date</b>
Bradley Palmer	 <small>Bradley A Palmer (Oct 9, 2020 08:49 EDT)</small>	Harford County Public Schools	10/09/2020
<b>Title I Coordinator Name (Please Print or Type)</b>	<b>Title I Coordinator Signature</b>	<b>Local Educational Agency</b>	<b>Date</b>

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

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

Sean Bulson, Ed.D.	<u><i>Sean Bulson</i></u> <small>Sean Bulson (Oct 9, 2020 13:40 EDT)</small>	Harford County Public Schools	10/09/2020
<b>LEA Superintendent Name (Please Print or Type)</b>	<b>LEA Superintendent Signature</b>	<b>Local Educational Agency</b>	<b>Date</b>
Bradley Palmer	<u><i>Bradley A Palmer</i></u> <small>Bradley A Palmer (Oct 9, 2020 08:49 EDT)</small>	Harford County Public Schools	10/09/2020
<b>Title I Coordinator Name (Please Print or Type)</b>	<b>Title I Coordinator Signature</b>	<b>Local Educational Agency</b>	<b>Date</b>

## Attestation - Section 1112

### DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

### REQUIRED ATTACHMENTS:

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

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

2. The LEA must include a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools served under this part. (Section 1112(a)(1)(A))

1. *In October 2019 the Title I Office began the 2020-2021 Title I Budget process, by reviewing the September 30 Enrollment Counts and October 31 FaRMs counts and creating a list of cut off possibilities for the Superintendent.*
2. *In January, 2020 the Title I Office met with the Superintendent for the yearly "Title I Eligibility Determination" to determine which schools would be Title I for the 2020-2021 School year. Decisions in the meeting included:*
  - *FaRMs Cutoff: 49%*

- *Identify CEO as a “Skipped School”*
  - *Implement the new Title I school-based staffing initiative*
3. *Title I Office met with Executive Directors on Feb. 10, 2020 to discuss Title I school-based staffing initiative / implementation process.*
  4. *Title I Office met with Human Resources on Feb. 11, 2020 to discuss Title I school-based staffing initiative / implementation process.*
  5. *Title I Office met with Title I Principals on February 13, 2020 regarding Title I school-based staffing initiative and how many Centrally paid Title I teachers would be assigned to their school, based upon Flex Positions.*
  6. *During March 2020 all schools met with their School Performance and Achievement (SPA) teams to analyze school needs and which Title I Staffing positions types were most needed for the 2020-2021 school year. SPA teams consist of the Instructional leadership team, grade level and content level chairs, parent representatives, and other school-based leaders. Flex Position forms for each position at schools were submitted based upon school-based needs assessment.*
  7. *March 2020 All positions were reviewed and approved by the HCPS Executive Leadership team and the Office of Title I.*
  8. *Hiring process took place in the months of April and May to hire all school-based positions.*
  9. *April through June 2020, Principals met with SPA teams, to include all stakeholders listed above to determine needs and spending ideas and goals.*
  10. *Late June 2020, Title I Office met with Executive Director of Student Support Services to review Title I goals and supported programs for the 2020-2021 school year.*
  11. *During the 1<sup>st</sup> week in July, Title I principals met individually with the Title I office to discuss school-based per pupil allocation (PPA) funding.*
  12. *July 15, 2020 individual school-based budget narratives were submitted to Title I Office. These School-based budget narratives are reviewed for allocable and allowableness and then shared with Curriculum-based leaders and the Executive Director of Elementary Education to ensure all spending requests are in line with current curriculum.*
  13. *Title I Application is included with the LEA’s Local ESSA Plan, Title I Office received additional feedback from the Local ESSA plan review.*
  14. *October 1, 2020 the Budget Narrative and Spending Spreadsheets are released to the schools.*

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

- *Sean W. Bulson, Ed.D., Superintendent of Schools*
- *Jacob Little, Coordinator of Compensatory Education*
- *Pamela M. Smith, Pupil Personnel Worker, Homeless Liaison, Student Support Services*
- *Thomas Webber, Assistant Supervisor of Compensatory Education*

- *Bernard Hennigan, Executive Director of Student Support Services*
- *Renee Villareal, Executive Director of Elementary Programs*
- *Dyann Mack, Director of Elementary School Instruction and Performance*
- *Michael O'Brien, Executive Director of Middle & High School Performance*
- *Benjamin Richardson, Senior Manager Human Resources*
- *Aretha Young, Certification Services Team Leader, Human Resources*
- *Shannon Hagan, Staff Management Team Leader, Human Resources*
- *Jay Staab, Director of Finance, Business Services*
- *Jenn Birkelien, Grants Accountant, Business Services*
- *Mary Edmunds, Budget Analyst, Business Services*
- *Buzz Williams, HCPS Student Support Services Supervisor, (McKinney Vento Liaison)*
- *Cathy Bendis, HCPS Director of Transportation*
- *Chandra Krantz, Supervisor of English Language Learners and World Languages*
- *Kriss Scarry, Supervisor of English/Language Arts*
- *Joanne McCord, Supervisor of Mathematics*
- *Paula Stanton, Manager of Equity and Cultural Proficiency*
- *Martha Barwick, Supervisor of Instructional Technology*



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

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

## A. STAFF CREDENTIALS AND CERTIFICATIONS

### Resources:

[Staff Credentials: Glossary of Terms](#)

[Disparity Data Chart](#)

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

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

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

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

### **REQUIRED ATTACHMENTS:**

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

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

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

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

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

*All paraprofessionals have met qualification requirements for the 2020-2021 School year.  
Newly hired paraprofessionals will be reviewed as they are hired.*

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

*The HCPS Teacher Disparity Data was pulled based upon the end of the 2019-2020 school year on June 16, 2020, through the cooperation and assistance, from Human Resources Information Specialist (Teacher Data) and Office of Technology Programmer (student data by teacher match).*

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

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

- Jake Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Benjamin Richardson, Senior Manager Human Resources
- Aretha Young, Certification Services Team Leader, Human Resources
- Shannon Hagan, Staff Management Team Leader, Human Resources
- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall's Cross Roads Elementary School
- Ronald Wooden, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School
- Tammy Bosley, Principal, William Paca/Old Post Road Elementary School
- Cynthia Womack, Principal, Edgewood Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Gregory Lane, Principal, Deerfield Elementary School
- Christopher Yancone, Principal, Riverside Elementary School

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Staff Credentials and Certification Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that it has a written process that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. <i>(Required Attachment #1 and #2)</i>	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: 1. List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> <li>○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2020-2021 school year.</li> </ul> 2. Copies of 2020-2021 Principal Attestations with dates and signatures for each Title I school. 3. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA ensures it has a written process to include multiple coordinated efforts with certification and licensure notification between Human Resources, the Title I Office and school administration. <i>(Required Attachment #1)</i>	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: 1. Multiple* dated communications and meetings between Human Resources, the Title I Office, and school administration (SAN/emails) 2. Other documentation to support the LEA has implemented its written process, if applicable. * regular ongoing collaboration throughout the year, including planning, interim check-in, analysis of outcomes
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA ensures that all paraprofessionals working in Title I schools meet applicable State qualification requirements. Mark N/A if ● there are no paraprofessionals	1112(c)(6) 1111(g)(2)(J)	Documentation supporting the implementation of the written process which must include: 1. List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS to include: <ul style="list-style-type: none"> <li>○ Number and percentage of paraprofessionals who have not met qualifications status</li> </ul>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Staff Credentials and Certification Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	<p style="background-color: yellow;">in the Title I schools;</p> <ul style="list-style-type: none"> <li>paraprofessionals are not assigned instructional duties  <span style="background-color: yellow;">(Required Attachment #1 and #3)</span></li> </ul>		2. Documentation demonstrating paraprofessional’s assigned duties in Title I schools for the SY <span style="background-color: yellow;">2020-2021</span> must include: <ul style="list-style-type: none"> <li>Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers</li> </ul> 3. <span style="background-color: yellow;">Other documentation to support the LEA has implemented its written process, if applicable.</span>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures it has a written process and <span style="background-color: yellow;">evidence of implementation</span> to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. <i>(Required Attachment #1 and #4)</i>	1111(g)(1)(B) 1112(b)(2)	<span style="background-color: yellow;">Documentation supporting the implementation of the written process which must include:</span> <ol style="list-style-type: none"> <li>The implementation of the procedures (from <span style="background-color: yellow;">2019 - 2020 SY</span>) for identifying and, If applicable addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced, out-of-field teachers)</li> <li><span style="background-color: yellow;">Multiple* SAN and email documenting processes for the implementation of identifying and addressing disparities in collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, etc.</span></li> <li><span style="background-color: yellow;">Other documentation to support the LEA has implemented its written process, if applicable.</span></li> </ol> <span style="background-color: yellow;">* regular ongoing collaboration throughout the year, including planning, interim check-in, analysis of outcomes.</span>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. The LEA ensures it has a written process that includes timelines/dates used to annually notify parents about: <ol style="list-style-type: none"> <li>that they may request information regarding professional qualifications of their child’s</li> </ol>	1112(e)(1)(A)(i)(I-III) 1112(e)(1)(B)(ii) 1112(e)(1)(B)(i)	<span style="background-color: yellow;">Documentation supporting the implementation of the written process which must include:</span> <ol style="list-style-type: none"> <li>Multiple dated communications at the beginning of the school year which <span style="background-color: yellow;">must</span> include: <ul style="list-style-type: none"> <li>A copy of the dated cover letter sent to parents, which includes notice of parent’s right to request teacher qualification information</li> <li>Communication/ notification to parents (newsletter,</li> </ul> </li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Staff Credentials and Certification Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	<p>teacher and of paraprofessionals who provide instructional services to their children.</p> <p>b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents.</p> <p>c. information on the level of achievement and academic growth of the student, If applicable and available, on each of the State academic assessments required under this part.</p> <p><i>(Required Attachment #1)</i></p>		<p>memo, letter, school calendars, etc.)</p> <ol style="list-style-type: none"> <li>2. Copies of requests for information from parents on teacher and/or paraprofessional qualifications, if applicable.</li> <li>3. Evidence that parents have been provided information on the level of achievement and academic growth <b>on State academic assessments</b> of their students.</li> <li>4. A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level. <b>This notice must include the teacher’s name and content area.</b></li> <li>5. Copies of the timely responses provided to parents, if applicable</li> <li>6. <b>Other documentation to support the LEA has implemented its written process, if applicable.</b></li> </ol>

## B. SCHOOLWIDE PROGRAMS

### DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

### REQUIRED ATTACHMENTS:

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools.  
*(See Required Attachments B.1 – Schoolwide Internal Controls)*
2. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start programs and, if feasible, other early childhood programs as feasible. (Section 1119(b)).  
*(See Required Attestation.1 – Title I MOAs ~ Attestation\_1\_b1\_MOA\_LEA\_and\_Head\_Start.pdf)*  
*Note: The 2020-2021 MOA will not be updated until November 2020, the 2019-2020 MOA is included instead.*
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.  
*N/A*
4. Written Process for how the LEA supports efforts to reduce to overuse of discipline practices that remove students from the classroom.  
*(See Required Attachments B.4 – HCPS Student Discipline Procedure and Policy and Action Plan)*
5. Written process for how the LEA supports programs that coordinate and integrate (A) CTE content



through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

*N/A*

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

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

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

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

YES  NO

If Yes, continue below. Check one:

Federal funds  Federal, State, local funds.

The LEA submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty.

(Section 1114(a)(1)(B))

YES  NO

(Required Attachment #3)

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

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs.  ii. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.		
	<p><i>Funds are not consolidated. The Title I Office and the Office of Finance work closely to ensure all funds for Title I schools are effectively appropriated with on-going frequent contact, as per the MOA for Title I Financial Management, between both departments. This contact occurs on an at least weekly basis through personal contacts, phone calls, or emails to ensure all funds are being spent correctly. Title I schools utilize these funds for additional staff, intervention programs and supplies/materials/ equipment which support Title I student achievement.</i></p> <p><i>(See Required Attestation.1 – Title I MOAs ~ Attestation_1_b2_MOA_Title_I_Finance Management.pdf)</i></p>		
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	2. The LEA ensures the implementation of a Schoolwide Program includes the following four components: <ul style="list-style-type: none"> <li>Comprehensive Needs Assessment</li> <li>schoolwide program Reform Strategies*</li> </ul>	1114(b)(2) 34 C.F.R. § 200.26(a) 1114(b)(6) 1114(b)(2)(7)(i) -iii)(I-V) 1114(b)(2) 1114(b)(5)	1. Selected copies of Schoolwide Plans 2. A written process for the annual review of schoolwide program plans including the four components. <ul style="list-style-type: none"> <li>within the written process a description of how the LEA will examine relevant academic achievement; include data analysis charts, tools, and/or tables</li> </ul> <b>Comprehensive Needs Assessment:</b> <ol style="list-style-type: none"> <li>Qualitative and quantitative data collected, including</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	<ul style="list-style-type: none"> <li>• Parent, Family and Stakeholder Engagement</li> <li>• If applicable, coordination and Integration of Federal, State, and Local services and programs.</li> </ul> <p>*MSDE’s Title I Office strongly encourages LEAs to implement “evidence-based” interventions/ strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/ activities/ program for non-CSI schools should demonstrate a rationale that meet the <b>“Demonstrate a Rationale”</b> requirement. <b>(Level 4)</b></p> <p>To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an evaluation that suggests how the intervention is likely to improve</p>		<p>culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.</p> <ol style="list-style-type: none"> <li>2. As needed, evidence of interviews, focus groups, or surveys.</li> <li>3. Tools or processes to identify the strengths and needs of students, teachers, school and community.</li> <li>4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction.</li> <li>5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups.</li> <li>6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.</li> </ol> <p><b>Schoolwide program Reform Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Examples of how schoolwide program reforms increase the quality and quantity of instruction.</li> <li>2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.</li> <li>3. Evidence to demonstrate the effectiveness of reforms.</li> <li>4. Applicable adjustments were made or are planned to be made to address students not making progress.</li> </ol> <p><b>Parent, Family and Stakeholder Engagement:</b></p>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. <b>(Non-Regulatory Guidance: <a href="#">NRG: Using Evidence to Strengthen Education Investments</a>)</b>  <a href="#">Schoolwide Program Non-Regulatory Guidance</a>  <a href="#">MSDE schoolwide program Checklist</a>  <a href="#">Early Learning in ESSA Non-Regulatory Guidance</a>		1. Evidence of the involvement of teachers, principals, and other school staff in the development of the schoolwide program plan <b>must</b> include: <ul style="list-style-type: none"> <li>○ SAN from School Improvement meetings</li> <li>○ Written communication, including email, letters, newsletters, website</li> <li>○ Surveys and survey data</li> </ul> 2. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i>  <b>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</b> <ol style="list-style-type: none"> <li>1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, <b>Health Department, Department of Social Services</b>, etc.)</li> <li>2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Schoolwide Programs Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs. <i>Required Attachment #1</i>	1114(b)(3)	Documentation supporting the implementation of the written process and evidence of implementation of the LEA Monitoring Plan which must include: : 1. Schoolwide program monitoring tool(s) 2. SAN from program monitoring visit(s) 3. LEA Schoolwide program monitoring visit(s) schedule 4. Schoolwide Program monitoring reports 5. Email communication 6. Documentation demonstrating how findings for the LEA annual review process are addressed at the school level (samples) 7. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public.	1114(b)(4)	1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable. <i>Required Attachment #2</i>	1114(b)(7) (A)(iii)(V)	1. SAN from collaboration meetings regarding transitions 2. Timelines with evidence of implementation 3. Documentation of articulation meetings, if applicable
<input checked="" type="checkbox"/> YES	6. The LEA has a written process for	1112(b)(11)	Documentation supporting the implementation of the written

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

### C. TARGETED ASSISTANCE SCHOOLS

#### Resources:

[MSDE Targeted Assistance Program Checklist](#)

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

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

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

#### **REQUIRED ATTACHMENTS:**

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

1. **If applicable, a written process for a one year process for transitioning a Targeted Assistance School to a Schoolwide Program.**  
N/A
2. A written process for developing, implementing, and monitoring requirements in all Targeted Assistance Schools including a timeline for identifying eligible students who are most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.  
*(See Required Attachments C.2 – FY'21 Targeted Assistance Schools Internal Controls)*
3. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start and, **if feasible,** other early childhood programs. (Section 1119(b))  
*(See Required Attestation.1 – Title I MOAs ~ Attestation\_1\_b1\_MOA\_LEA\_and\_Head\_Start.pdf)*  
*Note: The 2020-2021 MOA will not be updated until November 2020, the 2019-2020 MOA is*



*included instead.*

4. If applicable, to use the abbreviated planning process, a Letter of Intent to the MSDE Title I Director to begin a schoolwide planning process for a Targeted Assistance School to transition to a Schoolwide Program or a newly entering Title I School to become a Schoolwide Program in the 2021-22 School year

N/A

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

- Renee Villareal, Executive Director of Elementary Programs
- Bernard Hennigan, Executive Director of Student Support Services
- Jacob Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Christopher Yancone, Principal, Riverside Elementary School
- Lauren Donnelly, Teacher Specialist – Title I, Riverside Elementary School

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program (Required Attachment #1 and #4)</p> <p>List Title I school(s) and School ID number below OR attach a list of for</p>	1114(a)(1)(B) 1114(b)(1)(A)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> <li>1. LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program</li> <li>2. Other documentation to support the LEA has implemented its written process, if applicable.</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review									
	<p>Targeted Assistance Schools the LEA is proposing to transition to SW in SY 2021-22:</p> <table border="1" data-bbox="415 552 800 966"> <thead> <tr> <th>School Name</th> <th>School Number</th> <th>Indicate New Title I School or Current TAS School</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	School Name	School Number	Indicate New Title I School or Current TAS School								
School Name	School Number	Indicate New Title I School or Current TAS School										
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>1a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program</p> <p>The LEA has a new school that will enter Title I status in the 2021-2022</p>	<p>1114(b)(1)(A)</p>	<p>Documentation of the planning process must include:</p> <ol style="list-style-type: none"> <li>Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program</li> <li>A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program.</li> <li>SAN and SANE documents for the following evidence of planning and LEA technical assistance:</li> </ol>									

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

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	MSDE.  (NOTE: see MSDE Targeted Assistance School Guidance)  Required Attachment #1		3. SAN/SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> <li>o Planning meetings</li> <li>o Lists of participants that show stakeholder participation in decision making</li> <li>o Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program</li> <li>o Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents should work in coordination with the School Improvement Team)</li> <li>o Meeting schedule</li> <li>o Plan approval process</li> <li>o Communications, including emails, communication log, notices on web pages, etc.</li> </ul> 4. LEA Process for Approving a Targeted Assistance School Transition Plan. 5. At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs including a	1115(c)(1)(B)	If a LEA has any Targeted Assistance Schools at the time of its Annual Program Review, documentation supporting the implementation of the written process must include: <ol style="list-style-type: none"> <li>1. Weighted selection criteria <ul style="list-style-type: none"> <li>o Data sources for multiple selection criteria (by</li> </ul> </li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	<p>timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.</p> <p><i>Required Attachment #2</i></p>		<p>school)</p> <ol style="list-style-type: none"> <li>2. Master ranking (all students ranked showing most needy students served by grade and subject area)</li> <li>3. Targeted Assistance teachers and para schedules with matching student roster</li> <li>4. Service delivery model</li> <li>5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.)</li> <li>6. Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting</li> <li>7. School master schedules</li> <li>8. Exit criteria by school</li> <li>9. <b>Other documentation to support the LEA has implemented its written process, if applicable</b></li> </ol> <p><b>LEA School-level Monitoring:</b></p> <ol style="list-style-type: none"> <li>1. Evidence of implementation of the LEA <b>School-level</b> Monitoring Plan <b>must</b> include: <ul style="list-style-type: none"> <li>o SAN from program monitoring</li> <li>o <b>Program monitoring tool(s)</b></li> <li>o Program monitoring <b>feedback</b> reports</li> <li>o Email communication</li> </ul> </li> <li>2. LEA schedules with dates for regular review for each Title I Targeted Assistance Program.</li> </ol>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO	<p>3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components:</p>	<p>1115(b)(2)(A-G)</p>	<p><b>Program's resources to help eligible children meet the state's challenging academic standards may include:</b></p> <ol style="list-style-type: none"> <li>1. Programs, activities, and academic courses necessary to</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input type="checkbox"/> N/A	<p><a href="#">Targeted Assistance Program Checklist</a></p> <ol style="list-style-type: none"> <li>1. Use program’s resources to help eligible children meet the state’s challenging academic standards;</li> <li>2. Use methods and instructional strategies to strengthen the academic program of the school;</li> <li>3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;</li> <li>4. Provide Professional Development;</li> <li>5. Strategies to increase the involvement of parents of eligible children;</li> <li>6. If appropriate and applicable, coordinate with Federal, State, and local programs;</li> <li>7. Each Title I Targeted Assistance School will provide the LEA assurances that it will:</li> </ol>		<p>provide a well-rounded education.</p> <p><b>Methods and instructional strategies to strengthen the academic program of the school may include:</b></p> <ol style="list-style-type: none"> <li>1. Expanded learning time, before- and after-school, and summer programs and opportunities</li> <li>2. A schoolwide program tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).</li> </ol> <p><b>Coordination with the regular education program <b>must</b> include:</b></p> <ol style="list-style-type: none"> <li>1. SAN from collaboration meetings             <ul style="list-style-type: none"> <li>o Timelines with evidence of implementation</li> </ul> </li> <li>2. Documentation <b>of coordination</b> between regular education program and Title I</li> </ol> <p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Data sources demonstrating the need for identified professional development</li> <li>2. SANE documents from professional development</li> <li>3. Professional development schedules, plans, and/or calendars</li> <li>4. <b>SANE from building capacity for school-level training to educate school personnel with parental assistance on how to work with parents as equal partners (see Parent and Family Engagement Checklist under Building Capacity requirements)</b></li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	(i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.  <i>Required Attachment #3</i>		<p><i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></p> <p><b>Strategies to increase the involvement of parents of eligible children:</b></p> <ol style="list-style-type: none"> <li><i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></li> </ol> <p><b>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</b></p> <ol style="list-style-type: none"> <li>SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, <i>Health Department, Department of Social Services,</i> etc.)</li> <li>If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.</li> </ol>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide	1115 (b)(2)(G)(iii)	<ol style="list-style-type: none"> <li>LEA schedules with dates for regular review for each Title I Targeted Assistance Program</li> <li>SAN documentation of data review meetings</li> <li>Documentation of program adjustments based on data review and progress monitoring</li> <li>Student progress monitoring (evidence of progress/lack of</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Targeted Assistance Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	additional assistance to eligible children.  <i>Required Attachment #2</i>		progress



## D. PARENT AND FAMILY ENGAGEMENT

### Resources

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

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

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

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

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

### **REQUIRED ATTACHMENTS:**

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

1. A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.  
*(See Required Attachments D.1 – FY'21 Parent and Family Engagement Internal Controls)*
2. LEA's **2020-2021** Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.  
*(See Required Attachments D.2 – FY'21 Parent and Family Engagement Plan)*
3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.  
*(See Required Attachments D.3 – FY'21 Parent and Family Engagement Surveys)*

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

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

- Jacob Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education

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

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

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

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

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	<u>Parent and Family Engagement School-Level Checklist</u>		4. Announcements/Fliers 5. Parents feedback 6. Translated documents, if applicable 7. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable  <b>Reservation Evidence includes:</b> 8. SANE from parent meetings specifying agenda item on Title I PFE funds 9. Announcements/Fliers for meetings 10. Parents feedback  <b>Policy Involvement Evidence must include:</b> 11. SANE from annual meeting(s) specifying information about Title I and parents rights to be involved 12. Announcements/Fliers of outreach/events 13. Translated documents, if applicable 14. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 15. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory <b>Shared Responsibility (School-Parent Compact) evidence includes:</b> 1. School-Parent Compact(s)

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			<ul style="list-style-type: none"> <li>2. SANE from parent meetings specifying agenda item for review and input on the school-parent compact</li> <li>3. Announcements/Fliers for meetings</li> <li>4. Parent feedback</li> <li>5. Translated school-parent compacts, if applicable,</li> <li>6. SANE from sharing school-parent compact with parents and family members</li> <li>7. Example of how the school's School-Parent Compact is distributed. (Examples include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet)</li> </ul>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>3. Building Capacity for Involvement</b> The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement.	<b>1116(e)(1-6)</b>	LEA and School-Level Documentation must include: <ul style="list-style-type: none"> <li>1. SANE from LEA technical assistance to schools</li> <li>2. SANE from building capacity <b>for district and school-level</b> (See Parent and Family Engagement Checklist <b>under Building Capacity requirements</b>)</li> </ul> <b>Building Capacity evidence must include:</b> <ul style="list-style-type: none"> <li>1. SANE from parent meetings, outreach or events with topic specific agenda items</li> <li>2. Announcements/Fliers for outreach/events</li> <li>3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate</li> <li>4. Translated documents, if applicable</li> <li>5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable</li> </ul>

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Parent and Family Engagement Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<b>4.</b> The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	<b>1116(f)</b>	<b>Accessibility evidence must include:</b> 1. SANE from LEA technical assistance to schools 2. Translated documents, if applicable 3. Receipts for accommodations/ interpreters, if applicable
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<b>5.</b> The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachments #1 and #3)</i>	<b>1116(a)(2)(B)</b> <b>1116(e)(1-14)</b>	<b>Evidence of LEA monitoring processes of Parent and Family Engagement requirements must include:</b> 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement

## E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

### **Resources**

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

[Consultation Checklist](#)

[Affirmation of Consultation Form](#)

[Intent to Participate Form](#)

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

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

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

### **REQUIRED ATTACHMENTS:**

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

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

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



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

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

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

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

- Thomas Webber, Assistant Supervisor of Compensatory Education

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

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

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
	<input checked="" type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students.  <b>Please identify LEAs involved.</b> <u>Cecil County PS</u> <u>Baltimore County PS</u> <u>Baltimore City PS</u>  Provide the date(s) services will begin.  <u>9/8/2020</u>  <i>Required Attachment #1c</i>		<ul style="list-style-type: none"> <li>○ <b>If applicable, signed MOU with other LEA</b></li> </ul>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>2. Invitation to Private School Officials</b> The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program.  <i>Required Attachment #1a</i>	1117(a)(1)(A) 1117(b)(1)(b)(5)	1. Approved list of private schools and approved church exempt schools 2. Other forms of outreach (emails, phone logs, or certified mail receipts, etc.) 3. List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO	<b>3. Ongoing Consultation</b> The LEA ensures it has a written process for ongoing consultation	1117 (b)(1-5)	1. Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> <li>○ SANE documentation including topic specific agendas; emails, notes from phone calls</li> </ul>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input type="checkbox"/> N/A	with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school students start at the beginning of the school year. <i>Required Attachment #1a</i>		2. If applicable, the LEA should have a signed letter from the private school designee if the official is representing a consortium of private schools.
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>4. Equitable Services to Students</b> The LEA ensures it provides services to private schools’ students in an equitable manner based on the needs of the participating private school.	1117(a)(1)(A) 8501(c)	1. List of participating private school children 2. Multiple selection criteria used to select for services
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>5. Teachers and Families Participation</b> The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.	1117(1)(B)	1. Evidence of professional development for teachers: <ul style="list-style-type: none"> <li>○ Agenda topic-specific SANE</li> <li>○ List of professional development activities provided or scheduled to be provided to the classroom teachers</li> <li>○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration, <b>if applicable</b>.</li> </ul> 2. Evidence of family engagement activities: <ul style="list-style-type: none"> <li>○ Agenda topic-specific SANE</li> <li>○ List of family engagement activities scheduled or to</li> </ul>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
			<ul style="list-style-type: none"> <li>○ be scheduled for families of participating students</li> <li>○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities, <b>if applicable.</b></li> </ul>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>6. Dispute Resolution</b> The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.	1117(b)(2-6) 1117(c)(2)	1. If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution 2. If applicable, evidence of resolving disagreements
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<b>7. Supervision and Evaluation</b> The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students.  <i>Required Attachment #1b &amp; c</i>	1117(b)(1) 1117 (d)(1)	<b>Evidence LEA Supervises:</b> <b>LEA Program Oversight</b> <ol style="list-style-type: none"> <li>1. Schedules of Title I staff</li> <li>2. Timeline/schedules for monitoring visits</li> <li>3. LEA written process and procedures for monitoring private schools</li> <li>4. Monitoring feedback on student progress to Title I staff providing services or private schools officials <b>(including letters, emails, reports, or notes, if applicable)</b></li> <li>5. Sample lesson plans and student work</li> <li>6. Consultation between LEA and third party vendor</li> </ol> <b>Qualifications of staff providing services:</b> <ol style="list-style-type: none"> <li>1. Teachers providing services meet state certification and licensure requirements</li> </ol>

<b>APPLICATION:</b> The LEA will respond to each assurance <i>(Check One)</i>	<b>Participation of Children Enrolled in Private Schools Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
			2. Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure <i>(May not apply to LEAs that use a third party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i>  <b>Ordering and Storing of Materials and Equipment Oversight:</b> <ol style="list-style-type: none"> <li>1. Title I property labels</li> <li>2. Inventory list</li> </ol> <b>Evidence of Evaluation <b>must</b> include:</b> <ol style="list-style-type: none"> <li>1. Progress reports/EOY reports on effectiveness of services</li> <li>2. SANE documenting modification to program, if applicable</li> </ol>

## F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

### Resources

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

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

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

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

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

### **REQUIRED ATTACHMENTS:**

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

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

*The Homeless meeting to determine the needs for Title I funding during the 2020-2021 school year was held on July 20, 2020. The notes of this meeting including the process to determine funding are found in the fiscal tables document; “02\_HCPS LEA 12 2020-2021 TitleI PartA Fiscal Tables.pdf”*

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

N/A

3. Per COMAR 13A.05.09.03, [provide a list](#) of all currently active shelter sites in the county that serve homeless children and families.  
*(See Required Attachments F.3 – Shelter Housing for Children and Youth Tracking)*

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

- Pam Smith, Homeless Liaison, HCPS Pupil Personnel Worker, Central Office
- Bernard Hennigan, HCPS Executive Director of Student Support Services
- Buzz Williams, HCPS Student Support Services Supervisor
- Evonne Boroski, HCPS Pupil Personnel Worker, Aberdeen Office
- Robin Walker, HCPS Pupil Personnel Worker, Bel Air Office
- Craig Malone, HCPS Pupil Personnel Worker, Edgewood Office
- Gregory Smith, HCPS Pupil Personnel Worker, Fallston Office
- Jo Ellen Barnes, HCPS Pupil Personnel Worker, Patterson Mill Office
- Mariah Bachman, HCPS Pupil Personnel Worker, Havre de Grace Office
- Vicki Antal, HCPS Pupil Personnel Worker, Magnolia Office
- Heather CanepaBowlin, HCPS Pupil Personnel Worker, North Harford Office
- Pam Smith, HCPS Pupil Personnel Worker, Patterson Mill Office
- Maureen Baxter, HCPS Pupil Personnel Worker, Southampton Office

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



<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Education for Homeless Children and Youth Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input type="checkbox"/> N/A	reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process.  <i>Required Attachment #1 and #2</i>		<ul style="list-style-type: none"> <li>○ Funds used for full or part of the homeless education liaison or additional staff</li> <li>○ Funds used for excess transportation</li> <li>○ Funds used for instruction and support services</li> </ul> 2. Written/email communication with LEA homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities. 3. <b>Other documentation to support the LEA has implemented its written process, if applicable.</b>

## G. SUPPORT FOR FOSTER CARE STUDENTS

### Resources

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

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

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

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

### **REQUIRED ATTACHMENTS:**

1. A written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions.  
(See *Required Attestation.1 – Title I MOAs ~ Attestation\_1\_g1\_Foster\_Care\_Interagency\_Agreement\_MOA.pdf*)

### 2. If applicable,

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

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

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

- Thomas Webber, HCPS Assistant Supervisor of Compensatory Education
- Representatives, Harford County Department of Social Services
- Bernard Hennigan, HCPS Executive Director of Student Support Services

- Buzz Williams, HCPS Student Support Services Supervisor, (Foster Care Liaison)
- Jay Staab, Director of Finance, Business Services
- Cathy Bendis, HCPS Director of Transportation

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

## H. ENGLISH LEARNERS

### **Resources**

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

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

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

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

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

### **REQUIRED ATTACHMENTS:**

1. The LEA must include a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline

*(See Required Attachments H.1 –English Learners Internal Controls)*

2. The LEA must include a written process for sharing the number and percentage of English learners achieving English language proficiency.

*(See Required Attachments H.1 –English Learners Internal Controls)*

*The sharing plan is contained within the English Learning Internal Controls document, assurance #3.*

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

- Jacob Little, Coordinator of Compensatory Education
- Thomas Webber, Assistant Supervisor of Compensatory Education
- Chandra Krantz, Supervisor of English Language Learners and World Languages

- Juraj Duracka, Curriculum Specialist
- Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale
- Christina Douglas, Principal, Hall's Cross Roads Elementary School
- Ron Wooden, Principal, Havre de Grace Elementary School
- Audrey Vohs, Principal, Magnolia Elementary School
- Tammy Bosley, Principal, William Paca/Old Post Road Elementary School
- Tara Dedeaux, Principal, Bakerfield Elementary School
- Cynthia Womack, Principal, Edgewood Elementary School
- Gregory Lane, Principal, Deerfield Elementary School
- Christopher Yancone, Principal, Riverside Elementary School
- Holly Wiggett, Teacher Specialist – Title I, George D. Lisby Elementary School at Hillsdale
- Melissa Stout, Teacher Specialist – Title I, Hall's Cross Roads Elementary School
- Kristin Schaub, Teacher Specialist – Title I, Havre de Grace Elementary School
- Kristin Stahm, Teacher Specialist – Title I, Magnolia Elementary School
- Brittany Godfrey, Teacher Specialist – Title I, William Paca/Old Post Road Elementary School
- Caitlin Sieracki, Teacher Specialist – Title I, Edgewood Elementary School
- Chelsea Davies, Teacher Specialist – Title I, Bakerfield Elementary School
- Jonathan Hammel, Teacher Specialist – Title I, Deerfield Elementary School
- Lauren Donnelly, Teacher Specialist – Title I, Riverside Elementary School

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

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>English Learners Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
			4. Translated documents or flyers 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., <b>if applicable</b> 6. Translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet <b>[SAN/SANE]</b> <i>NOTE: some of these items may be available in component D – Parent and Family Engagement.</i>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	3. The LEA has a written process for sharing the number and percentage of English learners achieving English language proficiency. <b>Required Attachment #3</b>	1111(h)(2)	<b>Documentation supporting the implementation of the written process, which must include:</b> 1. The number and percentage of English learners achieving English language proficiency 2. Sample of the LEA’s report card 3. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Coordinators 4. <b>Other documentation to support the LEA has implemented its written process, if applicable.</b>

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

### Resources

[Link for School Improvement Resource Hub](#)

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

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

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

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

### **REQUIRED ATTACHMENTS:**

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

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

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

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



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

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

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

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Targeted Support and Improvement School Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			2. Other documentation to support the LEA has implemented its written process, if applicable
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	2. The LEA ensures it has a written process for determining how it will allocate additional Title I and local/other funds set aside for each Title I TSI School, if applicable.		Documentation supporting the implementation of the written process which must include: 1. If applicable, written process for determining allocation of additional Title I funds to schools 2. SAN from meetings e.g.: Finance Office Staff to develop budget 3. Emails, communication logs 4. Other documentation to support the LEA has implemented its written process, if applicable.

## J. FISCAL REQUIREMENTS

### Resources:

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

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

[Skipped School Addendum](#)

### DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

### REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter **and Skipped School Addendum**.

*(See Required Attachments J.1 – MSDE Skipped School Approval Letter Signed and Addendum)*

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

N/A

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

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

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

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

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

N/A

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

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

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

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

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

- Appropriate use of school-level Title I funded positions based on approved job descriptions
- Roles and responsibilities of paraeducators

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

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

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

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

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

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

*(See Required Attachments J.10 – FY'21 Parent Involvement Allocation Calculation)*

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

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

<b>APPLICATION:</b> The LEA will respond to each assurance <b>(Check One)</b>	<b>Fiscal Requirements Assurances</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<p>1. The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.</p> <p><i>Required Attachment #8</i></p>	<p>2 CFR Part 200  Subpart E  200.403  200.404  200.405</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> <li>1. Systems and structures for monitoring and approving school-level fiscal responsibility</li> <li>2. Systems and structures for monitoring and approving school-level expenditures that are reasonable, necessary, allowable, and allocable</li> <li>3. LEA monitoring of the appropriate use of school-level Title I funded positions based on approved job descriptions</li> <li>4. LEA monitoring of the appropriate use of Title I funded paraeducators, including roles and responsibilities.</li> <li>5. Other documentation to support the LEA has implemented its written process, if applicable.</li> </ol>
<input checked="" type="checkbox"/> YES  <input type="checkbox"/> NO  <input type="checkbox"/> N/A	<p>2. The LEA ensures that it uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.</p>	<p>1118(b)(1)</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> <li>1. Most current, dated copy of the district’s supplement, not supplant policy and procedures document.</li> <li>2. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year.</li> <li>3. Semi-annual certification (district, schoolwide program, and targeted assistance).</li> <li>4. Time and effort for split funded staff (district, schoolwide program, and targeted assistance), to include: <ul style="list-style-type: none"> <li>o Job descriptions</li> <li>o Time and effort reporting</li> <li>o Personnel Activity Reports (PARs)</li> </ul> </li> </ol>

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



**J. FISCAL REQUIREMENTS**

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

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan.		<ol style="list-style-type: none"> <li>1. LEA reservations are in the LEA budget and line items can be followed from the budget</li> <li>2. LEA Transaction Level Reports of Expenditures</li> <li>3. Invoices, contracts, etc.</li> </ol> <p><b>Cost related to parent and family engagement</b></p> <ol style="list-style-type: none"> <li>1. LEA reservations are in the LEA budget and line items can be followed from the budget</li> <li>2. LEA Transaction Level Reports of Expenditures</li> <li>3. Invoices, contracts, etc.</li> </ol>
<b>Requirement 3 – Neglected &amp; Delinquent Reservation</b> <b>Table 7-9.1</b> LEAs are required to reserve Title I funds if N&D programs exist in the LEA. Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.	1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)	Evidence of Neglected & Delinquent Expenditures <ol style="list-style-type: none"> <li>1. LEA reservations are in the LEA budget and line items can be followed from the budget</li> <li>2. LEA Transaction Level Reports of Expenditures</li> <li>3. Invoices, contracts, etc.</li> <li>4. Memorandum of Understanding (MOU)</li> </ol>
<b>Requirement 4 - Homeless Children and Youth</b> <b>Table 7-9.1</b> Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds.	1113(c)(3)(A)(i)	Evidence of Homeless Children and Youth Expenditures <b>Reservation:</b> <ol style="list-style-type: none"> <li>1. LEA reservations are in the LEA budget and line items can be followed from the budget</li> <li>2. LEA Transaction Level Reports of Expenditures</li> </ol>

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
		<p>3. Invoices, contracts, etc.</p> <p><b>Instructional/Educational Support (If Applicable) – Costs associated with:</b></p> <ol style="list-style-type: none"> <li>1. Tutoring Services, especially in shelters or other locations where homeless students live</li> <li>2. Extended learning time (before and after school, Saturday classes, summer school)</li> <li>3. Counseling services to address mental health issues related to homelessness that is impeding learning</li> <li>4. GED testing for school-age students</li> <li>5. Parental involvement specifically oriented to reaching out to parents of homeless students</li> <li>6. Fees for AP and IB testing</li> <li>7. Items of clothing, student fees, required records, medical and dental services, outreach services</li> </ol> <p><b>Homeless Liaison (If applicable):</b></p> <ol style="list-style-type: none"> <li>1. Cost associated with Homeless Education Coordinator/Liaison position</li> <li>2. Reservation is in the budget</li> <li>3. Job description</li> <li>4. Schedules (note who monitors/oversight)</li> </ol> <p><b>Transportation (If applicable):</b></p> <ol style="list-style-type: none"> <li>1. Cost associated with Homeless Education Transportation</li> <li>2. Reservation is in the budget</li> <li>3. LEA calculation of excess cost for providing transportation</li> <li>4. Invoices/payment schedule for transportation</li> </ol>
<b>Requirement 5 - Education for Foster Children</b>	<b>Sec. 1113(c)(3)(A)(i)</b>	<b>Transportation (If applicable):</b> <ol style="list-style-type: none"> <li>1. Cost associated with Foster Care Student Transportation</li> </ol>

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<b>Table 7-9.1</b> Funds are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds.	of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program	2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation 5. Contracts
<b>Requirement 6- Districtwide Title I Instructional Programs</b> <b>Table 7-9 .2</b> LEAs must reserve funds for Districtwide instructional programs for Title I schools.	34 CFR Part 200.77	<b>Expenditures</b> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
<b>Requirement 7 - Districtwide Professional Development</b> <b>Table 7-9.2</b> LEAs may reserve funds for Districtwide professional development programs for Title I schools such as: Professional development for Title I schools that is above and beyond what the Local Educational Agency program provides for all schools.	34 CFR Part 200.77	<b>Evidence of Districtwide professional development Expenditures, if applicable:</b> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
<b>Requirement 8- Administration</b> <b>Table 7-9.3:</b>	34 CFR Part 200.77	<b>Evidence of Administration Expenditures, if applicable:</b>

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<p>LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost.</p> <p><i>Required Attachment #10</i></p>		<p>LEA reservations are in the LEA budget and line items can be followed from the budget</p> <ol style="list-style-type: none"> <li>1. LEA Transaction Level Reports of Expenditures</li> <li>2. Invoices, contracts, etc.</li> <li>3. Indirect costs at the approved yearly rate</li> <li>4. Travel, Office Supplies, and technology for Title I</li> <li>5. Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget</li> </ol>
<p><b>Requirement 9 - Support for Title I TSI Schools</b> <b>Table 7-9.4</b></p>	<p>Section 1111(d)(2)</p>	<p><b>Expenditures</b></p> <ol style="list-style-type: none"> <li>1. LEA Title I, Part A set-aside funding, if applicable, is in the LEA budget and line items can be followed from the budget</li> <li>2. LEA non-Title I funding is listed, if applicable</li> <li>3. LEA Transaction Level Reports of Expenditures</li> <li>4. Invoices, contracts, etc.</li> </ol>
<p><b>Requirement 10 - Carryover Estimate</b> <b>Table 7-9.4</b></p>	<p>1127 1117(a)(4)(B)</p>	<ol style="list-style-type: none"> <li>1. LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures</li> <li>2. Funds remaining resulting from school’s unspent parent involvement funds are redistributed to Title I schools (if applicable)</li> <li>3. Waiver intent indicated in the Title I Application</li> </ol>
<p><b>Requirement 11 –Audits</b> The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p>	<p>Uniform Grant Guidance (UGG) 200.501(b)</p>	<ol style="list-style-type: none"> <li>1. Single audits are conducted annually</li> <li>2. Copies of single audit reports (2 most recent) and Corrective Action (when applicable)</li> <li>3. LEA response to findings</li> <li>4. MSDE follow-up reviews of findings</li> <li>5. All required corrective actions from the audit findings are fully implemented within the agreed timeline.</li> </ol>

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
		6. Independent auditor's report shows that the LEA has corrected all actions required.
<b>Requirement 12 - Rank Order</b> The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.	1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)	<ol style="list-style-type: none"> <li>1. Local finance budget reports match amounts reported in the approved Allocation Worksheet.</li> <li>2. If applicable, Charter Schools are included in the ranking</li> <li>3. If applicable, Skipped Schools have been approved by MSDE.</li> <li>4. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in rank order.</li> <li>5. If applicable, Continuing Eligibility schools meet the statutory definition.</li> </ol>
<b>Requirement 13 - Equipment and Related Property</b> Equipment <b>must</b> be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.  EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)	EDGAR 34 CFR 80.32, UGG §200.314	<ol style="list-style-type: none"> <li>1. LEA Inventory</li> <li>2. Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment</li> <li>3. Annual physical inventory of Title I equipment</li> <li>4. Lease agreements</li> <li>5. Expenditure Reports</li> <li>6. LEA Transaction Level Reports of Expenditures</li> </ol>

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<p>Elements:            Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.            A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.            A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.            Adequate maintenance procedures must be developed to keep the property in good condition.</p>		
<p><b>Requirement 14- Use of Technology Devices</b>            Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</p>	<p>34 C.F.R. § 80.20 (added in SY 2015-2016)</p>	<ol style="list-style-type: none"> <li>1. Copy of acceptable use policy for staff and students stipulating constraints and practices of the user.</li> <li>2. Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies.</li> <li>3. Staff Training (SANE)</li> </ol>

<b>REQUIREMENTS</b> <b>(align with the Fiscal Tables provided in Excel)</b>	<b>Citation</b>	<b>Evidence of Implementation</b> APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
		4. Corrective Actions, if applicable.



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

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

YES  NO

If Yes, complete the table below:

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

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

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

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

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

YES  NO

If Yes, complete the table below:

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

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

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

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

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

YES  NO

If Yes, complete the table below:

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

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

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

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

YES  NO

If Yes, complete the table below:

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

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

LEA 12 - Harford County Public Schools

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
N, S, C, CSI or TSI	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/19)	Number of Low Income-Public School Children (as of 10/31/19)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/19)	CEP Direct Certification count multiplied by the 1.6 multiplier <sup>1</sup>	FTE Low Income Public School Children used to Allocate Title I Funds <sup>2</sup>	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low- Income Private School Children Residing in this School's Attendance Area.	FTE Low Income Private School Children Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (L x P = Q)
1	S	120292	CEO	7 - 12	N	74	65	N/A	N/A	65.0	87.84%	0	0	\$175.55	\$0.00
2	SW	120230	HALLS CROSS ROADS ELEMENTAR	PREK-5	N	454	380	N/A	N/A	380.0	83.70%	2	2	\$175.53	\$66,701.40
3	TSI	120131	MAGNOLIA ELEMENTARY	PREK-5	N	550	445	N/A	N/A	445.0	80.91%	0	0	\$175.52	\$78,106.40
4	SW	120115	EDGEWOOD ELEMENTARY	PREK-5	N	405	299	N/A	N/A	273.0	73.83%	1	1	\$175.50	\$47,911.50
5	SW	120140	WM PACA/OLD POST RD ELEM	PREK-5	N	865	626	N/A	N/A	626.0	72.37%	1	1	\$154.48	\$96,704.48
6	SW	120120	DEERFIELD ELEMENTARY	PREK-5	N	752	537	N/A	N/A	537.0	71.41%	2	2	\$154.31	\$82,864.47
7	SW	120212	BAKERFIELD ELEMENTARY	PREK-5	N	426	300	N/A	N/A	285.0	70.42%	0	0	\$154.29	\$43,972.65
8	TSI	120211	GEORGE D LISBY ELEM AT HILLSDA	PREK-5	N	413	279	N/A	N/A	267.0	67.55%	0	0	\$154.27	\$41,190.09
9	N	TAS	RIVERSIDE ELEMENTARY	PREK-5	N	462	262	N/A	N/A	262.0	56.71%	4	4	\$154.26	\$40,416.12
10	SW	120632	HAVRE DE GRACE ELEMENTARY	PREK-5	N	609	299	N/A	N/A	287.0	49.10%	2	2	\$154.24	\$44,266.88
				<b>Total</b>			3492.0	0.0	0.0	3427.0		12.0	12.0		<b>\$542,133.99</b>
							Table 7-9		Table 7-8						

\*Community Eligibility Provision

<sup>1</sup> The 1.6 multiplier applies to a Community Eligibility school.

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

**Title I Schools in SY 2019-2020 removed from Title I in SY 2020-2021**

MSDE School ID #	Official Public School Name	Status Last Year SW or TAS	Reason for Removal from the Title I List
N/A	None		

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

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

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

**PUBLIC SCHOOLS:**

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

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

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

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

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

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

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

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

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

**Feeder Patterns in Maryland:**

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

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

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



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

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

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

<u>11,542.00</u>	/	<u>38,429.00</u>	=	<u>30.03%</u>
<b>Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2019)</b>		<b>Total LEA Student Enrollment (September 30, 2019)</b>		<b>District Wide Average (percentaged) of Low-Income Children</b>

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

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

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

Grade Span  Write Grade Span in Spaces Below	Total Grade Span Enrollment of Low Income Students	/	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (PreK-5)	5860	/	17967	32.62%
Middle (6-8)	2724	/	9118	29.87%
High (9-12)	2958	/	11344	26.08%

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

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

		<u>Total Number of Low-Income Public and Private School</u>		<u>Per Pupil Amount</u>
	/		=	#DIV/0!

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

**Students (Taken  
from Allocation  
Worksheet)**

Note

**Table 7-6.1 CONTINUED ELIGIBILITY (aka grandfather)**

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

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

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

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

**Ranking High Schools - ESEA Exceptions to the Ranking Requirement**  
 Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B).

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

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

**Table 7-7 TITLE I SKIPPED SCHOOLS**

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

**Follow the directions in the Skipped School Addendum.**

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

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

<b>Number of Skipped Schools:</b>	1	<p><b>Note: The completed 2020-2021 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application. LEA must submit a copy of the approved request letter.</b></p>
-----------------------------------	---	--

Please see 04\_Required\_Attachments\_Table of Contents.pdf document.  
 (See Required Attachments J.1 – MSDE Skipped School Approval Letter Signed and Addendum)

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

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

LEA 12 - Harford County Public Schools

---

Local School System

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

Notations	D	E	F	G	H	I	J	K	L
Code as 1,2,3, or 4	MSDE Sch ID #	<b>Skipped Public School Name</b> (Must rank order by Percent of Poverty highest to lowest)	Specific Numeric Grade Span <b>(public)</b>	Percent of Poverty (I/H=G)	<b>Public School Enrollment</b> (as of 9/30/19)	Number of Low Income- <b>Public School Children</b> (as of 10/31/19)	<b>FTE Low Income Public School Children</b> (10/31/19)	Per Pupil Allocation (PPA)	<b>Local/State Allocation to Skipped Public Schools</b> (J x K =L)
1	4	120292	Center of Educational Opportunity	7-12	87.84%	74	65	\$175.55	\$11,410.75
		<b>Total</b>				65	65.0		<b>\$11,410.75</b>

Table 7-7 Skipped

**Table 7-8 EQUITABLE SERVICES**

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

1.a: Determining Proportional Share for Equitable Services				
12	/	3,504	=	0.003424657534
Total # of private school children from low income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number report in Title I Allocation Worksheet Column N)		Total # of public school children from low-income families in Title I public School plus private school children from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N)		Proportion of reservation
0.0034247131	x	6,089,713.00	=	20,855.52
Proportion of reservation *** 12 Private School students generated funds for the 2020-2021 school year. In order to ensure all line items within equitable services divide correctly into full cents, HCPS Title I office intended to give more (34 cents) than the minimum required.		Total Title I Allocation (Use # from C 125)		Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation				
20,855.52	x	1.1001404%	=	229.44
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		For Parent Involvement		Proportional share available to parents of private school participants
1.c: Remaining for Instruction, Professional Development and Administration				
20,855.52	-	229.44	=	20,626.08
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		Proportional share available to parents of private school participants		Proportional share for instruction, Professional Development, administration and/or other allowable services

1.d: If using funds for PD, subtract amount for agreed upon PD				
20,626.08	-	240	=	20,386.08
Remaining for instruction, Professional Development and Administration (Table 7-8, line 1c)		Agreed amount of Professional Development (determined during consultation)		Proportional share remaining for instruction and administration
1.e: If using funds for administration, subtract amount for agreed upon administration				
20,386.08	-	3397.68	=	16,988.40
Remaining for instruction and administration		Agreed amount of Administration (determined during consultation)		Proportional share remaining for equitable services instruction

1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)								
<table border="1" style="margin: auto;"> <tr> <td colspan="2"><b>Points of Clarification</b></td> </tr> <tr> <td colspan="2">This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts</td> </tr> </table>					<b>Points of Clarification</b>		This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts	
<b>Points of Clarification</b>								
This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts								
16,988.40	/	12	=	\$ 1,415.70				
Remaining proportional share for instruction (Table 7-8, line 1e)		Number of private school students.  (Use the total number reported in the Title I Allocation Worksheet, Column N)		PPA Allocation for eligible private school students				

	DETAILED BUDGET DESCRIPTION	Calculation	Total
Parent & Family Engagement	Parent & Family Engagement Instruction Activities & Workshops,	\$19.12 / student x 12 students	\$229.44
Professional Development	PD Workshops & PD Materials	\$20.00 / student x 12 students	\$240.00
Administration	3rd Party Provider Admin Fees - HCPS Title I Office enters into a third-party contract (Catapult Learning) to provide services to eligible private school students. Based upon our contract with Catapult, Admin Fees include: "Costs the CONTRACTOR incurs to administer the program, including, but not limited to, salaries and fringe benefits of the Director, assistants, supervisors, and support staff, special capital expenses, rent and utilities, office equipment and supplies, postage and mailings, telephone, travel, professional development for Title I teachers and supervisors who are employees of the CONTRACTOR, and the CONTRACTOR fee (profit)."		
	3rd Party Provider Admin Fees		\$3,397.68

Instructional	<p>Per Pupil Allocation - HCPS Title I Office enters into a third-party contract (Catapult Learning) to provide services to eligible private school students. Based upon our contract with Catapult, Per Pupil Allocation includes;</p> <ul style="list-style-type: none"> <li>• Teachers' salaries, including fringe benefits.</li> <li>• Instructional materials, including such items as books, for student use, workbooks, and supplies.</li> </ul> <p>Services will begin at the start of the school year and will take place two times per week for 45 minutes per session. Services will continue until near the end of the school year based upon available funding.</p>		
	St. Joan of Arc School - 3 Students (2 – HXES, 0 – MAES, 0 – EDES, 0 – WPES, 0 – DFES, 0 – BFES, 0 – GLES, 0 – RIES, 1 – HDES)	3 students x \$1,415.70	\$4,247.10
	Trinity Lutheran - 2 Students (0 – HXES, 0 – MAES, 1 – EDES, 0 – WPES, 1 – DFES, 0 – BFES, 0 – GLES, 0 – RIES, 0 – HDES)	2 students x \$1,415.70	\$2,831.40
	Baltimore County Private Schools – 3 Students (0 – HXES, 0 – MAES, 0 – EDES, 1 – WPES, 0 – DFES, 0 – BFES, 0 – GLES, 2 – RIES, 0 – HDES)	3 students x \$1,415.70	\$4,247.10
	Baltimore City Private Schools – 3 Students (0 – HXES, 0 – MAES, 0 – EDES, 0 – WPES, 1 – DFES, 0 – BFES, 0 – GLES, 2 – RIES, 0 – HDES)	3 students x \$1,415.70	\$4,247.10
	Cecil County Private Schools – 1 Student (0 – HXES, 0 – MAES, 0 – EDES, 0 – WPES, 0 – DFES, 0 – BFES, 0 – GLES, 0 – RIES, 1 – HDES)	1 students x \$1,415.70	\$1,415.70
<b>Total Equitable Share</b>			<b>\$20,855.52</b>



**Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION**

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

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

Allocation - Proportional Share					
		Total Reservations	Detailed Budget Description	Calculation	Total
<b>Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share in Table 7-8</b>		\$ 6,068,857.48	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.	\$ 60,688.57	
			Minimum of 90% of 1% that must go to Schools	\$ 54,619.72	
<b>2. Parent and Family Engagement - not less than 1% of its allocation (Sec. 1116(a)(3)(A)) of ESEA.</b> <b>Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA.</b> Parent input is required for expenditure Title I Parent and Family Engagement Spending Plan.  LEA 12 - HCPS - Provides 100% of 1.1488963% of Parent and Family Engagement Funds to the Schools. The minimum requirement is \$60,688.57, it is HCPS' intent to give \$9,036.31 more than the minimum requirement. Hence the total reservation will be higher than the PFE Min Calculation & the 90% of the 1% that much go to Schools.  HCPS's process for determining PI School-base allocations. This is found in Fiscal Internal Controls. 04_Required Attachments Table of Contents Please see: J.3 -HCPS Title I Component (J) -Fiscal Requirements Internal Controls J.10 - FY21 Parent Involvement Allocation Calculation		<b>\$69,724.88</b>	LEA 12 - HCPS - Provides 100% of 1.1488963% of Parent and Family Engagement Funds to the Schools.		
			Hall's Cross Roads ES (83.70%)	380.0 students x \$21.52 PPA	\$8,177.60
			Magnolia ES(80.91%)	445.0 students x \$21.30 PPA	\$9,478.50
			Edgewood ES(73.83%)	273.0 students x \$21.08 PPA	\$5,754.84
			William Paca / Old Post Road ES (72.3%)	626.0 students x \$20.87 PPA	\$13,064.62
			Deerfield (71.41%)	537.0 students x \$20.66 PPA	\$11,094.42
			Bakerfield ES (70.42%)	2850.0 students x \$20.44 PPA	\$5,825.40
			G. Lisby ES @ Hillsdale (67.55%)	267.0 students x \$20.23 PPA	\$5,401.41
			Riverside (56.71%)	262.0 students x \$20.01 PPA	\$5,242.62
			Havre de Grace ES (49.10%)	287.0 students x \$19.81 PPA	\$5,685.47
3	<b>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA</b>  Must reserve funds if N & D programs exist.  Note: Required Attachment- Include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.	<b>\$0</b>			
4a	<b>Required: Education for Homeless Children and Youth</b>  Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, <b>March 2017, M1-M10.</b>  Note: Required Attachment- Please include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students in accordance with the	<b>\$70,288.31</b>	* All Homeless Expenditure plans were discussed during the HCPS Title I Homeless Meeting on Monday, July 20, 2020. Meeting notes are found on the next page. Further breakdown of line items are found in the detailed budget narrative, (03_HCPS LEA 12 2020-2021 Application Narrative.pdf). *In consultation with HCPS Pupil Services Office and HCPS Title I Office services are coordinated for homeless children through communication of: 1) Identifying student needs; 2) Discussion of allowable expenses; and 3) Defining appropriate expenditures (McKinney Vento/Title I). HCPS Pupil Services Office allocates McKinney Vento funds for use of transportation expenses and supplies/materials for homeless children. HCPS Title I Office allocates Title I funds for:		
			Supplies and Materials		\$2,500.00
			School Uniforms		\$2,500.00
			Homeless Liaison Instructional Supplies to support students experiencing homelessness year round		\$9,368.31
			Homeless Liaison will facilitate Homeless students who need access to wireless access data cards to access educational materials online.		\$25,920.00

	needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.		* <b>Wireless Access Data Cards</b> are items that can be inserted into student devices, in order to allow Homeless students access to the internet. These devices are needed for students who are attending school through virtual learning. Virtual learning requires access to the internet and not all homeless students are able to access the internet at this time.		
			Camp Wonder Supplies		\$30,000.00
4b	Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento). <b>Required Attachment if Applicable- Include a job description. In Section 04_ Required Attachments Table of Contents Please see: <u>J 4 Pupil Personnel Worker Job Description.pdf</u></b>	\$97,946.25	0.5 FTE Homeless Liaison Position		\$77,261.32
			Additional Instructional Support to Homeless students in Middle and High Schools to receive additional instructional support after school for those students failing to meet educational standards		\$20,684.93
4c	Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school). <b>Required Attachment if Applicable- Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section..</b>	\$0			
5	Optional: Education for Foster Children Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program, June 2018, Question 30, page 19 An LEA MAY use Title I funds to pay for ADDITIONAL COSTS needed to transport children in foster care to their schools of origin. Please note, however, that funds reserved for comparable services for homeless children and youth under section 1113(c)(3)(A)(i) of the ESEA may not be used to provide transportation needed to maintain children in foster care in their schools of origin.  Required Attachment if Applicable- Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section. Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.	\$0			
<b>Total Mandatory Set Asides</b>		<b>\$237,959.44</b>			

# HCPS Title I Homeless Meeting

Monday, July 20, 2020

10:00 - 11:00 a.m.

MS Teams Meeting

## AGENDA

**Purpose:** Discuss Title I funding for homeless HCPS students for SY 2020-2021

**Agenda Items:**

- I. Discuss homeless trends in HCPS over the past five years
- II. Analyze homeless Title I allocation/spending for the past year
- III. Determine needed Title I funding for 2020-2021
- IV. Review process for accessing Title I Homeless funds
  - a. Communicate process (form to access) to PPWs (see HCPS Title I website)
  - b. Allowable Expenditures
- V. MOU
- VI. Q & A




## SIGN IN

<i>Printed Name:</i>	<i>Title/Office:</i>	<i>Signature:</i>
Buck Hennigan	Executive Director - Student Support Services	Via MS Teams Meeting
Pamela Smith	PPW / Homeless Liaison	Via MS Teams Meeting
Brad Palmer	Supervisor - Title I	Via MS Teams Meeting
Thomas Webber	Assistant Supervisor - Title I	
Buzz Williams	Supervisor of PPWs	Via MS Teams Meeting

**BP** Palmer, Bradley 7/20 10:56 AM  
Brad Palmer present

Brad Palmer agrees to and virtually signs the MOA

**Meeting chat** ✕

-  Webber, Thomas joined the meeting.
-  Webber, Thomas renamed the meeting to Title I/Homeless Annual Meeting.
-  Hennigan, Bernard joined the meeting.
- Williams, Buzz joined the meeting.
- Smith, Pamela M. joined the meeting.
- Palmer, Bradley joined the meeting.

**BW** Williams, Buzz 7/20 11:06 AM  
Buzz Williams is present.

**PS** Smith, Pamela M. 7/20 12:43 PM  
Pamela Smith is present.

Pamela Smith agree with the Title I/Homeless MOA.

## HCPS Title I Homeless Meeting

July 20, 2020

11:00 – 12:00 p.m.

### Meeting Notes:

- Analyzed and discussed the following HCPS homeless trends (as of 6/2020):
  - See attached data below
  - Highlights from data:
    - Total Students Experiencing Homelessness FY'20 = 372
      - 6.7% increase from FY'19 which saw 348 Total Students Experiencing Homelessness.
    - Total # in Title I schools = 109 (30%)
    - 56.9% are also Chronic Absences (+4% from prev. year)
    - # By Race: African American = 167; Caucasian = 205
- Title I Allocation amounts for the past four years:
  - FY 2017 – Allocation = \$4,000.00
  - FY 2018 – Allocation = \$5,000.00
  - FY 2019 – Allocation - \$5,000.00
  - FY 2020 – Allocation - \$5,000.00
- Title I homeless funding for FY 21 (2020-2021):
  - Regular, as needed student needs = \$5,000
    - Accessed and supported by PPWs for all HCPS eligible students experiencing homelessness. Access to “allowable” Title I funded items throughout the school-year. The Homeless Liaison will meet with PPWs at the beginning of the school year and provide information regarding the supplemental Title I homeless funds and will review the process for accessing the funds (Title I website)  
<http://share.hcps.org/sites/CurriculumandInstruction/TitleI/Homeless%20Funds/Forms/AllItems.aspx>  
“Form for Accessing Title 1 Homeless Funds”
  - Summer Program 2021 – Camp Wonder = \$30,000

- One week-long summer camp at Harford Glen for 60-75 HCPS students experiencing homelessness. Costs include bus transportation, meals, instructional materials, student materials, teacher and other staffing.
    - A planning committee will be working on details for Camp Wonder beginning in early 2020-2021.
  - Instructional/Social Emotional Programs to Support Students Experiencing Homelessness (year-round) = \$30,000
    - Homeless Liaison will be able to access these funds. Future meeting will be held to determine exact programs and supplies to be used.
  - Other Title I homeless funding agreement for 2020-2021
    - .5 FTE Homeless Liaison Position salary (optional cost)
      - With the increase in numbers and needs for students experiencing homelessness in HCPS, we have discussed the need for Title I and Student Support Services to build into the FY '21 Budget a .5 Homeless Liaison position funded under Title I.
- The new .5 Homeless Liaison is Pam Smith. Ms. Smith will be .5 Homeless Liaison (funded by Title I) and .5 PPW (funded by HCPS). Ms. Smith will take on full responsibility for the Homeless Support in HCPS with close collaboration with Harford County agencies, PPWs, school personnel, central office personnel and the Title I Office.
- Also, briefly discussed the new ESSA law regarding Foster Care students. Process for Foster Care will continue.
- The MOA for SY 2020-2021 was reviewed and virtually signed by Ms. Smith and Mr. Palmer.

- The supplemental funding from MSDE for Backpacks was discussed. Ms. Smith will work with schools to distribute the remaining backpacks currently in storage.

## **Title I Homeless Report Submitted by Pamela Smith**

1. # Homeless students 2019-2020: **[372]** (6.7% increase from previous year)
2. # Homeless students 2018-2019: **[348]**
3. Percentage Annual Increase: **[did not have numbers to compare or the formula used]**
4. # Pre-K-5: **[164]**
5. # 6-8: **[76]**
6. # 9-12: **[132]**
7. # African American: **[167]**
8. # Caucasian: **[205]**
9. # Female: **[189]**
10. # Male: **[183]**
11. # Provided School of Origin Transportation Services: **[160]**
12. # Number in each Title I School: **[total: 109]**
  - WP/OPR [17]**
  - Bakerfield [6]**
  - Edgewood [7]**
  - Deerfield [9]**
  - Lisby [22]**
  - Hall's [24]**
  - HdG [18]**
  - Magnolia [6]**
13. Hall's Cross Roads [24], Aberdeen Middle, and Aberdeen High School [27] had the highest number of students based upon school type.
14. Chronic Absenteeism: **[211 students] which is [56.9%] of the students identified as homeless.**
  - Explanation: 4% increase is a result of a 4% increase for middle school and 11% increase for high school. Elementary decreased by 2%]**
15. Annual Cost of Transportation: **\$500,000.00+**
16. Title I set aside reserve: **[5,000.00]**
17. 19/20 SY Target areas:
  - **Transportation**
  - **Professional Development**
  - **Student Supplies**
  - **Data Collection/Management**
18. McKinney-Vento Grant for the 20/21 school year in progress: **\$58,194.52**



## Webber, Thomas

---

**From:** Webber, Thomas  
**Sent:** Wednesday, August 12, 2020 3:31 PM  
**To:** Hennigan, Bernard; Williams, Buzz; Palmer, Bradley; Smith, Pamela M.  
**Subject:** RE: Homeless Support Funding

Good Afternoon,

Based upon everyone's comments I am going to begin entering the items below into our FY'21 Budget Narrative and MSDE Title I Application.

Thomas

*Thomas Webber*

Assistant Supervisor Title 1 Office



Inspire • Prepare • Achieve

A.A. Roberty Building  
102 S. Hickory Avenue  
Bel Air, MD 21014  
Phone: 410-809-6062  
Fax: 410-588-5349  
[www.HCPS.org](http://www.HCPS.org)

---

**From:** Webber, Thomas  
**Sent:** Tuesday, August 11, 2020 5:05 PM  
**To:** Hennigan, Bernard <Bernard.Hennigan@hcps.org>; Williams, Buzz <Buzz.Williams@hcps.org>; Palmer, Bradley <Bradley.Palmer@hcps.org>; Smith, Pamela M. <Pamela.Smith@hcps.org>  
**Subject:** Homeless Support Funding

Good Afternoon,

Based upon our conversation this afternoon, this is what we had come up with:

Separate Additional Funding for Wireless Access Cards for students during Virtual Learning

216 Students x 6 months x \$20 / month = **\$25,920.00** \*\*\*Need Approval From MSDE (<https://www.t-mobile.com/business/education>)

Homeless Liaison Supplies for students = \$30,000

- Staff members to assist HS students with filling out the FAFSA forms for college.  
\$35 / hour x 100 hours of support time = **\$3,500.00**
- Teachers to assist MS/ HS students with tutorial items after hours during Asynchronous Fridays  
\$35 / hour x 1 hour / week for 15 weeks for 30 students = **\$15,575.00**
- Hygiene Kits to be used with current 100 backpacks

100 Hygiene kits x \$10.00 / kit = **\$1,000.00**

- Additional Backpacks with Supplies & Hygiene Kits

100 Additional Backpacks with Supplies x \$25.00 / package = **\$2,500.00**

- Attendance Incentive for educational learning materials and School Supplies

\$200 / month x 10 months = **\$2,000.00**

- Additional Supplies to support educational growth of students throughout the school year: **\$5,425.00** (Review Backpackbed.com)

Total = \$30,000.00

Please let me know if you are in agreement with this and we'll work on getting final permissions MSDE.

Thank you,  
Thomas

*Thomas Webber*

*Assistant Supervisor Title 1 Office*



Inspire • Prepare • Achieve

A.A. Roberty Building  
102 S. Hickory Avenue  
Bel Air, MD 21014  
Phone: 410-809-6062  
Fax: 410-588-5349  
[www.HCPS.org](http://www.HCPS.org)

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

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

LEAs may reserve funds for district-wide instructional and professional development programs.

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

Total Reservation		\$ 6,089,713 Taken from the C-1-25		
	Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
5	District-wide Title I Instructional Program(s)  Job Descriptions for these positions can be found in: 04_Required Attachments Table of Contents.pdf Please see sections: FY'21 Central Support Flex Need Based Data & Job Descriptions FY'21 Additional Central Support Job Descriptions  Further breakdown of line items are found in the detailed budget narrative, (03_HCPS LEA 12 2020-2021 Application Narrative.pdf). Title I grant runs through September, 2021, with push for in person instruction, mileage line item is needed.	Special Programs (Salary / Fixed)		
			Support of Summer School Programs - Salary	\$373,000.00
			Support of Summer School Programs - Fixed	\$31,481.20
			1.0 Title I School Readiness Intervention Teacher Specialist - Salary	\$84,258.91
			1.0 Title I School Readiness Intervention Teacher Specialist - Fixed	\$41,840.59
			1.0 Title I School Readiness Intervention Para Educator - Salary	\$23,213.83
			1.0 Title I School Readiness Intervention Para Educator - Fixed	\$26,900.31
			1.0 Title I Therapeutic Counseling Interventionist - Salary	\$83,636.00
			1.0 Title I Therapeutic Counseling Interventionist - Fixed	\$39,961.01
			9.0 Central Support - Math Positions - Salary	\$672,913.360
			9.0 Central Support - Math Positions - Fixed	\$297,357.44
			13.0 Central Support - Flex Positions - Salary	\$972,771.810
			13.0 Central Support - Flex Positions - Fixed	\$477,630.49
			9.0 Central Support - Teacher Specialist Positions - Salary	\$657,225.040
			9.0 Central Support - Teacher Specialist Positions - Fixed	\$323,635.51
			Special Programs - Supplies	
			Title I School Readiness Early Intervention Program - Supplies	\$6,000.00
			Special Programs - Other	
			Title I School Readiness Early Intervention Program Mileage - Other	\$2,000.00
		6	District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA  Further breakdown of line items are found in the detailed budget narrative, (03_HCPS LEA 12 2020-2021 Application Narrative.pdf).	Staff Development (Salary / Fixed)
	Central Support Professional Development - Salary			\$373,000.00
	Central Support Professional Development - Fixed			\$31,481.20
	New Teacher Training - Salary			\$1,200.00
	New Teacher Training - Fixed			\$101.28
	Parent Involvement Event / Teacher Training - Salary			\$200.00
	Parent Involvement Event / Teacher Training - Fixed			\$16.88
	Staff Development (Supplies)			
	New Teacher Training - Supplies			\$200.00
Total Districtwide Set Asides		\$4,520,024.86		\$4,520,024.86

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION					
Before allocating funds to schools, a school system <b>MUST</b> reserve funds for certain services.					
LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. <b>All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.</b>					
Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) .		Only costs for administering and oversight of the Title I Program may be charged to this reservation (e.g. technical assistance around Title I program requirements and fiscal compliance). LEAs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation. District-level Administration: Include a job description for all centrally-funded district-level administration positions			
Further breakdown of line items are found in the detailed budget narrative, (03_HCPS LEA 12 2020-2021 Application Narrative.pdf). Title I grant runs through September, 2021, with push for in person instruction, mileage line item is needed.		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
7	Staff	\$568,361.67	Inst. Admin. & Supv. (Salary / Fixed)		
			Mid-Level Salaries (4.0) - Salary		
			Supervisor - Title I		\$129,508.78
			Coordinator - Title I		\$115,032.94
			Assistant Supervisor - Title I		\$110,387.65
			Office Secretary IV		\$54,059.01
			Mid-Level Salaries (4.0) - Fixed		
			Supervisor - Title I		\$51,655.65
			Coordinator - Title I		\$27,987.27
			Assistant Supervisor - Title I		\$47,588.79
		Office Secretary IV		\$32,141.58	
	Other - Contracted Services	\$2,000.00	Inst. Admin. & Supv. (Contracted Services)		
			Contracted Services (data collection software)		\$2,000.00
	Supplies	\$10,036	Inst. Admin. & Supv. (Supplies)		
			Supplies		\$10,035.86
	Other	\$17,100	Inst. Admin. & Supv. (Other)		
			Other (conferences, journals, mileage)		\$17,100.00
	Equipment	\$17,500	Inst. Admin. & Supv. (Equipment)		
			Equipment		\$17,500.00
	Indirect	\$153,742	Business Support (Transfers)		
			Indirect Costs - 2.59% (\$6,089,713.00 - (\$6,089,713.00 / 1.0259)		\$153,741.66
Total Administrative Reservations		\$768,739.19			\$768,739.19
Further breakdown of line items are found in the detailed budget narrative, (03_HCPS LEA 12 2020-2021 Application Narrative.pdf). Title I grant runs through September, 2021, with push for in person instruction, mileage & conference line items are needed.					

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

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

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

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

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

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

List the **2019-2020** CSI school(s) and the total amount each school received from the 7% set aside from Title I, Part A Funds (1003).

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

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

List the <b>2019-2020</b> TSI school(s) and the total amount each school received from the LEA District Level set aside ( <b>not federal funds</b> )					
LIST of Targeted Support and Improvement (TSI) Schools	TSI School (List each school on a separate line)	Total LEA district level set aside	DETAILED BUDGET DESCRIPTION	Calculation	Total
<b>The LEA has TSI Schools:</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Aberdeen Middle School	\$0.00			
	Darlington Elementary School	\$0.00			
	Edgewood High School	\$0.00			
	G. Lisby Elementary School	\$0.00			
	Havre de Grace High School	\$0.00			
	Magnolia Elementary School	\$0.00			
	Magnolia Middle School	\$0.00			
	Youth's Benefit Elementary School	\$0.00			
<b>Total</b>		\$0.00			\$0.00

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



Table 7-10			
BUDGET SUMMARY -- CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	----	\$ 6,089,713.00
2	Equitable share total reported in Table 7-8	minus	\$ 20,855.52
3	Mandated set-asides total reported in Table 7-9.1	minus	\$ 237,959.44
4	District-wide Reservations total reported in Table 7-9.2	minus	\$ 4,520,024.86
5	Administration total reported in Table 7-9.3	minus	\$ 768,739.19
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	\$ -
7	<p><b>Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount.</b></p> <p><i>(LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i></p>	equals	\$ 542,133.99

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

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15 month expenditure period (e.g., July 1, 2018-September 30, 2019)

NOTE: Due to the COVID-19 Pandemic, there will be waivers in place for the 2019-2020 regarding the amount of carryover allowed for this year. LEAs may carryover more than 15% of the Title I, Part A funds for 2019-2020.

**Updated Carryover guidance for Equitable Services:**

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

1. Total amount of Title I ~~2018-2019~~ 2019-2020 allocation: \$5,383,190.00

The estimated amount of Title I funds the school system will carryover: 415,582

1. The estimated percentage of carryover Title I funds as of September 30, 2020 : 7.72%

**THIS IS A PROJECTION**



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

Yes  No

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

ORIGINAL GRANT BUDGET	\$6,089,713.00	AMENDED BUDGET #		REQUEST DATE	10/09/20
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23001		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2020	9/30/2022	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						153,741.66	153,741.66
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.	408,988.38	2,000.00	10,035.86	17,500.00	17,100.00	0.00	455,624.24
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.			63,639.38	6,085.50			69,724.88
Prog. 02 Special Prog.	2,959,839.95	28,723.30	292,673.15	2,550.00	0.00	20,855.52	3,304,641.92
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.	493,955.00	39,665.00	8,220.24	33,375.00			575,215.24
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>	59,259.00						59,259.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>		5,800.00					5,800.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				1,465,706.06			1,465,706.06
<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>	3,922,042.33	76,188.30	374,568.63	1,525,216.56	17,100.00	174,597.18	6,089,713.00

Finance Official Approval	<u>Jennifer Birkelien</u> Name	 Signature	<u>Jennifer Birkelien (Oct 9, 2020 13:39 EDT)</u> Date	410-809-6055 Telephone #
Supt./Agency Head Approval	<u>Sean Bulson, Ed.D.</u> Name	 Signature	<u>Sean Bulson (Oct 9, 2020 13:41 EDT)</u> Date	410-588-5202 Telephone #
MSDE Grant Manager Approval	 Name	 Signature	 Date	 Telephone #






# MSDE Title I Grant Assurance signature document

Final Audit Report

2020-11-17

Created:	2020-11-17
By:	Thomas Webber (thomas.webber@hcps.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAV5NZF_7tnfZXG9XALIQZJsBVjXoJG9nJ

## "MSDE Title I Grant Assurance signature document" History

-  Document created by Thomas Webber (thomas.webber@hcps.org)  
2020-11-17 - 3:38:05 PM GMT- IP address: 100.16.17.46
-  Document emailed to Sean Bulson (Sean.Bulson@hcps.org) for signature  
2020-11-17 - 3:41:35 PM GMT
-  Email viewed by Sean Bulson (Sean.Bulson@hcps.org)  
2020-11-17 - 3:43:48 PM GMT- IP address: 104.47.56.254
-  Document e-signed by Sean Bulson (Sean.Bulson@hcps.org)  
Signature Date: 2020-11-17 - 3:44:03 PM GMT - Time Source: server- IP address: 68.134.69.121
-  Agreement completed.  
2020-11-17 - 3:44:03 PM GMT

## RECIPIENT ASSURANCES

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, the grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees relating thereto and arising out of or in connection with the negligent acts or omissions of the grantee under this agreement.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7 -910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

*Sean Bulson*

Sean Bulson (Nov 17, 2020 10:44 EST)

Superintendent of Schools/Head of Grantee Agency

11/17/2020

Date

**HCPS Title 1 - Budget Narrative - FY '21**

Category / Object	Item	Description / Calculation	Sub Total	Total
		<b>Salary &amp; Wages</b>		
Administrative 02-16	Salary	• Mid-Level Admin Salaries (4.0 Positions) - (4.0 Positions) \$408,988.38	\$408,988.38	
	Fixed	Fixed Costs \$159,373.29	\$159,373.29	\$568,361.67
Special Programs 03-02	Salary	• Central Support Personnel Salaries <ul style="list-style-type: none"> <li>• 1.0 Title I School Readiness Teacher Specialist \$84,258.91</li> <li>• 1.0 Title I School Readiness Paraeducator \$23,213.83</li> <li>• 1.0 Title I Therapeutic Counseling Interventionist \$83,636.00</li> <li>• 9.0 Central Office Support - Math \$672,913.36</li> <li>• 13.0 Central Office Support - Flex \$972,771.81</li> <li>• 13.0 Central Office Support - Title I Teacher Specialist \$657,225.04</li> </ul>	\$2,494,018.95	
	Fixed	• Fixed Costs: <u>\$1,207,325.35</u>	\$1,207,325.35	\$3,701,344.30
Homeless Students - Spec Prgms  03-02	Optional Reservation (Salary)	• Central Support Homeless Support Programs		
	Fixed	• Staff members to assist HS students with filling out the FAFSA forms for college. (\$35 / hour x 100 hours of support time) \$3,500.00  • Teachers to provide Middle and High School Homeless students with additional after school support (\$35 / hour x 1 hour / week for 15 weeks for 30 students) \$15,575.00  • Fixed Costs: <u>\$1,609.93</u>	\$3,500.00  \$15,575.00  \$1,609.93	\$20,684.93
Special Programs 03-02	Salary	• Extended Supplemental Summer Program - Summer School Program (8 schoolwide Schools x 7 weeks x 16 hours / week x 10 teachers x ~\$35.00 / hour) (Central Support) \$313,600.00  • Extended Supplemental Summer Program - Summer School Program (1 Targeted Assistance School x 7 weeks x 16 hours / week x 4 teachers x ~\$35.00 / hour) (Central Support) \$16,000.00  • Title I Paid teacher specialists to participate in summer instructional planning for Title I responsibilities. (40 hours x 31 teachers x ~\$35.00 / hour) (Central Support) \$43,400.00	\$373,000.00	
	Fixed	• Fixed Costs: <u>\$31,481.20</u>	\$31,481.20	\$404,481.20

<p>Special Programs 03-02</p>	<p>Salary</p>	<p>• Before/After School Interventions (School Allotment) (See School Budget Narratives)</p> <table border="1" data-bbox="487 283 1234 630"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr><td>HCES</td><td>(83.70%)</td><td>\$24,327.00</td></tr> <tr><td>MAES</td><td>(80.91%)</td><td>\$1,400.00</td></tr> <tr><td>EDES</td><td>(73.83%)</td><td>\$4,784.00</td></tr> <tr><td>WPES</td><td>(72.37%)</td><td>\$10,360.00</td></tr> <tr><td>DFES</td><td>(71.41%)</td><td>\$12,075.00</td></tr> <tr><td>BFES</td><td>(70.42%)</td><td>\$3,300.00</td></tr> <tr><td>GLES</td><td>(67.55%)</td><td>\$4,600.00</td></tr> <tr><td>RIES</td><td>(56.71%)</td><td>\$12,900.00</td></tr> <tr><td>HDES</td><td>(49.10%)</td><td>\$0.00</td></tr> <tr> <td colspan="2"><b>Total:</b></td> <td><b>\$73,746.00</b></td> </tr> </tbody> </table>	School	Poverty	Amount	HCES	(83.70%)	\$24,327.00	MAES	(80.91%)	\$1,400.00	EDES	(73.83%)	\$4,784.00	WPES	(72.37%)	\$10,360.00	DFES	(71.41%)	\$12,075.00	BFES	(70.42%)	\$3,300.00	GLES	(67.55%)	\$4,600.00	RIES	(56.71%)	\$12,900.00	HDES	(49.10%)	\$0.00	<b>Total:</b>		<b>\$73,746.00</b>	<p>\$73,746.00</p>	<p>\$79,970.16</p>
School	Poverty	Amount																																			
HCES	(83.70%)	\$24,327.00																																			
MAES	(80.91%)	\$1,400.00																																			
EDES	(73.83%)	\$4,784.00																																			
WPES	(72.37%)	\$10,360.00																																			
DFES	(71.41%)	\$12,075.00																																			
BFES	(70.42%)	\$3,300.00																																			
GLES	(67.55%)	\$4,600.00																																			
RIES	(56.71%)	\$12,900.00																																			
HDES	(49.10%)	\$0.00																																			
<b>Total:</b>		<b>\$73,746.00</b>																																			
	<p>Fixed</p>	<p>• Fixed Costs: \$6,224.16</p>	<p>\$6,224.16</p>																																		
<p>Staff Development 03-09</p>	<p>Salary</p>	<p>• Regional Staff Development (Central Support)</p> <p>• Year-long Planning for Title I School-based Teachers (250 teachers x 74.6 hours x \$20 / hour)</p> <p style="text-align: right;">\$373,000.00</p> <p>• New Teacher Training (15 teachers x 4 hours x \$20 hour)</p> <p style="text-align: right;">\$1,200.00</p> <p>• PI Events (Fall / Spring) - Teacher Participation</p> <p style="text-align: right;">\$200.00</p>	<p>\$374,400.00</p>	<p>\$405,999.36</p>																																	
	<p>Fixed</p>	<p>• Fixed Costs: \$31,599.36</p>	<p>\$31,599.36</p>																																		
	<p>Salary</p>	<p>• Support intervention training (Professional Development, I Station, Wilson) (School Allotment) (see School Budget Narratives).</p> <table border="1" data-bbox="487 1333 1234 1711"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr><td>HCES</td><td>(83.70%)</td><td>\$12,000.00</td></tr> <tr><td>MAES</td><td>(80.91%)</td><td>\$9,360.00</td></tr> <tr><td>EDES</td><td>(73.83%)</td><td>\$5,095.00</td></tr> <tr><td>WPES</td><td>(72.37%)</td><td>\$18,240.00</td></tr> <tr><td>DFES</td><td>(71.41%)</td><td>\$19,340.00</td></tr> <tr><td>BFES</td><td>(70.42%)</td><td>\$11,120.00</td></tr> <tr><td>GLES</td><td>(67.55%)</td><td>\$22,560.00</td></tr> <tr><td>RIES</td><td>(56.71%)</td><td>\$4,800.00</td></tr> <tr><td>HDES</td><td>(49.10%)</td><td>\$17,040.00</td></tr> <tr> <td colspan="2"></td> <td><b>\$119,555.00</b></td> </tr> </tbody> </table>	School	Poverty	Amount	HCES	(83.70%)	\$12,000.00	MAES	(80.91%)	\$9,360.00	EDES	(73.83%)	\$5,095.00	WPES	(72.37%)	\$18,240.00	DFES	(71.41%)	\$19,340.00	BFES	(70.42%)	\$11,120.00	GLES	(67.55%)	\$22,560.00	RIES	(56.71%)	\$4,800.00	HDES	(49.10%)	\$17,040.00			<b>\$119,555.00</b>	<p>\$119,555.00</p>	<p>\$129,645.45</p>
School	Poverty	Amount																																			
HCES	(83.70%)	\$12,000.00																																			
MAES	(80.91%)	\$9,360.00																																			
EDES	(73.83%)	\$5,095.00																																			
WPES	(72.37%)	\$18,240.00																																			
DFES	(71.41%)	\$19,340.00																																			
BFES	(70.42%)	\$11,120.00																																			
GLES	(67.55%)	\$22,560.00																																			
RIES	(56.71%)	\$4,800.00																																			
HDES	(49.10%)	\$17,040.00																																			
		<b>\$119,555.00</b>																																			
	<p>Fixed Costs</p>	<p>• Fixed Costs: \$10,090.45</p>	<p>\$10,090.45</p>																																		
<p><b>Total Salary &amp; Wages</b></p>			<p><b>\$5,310,487.07</b></p>	<p><b>\$5,310,487.07</b></p>																																	

		Contracted Services																																						
Administrative 02-16	Contracted Services	<ul style="list-style-type: none"> <li>Online Computer Software for data/survey collection</li> </ul>																																						
			\$2,000.00	\$2,000.00	\$2,000.00																																			
Special Programs 05-02	Contracted Services	<ul style="list-style-type: none"> <li>Contracted Services to Support School-based Initiatives (School Allotment) (see School Budget Narratives).</li> </ul> <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>HCES</td> <td>(83.70%)</td> <td>\$2,250.00</td> </tr> <tr> <td>MAES</td> <td>(80.91%)</td> <td>\$7,469.30</td> </tr> <tr> <td>EDES</td> <td>(73.83%)</td> <td>\$4,500.00</td> </tr> <tr> <td>WPES</td> <td>(72.37%)</td> <td>\$4,644.00</td> </tr> <tr> <td>DFES</td> <td>(71.41%)</td> <td>\$0.00</td> </tr> <tr> <td>BFES</td> <td>(70.42%)</td> <td>\$9,060.00</td> </tr> <tr> <td>GLES</td> <td>(67.55%)</td> <td>\$0.00</td> </tr> <tr> <td>RIES</td> <td>(56.71%)</td> <td>\$800.00</td> </tr> <tr> <td>HDES</td> <td>(49.10%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$28,723.30</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Student Programs – Assemblies and Field Trips (admission and fees)</li> </ul>			School	Poverty	Amount	HCES	(83.70%)	\$2,250.00	MAES	(80.91%)	\$7,469.30	EDES	(73.83%)	\$4,500.00	WPES	(72.37%)	\$4,644.00	DFES	(71.41%)	\$0.00	BFES	(70.42%)	\$9,060.00	GLES	(67.55%)	\$0.00	RIES	(56.71%)	\$800.00	HDES	(49.10%)	\$0.00	Total:		\$28,723.30		\$28,723.30	\$28,723.30
School	Poverty	Amount																																						
HCES	(83.70%)	\$2,250.00																																						
MAES	(80.91%)	\$7,469.30																																						
EDES	(73.83%)	\$4,500.00																																						
WPES	(72.37%)	\$4,644.00																																						
DFES	(71.41%)	\$0.00																																						
BFES	(70.42%)	\$9,060.00																																						
GLES	(67.55%)	\$0.00																																						
RIES	(56.71%)	\$800.00																																						
HDES	(49.10%)	\$0.00																																						
Total:		\$28,723.30																																						
Staff Development 05-09	Contracted Services	<ul style="list-style-type: none"> <li>Contracted Services to Support School-based Initiatives (School Allotment) (see School Budget Narratives).</li> </ul> <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>HCES</td> <td>(83.70%)</td> <td>\$0.00</td> </tr> <tr> <td>MAES</td> <td>(80.91%)</td> <td>\$0.00</td> </tr> <tr> <td>EDES</td> <td>(73.83%)</td> <td>\$10,333.00</td> </tr> <tr> <td>WPES</td> <td>(72.37%)</td> <td>\$7,333.00</td> </tr> <tr> <td>DFES</td> <td>(71.41%)</td> <td>\$7,333.00</td> </tr> <tr> <td>BFES</td> <td>(70.42%)</td> <td>\$7,333.00</td> </tr> <tr> <td>GLES</td> <td>(67.55%)</td> <td>\$0.00</td> </tr> <tr> <td>RIES</td> <td>(56.71%)</td> <td>\$7,333.00</td> </tr> <tr> <td>HDES</td> <td>(49.10%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$39,665.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Staff Development PD Consultant Fees</li> </ul>			School	Poverty	Amount	HCES	(83.70%)	\$0.00	MAES	(80.91%)	\$0.00	EDES	(73.83%)	\$10,333.00	WPES	(72.37%)	\$7,333.00	DFES	(71.41%)	\$7,333.00	BFES	(70.42%)	\$7,333.00	GLES	(67.55%)	\$0.00	RIES	(56.71%)	\$7,333.00	HDES	(49.10%)	\$0.00	Total:		\$39,665.00		\$39,665.00	\$39,665.00
School	Poverty	Amount																																						
HCES	(83.70%)	\$0.00																																						
MAES	(80.91%)	\$0.00																																						
EDES	(73.83%)	\$10,333.00																																						
WPES	(72.37%)	\$7,333.00																																						
DFES	(71.41%)	\$7,333.00																																						
BFES	(70.42%)	\$7,333.00																																						
GLES	(67.55%)	\$0.00																																						
RIES	(56.71%)	\$7,333.00																																						
HDES	(49.10%)	\$0.00																																						
Total:		\$39,665.00																																						
		<b>Total Contracted Services</b>			<b>\$70,388.30</b>																																			



		Supplies																																					
Administrative  02-16	Supplies	<ul style="list-style-type: none"> <li>Central Office Supplies/Materials to support data collection/evaluation of student academic program in Reading/Math in nine Title I schools. (books, printer toner, paper, printing, mailing costs)</li> </ul>			\$10,035.86	\$10,035.86																																	
						\$10,035.86																																	
Regular Programs  04-01	Supplies	<ul style="list-style-type: none"> <li>Parent Involvement Funds (Required Reservation 1% (plus an additional 0.1488963%) - Based on PPA). Other items to support Parent Involvement activities in nine schools (School Allotment) (see School Budget Narratives).</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr><td>HCES</td><td>(83.70%)</td><td>\$6,190.10</td></tr> <tr><td>MAES</td><td>(80.91%)</td><td>\$7,163.50</td></tr> <tr><td>EDES</td><td>(73.83%)</td><td>\$5,754.84</td></tr> <tr><td>WPES</td><td>(72.37%)</td><td>\$13,064.62</td></tr> <tr><td>DFES</td><td>(71.41%)</td><td>\$11,094.42</td></tr> <tr><td>BFES</td><td>(70.42%)</td><td>\$5,825.40</td></tr> <tr><td>GLES</td><td>(67.55%)</td><td>\$4,926.41</td></tr> <tr><td>RIES</td><td>(56.71%)</td><td>\$3,934.62</td></tr> <tr><td>HDES</td><td>(49.10%)</td><td>\$5,685.47</td></tr> <tr> <td colspan="2" style="text-align: right;">Total:</td> <td>\$63,639.38</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Materials for correspondence to parents</li> <li>Pamphlets/Posters to communicate educational events to parents</li> <li>Postage for parent communication</li> </ul>			<u>School</u>	<u>Poverty</u>	<u>Amount</u>	HCES	(83.70%)	\$6,190.10	MAES	(80.91%)	\$7,163.50	EDES	(73.83%)	\$5,754.84	WPES	(72.37%)	\$13,064.62	DFES	(71.41%)	\$11,094.42	BFES	(70.42%)	\$5,825.40	GLES	(67.55%)	\$4,926.41	RIES	(56.71%)	\$3,934.62	HDES	(49.10%)	\$5,685.47	Total:		\$63,639.38	\$63,639.38	\$63,639.38
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																																					
HCES	(83.70%)	\$6,190.10																																					
MAES	(80.91%)	\$7,163.50																																					
EDES	(73.83%)	\$5,754.84																																					
WPES	(72.37%)	\$13,064.62																																					
DFES	(71.41%)	\$11,094.42																																					
BFES	(70.42%)	\$5,825.40																																					
GLES	(67.55%)	\$4,926.41																																					
RIES	(56.71%)	\$3,934.62																																					
HDES	(49.10%)	\$5,685.47																																					
Total:		\$63,639.38																																					
Special Programs  04-02	Supplies	<ul style="list-style-type: none"> <li>Support of Title I initiatives at school level (School Allotment) (see School Budget Narratives).</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr><td>HCES</td><td>(83.70%)</td><td>\$14,658.40</td></tr> <tr><td>MAES</td><td>(80.91%)</td><td>\$52,193.96</td></tr> <tr><td>EDES</td><td>(73.83%)</td><td>\$22,365.71</td></tr> <tr><td>WPES</td><td>(72.37%)</td><td>\$53,713.64</td></tr> <tr><td>DFES</td><td>(71.41%)</td><td>\$17,315.04</td></tr> <tr><td>BFES</td><td>(70.42%)</td><td>\$10,942.60</td></tr> <tr><td>GLES</td><td>(67.55%)</td><td>\$11,737.79</td></tr> <tr><td>RIES</td><td>(56.71%)</td><td>\$8,429.00</td></tr> <tr><td>HDES</td><td>(49.10%)</td><td>\$25,028.70</td></tr> <tr> <td colspan="2" style="text-align: right;">Total:</td> <td>\$216,384.84</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Supplemental materials for Reading and Math Initiatives and other classroom support.</li> <li>Supplemental materials for Before/After School Interventions</li> <li>PBIS Supplemental materials for additional PBIS Support</li> </ul>			<u>School</u>	<u>Poverty</u>	<u>Amount</u>	HCES	(83.70%)	\$14,658.40	MAES	(80.91%)	\$52,193.96	EDES	(73.83%)	\$22,365.71	WPES	(72.37%)	\$53,713.64	DFES	(71.41%)	\$17,315.04	BFES	(70.42%)	\$10,942.60	GLES	(67.55%)	\$11,737.79	RIES	(56.71%)	\$8,429.00	HDES	(49.10%)	\$25,028.70	Total:		\$216,384.84	\$216,384.84	\$216,384.84
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																																					
HCES	(83.70%)	\$14,658.40																																					
MAES	(80.91%)	\$52,193.96																																					
EDES	(73.83%)	\$22,365.71																																					
WPES	(72.37%)	\$53,713.64																																					
DFES	(71.41%)	\$17,315.04																																					
BFES	(70.42%)	\$10,942.60																																					
GLES	(67.55%)	\$11,737.79																																					
RIES	(56.71%)	\$8,429.00																																					
HDES	(49.10%)	\$25,028.70																																					
Total:		\$216,384.84																																					
		<ul style="list-style-type: none"> <li>Early Intervention Program (supplies to support Title I School Readiness program at all nine school wide schools) (Central Office Support)</li> </ul>			\$6,000.00	\$6,000.00																																	
						\$6,000.00																																	

Homeless Students - Spec Prgms 04-02	Required Reservation (Supplies)	<p>In consultation with HCPS Pupil Services Office and HCPS Title I Office services are coordinated for homeless children through communication of:</p> <p>1) Identifying student needs;  2) Discussion of allowable expenses; and  3) Defining appropriate expenditures (McKinney Vento/Title I). HCPS Pupil Services Office allocates McKinney Vento funds for use of transportation expenses and supplies/materials for homeless children.</p> <p>HCPS Title I Office allocates Title I funds for:</p> <ul style="list-style-type: none"> <li>• Supplies and Materials: \$2,500.00</li> <li>• School Uniforms \$2,500.00</li> </ul> <p style="text-align: right;">\$5,000.00</p> <ul style="list-style-type: none"> <li>• Supplies and Materials to support Camp Wonder - Instructional Camp for students experiencing Homelessness \$30,000.00</li> <li>• Backpacks &amp; Hygiene Kits to be distributed to students (400 Kits x \$9.00) + (100 Backpacks x \$25.00) \$6,100.00</li> </ul> <p style="text-align: right;">\$30,000.00 \$6,100.00</p> <ul style="list-style-type: none"> <li>• Attendance Incentive for educational learning materials and School Supplies (\$200.00 / month x 10 months) \$2,000.00</li> <li>• Additional Supplies to support educational growth of students throughout the school year \$1,268.31</li> <li>• Wireless access data cards to access educational materials online. (216 students x 6 months x \$20 / month) \$25,920.00</li> </ul> <p style="text-align: right;">\$2,000.00 \$1,268.31 \$25,920.00</p>																																			
Staff Development 04-09	Supplies	<ul style="list-style-type: none"> <li>• Supplies and Materials to support Staff In-services and Staff Development (School Allotment) (see School Budget Narratives)</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr><td>HCES</td><td>(83.70%)</td><td>\$0.00</td></tr> <tr><td>MAES</td><td>(80.91%)</td><td>\$3,500.00</td></tr> <tr><td>EDES</td><td>(73.83%)</td><td>\$0.00</td></tr> <tr><td>WPES</td><td>(72.37%)</td><td>\$0.00</td></tr> <tr><td>DFES</td><td>(71.41%)</td><td>\$2,000.00</td></tr> <tr><td>BFES</td><td>(70.42%)</td><td>\$1,000.00</td></tr> <tr><td>GLES</td><td>(67.55%)</td><td>\$0.00</td></tr> <tr><td>RIES</td><td>(56.71%)</td><td>\$760.24</td></tr> <tr><td>HDES</td><td>(49.10%)</td><td>\$760.00</td></tr> <tr><td colspan="2" style="text-align: right;">Total:</td><td>\$8,020.24</td></tr> </tbody> </table>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	HCES	(83.70%)	\$0.00	MAES	(80.91%)	\$3,500.00	EDES	(73.83%)	\$0.00	WPES	(72.37%)	\$0.00	DFES	(71.41%)	\$2,000.00	BFES	(70.42%)	\$1,000.00	GLES	(67.55%)	\$0.00	RIES	(56.71%)	\$760.24	HDES	(49.10%)	\$760.00	Total:		\$8,020.24		
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																																			
HCES	(83.70%)	\$0.00																																			
MAES	(80.91%)	\$3,500.00																																			
EDES	(73.83%)	\$0.00																																			
WPES	(72.37%)	\$0.00																																			
DFES	(71.41%)	\$2,000.00																																			
BFES	(70.42%)	\$1,000.00																																			
GLES	(67.55%)	\$0.00																																			
RIES	(56.71%)	\$760.24																																			
HDES	(49.10%)	\$760.00																																			
Total:		\$8,020.24																																			
Staff Development 04-09	Supplies	<ul style="list-style-type: none"> <li>• New Teacher Training Program (supplies to support New Teacher Training Program at all nine schools) (Central Office Support) \$200.00</li> </ul>																																			
<b>Total Supplies</b>				<b>\$374,568.63</b>																																	
<b>Other</b>																																					
Administrative 02-16	Other	<p>Central Office</p> <ul style="list-style-type: none"> <li>• Mileage for Personnel \$2,500.00</li> <li>• Bruman Conference = (4 Central Office Personnel x \$3,000.00) \$12,000.00</li> <li>• MD Common Ground Spring Conference (1 Central Office Personnel x \$3,000.00) \$3,000.00</li> </ul>																																			

Special Programs 05-02	Other	<ul style="list-style-type: none"> <li>• Early Intervention Teacher Specialist &amp; Para mileage</li> </ul>	\$2,000.00	\$2,000.00	\$2,000.00																																	
Regular Programs 05-01	Other	<ul style="list-style-type: none"> <li>• Parent Involvement Funds (Required Reservation 1% (plus an additional 0.1488963%) - Based on PPA). Other items to support Parent Involvement activities in nine schools (School Allotment) (see School Budget Narratives).</li> </ul> <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>HCES</td> <td>(83.70%)</td> <td>\$1,987.50</td> </tr> <tr> <td>MAES</td> <td>(80.91%)</td> <td>\$2,315.00</td> </tr> <tr> <td>EDES</td> <td>(73.83%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(72.37%)</td> <td>\$0.00</td> </tr> <tr> <td>DFES</td> <td>(71.41%)</td> <td>\$0.00</td> </tr> <tr> <td>BFES</td> <td>(70.42%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(67.55%)</td> <td>\$475.00</td> </tr> <tr> <td>RIES</td> <td>(56.71%)</td> <td>\$1,308.00</td> </tr> <tr> <td>HDES</td> <td>(49.10%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$6,085.50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Refreshments for PI events</li> </ul>	School	Poverty	Amount	HCES	(83.70%)	\$1,987.50	MAES	(80.91%)	\$2,315.00	EDES	(73.83%)	\$0.00	WPES	(72.37%)	\$0.00	DFES	(71.41%)	\$0.00	BFES	(70.42%)	\$0.00	GLES	(67.55%)	\$475.00	RIES	(56.71%)	\$1,308.00	HDES	(49.10%)	\$0.00	Total:		\$6,085.50	\$6,085.50	\$6,085.50	\$6,085.50
School	Poverty	Amount																																				
HCES	(83.70%)	\$1,987.50																																				
MAES	(80.91%)	\$2,315.00																																				
EDES	(73.83%)	\$0.00																																				
WPES	(72.37%)	\$0.00																																				
DFES	(71.41%)	\$0.00																																				
BFES	(70.42%)	\$0.00																																				
GLES	(67.55%)	\$475.00																																				
RIES	(56.71%)	\$1,308.00																																				
HDES	(49.10%)	\$0.00																																				
Total:		\$6,085.50																																				
Special Programs 05-02	Other	<ul style="list-style-type: none"> <li>• School-based Support of Instructional Programs/Activities (student, parent and community focus) (School Allotment) (see School Budget Narratives)</li> </ul> <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>HCES</td> <td>(83.70%)</td> <td>\$0.00</td> </tr> <tr> <td>MAES</td> <td>(80.91%)</td> <td>\$550.00</td> </tr> <tr> <td>EDES</td> <td>(73.83%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(72.37%)</td> <td>\$0.00</td> </tr> <tr> <td>DFES</td> <td>(71.41%)</td> <td>\$0.00</td> </tr> <tr> <td>BFES</td> <td>(70.42%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(67.55%)</td> <td>\$0.00</td> </tr> <tr> <td>RIES</td> <td>(56.71%)</td> <td>\$0.00</td> </tr> <tr> <td>HDES</td> <td>(49.10%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$550.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Home Visits / Professional Travel</li> </ul>	School	Poverty	Amount	HCES	(83.70%)	\$0.00	MAES	(80.91%)	\$550.00	EDES	(73.83%)	\$0.00	WPES	(72.37%)	\$0.00	DFES	(71.41%)	\$0.00	BFES	(70.42%)	\$0.00	GLES	(67.55%)	\$0.00	RIES	(56.71%)	\$0.00	HDES	(49.10%)	\$0.00	Total:		\$550.00	\$550.00	\$550.00	\$550.00
School	Poverty	Amount																																				
HCES	(83.70%)	\$0.00																																				
MAES	(80.91%)	\$550.00																																				
EDES	(73.83%)	\$0.00																																				
WPES	(72.37%)	\$0.00																																				
DFES	(71.41%)	\$0.00																																				
BFES	(70.42%)	\$0.00																																				
GLES	(67.55%)	\$0.00																																				
RIES	(56.71%)	\$0.00																																				
HDES	(49.10%)	\$0.00																																				
Total:		\$550.00																																				
Staff Development 05-09	Other	<ul style="list-style-type: none"> <li>• Professional Development Funds to support professional development programs/activities (School Allotment) (see School Budget Narratives)</li> </ul> <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>HCES</td> <td>(83.70%)</td> <td>\$10,400.00</td> </tr> <tr> <td>MAES</td> <td>(80.91%)</td> <td>\$2,725.00</td> </tr> <tr> <td>EDES</td> <td>(73.83%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(72.37%)</td> <td>\$0.00</td> </tr> <tr> <td>DFES</td> <td>(71.41%)</td> <td>\$16,350.00</td> </tr> <tr> <td>BFES</td> <td>(70.42%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(67.55%)</td> <td>\$0.00</td> </tr> <tr> <td>RIES</td> <td>(56.71%)</td> <td>\$3,900.00</td> </tr> <tr> <td>HDES</td> <td>(49.10%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$33,375.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Conferences, professional Travel</li> </ul>	School	Poverty	Amount	HCES	(83.70%)	\$10,400.00	MAES	(80.91%)	\$2,725.00	EDES	(73.83%)	\$0.00	WPES	(72.37%)	\$0.00	DFES	(71.41%)	\$16,350.00	BFES	(70.42%)	\$0.00	GLES	(67.55%)	\$0.00	RIES	(56.71%)	\$3,900.00	HDES	(49.10%)	\$0.00	Total:		\$33,375.00	\$33,375.00	\$33,375.00	\$33,375.00
School	Poverty	Amount																																				
HCES	(83.70%)	\$10,400.00																																				
MAES	(80.91%)	\$2,725.00																																				
EDES	(73.83%)	\$0.00																																				
WPES	(72.37%)	\$0.00																																				
DFES	(71.41%)	\$16,350.00																																				
BFES	(70.42%)	\$0.00																																				
GLES	(67.55%)	\$0.00																																				
RIES	(56.71%)	\$3,900.00																																				
HDES	(49.10%)	\$0.00																																				
Total:		\$33,375.00																																				
<b>Total Other</b>					<b>\$59,510.50</b>																																	

		<b>Equipment</b>																																		
Administrative 02-16	Equipment	<ul style="list-style-type: none"> <li>Central Office Equipment to support positions (19 Laptops x \$900.00 / laptop)</li> </ul>	\$17,100.00	\$17,100.00																																
		<b>Total Equipment</b>		\$17,100.00																																
		<b>Student Personnel Services</b>																																		
Homeless Students - Student Personnel Svcs 207	Optional Reservation (Salary)	<ul style="list-style-type: none"> <li>Central Support Homeless Liaison Salaries               <ul style="list-style-type: none"> <li>0.5 Central Support Homeless Liaison \$59,259.00</li> </ul> </li> </ul>	\$59,259.00																																	
	Fixed	<ul style="list-style-type: none"> <li>Fixed Costs: <u>\$18,002.32</u></li> </ul>	\$18,002.32	\$77,261.32																																
		<b>Student Personnel Services</b>		\$77,261.32																																
		<b>Student Transportation</b>																																		
Student Transportation 209		Student Transportation to Support School-based Initiatives (School Allotment) (see School Budget Narratives).																																		
		<table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>HCES</td> <td>(83.70%)</td> <td>\$0.00</td> </tr> <tr> <td>MAES</td> <td>(80.91%)</td> <td>\$0.00</td> </tr> <tr> <td>EDES</td> <td>(73.83%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(72.37%)</td> <td>\$0.00</td> </tr> <tr> <td>DFES</td> <td>(71.41%)</td> <td>\$5,800.00</td> </tr> <tr> <td>BFES</td> <td>(70.42%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(67.55%)</td> <td>\$0.00</td> </tr> <tr> <td>RIES</td> <td>(56.71%)</td> <td>\$0.00</td> </tr> <tr> <td>HDES</td> <td>(49.10%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$5,800.00</td> </tr> </tbody> </table>	School	Poverty	Amount	HCES	(83.70%)	\$0.00	MAES	(80.91%)	\$0.00	EDES	(73.83%)	\$0.00	WPES	(72.37%)	\$0.00	DFES	(71.41%)	\$5,800.00	BFES	(70.42%)	\$0.00	GLES	(67.55%)	\$0.00	RIES	(56.71%)	\$0.00	HDES	(49.10%)	\$0.00	Total:		\$5,800.00	\$5,800.00
School	Poverty	Amount																																		
HCES	(83.70%)	\$0.00																																		
MAES	(80.91%)	\$0.00																																		
EDES	(73.83%)	\$0.00																																		
WPES	(72.37%)	\$0.00																																		
DFES	(71.41%)	\$5,800.00																																		
BFES	(70.42%)	\$0.00																																		
GLES	(67.55%)	\$0.00																																		
RIES	(56.71%)	\$0.00																																		
HDES	(49.10%)	\$0.00																																		
Total:		\$5,800.00																																		
		<b>Total Student Transportation</b>		\$5,800.00																																
		<b>Business Support</b>																																		
Business Support	Indirect Costs	<ul style="list-style-type: none"> <li>Indirect Costs - 2.59% \$6,089,713.00 - (\$6,089,713.00 /1.0259)</li> </ul>	\$153,066.58	\$153,741.66																																
		<b>Total Business Support</b>		\$153,741.66																																

		Private Schools		
Special Programs	Transfer	Per Pupil Allocation		
		<ul style="list-style-type: none"> <li>• St. Joan of Arc School - 3 Students (2 – HXES, 0 – MAES, 0 – EDES, 0 – WPES, 0 – DFES, 0 – BFES, 0 – GLES, 0 – RIES, 1 – HDES) \$4,247.10</li> </ul>	\$4,247.10	
		<ul style="list-style-type: none"> <li>• Trinity Lutheran - 2 Students (0 – HXES, 0 – MAES, 1 – EDES, 0 – WPES, 1 – DFES, 0 – BFES, 0 – GLES, 0 – RIES, 0 – HDES) \$2,831.40</li> </ul>	\$2,831.40	
		<ul style="list-style-type: none"> <li>• Baltimore County Private Schools – 3 Students (0 – HXES, 0 – MAES, 0 – EDES, 1 – WPES, 0 – DFES, 0 – BFES, 0 – GLES, 2 – RIES, 0 – HDES) \$4,247.10</li> </ul>	\$4,247.10	
		<ul style="list-style-type: none"> <li>• Baltimore City Private Schools – 3 Students (0 – HXES, 0 – MAES, 0 – EDES, 0 – WPES, 1 – DFES, 0 – BFES, 0 – GLES, 2 – RIES, 0 – HDES) \$4,247.10</li> </ul>	\$4,247.10	
		<ul style="list-style-type: none"> <li>• Cecil County Private Schools – 1 Student (0 – HXES, 0 – MAES, 0 – EDES, 0 – WPES, 0 – DFES, 0 – BFES, 0 – GLES, 0 – RIES, 1 – HDES) \$1,415.70</li> </ul>	\$1,415.70	
		<ul style="list-style-type: none"> <li>• Parent Involvement \$229.44</li> </ul>	\$229.44	
		<ul style="list-style-type: none"> <li>• Professional Development \$240.00</li> </ul>	\$240.00	
		<ul style="list-style-type: none"> <li>• Administrative Fees \$3,397.68</li> </ul>	\$3,397.68	
		<b>Total Private Schools</b>		\$20,855.52
		<b>Total</b>		\$6,089,713.00

**Required Attachments  
Table of Contents**

**Attestation – Section 1112**

**Attestation.1 – Title I MOAs** **Page 4**

- *Attestation\_1\_a\_MOA\_Title\_I\_Human\_Resources.pdf*
- *Attestation\_1\_b1\_MOA\_LEA\_and\_Head\_Start.pdf*
- *Attestation\_1\_b2\_MOA\_Title\_I\_Finance\_Management.pdf*
- *Attestation\_1\_f\_MOA Title I Homeless Support and Management.pdf*
- *Attestation\_1\_g1\_Foster\_Care\_Interagency\_Agreement\_MOA.pdf*
- *Attestation\_1\_g2\_MOA Foster Care Support.pdf*
- *Attestation\_1\_h\_MOA EL Student Support and Management.pdf*
- *Attestation\_1\_j\_MOA Title I Technology.pdf*

**A – STAFF CREDENTIALS AND CERTIFICATION**

**A.1 – Credentials and Certification Internal Controls with Flowchart** **Page 45**

- *A\_1\_Credentials\_and\_Certification\_Internal\_Controls.pdf*

**A.4 – Teaching Disparity Chart** **Page 54**

- *A\_4\_Teaching\_Disparity\_Chart.pdf*

**B – SCHOOLWIDE PROGRAMS**

**B.1 – Schoolwide Internal Controls** **Page 56**

- *B\_1\_Schoolwide\_Internal\_Controls.pdf*

**B.4 – HCPS Student Discipline Procedure and Policy and Action Plan** **Page 60**

- *B\_4\_a\_HCPS\_BOE\_Student\_Discipline\_Procedure.pdf*
- *B\_4\_b\_HCPS\_BOE\_Student\_Discipline\_Policy.pdf*
- *B\_4\_c\_HCPS\_Disproportionality\_Action\_Plan.pdf*

**C – TARGETED ASSISTANCE SCHOOLS**

**C.2 – FY'21 Targeted Assistance Schools Internal Controls** **Page 97**

- *C\_2\_TAS\_Internal\_Controls.pdf*

**D - PARENT INVOLVEMENT**

**D.1 – FY'21 Parent and Family Engagement Internal Controls** **Page 106**

- *D\_1\_PI\_Internal\_Controls.pdf*

**D.2 – FY'21 Parent and Family Engagement Plan** **Page 113**

- *D\_2\_a\_HCPS\_TitleI\_PI\_Plan.pdf*
- *D\_2\_b\_Title\_I\_Parent\_Family\_Engagement\_Brochure.pdf*

**D.3 – FY'21 Parent and Family Engagement Surveys** **Page 124**

- *D\_3\_Title\_I\_Parent\_and\_Family\_Engagement\_Surveys.pdf*

**E - EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS**

**E.1 – Equitable Services Internal Controls** **Page 145**

- *E\_1\_Equitable\_Services\_Internal\_Controls.pdf*

**Required Attachments  
Table of Contents  
(Continued)**

**F – EDUCATION FOR HOMELESS CHILDREN AND YOUTH**

<b>F.1 – Homeless Services Internal Controls</b>	<b>Page 154</b>
• <i>F_1_Homeless_Services_Internal_Controls.pdf</i>	
<b>F.3 – Shelter Housing for Children and Youth Tracking</b>	<b>Page 158</b>
• <i>F_3_Signed_Shelter_Youth_Tracking_Form.pdf</i>	

**G – SUPPORT FOR FOSTER CARE STUDENTS**

<b>G.2 – HCPS / HCPSS Foster Care Student Procedures</b>	<b>Page 159</b>
• <i>G_2_HCPS_HCDSS_Foster_Care_Student_Procedures.pdf</i>	

**H – ENGLISH LEARNERS**

<b>H.1 – English Learners Internal Controls</b>	<b>Page 163</b>
• <i>H_1_English_Learners_Internal_Controls.pdf</i>	

**I – School Improvement – TSI**

<b>I.1 – School Improvement-TSI Internal Controls</b>	<b>Page 165</b>
• <i>I_1_School_Improvement_TSI_Internal_Controls.pdf</i>	

**J – FISCAL**

<b>J.1 – MSDE Skipped School Approval Letter Signed and Addendum</b>	<b>Page 168</b>
• <i>J_1_MSDE_Skipped_School_Approval_Letter_Signed_and_Addendum.pdf</i>	
<b>J.3 – HCPS Title I Component (J) -Fiscal Requirements Internal Controls</b>	<b>Page 175</b>
• <i>J_3_Fiscal_Requirements_Internal_Controls.pdf</i>	
<b>J.4 – Pupil Personnel Worker Job Description</b>	<b>Page 199</b>
• <i>J_4_Pupil_Personnel_Worker_Job_Description.pdf</i>	
<b>J.7 – HCPS Supplement Not Supplant Requirements for Federally Funded Programs</b>	<b>Page 202</b>
• <i>J_7_HCPS_Sns_Requirements_for_Federally_Funded_Programs.pdf</i>	
<b>J.9 – HCPS Title I Administration Job Descriptions</b>	<b>Page 206</b>
• <i>J_9_HCPS_Title_I_Administration_Job_Descriptions.pdf</i>	
<b>J.10 – FY'21 Parent Involvement Allocation Calculation</b>	<b>Page 213</b>
• <i>J_10_FY21_Parent_Involvement_Allocation_Calculation.pdf</i>	

## Other Documents

### *FY'21 Central Support Flex Need Based Data & Job Descriptions*

**Page 214**

- *J\_Flex\_Position\_BFES\_Literacy.pdf*
- *J\_Flex\_Position\_DFES\_Early\_Childhood.pdf*
- *J\_Flex\_Position\_DFES\_Literacy.pdf*
- *J\_Flex\_Position\_EDES\_Literacy.pdf*
- *J\_Flex\_Position\_GLES\_Literacy.pdf*
- *J\_Flex\_Position\_HDES\_Early\_Childhood.pdf*
- *J\_Flex\_Position\_HXES\_Early\_Childhood.pdf*
- *J\_Flex\_Position\_HXES\_Mathematics .pdf*
- *J\_Flex\_Position\_MAES\_Literacy.pdf*
- *J\_Flex\_Position\_MAES\_Social\_Worker.pdf*
- *J\_Flex\_Position\_RIES\_Literacy.pdf*
- *J\_Flex\_Position\_WPES\_Early\_Childhood.pdf*
- *J\_Flex\_Position\_WPES\_Literacy.pdf*
- *J\_Staffing\_Job\_Description\_Title\_I\_Social\_Worker.pdf*
- *J\_Staffing\_Job\_Description\_Title\_I\_TS - Early Childhood.pdf*
- *J\_Staffing\_Job\_Description\_Title\_I\_TS - Literacy.pdf*
- *J\_Staffing\_Job\_Description\_Title\_I\_TS\_Math.pdf*
- *J\_Staffing\_Job\_Description\_Title\_I\_TS\_T1.pdf*

### *FY'21 Additional Central Support Job Descriptions*

**Page 263**

- *K\_Title\_I\_School\_Readiness\_Intervention\_Teacher\_Specialist.pdf*
- *K\_Title\_I\_School\_Readiness\_Intervention\_Para\_Educator.pdf*
- *K\_Title\_I\_Therapeutic\_Counseling\_Interventionist.pdf*

### *FY'21 Regular Allocation - Title 1 School-based Budget Narratives*

- *FY21 Regular Allocation - Title 1 School-based Budget Narrative (BFES).pdf* **Page 268**
- *FY21 Regular Allocation - Title 1 School-based Budget Narrative (DFES).pdf* **Page 270**
- *FY21 Regular Allocation - Title 1 School-based Budget Narrative (EDES).pdf* **Page 273**
- *FY21 Regular Allocation - Title 1 School-based Budget Narrative (GLES).pdf* **Page 275**
- *FY21 Regular Allocation - Title 1 School-based Budget Narrative (HDES).pdf* **Page 277**
- *FY21 Regular Allocation - Title 1 School-based Budget Narrative (HXES).pdf* **Page 279**
- *FY21 Regular Allocation - Title 1 School-based Budget Narrative (MAES).pdf* **Page 281**
- *FY21 Regular Allocation - Title 1 School-based Budget Narrative (RIES).pdf* **Page 283**
- *FY21 Regular Allocation - Title 1 School-based Budget Narrative (WPES).pdf* **Page 285**



**Memorandum of Understanding (MOU)**  
**Inter-Departmental**  
**Harford County Public Schools**  
**"Title I Staff Certification and Licensure Management"**  
**2020-2021**

**Purpose:**

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

**Parties of the Memorandum of Agreement:**

Within Harford County Public Schools (HCPS):

- Human Resources-Senior Manager
- Office of Title I-Supervisor

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

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

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

Department:           **Human Resources**          

*Ben Richardson*

Senior Manager – Office of HR

DATE:

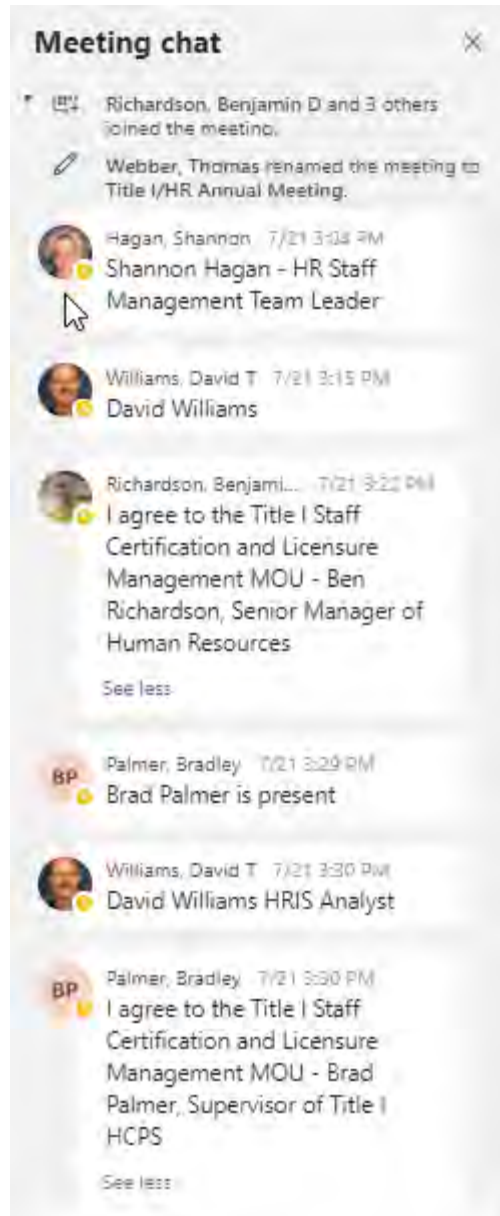
7/21/2020

*Brad Palmer*

Supervisor – Office of Title I

DATE:

7/21/2020





## MEMORANDUM OF UNDERSTANDING

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

**School Year 2020-2021**

### **Harford County Public Schools**

HCPS and the following service partners have agreed to this MOU to continue the implementation of a comprehensive and coordinated Judy Center Program in the Magnolia School District in Harford County for children from birth through age five. MJC will begin July 1, 2020 and continue through June 30, 2021. HCPS will be responsible for the overall management of the proposed MJC through a coordinator in collaboration with the Steering Committee comprised of representatives from each of the service partners listed below. HCPS is committed to include all kindergarten children, prekindergarten children, and families in the MAES district into the MJC, and participation by all MAES early childhood faculty and staff. HCPS and its' service partners are contributing significant in-kind services to the MJC proposal and requested funding will be used both to fill service gaps and to enhance existing services. All undersigned parties agree to serve on the MJC Steering Committee to assure coordinated services and to continue this partnership beyond this grant period.

### **General Terms**

Whereas any party may withdraw from this this MOU at any time for any reason. The MOU shall be effective July 1, 2020 and terminate June 30, 2021.

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

- (a) Offeror acknowledges that the services to be provided pursuant to this RFP involve a HCPS function for which HCPS would otherwise use employees.
- (b) Offeror acknowledges that HCPS will provide to Offeror or Offeror will create records which contain personally identifiable information pertaining to students and which may or will constitute "educational records" within the meaning of FERPA and its implementing regulations found at 20 United States Code (USC)

1232g and 34 Code of Federal Regulations (CFR) 99, *et seq.*, respectively.

- (c) Offeror agrees not to disclose or redisclose any educational records to any other person or entity, obtained or created pursuant to this RFP or contract.
- (d) Offeror is prohibited from using such educational records for any purpose other than the purpose for which any disclosure of same was made by HCPS to Offeror or Offeror to HCPS.

### **Glossary of Terms**

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

### **SERVICE PARTNER OBLIGATION**

**Abilities Network/Project ACT:**

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. The JC will provide a representative to the Project Act Advisory Board quarterly meetings.
3. Provide Early Childhood Mental Health to the preschool programs that are partnered with the MJC as needed.
4. Participate in MJC Community Outreach: distribute marketing material to childcare providers, partner with the MJC to provide an open house-training session in the spring of 2021 that gives childcare providers three hours of Core of Knowledge training.
5. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

**Catholic Charities Early Head Start will:**

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. The Judy Center Coordinator will participate in Early Head Start's Policy Council Quarterly Meetings.
4. Provide data that discloses how many children within the MAES catchment area are receiving services.
5. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age. The MJC will provide referrals to Early Head Start for MJC families that have children younger than 3 years of age to provide High-Quality Child Care Services.
6. Continue to maintain and follow the Level 5 publication in Maryland EXCELS guidelines to maintain the Early Head Start staff's certification and provide copies of certification when publication has been renewed.
7. Administer developmental, behavioral, speech, hearing and vision screenings to all children and refer children in need of further assessment to outside agencies.
8. Participate in the MJC Community Outreach Plan: MJC's Community Baby Shower.
9. Invite the MJC staff to Early Head's activities: BOY Orientation in August, Harvest Feast during the fall, and EOY Picnic in the spring of 2021.
10. Collaboratively plan, implement and participate with partners in parent workshops such as the Parent Café.
11. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
12. Participate in HCPS's professional development opportunities as appropriate.
13. Invite the MJC staff on home visits to help connect families living in the MAES catchment area to the MJC on a family needs basis.

14. Allow the MJC staff to present the MJC concept annually (January 2021) to the Early Head Start staff so the Early Head Start staff can help connect families living in the MAES catchment area to the MJC.
15. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record.
16. Provide monthly activities with dates and times so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

**Creative Journey's Learning Center will:**

1. Provide a representative to the monthly MJC Program Committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC Service Coordination meetings as needed to discuss concerns and assistance with families as need.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and Creative Journey's teacher.
5. Participate in the Book Deposit Program through the HCPL.
6. Administer American Academy of Pediatric Developmental Checklist to all children and refer children in need of further assessment to outside agencies.
7. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
8. Collaborate with MJC to coordinate care to families that reside in the MAES catchment area from six weeks through five years.
9. Collaboratively plan, implement and participate with all partners in family education and socialization program as appropriate.
10. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
11. Participate in professional development opportunities sponsored by HCPS and the MJC as appropriate.
12. Provide before and after school transportation for MAES school aged children throughout the 2020/2021 school year as needed.
13. Provide quality, year-round, wrap around childcare for MJC families.
14. Continue to maintain a Level 3 in the Maryland EXCELS to maintain Creative Journey staff's certification and provide copies of renewed certificate when applicable.
15. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same
16. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

**Empowering Minds Resource Center, EMRC will:**

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

**Harford Community Action Agency will:**

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide "Community Case Management" to MJC families, which is a holistic approach to meeting family needs across all departments of the organization.
4. Allow the MJC staff to come and speak about the MJC concept with the Harford Community Action Agency staff so the staff can help connect families living in the MAES catchment to the MJC (July/August and January 2021).
5. Provide referrals to the MJC that will connect MJC families to needed resources. The MJC will provide referrals to the HCAA that will connect families to needed resources. Each agency will share qualitative data to ensure families are being met in both programs.
6. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to HCAA and keep a record when referring a family. The MJC will ensure a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to MJC and keep a record when referring a family.

7. Participate in the MJC's Wellness Night held at Magnolia Elementary.
8. Allow the MJC staff to do community outreach in the lobby at HCAA Woodbridge Station twice a month on either Mondays or Wednesdays.
9. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
11. Provide one parent workshop that will occur weekly for six weeks, *Shopping for and Preparing Food on a Budget*, to families living in the MAES catchment area either at Magnolia Elementary School or in the community.
12. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

**Harford County Department of Social Services will:**

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

**Harford County Health Department will:**

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



2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Will provide and oversee that all educational requirements are met so staffing is updated with current credentials and or license renewals.
4. Provide assistance to MJC families enrolling in health insurance/Medicaid through the Health Department's Maryland Children's Health Program.
5. Offer navigation of services and resources to MJC families through Care Coordination Plus Program.
6. Provide assistance to MJC families enrolling in the Healthy Families Program.
7. Coordinate dental clinic services and resources to MJC children and siblings under 20 years old and pregnant moms with MA who are enrolled in Maryland Healthy Smiles.
8. Provide dental screenings for children 6 months of age and older at the MJC as needed: MJC summer program, PreK and K Sealant Program during the school year 2019/2020.
9. Provide referrals to the MJC through WIC, School Based Health Centers, Family Planning, Immunizations, Care Coordination Plus, Healthy Families, MEGAN's Place and the Dental Clinic to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
10. Provide transportation to all medical appointments to eligible MJC children and parents through the MA Transportation Program.
11. Provide wellness and acute care services to MJC children and siblings by a nurse practitioner through the School Based Health Centers at MAES.
12. Accept MJC payment assistance for MJC families who need birth certificates. (Each birth certificate is \$25.00).
13. Allow MJC staff to present the MJC concept bi-annually to the following programs: School Based Health Centers, Family Planning, Immunizations, Care Coordination Plus, Healthy Families, WIC, and MEGAN's Place all located at the Woodbridge Station.
14. Participate in the MJC/MAES Wellness Night.
15. Explore the possibilities to coordinate monthly playgroups at WIC and MEGAN's Place.
16. Distribute MJC marketing materials to families who live in the MAES catchment area as identified through the MAES attendance area map.
17. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.
18. Provide date, time and flyers of community wide outreach events to MJC for distribution to MJC/MAES families.
19. MJC will promote all Health Department services (Dental care, WIC, Breastfeeding clinic, etc.) at MJC and MAES events.

**Harford County Public Library will:**

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Participate in the MJC Community Outreach Plan: MAES Wellness Night.

3. Provide curriculum-based Story Time for children birth through 5 years of age and their parents/caregivers at the library weekly focusing on all the learning domains: social/emotional, language/literacy, math, science, fine/gross motor, health well-being, fine arts and social studies.
4. Provide the Rolling Reader (Library on Wheels) Program to visit the Title 1 School Readiness Program at Deerfield Elementary School and the MRDC Head Start Program for the children in the MAES catchment area.
5. Provide a ‘Kick Off’ for the 1,000 Books Before K Program at the MJC in the Fall and then provide an end of the year celebration for participation at the Edgewood Library in the Spring.
6. Provide the ‘Opening the Gift’ and ‘Sharing the Gift’ programs to the MJC childcare partners.
7. Participate in the HCPS summer meals program Monday through Thursday so children under the age of 18 years can have a healthy lunch throughout the summer. The MJC will provide support during lunch once a week to meet new families living in the MAES catchment area.
8. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
9. Provide a monthly meeting space for the MJC service coordination, MJC program committee meeting and the early childhood advisory council meeting as needed at the Edgewood Branch Library.
10. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as needed.

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

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide data that discloses how many children within the MAES catchment area are receiving services.
3. Provide referrals to the MJC to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
4. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
5. Collaborate with MJC to coordinate care for families that reside in the MAES catchment area from birth through five years of age.
6. Allow MJC staff to present the MJC concept to Infant & Toddlers staff so they can help connect families living in the MAES catchment area to the MJC.
7. Participate in the MJC Community Outreach Plan: MJC Annual Baby Shower.
8. Distribute MJC marketing materials to families living in the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.

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

**Kinder Care Learning Center will:**

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and Kinder Care teacher.
5. Participate in Sharing the Gift Program through the Harford County Public Library.
6. Administer Brigance developmental assessment to all children and refer children in need of further assessment to outside agencies.
7. Provide referrals to the MJC of families that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age. The MJC will refer children to Kinder Care Learning Center as needed.
8. Coordinate with MJC and Kinder Care Learning Center to coordinate care to families that reside in the MAES catchment area from six weeks through five years of age.
9. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.

10. Participate in HCPS's professional development opportunities.
11. Provide before and after school transportation for MAES school-aged children throughout the 2020/2021 school year.
12. Provide quality, year-round, wrap around childcare for MJC families.
13. Continue to follow the NAEYC guidelines to maintain Kinder Care Learning Center staff's certification and provide copies of operating certificate/license.
14. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.
15. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as applicable.

**Miss D's Child Care will:**

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

16. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.
17. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month as schedule.

**MRDC Head Start will:**

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
3. Provide data that discloses how many children within the MAES catchment area are receiving services.
4. Provide ongoing training for staff to use Teaching Strategies Gold Assessment as well as all Head Start required training such as child abuse and neglect.
5. Seek MSDE Accreditation for the Head Start center in the MAES catchment area. The Judy Center will support Head Start by participating in classroom observations, team meetings and uploading content into the MSDE Accreditation Database.
6. Seek Maryland EXCELS Level 3 for Head Start centers in the MAES catchment area by the end of the 2020/2021 SY. The Judy Center will support Head Start as needed in moving up to Level 3 in Maryland EXCELS.
7. Collaborate and participate in articulation between kindergarten teacher, prekindergarten teacher and Head Start teacher two times a year: once in the fall and once in the spring.
8. Provide transitional plan for incoming kindergarteners: explore the possibility off allowing the Head Start children to come to MAES to tour the school and meet the Kindergarten and PreK Teachers.
9. Administer the Brigance for developmental, behavioral and social/emotional screenings to all children and refer children in need of further assessment to outside agencies.
10. MRDC Head Start: Edgewood location will provide referrals to the MJC. The MJC will refer MJC families to MRDC Head Start with age eligible children.
11. Allow the MJC staff to present the MJC concept to the Head Start staff annually so the staff can help connect families living in the MJC catchment to the MJC.
12. Collaboratively plan, implement and participate with partners in family engagement and parent workshops such as the Parent Café.
13. Participate in the MJC Community Outreach Plan: Prekindergarten and kindergarten Registration which will be Friday May 7, 2021.
14. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
15. Participate in HCPS's professional development opportunities as needed.
16. The MJC will support with the implementation of SEFEL in the MRDC classrooms as needed.
17. Ensure that a consent for release is signed by the MJC parent/guardian which permits release of personally identifiable information to all other agencies and keep a record of same.

**Office of Child Care will:**

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Distribute MJC marketing materials to providers servicing children in the MAES catchment area.
3. Continue to cooperate with planning, review and revision activities and provide time for provider training as need is determined, subject to available time and resources.
4. Provide referrals to the MJC of the childcare providers servicing children that live in the MAES catchment area to promote developmentally appropriate care and education for MJC families with children younger than five years of age.
5. Provide MJC information of new providers and childcare centers that are servicing children living in the MAES catchment area.
6. Support Maryland EXCELS as a resource liaison that will distribute resources, activities and events to help keep providers informed on evidence-based training.
7. Provide collaboration and support for credentialing of providers.
8. Provide assistance in identifying childcare centers that are accredited.
9. Provide assistance with childcare providers/centers in licensing and maintaining licensing.

**HCPS Title I will:**

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Collaborate with the MJC to provide activities/events to increase family engagement opportunities such as quarterly Family Engagement meetings, Wellness Night, Stream Night, Literacy events and PreK Transition Activity.
3. Provide monthly activities with dates and times, so the MJC Coordinator can create one master calendar that has all the activities in the catchment area for the month.
4. The MJC will refer eligible children living in the MAES catchment area to HCPS Title 1 School Readiness Program.
5. The MJC will provide summer transition activities such as playgroups and home visits with the incoming prek students, for students five and younger living in the MAES catchment area.

**Villa Maria Community Resources of Harford County will:**

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. The MJC will provide a representative to its quarterly Safe Start meetings.

3. Provide a representative to the monthly MJC service coordination meetings as needed to discuss concerns and assistance with families.
4. Provide behavioral and mental health services to referred MJC children and their families through Villa Maria Community Resources to those with Medicaid.
5. Provide early intake/screenings and assessments to MJC families with children three through five years of age for therapy services.
6. Provide the Safe Start Program to referred MJC families who are at risk for abuse and neglect, and to those who would benefit from behavioral management and parenting techniques.
7. Provide referrals to the MJC to promote developmentally appropriate care and education for MJC families with children younger than five years of age. The MJC will provide referrals to Villa Maria Community Resources.
8. Allow the MJC staff to present the MJC concept to Villa Maria Community Resource Staff so they can help connect families to resources as needed.
9. Distribute MJC marketing materials to families living the MAES catchment area so MJC families know the MJC activities and events being held so MJC families can participate.
10. Provide data that discloses how many children within the MAES catchment area are receiving services.
11. Explore the possibility with MJC staff offering 1 training to HCPS prekindergartern and kindergarten teachers on mental health topics mindfulness for the adult.
12. Explore the possibility with MJC staff to offer 2 trainings to MJC families on mental health topics such as social/calming anxiety in the fall and screen time in January 2021.

**Windsor Valley Community Center/Springboard will:**

1. Provide a representative to the monthly MJC program committee meetings and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
2. Provide a representative to the MJC service coordination meetings as needed to discuss concerns of assistance with families.
3. Provide affordable and market rate apartments to MJC families in need.
4. Provide space in the community center to allow Villa Maria to service MJC children and families on mental health topics.
5. Provide residents monthly with locally grown vegetables, canned goods, non-perishable items, literature and recipes for healthy eating habits for themselves and their families.
6. Provide new residents with a welcome basket that includes a full list of programs at Windsor Valley, tips for housekeeping and a few cleaning supplies.
7. Provide space in the community for humanitarian organization that conducts outdoor weekly community impact programs (character building, innovative techniques and community engagement) to the youth and their families
8. Continue to implement the Windsor Workforce Resource Program that provides aid in employment, skills, training and certifications.
9. Provide space for the MJC to conduct family engagement activities for children younger than four years of age and their parents/guardians to build school readiness skills.
10. Provide a space weekly for the MJC to set up a satellite office to help build relationships between the MJC and the residents at Windsor Valley.

11. Participate in the HCPS summer meals program so children under the age of 18 years can have a healthy lunch throughout the summer.
12. Refer residents that have children younger than five years old to the MJC by using the MJC interest card so families can be enrolled in the MJC.
13. Provide a monthly meeting space for the MJC service coordination, MJC program committee meeting and the early childhood advisory council meeting.
14. Provide monthly activities with dates and times, so the MJC coordinator can create one master calendar that has all the activities in the catchment area for the month as needed.

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

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



COVID-19 Related Provisions:

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

**Memorandum of Understanding**

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

**Signatures of Collaborating Agencies**



Morgan Horvath, Program Manager  
Abilities Network - Project Act



[Kaylene Richardson \(Oct 27, 2020 13:00 EDT\)](#)  
Kay Richardson, Education Manager  
Catholic Charities/ Early Head



[Patricia Nelson \(Oct 28, 2020 11:11 EDT\)](#)  
Patricia Nelson, Director  
Creative Journey's Child Care



[Melissa Romano \(Oct 27, 2020 10:17 EDT\)](#)  
Melissa Romano  
Early Intervention through HCPS Special Education



[Samyia Jackson, LMSW \(Oct 27, 2020 14:08 EDT\)](#)  
Samyia Jackson, Program Director  
Empowering Minds Resource Center



[Pamela J. Craig \(Oct 27, 2020 10:19 EDT\)](#)  
Pamela Craig, Executive Director

Harford Community Action Agency

*Jerry Reyerson*

[Jerry Reyerson \(Oct 28, 2020 12:25 EDT\)](#)

Jerome Reyerson, Director  
Harford County Department of Social Services

*Marcy Austin*

[Marcy Austin \(Oct 27, 2020 11:36 EDT\)](#)

Marcy Austin, Acting Health Officer  
Harford County Health Department

*Mary Hastler*

Mary Hastler, CEO  
Harford County Public Library

*Carol Byrne*

[Carol Byrne \(Oct 27, 2020 11:02 EDT\)](#)

Carol Byrne, Center Director  
Kinder Care Learning Center

Danielle Pritchett  
Miss D's Childcare

*Marisol Rodriguez*

[Marisol Rodriguez \(Oct 27, 2020 11:09 EDT\)](#)

Marisol Rodriguez, Director  
MRDC Head Start

Beth O'Connor, Regional Manager  
Office of Child Care

*Bradley A Palmer*

[Bradley A Palmer \(Oct 27, 2020 10:27 EDT\)](#)

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

*Karen Haughey*

[Karen Haughey \(Oct 27, 2020 10:24 EDT\)](#)

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

*Lynette Barmer*

[Lynette Barmer \(Oct 27, 2020 11:11 EDT\)](#)

Lynette Barmer  
Windsor Valley Community Center/Spring Board

*Jessica Gobble-Reil*

[River Hill Preschool \(Oct 27, 2020 10:22 EDT\)](#)

Jessica Gobble-Reil, Associate Executive Director of Preschool  
Y Journey's in Early Childhood Development, Belcamp

*Sean Bulson*

[Sean Bulson \(Oct 27, 2020 12:47 EDT\)](#)

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

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

**Purpose**

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

**Parties of the Memorandum of Agreement:**

Within Harford County Public Schools (HCPS)

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

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

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

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

Department: Office of Finance

Jennifer Birkelien

Grants Accountant

7/6/2020

Date

Thomas Webber

Assistant Supervisor of Title I

7/6/2020

Date

## Webber, Thomas

---

**From:** Birkelien, Jennifer  
**Sent:** Monday, July 6, 2020 9:52 AM  
**To:** Webber, Thomas  
**Subject:** RE: 2020-2021 Inter-Departmental HCPS Title I Financial Management MOA

I approve electronically in lieu of original signature.  
Thanks,  
Jenn

---

**From:** Webber, Thomas <Thomas.Webber@hcps.org>  
**Sent:** Monday, July 6, 2020 8:46 AM  
**To:** Birkelien, Jennifer <Jennifer.Birkelien@hcps.org>  
**Subject:** 2020-2021 Inter-Departmental HCPS Title I Financial Management MOA

Good Morning Jenn,

Attached is the updated 2020-2021 Inter-Departmental HCPS Title I Financial Management MOA. Normally we meet in person to discuss the MOA. Unfortunately we can't meet this year, so I would like to try to do this electronically. (If you would like me to set up a MS Teams meeting, please let me know).

I was just wondering if you had any changes to this document?  
If not, I was just wondering if you could reply back to me affirming the document and giving me your "electronic signature"?

I'll keep all of the responses electronically.

Based upon your affirmation, I will also add your "signature" ( *Jennifer Birkelien* ) on the final document.

Thank you,  
Thomas

*Thomas Webber*

Assistant Supervisor Title 1 Office



Inspire • Prepare • Achieve

A.A. Roberty Building  
102 S. Hickory Avenue  
Bel Air, MD 21014  
Phone: 410-809-6062  
Fax: 410-588-5349

[www.HCPS.org](http://www.HCPS.org)

**Memorandum of Agreement (MOA)  
Inter-Departmental  
Harford County Public Schools  
"Homeless Support and Management"  
SY 2020-2021**

**Purpose**

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

**Parties of the Memorandum of Agreement:**

Within Harford County Public Schools (HCPS)

- Homeless Liaison
- Office of Title I – Supervisor

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

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

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

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

*Pamela Smith*

Student Support Services –  
PPW / Homeless Liaison

7/21/2020

Date

*Brad Palmer*

Supervisor of Title I

7/21/2020

Date

BP Palmer, Bradley 7/20 10:56 AM  
Brad Palmer present

Brad Palmer agrees to and virtually signs the MOA

### Meeting chat

Webber, Thomas joined the meeting.

Webber, Thomas renamed the meeting to Title I/Homeless Annual Meeting.

Hennigan, Bernard joined the meeting.

Williams, Buzz joined the meeting.

Smith, Pamela M. joined the meeting.

Palmer, Bradley joined the meeting.

BW Williams, Buzz 7/20 11:06 AM  
Buzz Williams is present.

PS Smith, Pamela M. 7/20 12:43 PM  
Pamela Smith is present.

Pamela Smith agree with the Title I/Homeless MOA.

# Educational Stability Memorandum of Agreement

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

## I. PURPOSE

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

## II. STATUTORY AUTHORITY

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

## III. BACKGROUND

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

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

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

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



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

#### IV. DEFINITIONS

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

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

**V. DETERMINATION AND NOTIFICATION OF BEST INTEREST DECISION**

**A. Basic Procedure**

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

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

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

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

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

#### **C. Documentation and Notification**

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

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

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

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

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

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

- (b) A written statement of the address of the out-of-home placement. The written statement need not be in the form of a lease, utility bills, etc.
- 2. Identification of the person who is authorized to enroll the student, including:
  - (a) Documentation that identifies the person as a HCDSS caseworker, or someone else authorized to enroll a child; and
  - (b) Photo identification.
- D. The zoned school is responsible for promptly obtaining the student's educational records from the school of origin. HCDSS shall promptly present any additional required documentation after enrolling the student.

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

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

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

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

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

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

### **VIII. DISPUTE RESOLUTION**

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

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

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

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

## **IX. COLLABORATION**

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

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

## **X. INFORMATION SHARING AND CONFIDENTIALITY**

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

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



**XI. AMENDMENTS OR MODIFICATIONS**

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

**XII. TERMINATION**

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

**Authorization by HCPS Point of Contact:**

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

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

**Authorization by HCDSS Director:**

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

Jerome M. Anderson DIRECTOR - HARTFORD COUNTY  
(Printed Name) (Title)  
DEPARTMENT OF SOCIAL SERVICES

## Webber, Thomas

---

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

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

*Bernard Hennigan  
Director of Student Services*

*A.A. Roberty Building  
102 S. Hickory Avenue  
Bel Air, MD 21014  
Phone: 410-588-5334  
Fax: 410-638-4313*

[www.HCPS.org](http://www.HCPS.org)  
[Bernard.Hennigan@hcps.org](mailto:Bernard.Hennigan@hcps.org)

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

**Purpose:**

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

**Parties of the Memorandum of Agreement:**

Within Harford County Public Schools (HCPS):

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

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

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

**Memorandum of Agreement between the following departments collaborating in Harford County Public Schools to support Title I and Title III grants collaboration.**

*Chandra Krantz*  
HCPS Office of ELL and World Languages – Supervisor

7/8/2020  
Date

*Brad Palmer*  
HCPS Office of Title I - Supervisor

7/8/2020  
Date

## Webber, Thomas

---

**Subject:** FW: MOA Title I -World Languages

**From:** Palmer, Bradley <[Bradley.Palmer@hcps.org](mailto:Bradley.Palmer@hcps.org)>

**Sent:** Wednesday, July 8, 2020 12:56 PM

**To:** Little, Jacob <[Jacob.Little@hcps.org](mailto:Jacob.Little@hcps.org)>

**Subject:** Re: MOA

YES

---

**From:** Little, Jacob <[Jacob.Little@hcps.org](mailto:Jacob.Little@hcps.org)>

**Sent:** Wednesday, July 8, 2020 10:25 AM

**To:** Palmer, Bradley <[Bradley.Palmer@hcps.org](mailto:Bradley.Palmer@hcps.org)>

**Subject:** RE: MOA

Do you approve?

Jake Little

Coordinator of Title 1

---

A.A. Roberty Building

102 S. Hickory Avenue

Bel Air, MD 21014

Phone: 410-588-5266

Fax: 410-588-5349

[www.HCPS.org](http://www.HCPS.org)

**From:** Palmer, Bradley <[Bradley.Palmer@hcps.org](mailto:Bradley.Palmer@hcps.org)>

**Sent:** Wednesday, July 8, 2020 9:11 AM

**To:** Little, Jacob <[Jacob.Little@hcps.org](mailto:Jacob.Little@hcps.org)>

**Subject:** Re: MOA

looks good. fix signature line.

*Jake Little*

*Coordinator of Title 1*

---



A.A. Roberty Building  
102 S. Hickory Avenue  
Bel Air, MD 21014  
Phone: 410-588-5266  
Fax: 410-588-5349  
[www.HCPS.org](http://www.HCPS.org)

---

**From:** Krantz, Chandra <[Chandra.Krantz@hcps.org](mailto:Chandra.Krantz@hcps.org)>  
**Sent:** Wednesday, July 8, 2020 7:52 AM  
**To:** Little, Jacob <[Jacob.Little@hcps.org](mailto:Jacob.Little@hcps.org)>  
**Cc:** Duracka, Juraj <[Juraj.Duracka@hcps.org](mailto:Juraj.Duracka@hcps.org)>  
**Subject:** Re: MOA Title I -World Languages

Good morning!  
I approve of this MOA.  
Thank you

Sent from my iPhone

On Jul 8, 2020, at 7:24 AM, Little, Jacob <[Jacob.Little@hcps.org](mailto:Jacob.Little@hcps.org)> wrote:

Good Morning,

I hope all is well. Every year we sign the attached MOA for documentation under Title I to show that our offices are working jointly to support the Title I ELL population in our schools. Please read over the MOA and let me know that you approve. This approval can happen to ways.... You can send me an email just letting me know you approve or you can sign it and place on my desk at central office. Just let me know what works best for you.

Thanks and Hope you are having a great summer.

*Jake Little*  
*Coordinator of Title 1*

---

<image001.png>

A.A. Roberty Building  
102 S. Hickory Avenue  
Bel Air, MD 21014  
Phone: 410-588-5266  
Fax: 410-588-5349  
[www.HCPS.org](http://www.HCPS.org)

<MOA ELL & Title I 20-21.docx>

**Memorandum of Agreement (MOA)  
Inter-Departmental  
Harford County Public Schools  
“Title I / Office of Technology”  
SY 2020-2021**

**Purpose**

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

**Parties of the Memorandum of Agreement:**

Within Harford County Public Schools (HCPS)

- Office of Technology – Endpoint Services Team Leader
- Office of Title I – Assistant Supervisor

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

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

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

Department: **Office of Technology**

Jason Wilkinson  
Endpoint Services Team Leader

7/9/2020  
Date

Thomas Webber  
Assistant Supervisor of Title I

7/9/2020  
Date

## Webber, Thomas

---

**From:** Wilkinson, Jason  
**Sent:** Thursday, July 9, 2020 1:58 PM  
**To:** Webber, Thomas  
**Subject:** RE: 2020-2021 Inter-Departmental HCPS Title I / Office of Technology MOA

Thomas,

I approve. Take this as my digital signature to this document.

Thank you,  
Jason Wilkinson  
*Endpoint Services Team Leader*  
[Harford County Public Schools](#)  
Office of Technology  
102 S. Hickory Ave.  
Bel Air, MD 21014  
410.809.6112 ::: Desk  
410.809.6332 ::: Fax

---

**From:** Webber, Thomas <Thomas.Webber@hcps.org>  
**Sent:** Wednesday, July 8, 2020 12:34 PM  
**To:** Wilkinson, Jason <Jason.Wilkinson@hcps.org>  
**Subject:** 2020-2021 Inter-Departmental HCPS Title I / Office of Technology MOA

Good Afternoon Jason,

Attached is the updated 2020-2021 Inter-Departmental HCPS Title I / Office of Technology MOA.

Martha and I used to meet in person every year to discuss the MOA. Since we can't meet this year, so I would like to try to do this electronically. (If you would like me to set up a MS Teams meeting, please let me know).

I was just wondering if you could review this document and let me know if you have any changes or suggestions? If not, I was just wondering if you could reply back to me affirming the document and giving me your "electronic signature"?

I'll keep all of the responses electronically.

Based upon your affirmation, I will also add your "signature" (*Jason Wilkinson*) on the final document.

Thank you,  
Thomas

*Thomas Webber*  
Assistant Supervisor Title 1 Office

## Harford County Public Schools (HCPS)

### Component 1 – Staff Credentials and Certification (SCC) Internal Controls 2020-2021 *(as of 9/21/20)*

**Special Note:** All of the following processes and procedures apply to both school-wide and targeted assistance Title I schools as agreed upon by HCPS HR and HCPS Title I Office.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
<b>PREFACE</b>			<p>These processes and procedures are based on the new ESSA regulations that replace the previous term “Highly Qualified” (effective 7/1/16). SCC status verification, for the purposes of this document, will mean that teachers (not paras) are “<i>certified and licensed</i>” to teach in the state of MD. In addition to the ESSA regulations, the following requirements will be instituted by HCPS (as agreed upon by HR and Title I):</p> <ul style="list-style-type: none"> <li>• No conditional teachers will be assigned to Title I schools.</li> <li>• No miss assigned teachers (teachers teaching a grade outside of their certification) will be permitted within a Title I school.</li> </ul>		
1 New Hires	Initial Interview of potential New Title 1 Educator (teacher or paraprofessional)	Title 1 Principals	Principals will interview candidates supplied by the HCPS Human Resources (HR) for any openings. If the principal chooses to hire the candidate, then HR will verify SCC status. If the principal does not want to hire the candidate, no further action taken.	June – August and/or through-out the school year	
	New Title 1 Educator is Selected for Hire	Aretha Young, HR Brad Palmer, Title 1	Once a new candidate is selected by the principal, Aretha Young and Brad Palmer will verify SCC status. If the candidate meets SCC status, a hiring offer will be communicated by HR. If the candidate is not SCC, the candidate and the principal will be notified, and the selection process will continue until an SCC candidate is hired.	June – August and/or through-out the school year	



Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
2 SCC Monitoring Teachers/Para a	Verification of SCC by Principals	Title 1 Principals Brad Palmer, Title 1	The Verification Attestation Form will be completed by Title 1 Principals confirming that all teachers within their building are SCC.	Beg. of the school year / on-going, if needed	
	Parent Right to Know Letter and Information of Performance Level of Student	Superintendent (authors letter) Title 1 Principals Brad Palmer, Title 1 Barb Weiczynski, Title I	<ul style="list-style-type: none"> <li>• Parent Right to Know letter sent at the beginning of each year to all Title I schools.</li> <li>• Schools distribute in to all students during materials pick-up or in backpacks as applicable.</li> <li>• Schools post to Title I website and to multiple dated communications.</li> <li>• The attestation for the distribution of the Parent Right to Know letter (English/ Spanish) will be completed by the Title I Office, once the letter is distributed to the schools. School documentation will prove distribution to all students in a multi-communication format.</li> <li>• The HCPS Office of Accountability prints the <b><u>MSDE Student Assessment Report</u></b> (reading/math) and distributes them to schools. Schools then distribute to students to be taken home (Backpack, TakeHome Folder, or other method used to disseminate written information to parents).</li> <li>• <b>Due to COVID-19; alternative distribution methods will be implemented as needed.</b></li> </ul>	Beg. of the school year	
	On-going Review of SCC status of new and existing educators	Title 1 Principals Aretha Young, HR Brad Palmer, Title 1	An HR/Title I mtg will be held at the beginning of each school year. Also, an MOU will be signed at the beginning of each school year to ensure that effective Title I SCC is maintained. Sample records will be reviewed for SCC document support, including school-based staff/faculty rosters. Educators found to be Non-SCC will begin the process established for addressing Non-SCC educators. Grade/position assignments will also be reviewed during both data pulls to ensure that teachers are not moved to a non-SCC position.	Data review in August and January, periodically throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
	Process for Addressing Non-SCC Educators in Title 1 Schools	Title 1 Principals Title 1 Educator Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> <li>1. The Non-SCC educator and their principal will be notified of the Non-SCC status and the reason for being Non-SCC via letter from Aretha Young, HR.</li> <li>2. A meeting will be held with the educator after the letter is received, with the principal and Supervisor of Title 1. The SCC Verification Form will be completed.</li> <li>3. Principal will send a Parent Letter within 4 weeks of the date that the educator was determined to be Non-SCC. A copy of the letter will be sent to Brad Palmer, Title 1 and Aretha Young.</li> <li>4. The Executive Director of Elementary Schools will be notified of the Non-SCC determination.</li> <li>5. If an educator is determined to be Non-SCC, the Executive Director of Elementary Schools will take action to have an SCC educator reassigned.</li> </ol>	On-going on a case by case basis throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
3 SCC Monitoring- Long term Substitutes	Process for Maintaining SCC Title 1 Long Term Substitutes for Teachers and Paraprofessionals	Title 1 Principals Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> <li>1. Principals will notify Brad Palmer-Title 1 when a long-term substitute is needed, preferably with as much advanced notice as possible.</li> <li>2. Principal will send a Parent Letter (Parents’ Right to Know) within 4 CONSECUTIVE weeks of the date that the full-time educator was replaced by the long term substitute. A copy of the letter will be sent to Brad Palmer, Title 1 and Aretha Young, HR</li> <li>3. Brad Palmer –Title 1 will work with HR to find SCC substitutes for the vacancy.</li> <li>4. Brad Palmer-Title 1 will research and communicate a list of viable SCC substitutes to the principals for interviewing.</li> <li>5. The principal will interview and make an offer for hiring, or will reject the candidate.</li> <li>6. The process will continue until an SCC substitute is hired <b>or</b> there are no more SCC substitutes available.</li> <li>7. If there are no SCC substitutes available, then a Non-SCC substitute will fill the vacancy.</li> <li>8. The principal and Brad Palmer-Title 1 will continue to search for SCC substitutes to replace the Non-SCC substitute.</li> <li>9. As a double check, the staffing list for Title 1 schools will be reviewed two times per year to review any long term substitutes.</li> </ol>	On-going on a case by case basis throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
			<p>10. A Home &amp; Hospital teacher falls under the substitute heading, as long as the student remains enrolled at the school and the H&amp;H teacher is working under the direction of the SCC classroom teacher (plans, work, grading, etc).</p>		
<p>4. SCC Monitoring- Private School &amp; Charter School</p>	<p>Process for Maintaining SCC Status of Private School and Charter School Teachers Servicing Title I Students</p>	<p>Aretha Young, HR Brad Palmer, Title I Thomas Webber, Title I</p>	<p>1. Private School or Charter School tutors will be selected based on their SCC status.</p> <p>2. Brad Palmer and Thomas Webber will work with the Third-Party Contractor (if services are not provided by LEA) and the Charter Schools to find SCC tutors to hire.</p> <p>3. Thomas Webber will review each tutors SCC qualifications and make the final SCC determination.</p> <p>4. The SCC tutor will sign a contract with HCPS and will confirm that they remain SCC as a condition of their employment.</p> <p style="text-align: center;">Or</p> <p>1. A Private Vendor will be contracted to provide Title 1 services to qualifying Title 1 or Charter School students, and will verify and maintain SCC status of their employees who work with Title 1 students. Thomas Webber review tutors SCC at the beginning of each year.</p>	<p>Beginning of the School Year</p>	

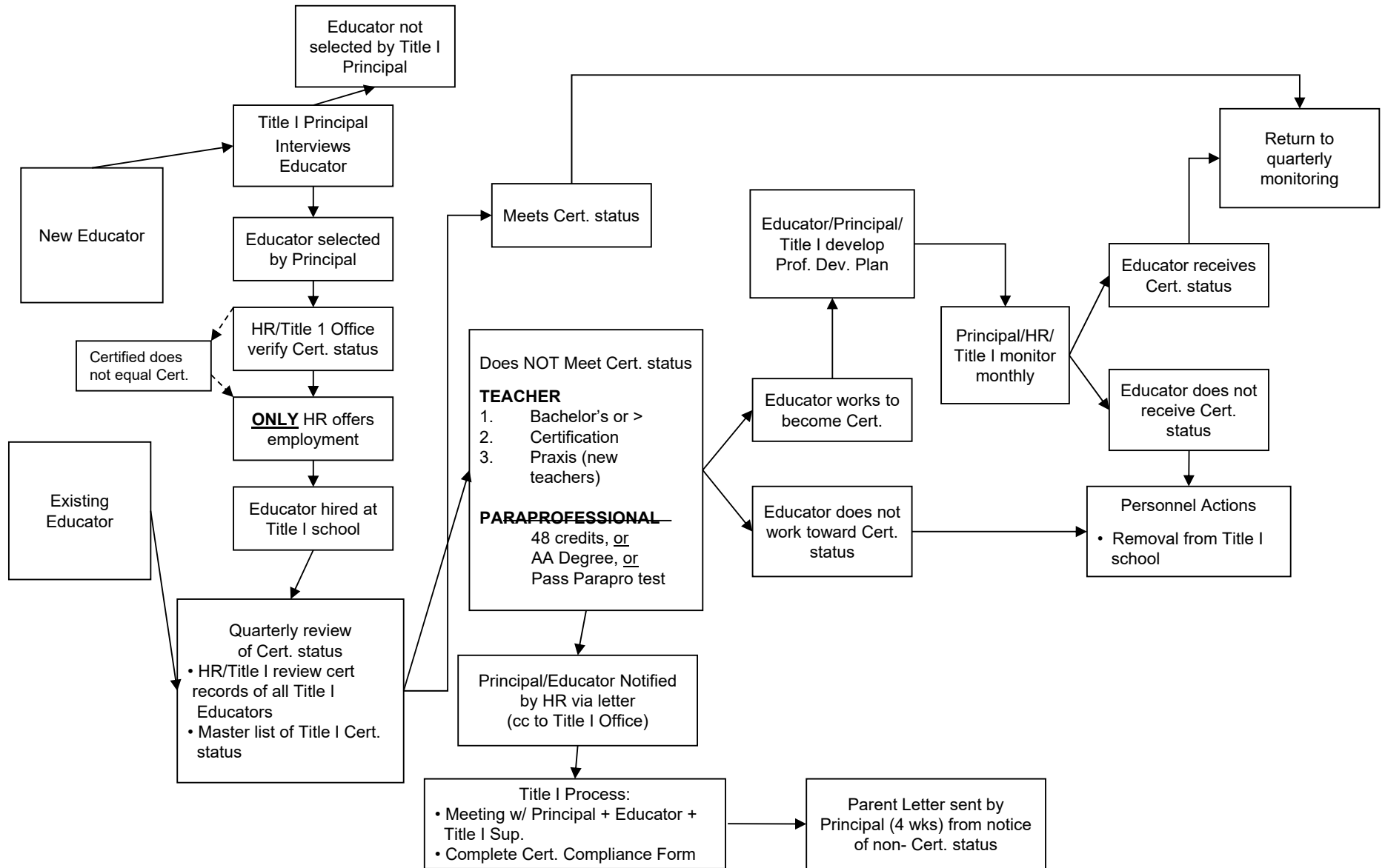
Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
5 Internal Transfers	Process for ensuring that internal transfers at the end of the school year remain compliant with SCC requirements	Title 1 Principals Aretha Young, HR Brad Palmer, Title I	<ol style="list-style-type: none"> <li>1. Principals will complete the “Grade Level Change-Internal Transfer” form in early May and return to Brad Palmer.</li> <li>2. Brad Palmer and Aretha Young will review the list from each school and consult with Aretha Young if there are any questions.</li> <li>3. Principals will receive the completed “Grade Level Change-Internal Transfer” in early June with the approval or denial of the internal transfers.</li> </ol>	<p>May of each year</p> <p>June of each year</p>	
6 Role of the Paraprofessional	Process for ensuring that instructional Paraprofessionals work under the direct supervision of and within close proximity with an SCC teacher	Title 1 Principals Title 1 Teachers Title 1 Paraprofessionals Title 1 Teacher Specialists Aretha Young, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> <li>1. Training to ensure that all Title 1 school-based staff understand the role of the instructional paraprofessional, training will occur as follows: <ol style="list-style-type: none"> <li>a. Principals will be trained/informed annually by Brad Palmer (SAN)</li> <li>b. Teachers will be trained annually by Title 1 Teacher Specialists (SAN)</li> <li>c. Paraprofessionals will be trained annually by Title 1 teacher specialists (SAN)</li> </ol> </li> <li>2. Title 1 Principals will ensure that instructional paraprofessionals are working under the direct supervision of and within proximity with an SCC teacher by: <ol style="list-style-type: none"> <li>a. Informal observations</li> <li>b. Formal observation and evaluation process</li> <li>c. In-school professional development</li> </ol> </li> <li>3. The Title 1 Office will ensure that instructional paraprofessionals are working under the direct supervision of and within proximity with an SCC teacher by: <ol style="list-style-type: none"> <li>a. Title 1 Principal meetings</li> <li>b. Analysis of the formal teacher observations and evaluations</li> <li>c. Walkthrough audit by Title I Office</li> </ol> </li> </ol>	<p>Annually – Beginning of the school year</p> <p>On-going</p> <p>On-going</p>	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
6 Role of the Paraprofessional (contd.)	Process for ensuring that instructional Paraprofessionals work under the direct supervision of and within close proximity with an SCC teacher	Title 1 Principals Title 1 Teachers Title 1 Paraprofessionals Title 1 Teacher Specialists Aretha Young, HR Brad Palmer, Title 1	4. The Title I Office will ensure that paraprofessionals are not being used as substitutes for classroom teachers. <ul style="list-style-type: none"> <li>a. Inform/train principals</li> <li>b. Walkthrough audits by Title I Office</li> </ul>	On-going	
7 TAS Teachers – Non substitute assignment	Process for ensuring that TAS teachers are not used as substitute for regular teachers.	Title I TAS Principals Title I TAS Teacher Specialist Title I Central Office Personnel	1. The TAS Principals and TAS Title I Teacher Specialist will ensure that TAS teachers are not assigned as substitutes for regular teachers. <ul style="list-style-type: none"> <li>a. Principals will oversee at the school</li> <li>b. TAS Teacher Spec will oversee at the school</li> </ul> 2. The Title I Central Office Personnel will ensure that TAS teachers are not assigned as substitutes for regular teachers. <ul style="list-style-type: none"> <li>a. Train principal and Teacher Spec</li> <li>b. Perform informal walk-throughs to ensure compliance.</li> <li>c. Verify against payroll</li> </ul>	On-going	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
<p>8 LEA has a system in place to identify and address Disparities that result in low-income students and minority students being taught by 1. Ineffective, 2. Inexperienced, or 3. out of field teachers at a higher rate than other students (Reg 3-Section 1111(g)(1)(B) and Section 1112(b)(2))</p>	<p>Process for identifying and addressing any Disparities.</p>	<p>Title I Principals Title I Central Office Personnel HCPS Coordinator of Teacher Induction HCPS Manager of Equity and Assurance HCPS Office of HR – Staffing Personnel HCPS Office of Technology – Programmer / Analyst</p>	<ol style="list-style-type: none"> <li>1. Data will be collected in June of each school year, to be analyzed for the following year, in the areas of: <ul style="list-style-type: none"> <li>Ineffective, Inexperienced, or out of field Teachers across HCPS</li> </ul> </li> <li>2. Teacher Data will be pulled by HRIS Analyst.</li> <li>3. Student Class data will be pulled by Programmer / Analyst</li> <li>4. Data will be reviewed by Title I Supervisor, specifically examining demographics breakdowns and percentages of Title I schools.</li> <li>5. Annual meetings will be held with HCPS Coordinator of Teacher Induction, and the HCPS Office of HR to review data and gather input to address the issues.</li> <li>6. If inequity is determined, steps will be taken at the LEA and school level to address the inequity, if possible, and/or strategies and activities (e.g., new teacher trainings and supports) will be implemented to mitigate the inequity.</li> </ol>	<p>Annually</p>	

# Harford County Public Schools – SY 2020-2021

## Flowchart for Maintaining Staff Certification Status of Title I Educators (Teachers and Paraprofessionals)







**DISPARITY CHART**

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

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

The HCPS Teacher Disparity Data was pulled based upon the end of the 2019-2020 school year on June 16, 2020, through the cooperation and assistance, from Human Resources Information Specialist (Teacher Data) and Office of Technology Programmer (student data by teacher match).

**Inexperienced Teachers**

	Inexperienced teachers teaching American Indian/ Alaska Native students		Inexperienced teachers teaching Asian students		Inexperienced teachers teaching Black/African American students		Inexperienced teachers teaching Hispanic students		Inexperienced teachers teaching Multiple Race students		Inexperienced teachers teaching Native Hawaiian/Pacific Islander students		Inexperienced teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>	23	57.5%	31	27.2%	79	42.9%	77	40.1%	74	39.2%	12	57.1%	78	37.9%
<b>Non-Title I</b>	17	42.5%	83	72.8%	105	57.1%	115	59.9%	115	60.8%	9	42.9%	128	62.1%
<b>Difference</b>	6	15%	-52	-45.6	-26	-14.2%	-38	-19.8%	-41	-21.6%	3	14.2%	-50	-24.2%

**Ineffective Teachers – No Teachers were identified as Ineffective within HCPS during the 2019-2020 School year.**

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

**Out of Field (OOF) Teachers – 1 Teacher was teaching students Out of Field, in a Non-Title I HCPS School during the 2019-2020 School Year.**

	OOF teachers teaching American Indian/ Alaska Native students		OOF teachers teaching Asian students		OOF teachers teaching Black/ African American students		OOF teachers teaching Hispanic students		OOF teachers teaching Multiple Race students		OOF teachers teaching Native Hawaiian/Pacific Islander students		OOF teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Title I</b>	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
<b>Non-Title I</b>	0	N/A	1	100%	0	N/A	1	100%	0	N/A	0	N/A	1	100%
<b>Difference</b>	0	N/A	-1	-100%	0	N/A	-1	-100%	0	N/A	0	N/A	-1	-100%

**Harford County Public Schools  
Component B – Schoolwide Programs 2020-2021**

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date /Notes
Appropriation of Title I Funds	Title I Supervisor, Title I Assistant Supervisor, Office of Finance	Title I Office and Office of Finance work closely to ensure all funds for Title I schools are effectively appropriated with ongoing weekly contact between both departments.	Ongoing July 1, 2020	
Appropriation of Title I Funds	Title I Supervisor, Title I Assistant Supervisor, Office of Finance	Title I Office and Office of Finance communicate weekly to ensure the coordination of funds.	Ongoing July 1, 2020	
Staff development – 4 School-wide components	Title I Office	Title I Office provides continuous staff development, on the 4 School-wide components, to Title I Teacher Specialists	Ongoing July 1, 2020– June 30, 2021	
Staff development – 4 School-wide components	Title I Teacher Specialists	Through the facilitation of the Title I Teacher Specialists, school performance and achievement teams will address and discuss the 4 school wide components during , school performance and achievement team meetings	Ongoing July 1, 2020 – June 30, 2020	
School-wide component checklist incorporated SPA	Title I School Performance and Achievement Teams	The School-Wide Component Matrix is incorporated into each school’s Title I SPA (School Performance and Achievement) plan The School wide Component Matrix details each of the 4 School wide Components and on which page they are found. The School wide component checklist is essentially included in each School’s SPA plan.	Ongoing	
Peer Review Process	Title I School Performance and Achievement Teams	During the Peer Reviews, each school is assigned a Teacher Specialist that will review and provide feedback on the school’s SPA plan. This will occur at a	October – December Completed before December 15, 2020	

		Teacher Specialist meeting facilitated by the Title I Coordinators.		
Peer Review Process	Title I Teacher Specialists	The Title I Teacher Specialist will provide written feedback using the Peer Review Feedback form. If any of the 4 School-Wide components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the SPA plan will come second.	December, 2020	
Peer Review Process	Title I School Performance and Achievement Teams	After this review, the Title I Teacher Specialist will provide their school's feedback at the next SPA meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed. A copy of all feedback will be provided to the Title I Coordinators.	Revisions due December, 2020	
Peer Review Process	Title I Coordinators	After the Title I SPA plan Peer Review, Title I Coordinator will review all School Improvement Plans and Peer Review Schoolwide component checklist feedback forms to ensure completion of Title I School Wide components  If any SPA plans did not adequately address any of the 4 School-Wide components. The central Title I Office will review the SPA plan, offer suggestions, and meet with ILT and SIT to ensure the components are addressed.	Late January, 2021	

Schoolwide Plan Review— Evidence Based Strategies	Title I Office, Office of Accelerated Learning and Intervention	The Title I Office and the Office of Accelerated Learning and Intervention will discuss evidence-based strategies paid for using Title I funds.	Ongoing July 1, 2020 – June 30, 2021	
Ongoing Review of 4 School-wide Components	Title I School Performance and Achievement Teams	School Performance and Achievement Teams review 4 components to ensure implementation.	Ongoing July 1, 2020 – June 30, 2021	
Ongoing Review of 4 School-wide Components	Title I Office, Title I School Performance and Achievement Teams	Title I principals and teacher specialists maintain binders/bins that are divided into the 4 components. Evidence of each component is filed and maintained. Title I Coordinators monitors and reviews all evidence on a quarterly basis. Title I principals meet periodically to discuss progress and student needs. Title I Teacher Specialists meet with Title I Coordinators on a quarterly basis to discuss additional support, if needed.	Ongoing July 1, 2020 – June 30, 2021	
Onsite Internal Program Review Audit	Title I Office, Title I School Performance and Achievement Teams	For the 2020-2021 School Year, the Title I Office will conduct Internal Review Audits for each of the Title I Schools in the Fall of 2020. Purpose of the audit review is to ensure that schools develop schoolwide programs that use the flexibility provided to them by law to improve the academic achievement of all students in the school by including the four components in all schoolwide programs. After the internal audit, schools receive an internal program review audit letter and a	October-December	

		summary document. Notification of compliance and/or findings are shared at this time. If required, corrective action plans will be developed.		
Ongoing Review of 4 School-wide Components	Title I Office, Title I ILT, Title I School Performance and Achievement Teams	Title I Coordinators meet with ILT (Instructional Leadership Team), SPA team (School Performance and Achievement) to review ongoing implementation of the 4 components.	Ongoing July 1, 2020 – June 30, 2021	
School-wide Plan—review and revise with parents and representatives of the school community	Title I Office and Title I School Performance and Achievement Teams	Annually review and revise Schoolwide Plans with Parents and representatives of the school community <ul style="list-style-type: none"> <li>• SPA plans can be accessed via school website</li> <li>• Parents are provided with SPA plans at a glance</li> <li>• Parents are invited to attend and participate in SPA Team meetings</li> </ul>	Ongoing July 1, 2020 – June 30, 2021	
Schoolwide Plan—The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs	Title I Office (School Readiness Program, MAES Judy Center, HCPS Office Early Childhood	Title I Coordinators annual review the Title I School Readiness Program, Title I Office jointly participates in monthly Judy Center meetings to consolidate resources for assisting preschool children in the transition from early childhood programs to local elementary school programs	Ongoing July 1, 2020 – June 30, 2021	

# PROCEDURE

Harford County Public Schools

PROCEDURE TITLE: <b>STUDENT DISCIPLINE</b>		
ADOPTION/EFFECTIVE DATE: <b>09/11/2014</b>	MOST RECENTLY AMENDED: <b>09-01-2017</b>	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: <b>Students</b>		

## I. Purpose

Purpose of this procedure is to establish definitions, criteria and process relating to the discipline of students.

## II. Definitions

- A. In-school suspension means the exclusion within the school building of a student from the student's regular educational program for up to but not more than ten school days in a school year for disciplinary reasons by the school principal.
- B. Short-term suspension means the removal of a student from school for up to but not more than 3 school days for disciplinary reasons by the principal.
- C. Long-term suspension means the removal of a student from school for a time period between 4 to 10 school days for disciplinary reasons by the principal.
- D. Extended suspension means the exclusion of a student from the school for a specified period of time between 11 and 45 school days by the superintendent or his/her designee.
- E. Expulsion means the exclusion of the student from the student's regular school program for 45 school days or longer.

## III. Interventions and Supports

- A. The superintendent/designee will ensure staff receives training and resources to implement this procedure.
- B. Through the school improvement process schools will analyze school discipline data and develop strategies to address student needs.
- C. When students demonstrate behavioral infractions, school administrators will ensure that disciplinary consequences include opportunities for students to

# PROCEDURE

understand the nature of the behavioral infractions and how to avoid future violations.

## IV. Offenses

The school principal has the right and authority to discipline students including suspension\* and referral to the superintendent of schools for further action for offenses including but not limited to:

- class cutting
- tardiness
- truancy
- alcohol
- inhalants
- drugs
- tobacco
- firearms
- other guns
- other weapons
- physical attack on a teacher
- verbal or physical threat to teacher, staff or other adults
- physical attack on a student
- verbal or physical threat to a student
- fighting
- causing serious bodily injury
- extortion
- sexual attack
- sexual harassment
- sexual activity
- arson/fire
- false alarms/bomb threats
- explosives
- disrespect
- insubordination
- harassment
- bullying
- classroom disruption
- inciting or participating in a disturbance
- academic dishonesty/cheating
- inappropriate use of telecommunications
- theft
- trespassing
- unauthorized sale or distribution
- vandalism/destruction of property
- refusal to obey school rules
- acts that disrupt or disturb the normal operations of the school
- acts that jeopardize the safety or security of students, employees or others
- use or possession of any inhalation device unless permitted by Board Policy, a 504 Plan or an Individualized Education Program (“IEP”) (including, but not limited to, a vaping device, hookah pipe or e-cigarettes).

\* Students who commit attendance related violations are subject to school-based disciplinary consequences, but may not receive out-of-school suspension.



## V. General Procedures

- A. School administrator will investigate any alleged violation of school policies or rules in a timely manner and complete the applicable incident report.
- B. If, at the conclusion of the investigation, the school administrator finds that there has been a disciplinary offense, consequent action will be in accordance with the provisions of this procedure.
- C. Disciplinary offenses committed by student that would constitute violation of criminal law if committed by an adult will be reported to appropriate law enforcement officials.
- D. All data from incident reports will be entered into the student records management system.
- E. Copies of disciplinary referrals describing a student's behavioral violation and correspondence to parents will be kept in a discipline file and maintained as part of the student's educational record
- F. Discipline will be administered using a range of consequences
  - 1. Administrators shall administer discipline in a progressive manner as appropriate by imposing, without limitations, the following consequences:
    - a. Conference with the parent, student and school administrator
    - b. Referral to the school counselor or other student services personnel for appropriate intervention
    - c. Suspension of bus transportation
    - d. Behavior contracting
    - e. Detention or Saturday morning detention
    - f. Exclusion from regular school activities
    - g. Removal of privileges to participate in extracurricular activities including sports, clubs, rehearsals, performances, etc.
    - h. School intervention, in- and out-of school suspension, or expulsion.
  - 2. When determining an appropriate consequence for a violation, administrators will consider:
    - a. The nature and severity of the incident.

# PROCEDURE

## Harford County Public Schools

- i. Whether the offense posed an imminent threat of serious harm to the health and safety of oneself or others.
  - ii. Whether the offense interfered with the rights, privileges, or property of others.
  - iii. Whether the student has engaged in chronic and extreme disruption of the educational process
  - iv. Whether the violation would be considered a criminal offense if committed by an adult.
- b. The student's previous violations, consequences, and/or interventions for the same or related offenses.
  - c. The relationship between the offense and the consequence.
  - d. The age of the student.
  - e. Any specific consequences set forth in other system policies or procedures.
  - f. Any relevant information provided by the parent.
  - g. Any other relevant information.

### VI. Suspension and Expulsion

- A. Under Maryland law, school principals have the authority to suspend students for improper conduct for periods of 10 school days or less. Suspensions of longer than 10 school days are within the authority of the superintendent of schools or his/her designee. Md. Code Ann., Ed., Art. 7-305 and COMAR 13A.08.01.11 set forth the procedure to follow in the event of a short term suspension, extended suspension or expulsion.
- B. The Superintendent may deny attendance to any student who is currently expelled or on extended suspension from another school system for a length of time equal to that expulsion or extended suspension. Also, information relating to the discipline of a student, including information on an expulsion of a student, will be forwarded to another school system upon request.
- C. Students enrolled in Pre-Kindergarten through Second Grade may not be suspended or expelled except as provided in paragraph D below.
- D. Students enrolled in Pre-Kindergarten through Second Grade may be suspended,
  - a. for a period not greater than five (5) school days if the school administration, in consultation with the school psychologist or other mental health professional, determines there is an imminent threat of serious harm to other students or staff that

- cannot be reduced or eliminated through intervention and supports; or
- b. if required by federal law.

### VII. Behavior Which Has Taken Place Off School Property

- A. Students may be disciplined, including suspension or expulsion, for behavior which has taken place off school property and/or beyond the school day. If the behavior is determined by the principal to impact the educational environment of the school, the safety and/or welfare of other students and/or staff, and/or the maintenance of school order and discipline, the principal may suspend the student for up to ten school days. If the nature and severity of the off-school property behavior warrants it, the principal may refer the student to the office of the Superintendent of Schools with the recommendation for further disciplinary action. If the Superintendent concurs with the findings of the principal, an extended suspension/expulsion may be imposed.
- B. Behavior which has taken place off school property and/or beyond the school day for which a student may be subject to school disciplinary procedures includes, but is not limited to: committing or attempting to commit murder, rape, assault with a deadly weapon, a serious assault, robbery, threat or extortion, arson, distribution and/or sale of controlled dangerous substances or alcohol, other criminal actions, or other actions which could be subject to criminal prosecution by law enforcement or juvenile authorities whether prosecution has or does take place.

### VIII. Minimum Education Services

- A. Each student suspended or expelled out-of-school who is not placed in the Alternative Education Program shall receive daily classwork and assignments from each teacher which shall be reviewed and corrected by teachers on a weekly basis and returned to the student; and
- B. Each principal shall assign a school staff person to be the liaison between the teachers and the various students on out-of-school suspension or expulsion and to communicate weekly about classroom assignments and school related-issues by phone or e-mail with those out-of-school students and their parents.

### IX. Restitution

If a student is determined to have violated these discipline policies or a school regulation and in the course of that violation damaged or destroyed school property or the property of another on school property, the principal shall require the student or the student's parent to make restitution. Restitution amounts will be

# PROCEDURE

pursued as permitted by law. The principal may assign the student to a school work project if the principal determines that this is an appropriate means to provide restitution for all or a part of the damage to property.

## X. Offenses Subject to Referral

Students shall receive a ten day suspension and referral to the superintendent of schools with the recommendation for further disciplinary action for certain offenses including, but not limited to, the offenses listed below. Variations from these guidelines may occur after consultation with the Superintendent's designee, Director of Student Services or appropriate school executive director.

### A. Drug/alcohol-related offenses (See Section XI)

1. Possession or use of a controlled dangerous substance, alcohol, an inhalant or other intoxicant, or to be in possession of paraphernalia or a substance misrepresented to be a controlled dangerous substance or alcohol.
2. Sale, distribution, or transference of a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant, paraphernalia or substance misrepresented to be a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia.
3. Second violation of possession/use of over-the-counter medication and prescription medication.

B. Verbal or Physical Threat on Staff - Verbal or physical conduct, whether intentional or unintentional, which places a school employee in reasonable fear of a physical attack as defined below whether or not such physical attack occurs.

C. Physical attack - Intentional harmful or offensive physical touching of a school employee; or touching, whether intentional or unintentional, of a school employee who is intervening in a fight or other disruptive activity.

D. Dangerous Weapons - Possession or using an object which reasonably could cause physical harm or injury to a person, or an object which is represented to be and a reasonable person would conclude was a dangerous weapon and for which there is no reasonable or legitimate cause for the student to possess or use on the property of the Harford County Public Schools, or a school sponsored activity.

Dangerous weapons shall include, but are not limited to, the following: a firearm of any kind, whether loaded or unloaded, operable or inoperable, including any object which is a look-alike of a firearm, even though

# PROCEDURE

incapable of operation; knives of any kind (including, but not limited to, a switchblade knife, a star knife, a dirk knife, a hunting knife); a straight razor; a spiked glove, spiked wristband, or spiked ring; metal knuckles; nunchaku; explosive devices; chemical mace, household chemicals, tear gas, or pepper spray.

Firearm means:

1. any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
2. the frame or receiver of any weapon described above;
3. any firearm muffler or firearm silencer;
4. any explosive, incendiary, or poison gas, including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device;
5. any weapon which will, or which may be readily converted to, expel a projectile by the action of a propellant, and which has any barrel with a bore of more than one-half inch in diameter;
6. any combination of parts either designed or intended for use in converting any device into any destructive device described in the two preceding examples, and from which a destructive device may be readily assembled.

Further, in compliance with the Gun-free Schools Act of 1994 and Section 7-305 of the Annotated Code of Maryland, a student who has been determined by the expelled for a minimum of 365 consecutive days. The Superintendent may specify, on a case-by-case basis a shorter period of expulsion for a student expelled under the provisions of the Gun-Free Schools act of 1994. Any student suspended for bringing a firearm onto school property shall not be permitted to enroll in the Alternative Education Program. Students served under an IEP or 504 plan may not be subject to this provision.

- E. Arson/Fire - Attempting to, aiding in, or setting fire to a building or other school property.
- F. Serious Bodily Injury - Bodily injury which involves (1) substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of a function of a bodily member, organ or mental faculty.
- G. Sexual Attack - Physical sexual attack on a staff member or student.

H. False Alarm/Bomb Threat - The conveyance of threats or false information concerning the placement of explosive or destructive substances. Initiating a report warning of a fire or other catastrophe without cause in person, by phone or portable communication device. Misuse of 911. Discharging a fire extinguisher.

### XI. Student Possession, Use or Transference of Controlled Dangerous Substances

The Board of Education of Harford County is committed to promoting and providing a drug-free academic environment for all students and providing appropriate safeguards with respect to the administration of prescription medication and over-the-counter products, and believes that collaboration with parents and the larger committee is essential to achieving a drug-free environment. School system efforts to deter the use of alcohol and other drugs by students will include a comprehensive program designed to inform students of the negative effects of alcohol and other drug use, to provide parents referral information on evaluation and treatment services related to student use of alcohol and other drugs, as well as appropriate consequences for students who violate this policy.

#### A. Definitions

1. Controlled Dangerous Substance (CDS) - Controlled dangerous substances include, but are not limited to, the substances listed in Title 5 of the Criminal Law Article. In addition, substances including medicine not registered with the school nurse, which are intended, implied, or reasonably perceived to produce the same or similar effects as substances listed in Title 5 are also regarded as controlled dangerous substances.
2. Medicine - Any preparation used in treating disease or illness. This includes prescription and over-the-counter drugs.
3. Inhalant or other intoxicant - any compound or substance (such as glue and solvents) which may cause a loss of self-control or inebriation.
4. Paraphernalia – items which are commonly used for the purpose of the ingestion of drugs. Typical paraphernalia would include but are not limited to: pipes for the smoking of marijuana, manufactured paper, homemade clips or wire-formed devices used for holding marijuana "roaches," gelatin capsules, measuring spoons, scales, strainers, and other items as defined by law.
5. Substance Misrepresented - A substance which a student leads others to believe is a controlled dangerous substance, implies is a controlled dangerous substance, or will produce the effects of a controlled dangerous substance.

6. Transference - To pass to another person or to make reasonably available to another person a controlled dangerous substance or medicine or alcohol or paraphernalia or a substance misrepresented to be a controlled dangerous substance.
- 
- B. A student who has been found to be either in possession of or to be using a controlled dangerous substance, alcohol, an inhalant or other intoxicant, or to be in possession of paraphernalia or a substance misrepresented to be a controlled dangerous substance or alcohol may be suspended for ten school days by the principal and referred to the office of the Superintendent of Schools for further disciplinary action. If the Superintendent concurs with the findings of the principal, an extended suspension or expulsion will be imposed after considering the nature and severity of the behavior and other factors related to the student's school record. In addition, the appropriate police agency will be notified promptly.

If the parent(s) and the student agree to participate in a substance abuse evaluation at the Harford County Mental Health and Addictions/Adolescent Addiction Services and agree to follow the recommendations for treatment made as part of that evaluation, at no cost to the Harford County Public Schools, the Superintendent of Schools will reduce the length of the suspension which would otherwise be imposed. This option will not be offered for transference of a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia or substance misrepresented to be a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia.

Further, this option is contingent upon the continuing availability of funding to the Harford County Mental Health and Addictions/Adolescent Addiction Services to enable that agency to provide this service.

- C. Any offense for the actual transference of a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia or substance misrepresented to be a controlled dangerous substance, medicine, alcohol, an inhalant or other intoxicant or paraphernalia will result in a ten-day suspension of the student by the principal and a referral to the office of the Superintendent of Schools with the recommendation for further disciplinary action. If the Superintendent concurs with the findings of the principal, the Superintendent may extend the suspension or expel the student after considering the nature and severity of the behavior and other factors related to the student's school record. In addition, the appropriate police agency will be notified promptly.

# PROCEDURE

Harford County Public Schools

## D. Over-the-Counter and Prescription Medications

Students are not permitted to possess or use over-the-counter medication on school buses or on school property, except as permitted by Board of Education Policy 02-0047-000, Possession and Self-Administration of Medication. Violations of this policy will result in disciplinary action to the student, with a parent conference available immediately to clarify this policy.

- E. When a student is determined to be in violation of HCPS drug and alcohol policies, parent(s) and the student will be provided with information regarding available resources in the community and encouraged to seek appropriate evaluation and treatment for the student.

### Approved By:



Barbara P. Canavan  
Superintendent of Schools



# PROCEDURE

Harford County Public Schools

Procedure Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	9/2/14				
Amended	9/11/14				
Amended	11/17/15				
Amended	09-01-17				

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: <b>Bernard Hennigan</b>	JOB POSITION OF LAST EDITOR/DRAFTER: <b>Director of Student Services</b>
PERSON RESPONSIBLE: <b>Patrick P. Spicer</b>	JOB POSITION OF PERSON RESPONSIBLE: <b>General Counsel</b>
DESIGNEE NAME:	DESIGNEE POSITION:

## LEGAL REFERENCES<sup>1</sup>

References are set forth in the Procedure.

---

<sup>1</sup> All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

# POLICY

POLICY TITLE: <b>STUDENT DISCIPLINE</b>		
ADOPTION/EFFECTIVE DATE: <b>6/11/1990</b>	MOST RECENTLY AMENDED: <b>7/21/14</b>	MOST RECENTLY REAFFIRMED: <b>04/10/2017</b>
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: <b>Students</b>		

## I. PURPOSE

The purpose of this policy is to set forth the position and philosophy of the Board regarding student discipline.

## II. DEFINITION

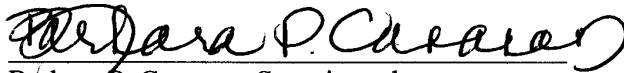
- A. Expulsion: Means the exclusion of the student from the student's regular school program for 45 school days or longer.
- B. Suspension: Means the exclusion of a student from the student's regular program for a designated period of school days.
- C. Student Misconduct: Any act or omission by a student while under the control or supervision of HCPS or at other times in accordance with Section III. B. below, which violates, Board policies, Harford County Public School Student Disciplinary Procedures, Harford County Public School procedures generally, school rules; or, violates criminal law; or, would violate criminal law had the student been an adult.

## III. Statement of Policy

- A. The Board commits to an approach to the discipline of students who have committed acts of misconduct which:
  - 1. maintains order, safety and discipline necessary for effective learning;
  - 2. fosters, teaches and acknowledges positive behavior;
  - 3. keeps students connected to school so they may graduate and be career ready;

4. allows for discretion in imposing discipline;
  5. addresses ways in which educational and counseling needs of a suspended student may be met;
  6. uses expulsion and suspension as discipline when other disciplinary actions have been used without success or would be insufficient given the nature and extent of the misconduct in question.
- B. Acts of students which occur when students are not subject to the control and supervision of Harford County Public Schools including acts occurring off campus, shall be subject to discipline if such acts reasonably could or have jeopardized the safety of any member of the school community or the school environment or disrupted the educational process.
- C. The Superintendent shall issue such procedures as may be required to implement this policy.

**Board Approval Acknowledged By:**



Barbara P. Canavan, Superintendent  
Board of Education of Harford County

# POLICY

## Harford County Public Schools

Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	6/11/1990	Amended	6/10/1996	Reaffirmed	04/10/2017
Amended	7/8/1991	Amended	4/14/1997		
Amended	5/10/1993	Reaffirmed	4/22/2002		
Amended	6/12/1995	Amended	7/21/14		

Responsibility for Policy Maintenance & References	
LAST EDITOR/DRAFTER NAME: <b>Unknown</b>	JOB POSITION OF LAST EDITOR/DRAFTER: <b>Unknown</b>
PERSON RESPONSIBLE:	JOB POSITION OF PERSON RESPONSIBLE:
DESIGNEE NAME: <b>N/A</b>	JOB POSITION OF DESIGNEE: <b>N/A</b>
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: School Administration - .02.08.024	

### LEGAL REFERENCES<sup>1</sup>

All references are set forth in the Policy.

<sup>1</sup> All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

Maryland State Department of  
Education

Reducing and Eliminating  
Disproportionate Impact of  
School Discipline

Local Action Plan



Local Educational Agency Name: Harford

**Maryland State Department of Education  
Division of Student, Family, and School Support/Academic Policy  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595**

**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

**Brigadier General William I. Sumpter (Ret.)**  
President, Maryland State Board of Education

**Larry Hogan**  
Governor

**Sylvia A. Lawson, Ph.D.**  
Chief Performance Officer

**Mary L. Gable**  
Assistant Superintendent of Schools  
Division of Student, Family, and School Support/Academic Policy

**Christy G. Thompson, Ed.D.**  
Executive Director  
Division of Student, Family, and School Support/Academic Policy

**Walter J. Sallee, MPA**  
Director, Student Services and Strategic Planning  
Division of Student, Family, and School Support/Academic Policy

**Kimberly A. Buckheit**  
Specialist School Completion & Alternative Programs  
Division of Student, Family, and School Support/Academic Policy

The MSDE does not discriminate on the basis of race, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Agency Equity Officer  
Equity Assurance and Compliance Office  
Office of the Deputy State Superintendent for Finance and Administration  
Maryland State Department of Education  
200 W. Baltimore Street - 6th Floor  
Baltimore, Maryland 21201-2595  
410-767-0433 - voice  
410-767-0431 - fax  
410-333-6442 - TTY/TDD



## **Table of Contents**

<b>Introduction and Purpose</b>	<b>3</b>
<b>Local Action Plan Certification</b>	<b>4</b>
<b>Reducing and Eliminating Disproportionate Impact Action Plan Team Members</b>	<b>5</b>
<b>Part 1: Executive Summary</b>	<b>6</b>
<b>Part 2: Data Summary</b>	<b>7</b>
<b>Part 3: Analyzing Questions</b>	<b>9</b>
<b>Part 4: Strategic 3-Year Plan to Reduce and Eliminate Disproportionality</b>	<b>10</b>
<b>Plan Submission Procedures</b>	<b>12</b>



## **Introduction**

The Maryland State Board of Education (MSBE) has challenged itself and schools throughout the State to create a world class education system that prepares all of Maryland's students for college and career success in the 21st Century. To realize this challenge, we must create schools that are both welcoming and academically rigorous, which provide students with educational and social tools they need to succeed.

In July 2012, the MSBE issued a groundbreaking report on school discipline practices declaring that school discipline and academic success are equal partners in education reform. The report noted that school discipline practices, particularly out-of-school suspensions and expulsions, are linked to academic achievement for the simple reason that in order for students to have an opportunity to receive a world class education, they first and foremost need to be in school.

When a student is excluded from school, the exclusion impacts not just the student, but also the family and the school. For the student, suspensions are a leading factor in a student's decision to drop out of school. For the family that has young children, the risks associated with an unsupervised child must be balanced against the financial cost of missing work to stay home with that child. For the school, exclusionary discipline is often associated with less satisfactory ratings of school climate and negative achievement outcomes. When schools rely too heavily on exclusionary discipline, the impacts are both negative and cumulative<sup>1</sup>.

To spark reform in the area of equitable discipline, the MSBE adopted a regulation in January 2014, which directed the Maryland State Department of Education to develop a method to analyze school discipline data to determine whether school discipline practices are having a disproportionate impact on students of color and students with disabilities (COMAR 13A.08.01.21).

## **Purpose**

The purpose of the Reducing and Eliminating Disproportionate Impact Action Plan is to develop a plan of action to address out-of-school suspension and expulsion data determined to have a disproportionate impact on students of color and students with disabilities. This action plan outlines areas of focus for the reduction and elimination of disproportionality in local education agencies (LEAs). The action plan is a component of a statewide effort to reform school discipline and ensures that policies and practices related to student conduct foster appropriate behavior, create a positive school climate, and enhance safe environments. The goal is to reduce the impact within one year and eliminate it within three years.

---

<sup>1</sup> Maryland State Board of Education, *School Discipline and Academic Success: Related Parts of Maryland's Education Reform*, July 2012, available at: <http://archives.marylandpublicschools.org/NR/rdonlyres/42ED8EDA-AF34-4058-B275-03189163882D/32853/SchoolDisciplineandAcademicSuccessReportFinalJuly2.pdf>

**Local Action Plan Certification**

**Local Educational Agency (LEA) Submitting this Action Plan:**  
Harford County Public Schools

**Address:**

102 S. Hickory Avenue, Bel Air, MD 21014

**Local Educational Agency Contact Person (Name):**  
Paula Stanton, Ph.D.

**Telephone number:**

410-809-6065

**Email address:** paula.stanton@hcps.org

**WE HEREBY CERTIFY** that, to the best of our knowledge, the information provided in this Local Action Plan is accurate and complete and based upon the findings from the review of our disproportionality data analysis.



**Signature of Local Superintendent**

12 | 12 | 19

**Date**



**Signature of Local Point of Contact**

12 | 12 | 19

**Date**

**Reducing and Eliminating Disproportionate Impact  
Action Plan Team Members**

<b>Action Plan Team Members</b>	
<b>Name</b>	<b>Title</b>
Paula Stanton, Ph.D.	Supervisor of Equity and Cultural Proficiency
Laurie Namey	Principal, Magnolia Middle School; former Supervisor of Equity and Cultural Proficiency
Bernard Hennigan	Executive Director of Student Services
Heather Skopack	Principal, Bel Air Elementary School
Bantam Miller	HR Staff and Labor Relations Specialist
Brent Ritz	Former Asst. Principal, Edgewood High School
Pamela Ziegler	Principal, Joppatowne High School
Faith Buxton	Program Manager
Meredith Held	Culture and Climate Coach

## Part 1: Executive Summary

**Please provide a brief narrative (two or three paragraphs) describing areas of concern identified in the review of the disproportionality data provided by the MSDE and the local root cause analysis conducted by LSS and school personnel.**

In the review of disproportionality data for school years 2015-2016, 2016-2017, and 2017-2018, the areas of concern were disproportionate discipline of Black/African American students and Students with Disabilities. In Harford County Public Schools (HCPS) in 2018, Black/African American students represented 7,383 (19.5%) of the total enrollment of 37,826 students. Students with Disabilities represented 4,842 (12.8%) of the total enrollment. The Risk Ratio for African American Students in HCPS overall for 2018 was 3.73 for elementary and 2.86 for middle/high. The Risk Ratio for Students with Disabilities in HCPS overall was 3.09 in middle/high schools and 4.04 in elementary schools.

In order to understand and analyze this problem, we conducted a root cause analysis and identified likely root causes for each of the domains of influence. Upon closer examination of the likely root causes, we explored seven root causes for further investigation using data sources. The root causes were in the domains of Bias, Beliefs, and Barriers, Discipline Policies and Procedures, and Health and Wellness. In addition to reviewing the LSS data trends over 3 years, we also met with school principals of the six schools identified in this plan to identify root causes for individual school communities. We noted that schools identified as disproportionate were mostly due to suspensions of students with disabilities. Two of the six identified schools had disproportionate discipline data for Black/African American students at some point during the three-year period; however, no schools met the threshold levels of 3.0 in risk ratio and state comparison for this student group during all three years or during the most recent year of data (2018). We included goals for the reduction of removals for Black/African American students because of our overall LSS data and in consideration of schools to “watch” that were close to 3.0 in risk ratio OR state comparison.

The disproportionate review team developed 4 goals aimed at reducing disproportionate discipline of African American students and Students with Disabilities by 25% within 1 year and eliminating disproportionality within 3 years. In order to effectively address the areas of concern, HCPS will immediately begin to educate all schools about the impact of disproportionate discipline; work to provide professional development on Multi-tiered Systems of Support (MTSS), implicit bias and culturally responsive practices; and develop and refine data tracking tools that allow us to monitor and address disproportionate discipline at LSS and school levels.

**The disproportionate review team conducted a root cause analysis using the MSDE discipline root cause analysis model. Each of the five domains were reviewed with the following indicators emerging as likely root causes within our system.**

DOMAINS OF INFLUENCE	LIKELY ROOT CAUSE INDICATORS
Quality Instruction & Assessment	<ul style="list-style-type: none"><li>• Learning is passive, with teacher talking at students for the majority of class.</li><li>• Instructional activities are mass produced with little application to the real world.</li><li>• Students are scheduled into classes based upon annual summative assessment data and past course completion.</li></ul>

	<ul style="list-style-type: none"> <li>• Staff believe student behavior is influenced by factors outside of the classroom.</li> <li>• Assessment is used primarily as a method of sorting students and assigning grades.</li> </ul>
Discipline Policies & Procedures	<ul style="list-style-type: none"> <li>• Building and school system leaders have little knowledge about methods for responding to student misconduct</li> <li>• Behavior interventions are implemented inconsistently within schools and are not used effectively. There is no system by which to monitor student behavior trends.</li> </ul>
Bias, Beliefs & Barriers	<ul style="list-style-type: none"> <li>• School and district level staff say they believe all students can succeed, but actions taken demonstrate otherwise.</li> <li>• Students receive messages from staff that lead them to feel inadequate and that leaving school is their best option.</li> <li>• There is a hierarchy of academic course selections that leads to tracking of students and low expectations for a subset of the population.</li> <li>• Members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing a student from school allows others to learn and keeps schools safer.</li> </ul>
Health & Wellness	<ul style="list-style-type: none"> <li>• Only a select few members of the school and district level staff have knowledge related to signs of mental health concerns and can take action to assist a student or staff member in need.</li> <li>• Schools and systems may or may not be mindful of environmental and community stressors that can influence students and staff but take no action to reduce the impact upon teaching and learning.</li> </ul>
Safety & Security	<ul style="list-style-type: none"> <li>• Staff and/or students demonstrate little tolerance for individuals different than themselves. Cliques and student groups can be clearly defined by similar appearance and beliefs. No effort is made by school staff to recognize and celebrate differences among community members.</li> </ul>

The team chose to investigate further the following causes using the indicated data sources.

LIKELY ROOT CAUSE	DATA SOURCES USED TO INVESTIGATE
<ul style="list-style-type: none"> <li>School and district level staff say they believe all students can succeed, but actions taken demonstrate otherwise.</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment data</li> <li>Disproportionality data</li> </ul>
<ul style="list-style-type: none"> <li>Members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing a student from school allows others to learn and keeps schools safer.</li> </ul>	<ul style="list-style-type: none"> <li>Suspension by Offense Category, disaggregated by race and disability status.</li> </ul>
<ul style="list-style-type: none"> <li>Behavior interventions are implemented inconsistently within schools and are not used effectively. There is no system by which to monitor student behavior trends.</li> </ul>	<ul style="list-style-type: none"> <li>PBIS Action plans and IPIs</li> </ul>
<ul style="list-style-type: none"> <li>Only a select few members of the school and district level staff have knowledge related to signs of mental health concerns and can take action to assist a student or staff member in need.</li> </ul>	<ul style="list-style-type: none"> <li>ISS Data</li> <li>Office Discipline Referral Data</li> </ul>
<ul style="list-style-type: none"> <li>Schools and systems may or may not be mindful of environmental and community stressors that can influence students and staff but take no action to reduce the impact upon teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>ISS data</li> <li>Suspension Data</li> </ul>

Through this investigation the following root causes are addressed within this action plan.

- Members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing a student from school allows others to learn and keeps schools safer.
- Building and school system leaders have little knowledge about methods for responding to student misconduct
- Behavior interventions are implemented inconsistently within schools and are not used effectively. There is no system by which to monitor student behavior trends.

**CELEBRATIONS:**

Through the root cause analysis, the following celebrations were discovered and inform the action plan.

Bel Air Elementary Celebrations

- Overall suspension rate is low at approximately 1% for all students.
- The risk ratio and state comparison measures have declined each year since 2016.

#### Church Creek Elementary Celebrations

- Stop and Think taught in every classroom
- Check-in Check-out opportunities to build relationships
- Teacher Alliance Team-brainstorming best practices
- Strong communication between all stakeholders
- Regular PBIS team data analysis

#### Forest Lakes Elementary Celebrations

- FLES has a very low suspension rate for all students of less than 1% of the total enrollment.
- FLES referrals have decreased significantly (over 70%) in the last four years.

#### Prospect Mill Elementary Celebrations

- PBIS training in summer of 2019
- 2018 decrease in risk ratio of Black/African American subgroup for out-of-school suspensions
- Strengthening of SST to support students and families

#### Roye-Williams Elementary Celebrations

- No increase in number of suspensions of students with disabilities from 2017 to 2018

#### William S. James Elementary Celebrations

- Implementation of PBIS\*\* (17 – 18 SY)
- Revamping PBIS systems – summer of 2019
- Implementation of HOUSE program\*\* – (17 – 18 SY)
- Culturally responsive PD – Laurie Namey (2018 – 19 SY)
- Check in- check out program\*\* (19 – 20)
- RTI team meeting monthly in addition to the SST team\*\* (19 – 20)
- Implementation of JR House leaders (5<sup>th</sup> grade leaders)
- Learning Pals program\*\* (19 – 20)
- Book Clubs – *We Got This: Equity, Access, and the Quest to Be Who our Students Need us to Be* (18 – 19)
- Whole Brain Teaching PD
- Love and Logic: Positive Change for Classrooms PD

## Part 2: Data Summary

Based upon review of the data, please list the schools in the LSS that are identified as disproportionate using the Risk Ratio *and* State Comparison methodologies for **race/ethnicity** and/or **students with disabilities** in the table below. Schools listed should have a value of 3.0 or greater using both methodologies. Please list schools on the table beginning with elementary school, middle school, high school. Expand the table as needed.

<b>Identified Schools with Disproportionate School Discipline – Race/Ethnicity and/or Students With Disabilities</b>	
<b>Name of School</b>	<b>Elementary, Middle, High</b>
Bel Air Elementary School	Elementary
Church Creek Elementary	Elementary
Forest Lakes Elementary	Elementary
Prospect Mill Elementary	Elementary
Roye-Williams Elementary	Elementary
William S. James Elementary	Elementary

## Part 3: Analyzing Questions

### Identified Schools with Disproportionate School Discipline

For identified schools describe the **challenges** leading to the schools being identified as disproportionate (Risk Ratio and State Comparison values of 3.0 or greater). In the response, please include data from the analysis of root causes and other sources. The response should identify challenges in terms of grade level (elementary, middle, high, or combined) and student groups (race/ethnicity and students with disabilities). Expand the table as needed to address each school.

#### Bel Air Elementary School Challenges

- Risk ratio for students with disabilities is 11.54; however, the number of students suspended in the student group is (3/55) for 2018.

#### Church Creek Elementary School Challenges

- Previous professional development knowledge (culturally responsive instruction, PBIS, de-escalation portion of CPI) is not transferred to new hires.
- Limited knowledge of best practices for students with social/emotional disabilities

#### Forest Lake Elementary Challenges

- The number of suspensions in 2018 was 4, 3 of whom were students with disabilities. The number of suspensions of students with disabilities has been relatively consistent at 3 or 4 for the past 3 years.

#### Prospect Mill Elementary Challenges



- Classroom Support Program for students with very serious behavioral/mental health challenges
- Students transferring into the school with pattern of suspensions from previous school

Roye-Williams Elementary Challenges

- Number of suspensions of students with disabilities was 11/88 in 2018; 11/97 in 2017; 7/38 in 2016.
- While the number of suspensions has remained consistent or declined over the 3-year period, the risk ratio and state comparison are over the threshold.
- Inconsistency of staff members

William S. James Challenges

- Low numbers of SWDs, with suspension numbers of 3 – 4 students do not reflect the full picture of suspensions at William S. James.
- Administration changes (New Assistant Principal and Instructional Facilitator changes each year)
- Staffing changes – larger class sizes due to loss of teaching positions; loss of special education positions; loss of mentor teachers to support instructional and behavior management coaching.
- Tenure of Special Education staff: (Current staffing: 1 teacher – 6 years of experience; 3 teachers with 4 years' experience)
- Incorrect LRE placements

Describe the activities that will be used to address the challenges to ensure that the schools will eliminate disproportionality in three years. Include these strategies in the action plan on **Part 4: Strategic 3-Year Plan to Reduce and Eliminate Disproportionality.**

School name	Root cause	Strategies to address root cause
Bel Air Elementary School	Behavior interventions are implemented inconsistently within schools and are not used effectively. There is no system by which to monitor student behavior trends.	Initiate MTSS with quarterly "Pawsitive" celebrations and assemblies (positive recognition system). Student modeling identifying character traits in peers being celebrated and displayed. Hired a special educator dedicated to supporting and monitoring of discipline and academics with the use of token economies and other behavioral incentives to decrease suspension.
Church Creek Elementary	Building and school system leaders/teachers have limited resources regarding methods	Provide resources to school leaders (e.g. <i>The Culturally Proficient School</i> ) to facilitate

	for responding to student misconduct.	conversations that support improvements in school culture, and work with schools to develop action plans for cultural proficiency. Ensure that teachers are knowledgeable about IEPs including FBAs and BIPs. Special Education and General Education engage in professional development throughout the year.
Forest Lakes Elementary	Average suspensions over the last three years is 4 with suspensions of SWD being 3 at FLES. Limited resources are available to best address and meet students' behavioral needs.	Complete Functional Behavior Assessments and develop Behavior Intervention Plans. Request consultation from special education teacher specialists and coordinators, professional development on mental health and students' specified disabilities. Engage in professional development on restorative practice. Utilize Safe Harbor School-based therapy as support. Share disaggregated referral data of SWD during school performance assessment team meetings and determine interventions/adjustments to practice.
Prospect Mill Elementary	Schools and systems may not be mindful of environmental and community stressors that can influence students and staff but take no action to reduce the impact upon teaching and learning.	Assess home life factors of students in collaboration with the PPW to support student attendance and other contributing factors. Increase student mentoring opportunities. Provide opportunities for peer-coaching in Classroom Support Program. Monitor referral data by student groups. Use Levels of Services to Support students. Implement social skills lessons for identified students.
Roye-Williams Elementary	Building and school system leaders/teachers have limited resources regarding methods	Three-credit Continuing Credits course implemented by the principal to meet the

	for responding to student misconduct.	needs of the Special Education Team. Monthly focus on instructional and behavioral topics. Some topics determined by Principal and others by Special Education teacher needs. Specialists attend meetings when specialized support is needed. Weekly meetings with the Instructional Coach to examine instructional delivery, student work, and other student outcomes
William S. James Elementary	Members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing a student from school allows others to learn and keeps schools safer. Staff believe student behavior is influenced by factors outside the classroom.	Increase student mentoring or Check in/Check out (CICO)/Check and Connect opportunities at identified schools, including parent communication such as parent progress letters. Monthly RTI and SST meetings to identify outside factors that may be influencing school behavior and performance.  Students will be identified by school administration based on a threshold of absences or referrals which they set individually based on their need and the availability of the PPWs to assist. Continue to attend PBIS training and support sessions.

# The Local Action Plan 2019 Submission

**Part 4: Strategic 3-Year Plan to Reduce and Eliminate Disproportionality**

Based on the data, including the root cause analysis, develop an action plan using the template below. Include measurable goals, activities, time frame, indicators of progress, and persons responsible. Goals should address a root cause and be specific, measurable, attainable, relevant, and time-based (SMART). Activities should support the identified goal. Please refer to the example. Remember that this plan must reduce disproportionality after the first year of implementation and eliminate it over a three-year period. Please modify the table or add more tables as needed.

<b>Quality Instruction and Assessment</b>				
<b>Goal 1: By November 2020, HCPS will reduce the number of removals of students with disabilities by 25% at identified schools by consistent implementation of multi-tiered systems of support (i.e., positive behavior interventions and supports).</b>				
<b>Root Cause:</b> Members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing a student from school allows others to learn and keeps schools safer.				
<b>Activities</b>	<b>Timeframe (beginning and end)</b>	<b>Indicator(s) of progress</b>	<b>Person(s) Responsible (Position)</b>	<b>Goal Status (beginning after Year 1)</b>
Provide PD for new instructional staff on culturally proficient instruction.	August 2019 to June 2020	All identified schools implementing culturally responsive instructional strategies and equitable classroom practices as evidenced by the Equitable Classroom Practices Observation Checklist.	Dr. Paula Stanton, Supervisor of Equity and Cultural Proficiency  Equity and Cultural Proficiency Teacher Specialist	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
Increase the number of schools trained and implementing PBIS or MTSS Initiate MTSS with quarterly celebrations and assemblies.	June 2019 to August 2020	Increase number of trained PBIS or MTSS schools from identified schools list from 67% (4/6) to at least 83% (5/6). Artifacts from quarterly celebrations and assemblies	Dr. Paula Stanton, Supervisor of Equity and Cultural Proficiency	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started

Conduct PBIS walkthroughs with school staff at identified schools.	November 2019 and April 2020	At least 13/16 PBIS features present during walkthroughs in all identified schools (based on HCPS Tier I PBIS Classroom Walk Through form)	Dr. Paula Stanton, Supervisor of Equity and Cultural Proficiency Equity and Cultural Proficiency Teacher Specialist Culture and Climate Coach	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
Provide resources to school leaders (e.g. <i>The Culturally Proficient School</i> ) to facilitate conversations that support improvements in school culture, and work with schools to develop action plans for cultural proficiency.	December 2019 to June 2020	Evidence of professional development (book study, workshops, etc.) on alternatives to suspensions	School Principals, Office of Equity and Cultural Proficiency, Office of Special Education Equity and Cultural Proficiency Teacher Specialist	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
Parent workshops and events on implementing parallel expectations of home and school behaviors.	November 2019 to October 2022	Workshop Evaluations, sign-in sheets, SANE documentation (Sign-in sheets, agendas, notes, evaluations)	SPA Team/PBIS Team  Parent Academy	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started

<b>Goal 2: By November 2020, HCPS will reduce the number of removals of students of color by 25% at identified schools by providing training on implicit bias and engaging in culturally responsive practices.</b>				
<b>Root Cause:</b> Building and school system leaders have little knowledge about methods for responding to student misconduct				
Activities	Timeframe (beginning and end)	Indicator(s) of Progress	Person(s) Responsible (Position)	Goal Status (beginning after Year 1)

<p>Pupil Personnel Workers will:</p> <ul style="list-style-type: none"> <li>• Assess the home life factors of those students whose homes they visit due to absenteeism and/or disruptive behaviors.</li> <li>• Students will be identified by school administration based on a threshold of absences or referrals which they set individually based on their need and the availability of the PPWs to assist.</li> <li>• PPWs will then report back to staff on an individual and group basis as appropriate to develop a plan for support.</li> </ul>	<p>November 2019 to June 2020</p>	<p>Absentee and referral data PPW school visit logs/reports Action plans that reflect use of data from visit logs</p>	<p>Pupil Personnel Workers School Performance and Assessment Teams</p>	<p><input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Progressing</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Started</b></p>
<p>Increase student mentoring or Check in/Check out (CICO)/Check and Connect opportunities at identified schools, including parent communication such as parent progress letters</p>	<p>November 2019 to June 2020</p>	<p>CICO data tracking forms Signed parent progress letters</p>	<p>CICO Coordinator/PBIS Coach, Dr. Paula Stanton, Supervisor of Equity and Cultural Proficiency will monitor district data</p>	<p><input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Progressing</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Started</b></p>
<p>Provide training on implicit bias and microaggressions.</p>	<p>December 2019 to June 2020</p>	<ol style="list-style-type: none"> <li>1. Pre- and post-survey scenarios to gauge shifts in mindset.</li> <li>2. Conduct walkthroughs and collect data on</li> </ol>	<p>Supervisor of Equity and Cultural Proficiency Teacher Specialist</p>	<p><input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Progressing</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Started</b></p>

		equitable classroom practices.		
Train schools in restorative practices, including restorative circles, peer mediation, etc.	November 2019 to June 2020	Training Evaluations, Pre- and Post-assessment of number of schools using restorative practices Peer mediation data	School Counselors Students PBIS Coach	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started

**Goal 3: By October 2022, decrease the disproportionality in the number of removals of students with disabilities by 100% by tracking and analyzing quarterly removals (suspensions) and implementing alternatives to suspension at identified schools.**

**Root Cause:** Behavior interventions are implemented inconsistently within schools and are not used effectively. There is no system by which to monitor student behavior trends.

Activities	Timeframe (beginning and end)	Indicator(s) of Progress	Person(s) Responsible (Position)	Goal Status (beginning after Year 1)
Develop and implement a monthly, quarterly, and yearly OSS tracking tool.	November 2019 to June 2022	Declining trends in referral data for students with disabilities	Program Manager School Administrators	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
Use online module to complete a Functional Behavior Assessment (FBA) to assess the relationship between behavior and context and develop positive behavior interventions and supports using <a href="https://assets-global.website-files.com/5d3725188825e071f1670246/5da4e87901ad6fcb1df7c8de_PracticalFBA_TrainingManual.pdf">https://assets-global.website-files.com/5d3725188825e071f1670246/5da4e87901ad6fcb1df7c8de_PracticalFBA_TrainingManual.pdf</a>	June 2020 to June 2022	FBA sheets, Observation forms, Functional Assessment Check lists, behavior support plans	PBIS Team	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
Continuous quarterly sharing/review of referral data during PBIS coaches' meetings (small group break out with	January 2020 to June 2022	Coaches' meeting minutes	PBIS Coaches Dr. Paula Stanton, Supervisor of Equity	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met



targeted schools—Roye-Williams, Church Creek, William S. James, Bel Air Elementary, Forest Lakes, Prospect Mill.		Individual PBIS team meeting agendas and notes	and Cultural Proficiency	<input type="checkbox"/> Not Started
Support schools in identifying, planning, and tracking effectiveness of instructional alternatives to office referrals (e.g., afterschool/lunch meetings, restorative circles); analysis of referrals by offense, teacher, etc.	November 2019 to June 2022	List of instructional alternatives to ODR shared with all identified schools	PBIS Coach, Principal	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started

**Goal 4: By October 2022, decrease the disproportionality in the number of removals of students of color by 100% by tracking and analyzing quarterly removals (suspensions) and implementing alternatives to suspension at identified schools.**

**Root Cause:** Behavior interventions are implemented inconsistently within schools and are not used effectively. There is no system by which to monitor student behavior trends.

<b>Activities</b>	<b>Timeframe (beginning and end)</b>	<b>Indicator(s) of Progress</b>	<b>Person(s) Responsible (Position)</b>	<b>Goal Status (beginning after Year 1)</b>
Develop and implement a monthly, quarterly, and yearly OSS tracking tool.	November 2019 to June 2022	Decline in monthly removal data of students of color, including strategies implemented  Yearly analysis/review of data	PBIS Coach/SPA Facilitator  Equity and Cultural Proficiency Teacher Specialist will monitor district data	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
Share disaggregated referral data of students of color by grade, gender, and race/ethnicity during faculty meetings or school performance assessment team meetings to determine appropriate interventions/adjustments to practice.	November 2019 to June 2022	Monthly data analysis shows decline in removals of students of color; action plan when removals are not declining  Yearly analysis/review of data	Principal/PBIS Coach/SPA Facilitator Equity and Cultural Proficiency Teacher Specialist will monitor district data	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started

Support schools in identifying, planning, and tracking effectiveness of instructional alternatives to office referrals (e.g., afterschool/lunch meetings, restorative circles); analysis of referrals by offense, teacher, etc.	November 2019 to June 2022	List of instructional alternatives to ODR shared with all identified schools	PBIS Coach, Principal	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Progressing</b> <input type="checkbox"/> <b>Not Met</b> <input type="checkbox"/> <b>Not Started</b>
---	----------------------------	--	-----------------------	--

**Plan Submission Procedures**

Please submit one signed original hard copy and one electronic copy (MS Word format) on or before **December 13, 2019** to:

**Walter Sallee**  
**Division of Student, Family, and School Support**  
**Maryland State Department of Education**  
**200 West Baltimore Street**  
**Baltimore, Maryland 21201**  
**[walter.sallee@maryland.gov](mailto:walter.sallee@maryland.gov)**

**Harford County Public Schools  
Title I Component C  
2020-2021**

Section	Activity	Names/ Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
TAS transition to Schoolwide Assurance 1	<b>MSDE Assurance 1</b> The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program (Required Attachment #1 and #4)	TAS Principal, Coordinator of Title I Title I Teacher Specialist (TS)	1.LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program  2. Other documentation to support the LEA has implemented its written process, if applicable.			
Assurance 1a.	1a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program	TAS Principal, Coordinator of Title I Title I TS	1.Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program 2.A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. 3.SAN and SANE documents for the following evidence of planning and LEA technical assistance:  *Planning meetings and lists of participants that show stakeholder participation in decision making  *Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community			

			<p>members on the programmatic and compliance requirements of a Schoolwide program</p> <ul style="list-style-type: none"> <li>*Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents, and should work in coordination with the School Improvement Team)</li> <li>*Meeting schedule</li> <li>*Communications, including emails, communication log, notices on web pages, etc.</li> </ul> <p>4. Documentation showing the results of the implementation of the LEA planning process and its recommendation for each school that is to become a Schoolwide Program.</p>			
1b. Year Long Planning Option:	The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2020–2021 School Year to a Schoolwide Program beginning in the 2021-2022 School Year using the yearlong planning process described by MSDE.	TAS Principal, Coordinator of Title I Title I TS MSDE POC	<p>1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program</p> <p>2. A copy of the letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program.</p> <p>3. SAN/SANE documents for the following evidence of planning and LEA technical assistance:</p> <ul style="list-style-type: none"> <li>*Planning meetings</li> <li>*Lists of participants that show stakeholder participation in decision making</li> <li>*Whole-school improvement orientation meetings for school community, including training for</li> </ul>			

			<p>school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program</p> <ul style="list-style-type: none"> <li>*Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents should work in coordination with the School Improvement Team)</li> <li>*Meeting schedule</li> <li>*Plan approval process</li> <li>*Communications, including emails, communication log, notices on web pages, etc.</li> </ul> <p>4. LEA Process for Approving a Targeted Assistance School Transition Plan.</p> <p>5. At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE.</p>			
<p>Eligible Children are identified</p>	<p><b>MSDE Assurance 2-</b> 2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State’s challenging student academic</p>	<p>TAS Principal, Coordinator of Title I</p>	<ol style="list-style-type: none"> <li>1. Weighted selection criteria             <ul style="list-style-type: none"> <li>*Data sources for multiple selection criteria (by school)</li> </ul> </li> <li>2. Master ranking (all students ranked showing most needy students served by grade and subject area)</li> <li>3. Targeted Assistance teachers and para schedules with matching student roster</li> <li>4. Service delivery model</li> <li>5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.)</li> </ol>	<p>By Sept 1</p>		<ol style="list-style-type: none"> <li>1. TAS Selection Criteria document Updated July, 2020</li> <li>2. TAS Selection Criteria document updated July, 2020</li> <li>3. Master List of ranked students</li> </ol>

	achievement standards, including how students are ranked using multiple academic selection criteria.		<p>6.Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting</p> <p>7. School master schedules</p> <p>8. Exit criteria by school</p> <p>9. Other documentation to support the LEA has implemented its written process, if applicable. LEA School-level Monitoring:</p> <p>1.Evidence of implementation of the LEA School-level Monitoring Plan must include: *SAN from program monitoring *Program monitoring tool(s) *Program monitoring feedback reports *Email communication</p> <p>2.LEA schedules with dates for regular review for each Title I Targeted Assistance Program.</p>			<p>created September, 2020</p> <p>5. School Schedules created: August, 2020</p>
Components of a TAS program	<b>MSDE Assurance 3.</b> The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components:	TAS Principal, Coordinator of Title I,	<ol style="list-style-type: none"> <li>1. Use program’s resources to help eligible children meet the state’s challenging academic standards;</li> <li>2. Use methods and instructional strategies to strengthen the academic program of the school;</li> <li>3. Coordinate with and support the regular educational program which may include services to</li> </ol>			<p>See Document “LEA Monitoring Plan”</p> <p>Targeted Assistance Program Checklist</p>

			<p>preschool children in the transition from early childhood programs;</p> <ol style="list-style-type: none"> <li>4. Provide Professional Development;</li> <li>5. Strategies to increase the involvement of parents of eligible children;</li> <li>6. If appropriate and applicable, coordinate with Federal, State, and local programs;</li> <li>7. Each Title I Targeted Assistance School will provide the LEA assurances that it will:</li> <li>8. (i) help provide an accelerated, high quality curriculum;</li> <li>9. (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and</li> <li>10. (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.</li> </ol> <p>11.</p>			
<p><i>Components of a Targeted Assistance School Program</i></p>	<p><b>MSDE Assurance 4.</b> The LEA ensures that progress of participating children is reviewed on an ongoing basis and</p>	<p>TAS Principal, Coordinator of Title I, Title I TS</p>	<ol style="list-style-type: none"> <li>1.LEA schedules with dates for regular review for each Title I Targeted Assistance Program</li> <li>2.SAN documentation of data review meetings</li> </ol>			



Revised 7/16/2020

	programs are revised if necessary to provide additional assistance to eligible children.		3.Documentation of program adjustments based on data review and progress monitoring  4.Student progress monitoring (evidence of progress/lack of progress)			
<i>TAS Principal Training</i>	Ensure TAS Principal are up to date and knowledgeable of all TAS requirements	TAS Principal, Supervisor of Title I Coordinator of Title I	1. Monthly meeting with TAS principals	Monthly	Ongoing	1. See document “LEA Monitoring Plan”
<i>TAS Teacher Specialist Responsibilities</i>	Ensure TAS Teacher Specialist is fulfilling their Job Responsibilities	TAS Teacher Specialist	1. Monthly Meeting with TAS Title I Teacher Specialist	Monthly	Ongoing	• See document Job Description “Teacher Specialist”
<i>TAS Components</i>	Staff development – TAS components	Title I Office	Title I Office provides continuous staff development, on all TAS components, to Title I Targeted Assistance Teacher Specialist	Ongoing	July 1, 2020 – June 30, 2021	
<i>TAS Components</i>	Staff development – TAS components	Title I Teacher Specialist	Schools receive staff development from Title I Teacher Specialist, embedded within these staff development sessions are the components of a TAS program	Ongoing	July 1, 2020 – June 30, 2021	
<i>TAS Components</i>	TAS component checklist	Title I SPA Team	The TAS Component Matrix is incorporated into each school’s Title I	Ongoing	July 1, 2020 – June 30, 2021	

Revised 7/16/2020

	incorporated SIP		SPA (School Performance/Achievement Plan), The TAS Component Matrix details each of the TAS Components and on which page they are found. The TAS component checklist is essentially included in each School's SPA Plan.		
<i>Peer Review</i>	Peer Review Process	Title I SPA Team	During the Peer Reviews, each school is assigned a partner school and a partner school advisee. The "partner school advisee" visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The "partner school advisee" will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the SPA team will review the other school's SPA Plan. During each school's review of the partner school's SPA, the TAS Component Checklist, will be checked to ensure that all components are in each school's plan. Each SIT member will provide specific feedback on the School wide component checklist.	October November	Various dates during months of October / November
<i>Peer Review</i>	Peer Review Process	Title I Teacher Specialist	The Title I Teacher Specialist will gather the written checklist feedback from their school and will report out an overview of their school's feedback during the Peer Review. Written feedback will be provided as well. If any of the TAS components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the	December	December, 2020

Revised 7/16/2020

			SPA Plan will come second.		
<i>Peer Review</i>	Peer Review Process	Title I SPA Team	After the Title I SPA Peer Review, the Title I Targeted Assistance Teacher Specialist will provide feedback during their school’s next SPA meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed. A copy of all feedback will be provided to the Title I Supervisor.	Revisions Due December, 2020	December, 2020
<i>Peer Review</i>	Peer Review Process	Title I Coordinator	After the Title I SPA Peer Review, Title I Coordinator will review all SPA Plans and Peer Review TAS Components checklist feedback forms to ensure completion of Title I School Wide components, completed by December 15.  If any SPA Plans did not adequately address any of the TAS components. The central Title I Office will review the SPA Plan, offer suggestions, and meet with ILT and SPA Team to ensure the components are addressed.	Late December / January	December, 2020
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I SPA Teams	Monthly SPA Teams review TAS components to ensure implementation.	Ongoing	July 1, 2020 – June 30, 2021
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I SPA Team	Title I principals and Targeted Assistance Teacher Specialist maintain binders/bins that are divided into the TAS components. Evidence of each component is filed and maintained. The Title I supervisor monitors and reviews all evidence on a quarterly basis. Title I principals meet monthly to discuss progress and student needs.	Ongoing	July 1, 2020 – June 30, 2021

Revised 7/16/2020

			Title I Targeted Assistance Teacher Specialist meet with Title I Supervisor on a quarterly basis to discuss additional support, if needed.		
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I SPA Team	For the 2020-2021 School Year, the Title I Office will conduct a Program Review. Purpose of the review is to provide support and guidance to the school to ensure 100% of the Title I program review requirements.	Early November	
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I ILT, Title I School SPA Team	Title I Supervisor, Assistant Supervisor, and Coordinator meet with ILT (Instructional Leadership Team), SPA Team to review ongoing implementation of the TAS components.	Ongoing	July 1, 2020– June 30, 2021
<i>Review of Title I Equipment and Materials</i>	Maintenance and Oversight of TAS Equipment and Materials	Title I Teacher Specialist, Riverside ES Principal & Financial Secretary, Title I Office	<ol style="list-style-type: none"> <li>1. Budget Narrative Approval for all materials</li> <li>2. Required School-based Inventory of all Materials <ul style="list-style-type: none"> <li>• All Materials are identified with security label provided by Title I Office</li> <li>• Inventory of Material is monitored by Title I Office</li> <li>• Inventory of Materials are post TAS school Title I Financial Sharepoint site</li> </ul> </li> </ol>	Ongoing	<ol style="list-style-type: none"> <li>1. Inventory Updated on an ongoing basis September, 2020- June, 2021</li> </ol>

**Harford County Public Schools  
Action Plan for Component D– Parent Involvement 2020-2021**

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 1. Parent and Family Engagement	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	<b>PI Policy and Procedures</b> will be shared via LEA website, <u>Title I Facebook</u> page, distribution through student backpacks, shared at Family Involvement Meetings and copies placed in the office. LEA will post PI <b>Policy and Procedures</b> on Website and <u>Title I Facebook</u> page. LEA will utilize Title 1 District level parent involvement <b>policy/plan requirements checklist</b> .	August	
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	LEA will send Policy and Procedure <b>survey</b> and <b>cover letter</b> to Schools.	August	
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	Schools will send PI <b>Cover Letter and Survey</b> to all parents in <b>newsletter</b> . Schools will send <b>evidence</b> back to LEA.	September	
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	PI <b>Policy and Procedures</b> will be shared at <b>Fall FIT</b> (Family Involvement Team) meetings. Survey will be handed out.	October	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 1. Parent and Family	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	LEA will review & <b>write up Survey results</b> of PI Policy & Procedures. LEA will determine if changes need to be made to PI Policy or Procedure.	December	
Assurance 1. Parent and Family	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Coordinator of Title I will attend family engagement events at Title I schools.	Ongoing	
Assurances 1 & 5. Parent and Family	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA holds four TS (Title I Teacher Specialist) Meetings during the 20-21 SY.	Ongoing	
Assurance 4. Parent and Family BC2	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA coordinates Central Parent Trainings during the 20-21 SY.	20-21 SY	
Assurance 4. Parent and Family Engagement BC4	LEA coordinates parental involvement strategies.	Jake Little Coordinator of Title I	LEA will review the existing generic <b>MOA's</b> to be used with various groups.	Ongoing	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 4 Parent and Family Engagement BC4	LEA coordinates parental involvement strategies.	Jake Little Coordinator of Title I	LEA will continue <b>partnerships</b> with <b>Mountain Christian, HCEF, EPICENTER in Edgewood &amp; Aberdeen, and Harford Community Action Agency.</b>	May	
Assurance 3. Parent and Family Engagement	Distribution of Funds at LEA Level	Jake Little, Coordinator of Title I	LEA will distribute the <b>Title I Satisfaction Survey</b> (Question 39).	April	
Assurance 1. Parent and Family Engagement	School Level Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	<p>School Level Family Engagement Plan is <b>jointly developed</b> with <b>parents.</b></p> <p>Parents participate and develop the <b>SPA (School Performance and Achievement) plan</b> as a functioning member of the team.</p> <p><b>Parent Feedback forms</b> are filled out at FIT Meetings concerning their review of the School Level Parent Family Engagement Plan are <b>required.</b></p>	March	
Assurance 1. Parent and Family Engagement	School Level Parent Survey of HCPS PI Policy & PI Procedures	Jake Little Coordinator of Title I	<p>The <b>School Level Parent Engagement Plan</b> is <b>distributed to parents</b> of Title I students.</p> <p>School must provide information to LEA concerning how the School Level PI Plan is distributed.</p>	Fall	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 3. Parent and Family Engagement	Distribution of Funds at School Level	Jake Little Coordinator of Title I	<p><b>Parents</b> of Title I Students are involved in the decisions regarding the <b>spending</b> of the <b>parent involvement funds</b> at the school level.</p> <p><b>SANE documentation</b> or <b>surveys from FIT</b> meetings pertaining to parent input into spending of school-based parent involvement funds.</p>	May	
Assurance 4 Parent and Family Engagement BC	LEA Provides Technical Assistance and Oversight into required meeting	Jake Little Coordinator of Title I	<p>Records that all 2020-2021 Title I schools conducted an <b>annual parent meeting</b>.</p> <p><b>SANE documentation from back-to-school nights</b> that parents conducted as an annual parent meeting.</p>	Aug./September Back To School Nights	
Assurance 4. Parent and Family Engagement BC4	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	<p>Provide <b>assistance</b> to <b>parents</b> in understanding the <b>state's academic content standards</b> and <b>student achievement standards</b>, State and <b>local academic assessments</b>, the <b>requirements of Title I</b>, and <b>how to monitor a child's progress</b> and work with educators to improve student achievement</p> <p>Schools need to provide the "<b>Topic List</b>" of things discussed with the accompanying sign-in sheet.</p>	Fall	
Assurance 4 Parent and Family Engagement BC1	LEA Provides Technical Assistance and Oversight	Jake Little Coordinator of Title I	Develop additional <b>slides</b> for <b>back-to-school power point presentation</b> . Topics will include; State's Academic Content Standards, Student Academic Content Standards, State and	August	



	into required meeting		Local Assessments, Requirements of Title I, Parent Monitoring of student progress (Edline 3,4,5 & Report Cards K,1,2)		
Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 5. Parent and Family Engagement BC2	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Coordinator of Title I attends FIT meetings and coordinates Professional Development on content <b>specific standards</b> for <b>Reading and Math</b> as requested by parents.	Ongoing	
Assurance 5. Parent and Family Engagement	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA will monitor schools through <b>internal program review</b> to ensure requests by parents are met, accommodated, and there is adherence.	Sept.-Oct.	
Assurance 1 Parent and Family Engagement	LEA Provides Technical Assistance and oversight	Jake Little Coordinator of Title I	Schools will ensure <b>school-parent compacts</b> are <b>developed jointly</b> with <b>parent</b> input.	Sept.-Oct.	
Assurance 5 Parent and Family Engagement BC2	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	LEA will encourage <b>literacy events</b> which will support student learning. LEA will encourage schools to use <b>funds</b> during <b>Teacher Specialist meetings</b> .	April	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Assurance 4 Parent and Family Engagement BC 5	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Information is shared in a format parents can understand	On-going	
Assurance 4 Parent and Family Engagement BC6	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	Provide other reasonable support for PI activities, <b>as parents may request</b>	On-going	
Assurance 4 Parent and Family Engagement Accessibility E.	LEA Provides Technical Assistance	Jake Little Coordinator of Title I	To the extent practicable, provide <b>full opportunities</b> for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	On-going	
Policy Involvement 1.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	Schools convene an <b>annual meeting</b> , at convenient times, to inform parents of the school’s role and requirements in implementing Title I, and the right of parents to be involved?	August- September	
Policy Involvement 2.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	Schools offer a <b>flexible</b> number of meetings, such as morning and evening.	On-going	
Policy Involvement 4.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	Parents/families will be provided <b>timely</b> information about school programs.	On-going	

Updated 7/14/2020

Policy Involvement 5.	LEA Provides technical Assistance and Oversight	Jake Little Coordinator of Title I	The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is <b>not satisfactory</b> to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency.	On-going	
-----------------------	---	---------------------------------------	--	----------	--

# PROCEDURE

Harford County Public Schools

PROCEDURE TITLE: <b>TITLE 1 PARENT INVOLVEMENT</b>		
ADOPTION/EFFECTIVE DATE: <b>MAY 1, 2009</b>	MOST RECENTLY AMENDED:: <b>JUNE 20, 2016</b>	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

## I. Purpose

The purpose of this procedure is to set forth procedures to implement the Board's Parent/Community Involvement Policy with a specific focus on Title 1 parent involvement.

## II. Definitions

- A. **Title 1** means 20 U.S. Code section 6311-6339.
- B. **Parental Involvement** means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:
  - 1. That parents play an integral role in assisting their child's learning.
  - 2. That parents are encouraged to be actively involved in their child's education at school.
  - 3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
  - 4. The carrying out of other activities, such as those described under Title 1.

## III. Procedures

- A. HCPS shall be governed by the definition of parental involvement. Its Title 1 schools shall carry out programs, activities and procedures in accordance with such definition.
- B. The Title 1 Parent Involvement Procedures shall be implemented to establish a strong and effective system of parent involvement within the

# PROCEDURE

## Harford County Public Schools

Title 1 schools, and to establish standards and criteria thereto. HCPS agrees to implement the following statutory requirements:

1. HCPS shall plan and put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title 1 programs.
2. HCPS shall incorporate this district wide parental involvement plan into its LEA plan developed under Title 1.
3. In carrying out the Title 1, Part A parental involvement requirements to the extent practicable, HCPS and its schools shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of students deemed homeless and parents of migratory children, including providing information and school reports required under Title 1 through streamline communication to ensure the connection between school and parent.
4. If the LEA plan for Title 1, Part A, is not satisfactory to the parents of participating children, HCPS shall submit any parent comments with the plan when HCPS submits the plan to the State Department of Education.
5. HCPS shall involve the parents of participating children served in Title 1, Part A schools in decisions about how the one percent of Title I, Part A funds set aside for parental involvement is spent, and shall ensure that not less than 95 percent of the one percent set aside goes directly to the schools.
6. This procedure applies to all identified Title 1 schools (school-wide or targeted assistance status) and students deemed homeless within Harford County Public Schools.

### C. Implementation

1. HCPS shall provide multiple communications to disseminate information to parents including county and state Parental Information. Annual input from parents shall be solicited on the HCPS Website (Title 1 link) pertaining to the HCPS Master Plan.
2. HCPS shall invite Title 1 parents on a bi-annual basis to develop and revise the HCPS Master Plan to ensure joint development of

# PROCEDURE

## Harford County Public Schools

the district-wide parental involvement policy under Title 1. Additionally, parents shall be invited to assist in an annual revision of the Home/School Compact.

3. HCPS shall invite Title 1 parents from each school in the district to serve on the school improvement team with the task of developing Title 1 school improvement plans and parent involvement procedures as well as convey to the parents their right to be involved.
4. HCPS shall provide technical assistance, and other support to assist Title 1, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
5. HCPS' central Title 1 Office shall
  - a. Enhance awareness of faculty and staff at each school site on (1) how to involve the parents in a way that makes the parent feel as an equal partner in their child's academic success and (2) the significance of parents' influence on their child's academic success.
  - b. Enhance awareness of faculty and staff at each school site on the importance of streamlining communication between home and school, ensuring, to the extent possible, that the information sent home is in a language and form that parents can understand.
  - c. Provide materials and training to help parents with their child's academic achievement.
  - d. Schedule regular meetings with parents at each school site, encouraging participation to become an active participant in their child's learning process.
  - e. Visit the school sites regularly to assure the policies and plans are being implemented.
  - f. Develop and disseminate a district-wide and school-wide calendar of Parental Involvement activities.
6. HCPS shall coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies

with the School Readiness programs supported by the Pre-Kindergarten Program, the Full-Day Kindergarten Program, the Maryland State Curriculum, the Pre-Kindergarten programs for children with disabilities and other programs/activities to encourage and support parents in participating in the education of their children.

7. HCPS shall conduct, with the involvement of parents, an ongoing evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title 1, Part A schools. The evaluation shall include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) by:
  - a. Conducting an annual Regional Title 1 Parent Survey Evaluation from each Title 1 school, which is compiled at the Central Title 1 Office and the Office of Accountability. Data from the survey shall be provided to schools for review and shall be disseminated to school communities. As a result of the survey data, changes shall be instituted.
  - b. Assisting in the growth and development of parent groups at each school site.
  - c. Providing copies of the Title 1 Parent Involvement Procedure at each school and on each school's web page for parents' to view.
8. HCPS shall use the findings of the evaluation regarding its parental involvement procedure and activities to design strategies for more effective parental involvement, and to revise, if necessary (with parent involvement) its district parental involvement policy to:
  - a. Make recommendations to each participating school to integrate the changes in their respective school level parent involvement plans.
  - b. Provide suggestions for incorporating parent involvement as they relate to school improvement.

### 9. Capacity Building

HCPS shall build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement through the following activities.

a. HCPS shall, with the assistance of its Title 1, Part A schools, provide assistance to parents of children served by HCPS or school, to develop better understanding through parent workshops, conferences and classes. HCPS shall hold an annual meeting for Title 1 parents to provide information on:

- 1) the State's academic content standards
- 2) the State's student academic achievement standards
- 3) the State and local academic assessments including alternate assessments
- 4) the requirement of Title 1, Part A
- 5) how to monitor their child's progress
- 6) how to work with educators

10. HCPS' central Title 1 Office provides assistance, funding, and materials for parents in the following areas:

- a. Maryland State Department of Education/NCLB sponsored workshops
- b. MSA scoring/data meetings/workshops
- c. Training on progress monitoring and assessments for their child.
- d. The role of the Title 1 Family Liaison
- e. Parental Rights Booklets

11. HCPS shall, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, to foster parental involvement. Support shall be provided in the following areas:



# PROCEDURE

## Harford County Public Schools

- a. HCPS' central Title 1 Office provides funding for materials to help parents work with their children in the following programs:
  - 1) SIPPS – Reading Intervention
  - 2) Success Maker -Math Intervention
  - 3) I Station -Reading Intervention
  - 4) Harcourt – HCPS Reading Core Curriculum
  - 5) Everyday Math -HCPS Math Core Curriculum
  - 6) Technology-Use of computer programs
  - 7) Summer Jumpstart program
  
12. HCPS shall educate the entire school staff on how to communicate and work with parents as equal partners and how to coordinate parent programs between parents and schools, by:
  - a. Coordinating in-service at each school site
  - b. Meeting regularly with Family Involvement Team (FIT) at each school site
  - c. Meeting with School Improvement Team (SIT) at each school site
  - d. Meeting with Principals and Instructional Facilitators at each school site
  - e. Meeting with Family Liaisons and Title 1 Teacher Specialists at each school site
  - f. Providing input at school improvement team meetings on professional development for staff
    - g. Providing opportunities on a quarterly basis (or bi-annually) for parents to have input on Principal meetings, New Teacher Orientation, Title 1 Parent Conference, etc.
  - h. Planning and implementing the Annual Parent Involvement Training for parents and staff which shall be held in the fall of each year
  
13. HCPS shall take the following actions to ensure that information related to the school/parent programs, meetings, and other activities is sent to the parents of children in an understandable format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.
  - a. HCPS' central Title 1 Office shall provide school related documents, to the extent possible, for parents in a language and form they can understand by sending press

- releases, newsletters, and systematic calendars to parents.
- b. HCPS' central Title 1 Office shall provide translation for documents, to the extent possible, for parents. Interpreters at parent meetings shall be provided, if needed.
- c. HCPS' central Title 1 Office supports the efforts of the ELL Office throughout the county.

#### 14. Discretionary LEA Title 1 Parent Involvement Plan Components

HCPS in consultation with its parents, may choose to undertake to build parents' capacity for involvement in the school and school system, and to support their children's academic achievement, through the following discretionary activities listed under Title 1.

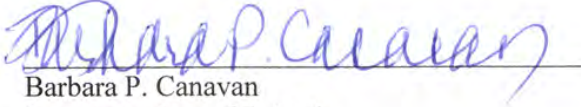
- a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
  - b. Providing necessary literacy training for parents from Title 1, Part A funds, if HCPS has exhausted all other reasonably available sources of funding.
  - c. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
  - d. Training parents to enhance the involvement of other parents.
  - e. Maximizing parental involvement in their children's education by arranging school meetings at a variety of times (evenings, weekends, daytime) and locations (off-site in the community), or conducting in-home conferences between teachers who work directly with participating children and parents who are unable to attend conferences at school.
  - f. Adopting and implementing model approaches to improving parental involvement.
  - g. General Educational Development (GED) program for parents-partnership with Harford Community College
15. Continuing a district wide parent advisory council to provide advice on all matters including those related to parental involvement in Title 1, Part A programs.

# PROCEDURE

## Harford County Public Schools

16. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
  - a. Hold annual meeting to convey components of Title 1
  - b. Meet quarterly with non-public schools to monitor Title 1 schools
17. Providing other reasonable support for parental involvement activities under Title I as parents may request.
18. Maintain Parental Information Resource Centers (PIRCs) at each Title 1 school site with flexible hours of operation for parent use.

**Approved By:**



Barbara P. Canavan  
Superintendent of Schools



Date

# PROCEDURE

Harford County Public Schools

Procedure Action Dates		
ACTION	DATE	ACTION DATE
Adopted	05/01/2009	
Revised	07/11/2013	
Revised	06/20/2016	

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: <b>Brad Palmer</b>	JOB POSITION OF LAST EDITOR/DRAFTER: <b>Supervisor – HCPS Title 1 Office</b>
PERSON RESPONSIBLE: <b>Jacob Little</b>	JOB POSITION OF PERSON RESPONSIBLE: <b>Coordinator – HCPS Title I Office</b>
DESIGNEE NAME:	DESIGNEE POSITION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

## LEGAL REFERENCES<sup>1</sup>

References are set forth in the Procedure.

<sup>1</sup> All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

Schools and families will work to build knowledge to better help our students achieve.

HCPS will work cooperatively with families and staff through workshops, conferences, and classes to discuss an array of topics affecting our students.

Title I office will provide assistance, funding and materials for families and staff related to providing academic assistance to our children in and out of school.

The school district will work with families and staff to provide materials and training in regards to specific programs designed to help students succeed in school.

The school district will work with families and staff to communicate effectively and work as equal partners.

The school district will make sure that information sent to families is in an understandable format.

.....  
To see the original documents  
Go to [HCPS.org](http://HCPS.org),  
click on Title I Schools  
under the Parents Tab  
Scroll down to General Info

Harford County Public Schools  
A.A. Roberty Building  
102 S. Hickory Avenue  
Bel Air, MD 21014

## Participating Schools

Tara Dedeaux, Principal  
Bakerfield Elementary  
36 Baker St., Aberdeen, MD

Gregory Lane, Principal  
Deerfield Elementary  
2307 Willoughby Beach Rd.  
Edgewood, MD

Cynthia Ross, Principal  
Edgewood Elementary  
2100 Cedar Dr., Edgewood, MD

Christine Langrehr, Principal  
George D. Lisby Elementary at Hillsdale  
810 Edmund St., Aberdeen, MD

Christina Douglas, Principal  
Halls Cross Roads Elementary  
203 E. Bel Air Ave., Aberdeen, MD

Ronald Wooden, Principal  
Havre de Grace Elementary  
600 S. Juniata St., Havre de Grace, MD

Audrey Vohs, Principal  
Magnolia Elementary  
901 Trimble Rd., Joppa, MD

Chris Yancone, Principal  
Riverside Elementary  
211 Stillmeadow Drive, Joppa, MD

Tammy Bosley, Principal  
William Paca/Old Post Road Elementary  
2706 Old Philadelphia Rd., Abingdon, MD

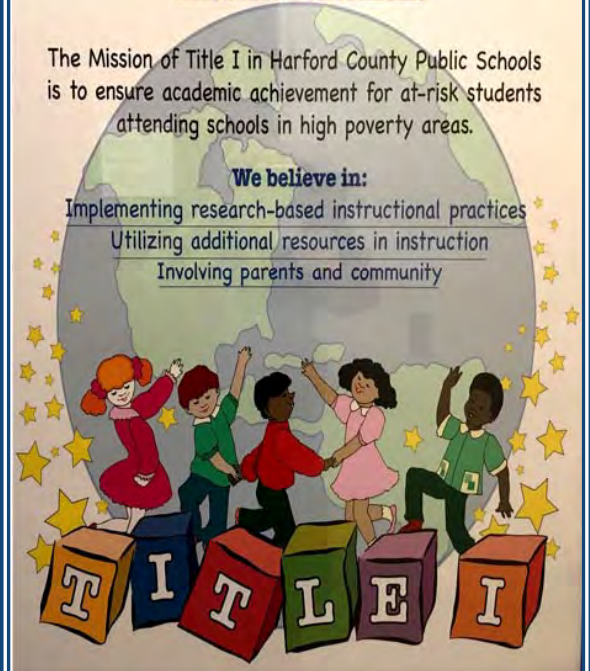


## Title I in Harford County Public Schools Mission Statement

The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.

### We believe in:

Implementing research-based instructional practices  
Utilizing additional resources in instruction  
Involving parents and community



Harford County Public Schools  
Office of Title I

Parent and Family  
Engagement  
District Plan  
2020-2021

## Parent and Family Engagement Plan

**Purpose:** To establish a strong commitment between communities, families, and Harford County Public Schools (HCPS) in supporting the school environment.

**Purpose:** The Title I Family Engagement procedure is completed to build a strong and effective system of family involvement in HCPS in order to break down barriers that allow greater participation from our families.

**HCPS will support an effective system of family and community involvement in schools by involving parents, family members and communities.** (Board of Education Meetings, Community forums)

**HCPS will promote and help schools with meaningful effective partnerships among schools and parents.** (Office of Community Engagement, Cultural Proficiency Council)

**HCPS will inform and involve families in school activities.** (HCPS/School Websites, Facebook, Classroom Dojo)

**HCPS will promote open and on-going communication.** (Public/Community Forums)

**HCPS will support family engagement in student learning.** (Board of Education Meetings, PTA Meetings, Family Engagement Meetings)

**HCPS will promote and assist volunteering in schools.** (Public/Community Forums)

**HCPS will encourage parents to participate in the decision making at the school and system level.** (School Performance & Achievement Meetings, Board of Ed. Meetings)

**The school district will plan activities for family engagement with Title I schools.**  
(College Fairs)

**The school district will provide opportunities for all parents to participate, such as parents with limited English and parents with disabilities.**  
(Language Line, Trusted Translations Inc.)

**The school district will submit any comments that are not satisfactory to HCPS Title I Office.**  
(Email, Facebook)

**The school district will involve families in the decision of how the one percent of funds set aside for family engagement is spent.**  
(Title I School Satisfaction Survey, Family Engagement Team Meetings)

**The Title I Office will work with staff at each school on how to involve parents as equal partners and the importance of communication between home and school.**  
(School Counselor, Teacher Specialists, Building Administrators, Social Workers, ESOL Teachers)

**The Title I office will provide materials to parents, if needed, on how to help support their child in school.**  
(Family Engagement Team Meetings, Conference Day and Back-to-School Nights)

**The Title I Office will schedule meetings with families, encouraging them to stay involved in their child's education.**  
(Regional Parent Trainings, Family Engagement Meetings)

**The Title I Office will visit the schools often to make sure plans are being implemented.**  
(School Based Program Review, Walkthroughs)

**The Title I Office will ensure that parental involvement activities are located on district-wide and school-wide calendars.**  
(HCPS Communications Office)

**We will provide multiple communications of information to families.** (Newsletters, Phone Calls, HCPS Title I Website, Postcards, Facebook)

**We will invite Title I families to work with the school performance and achievement team.** (A team that develops School Performance & Achievement Plan)

**We will provide help with effective family engagement activities.** (Teacher Specialist Meetings, School Performance & Achievement Team Meetings)

**We will support family engagement in Pre-K and K-5 in regards to Maryland 's College and Career-Ready Standards.** (What students work on at each grade level). (Parent Meetings, Conference Day , Grade Level Events in Reading and Math)

**We will conduct ongoing evaluation of the parent involvement plan.** (Family Engagement Meetings, Title I Website)

**We will use the findings to plan a more effective family engagement plan.**  
(Meetings with HCPS Leadership)

**Harford County Public Schools  
Parent/Family Engagement Plan  
Survey 2019 - 2020**



31

**Magnolia Elementary**

<p>After reading the attached document; "HCPS Parent/Family Engagement Plan", please complete the information below and return this form.</p>	<p align="center"><b><u>Marking Instructions</u></b></p> <ul style="list-style-type: none"> <li>Make solid marks that fill the circle completely.</li> <li>Mark an "X" over darkened circle you wish to change.</li> </ul> <p>Correct    Incorrect   </p>
---	---

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. The "HCPS Parent/Family Engagement Plan" describes how HCPS involves parents, families, and community members in student's learning and educational activities.	④	③	②	①	①
2. The "HCPS Parent/Family Engagement Plan" describes how HCPS will promote and encourage meaningful effective partnerships	④	③	②	①	①
3. The "Title 1 Parent/Family Engagement Plan" meets my needs as a Title I Parent.	④	③	②	①	①
4. The "Title 1 Parent/Family Engagement Plan" provides me with opportunities to participate in decision making within my child's school.	④	③	②	①	①
5. The "Title 1 Parent/Family Engagement Plan" provides for an effective system of parent involvement.	④	③	②	①	①
6. The "Title 1 Parent/Family Engagement Plan" builds the school and parent capacity for Strong parental involvement.	④	③	②	①	①

**Comments/Suggestions:**  
Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

Please provide any comments or suggestions that you feel will help to improve the "Title 1 Parent/Family Engagement Plan".

Date Completed: \_\_\_\_\_

If you have any questions or concerns, please contact Jacob Little in the Office of Title I, 410-588-5266.

**Escuelas Públicas del Condado de Harford  
Plan de participación de padres y familias  
Encuesta 2019 - 2020**



32

**Havre de Grace Elementary**

<p>Después de leer el documento adjunto; "HCPS Plan de Participación de Padres/Familias", complete la siguiente información y devuelva este formulario.</p>	<p align="center"><b><u>Instrucciones de marcado</u></b></p> <ul style="list-style-type: none"> <li>• Haga marcas sólidas que llenen el círculo por completo.</li> <li>• Marque una "X" sobre el círculo oscurecido que deseacambiar.</li> </ul> <p>Correcto    Incorrecta   </p>
---	---

**Plan de participación de lospadres/familias de HCPS**

	Fuertementede acuerdo	Acuerdo	discrepar	Fuertemente discrepar	No Seguro
1. El "Plan deParticipación de Padres/Familias de HCPS" describe cómo HCPS involucra a los padres, las familias y los miembros de la comunidad en las actividades educativas y de aprendizaje de los estudiantes.	4	3	2	1	0
2. El "Plan de Participación de los Padres/Familias de HCPS" describe cómo el HCPS promoverá y fomentará partnerships	4	3	2	1	0
3. "Título 1Padre/Plan de Participación Familiar" satisface mis necesidades como Padre Título I.	4	3	2	1	0
4. "Título 1 Plan de Participación dePadres/Familias" me brinda oportunidades de participar en la toma de decisiones dentro de la escuela de mi hijo.	4	3	2	1	0
5. "Título 1 Plan de Participación dePadres/Familias" me brinda oportunidades de participar en la toma de decisiones dentro de la escuela de mi hijo.	4	3	2	1	0
6. "Título 1 Plan de Participación de losPadres/Familias" construye la capacidad de la escuela y de los padres para una fuerte participación de los padres.	4	3	2	1	0

**Comentarios/Sugerencias:**

¿Identifique razones (barreras) que podrían impedir que usted y/u otros padres participen en las experiencias escolares de su hijo?

Proporcione cualquier comentario o sugerencia que considere que le ayudará a mejorar el "Plan de participación de lospadres/familias del título 1".

Fecha de finalización: \_\_\_\_\_

Si tiene alguna pregunta o inquietud, comuníquese con Jacob Little en la Oficina del Título I, 410-588-5266.



## HCPS Parent/Family Engagement Plan Survey 2019-2020

## HCPS Parent/Family Engagement Plan.

Title 1 Parents,

Please review the HCPS Parent/Family Engagement Plan and indicate your response below, ( [View Brochure](#) / [View Procedure](#)). Thank You

**1. Please indicate which Title 1 school your child/children attend.**

- Bakerfield Elementary School
- Edgewood Elementary School
- Deerfield Elementary School
- George D. Lisby Elementary School @ Hillsdale
- Hall's Crossroads Elementary School
- Havre de Grace Elementary School
- Magnolia Elementary School
- Wm Paca/Old Post Elementary School
- Other School

**\* 2. The "HCPS Parent/Family Engagement Plan" describes how HCPS involves parents, families, and community members in student's learning and educational activities.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

**\* 3. The "HCPS Parent/Family Engagement Plan" describes how HCPS will promote and encourage meaningful effective partnerships**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

\* 4. The “Title I Parent/Family Engagement Plan” meets my needs as a Title I Parent.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

\* 5. The “Title 1 Parent/Family Engagement Plan” provides me with opportunities to participate in decision making within my child’s school.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

\* 6. The “Title 1 Parent/Family Engagement Plan” provides for an effective system of parent involvement.

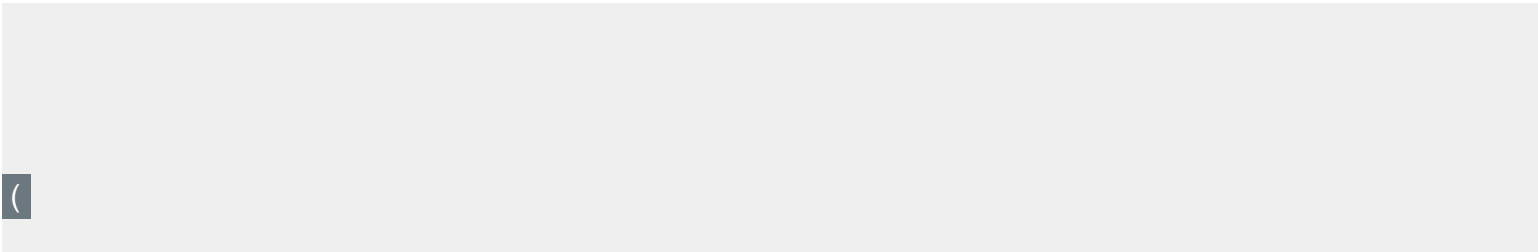
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

\* 7. The “Title 1 Parent/Family Engagement Plan” builds the school and parent capacity for strong parental involvement.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

8. Identify reasons (barriers) that might prevent you and/or other parents from participating in your child’s school experiences?

**9. Please provide any comments or suggestions that you feel will help to improve the “Title 1 Parent/Family Engagement Plan” .**



## Harford County Public Schools Title I Parent Involvement Policy &

### Title I Parent Involvement Procedures

#### Survey Results

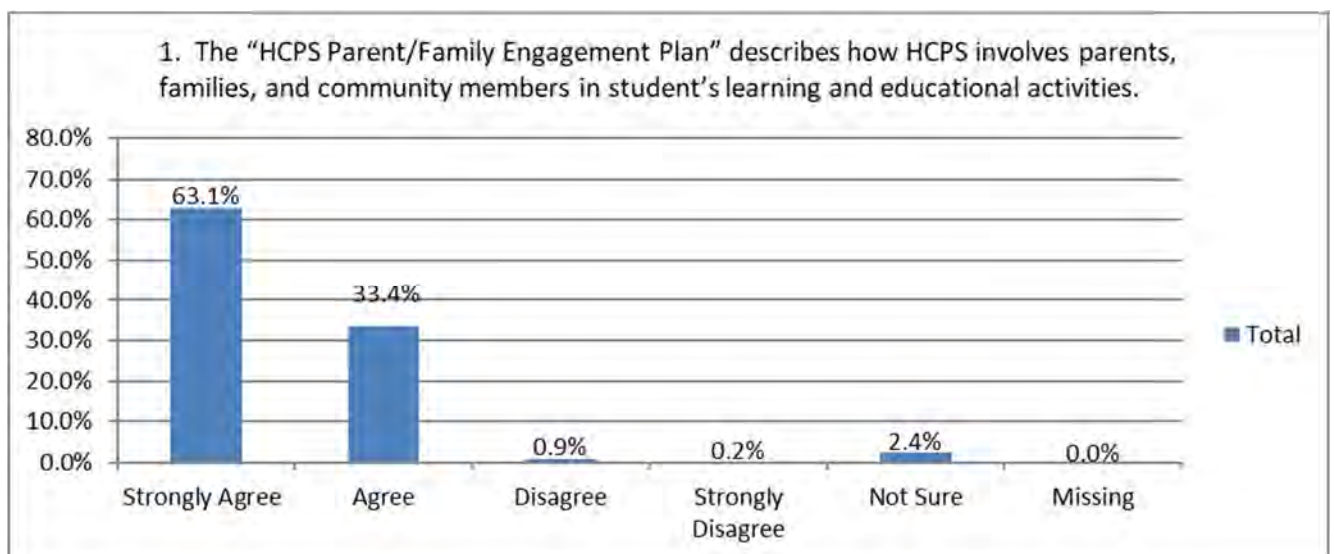
2019-2020

During recent Family Involvement Team meetings and online the HCPS Parent Involvement Policy and the HCPS Title I Parent Involvement Procedures were reviewed. Each person attending the Family Involvement Team meeting was given the survey to fill out and all Title I families were provided the opportunity to use a link to review and provide feedback.

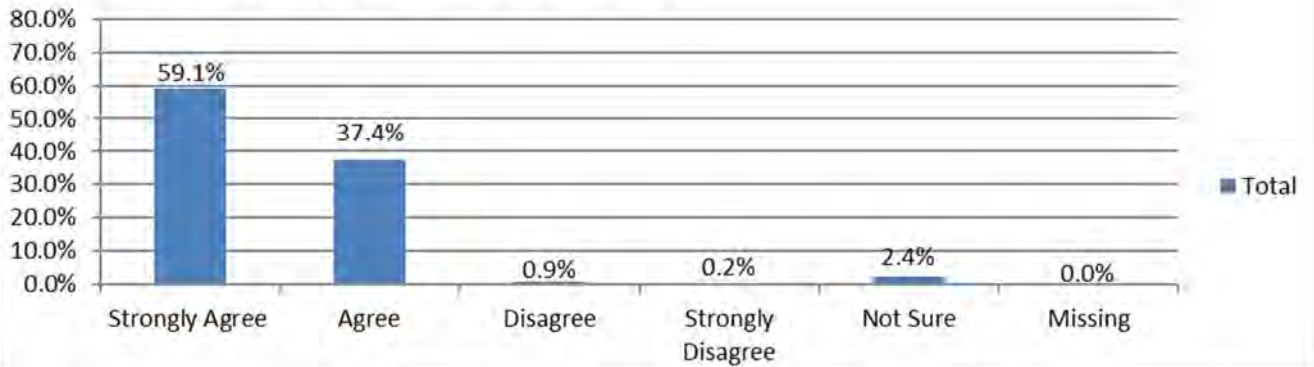
To date we have received 425 survey responses from all 8 Title I Schools.

Overall the survey respondents felt that the current HCPS Parent Involvement Policy describes how HCPS involves parents, families, and community members in student's learning and educational activities, (96.5% strongly agreed or agreed). They felt the document describes how HCPS will promote and encourage meaningful effective partnerships (96.5%).

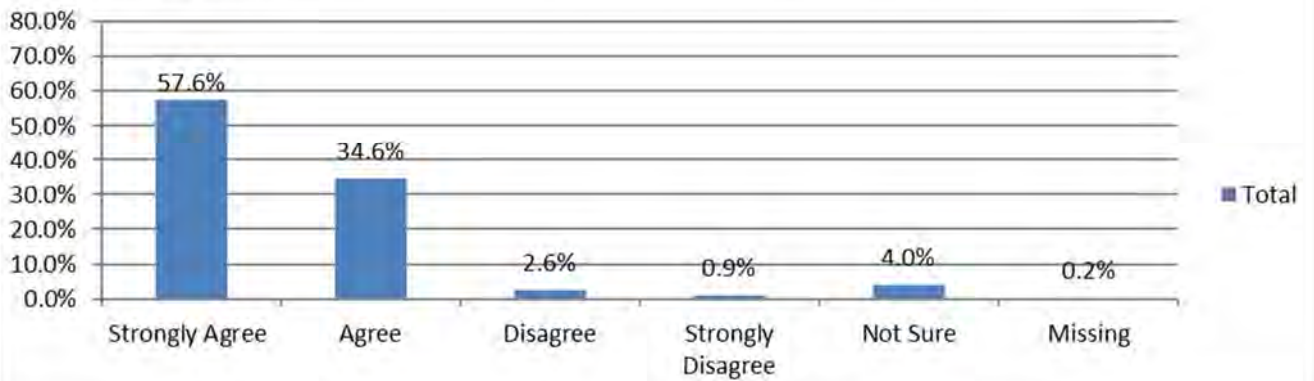
The survey respondents felt that the current HCPS Title I Parent Involvement Procedures met their needs as a Title I parent, (92.2% agreed or strongly agreed) and provided them with opportunities to participate in decision making within their child's school, (93.6%). The survey respondents felt the HCPS Title I Parent Involvement Procedures provided for an effective system of parent involvement (93.6%). They felt the document itself builds the school and parent capacity for strong parental involvement, (93.4%).



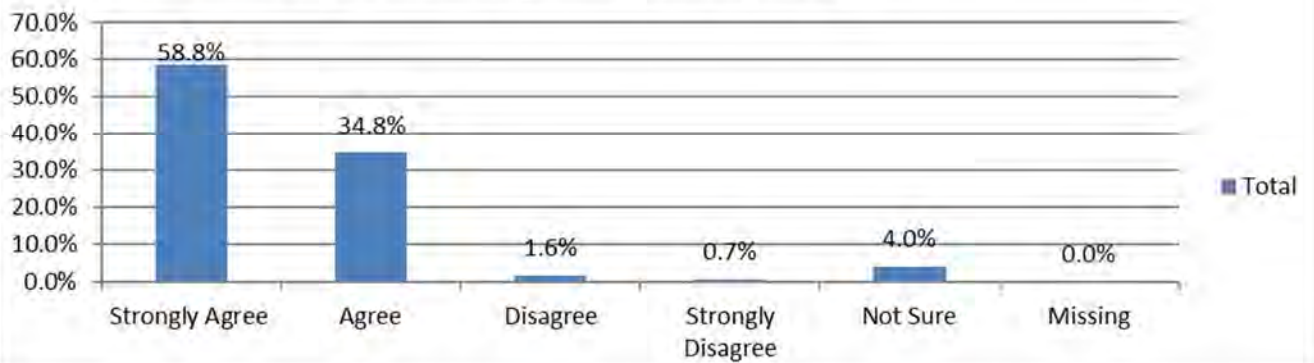
2. The "HCPS Parent/Family Engagement Plan" describes how HCPS will promote and encourage meaningful effective partnerships.



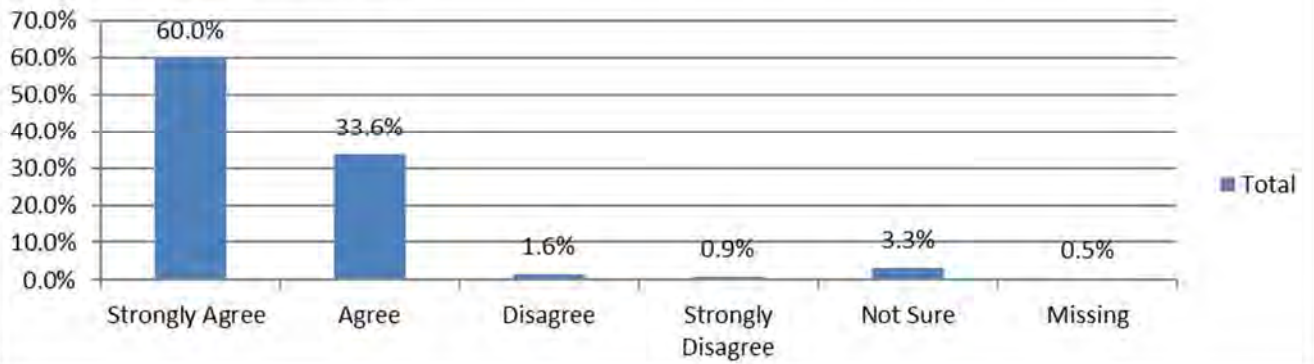
3. The "Title I Parent/Family Engagement Plan" meets my needs as a Title I Parent.



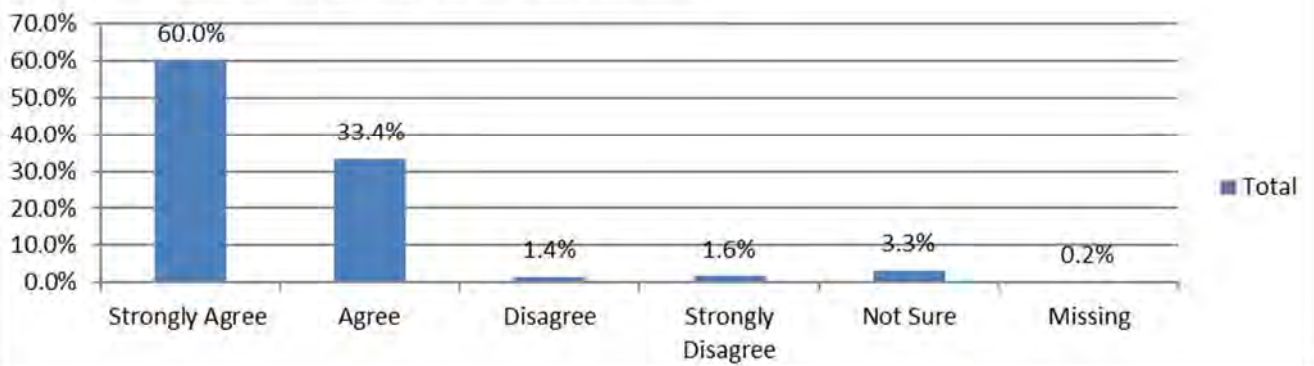
4. The "Title 1 Parent/Family Engagement Plan" provides me with opportunities to participate in decision making within my child's school.



5. The "Title 1 Parent/Family Engagement Plan" provides for an effective system of parent involvement.



6. The "Title 1 Parent/Family Engagement Plan" builds the school and parent capacity for Strong parental involvement.



## HCPS Title I Parent & Family Engagement Plan Survey

2019-2020

### Bakerfield Elementary

#### Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- Working parents, multiple small children who cannot attend all of the events.
- Work
- Work schedule
- Scheduling of parent involvement events, especially in single parent or shared custody homes, can conflict with work, especially if events are in the morning without sufficient advance notice to arrange for time away from work.
- Work schedule conflicts
- What happened to American Education Week? And my right as a parent to eat lunch with my child? I am now being told that neither of these are options. American Education week not being celebrated makes me feel as if being involved with my child's education is being restricted and limited. Not a fan
- Having other children that attend different schools sometimes there are conflicts.
- The school does not take input from families.
- Only barrier would be work schedules sometimes but our school offers evening events and morning events so everyone can attend at some point. They do a great job accommodating parents

#### Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- Make sure families have plenty of notice for events... and keep up the good work. Couldn't be happier with Bakerfield. Thanks!
- Open the schools up to parent involvement instead of closing doors to parents. My specific teachers have been welcoming but the school system as a whole is failing our students.
- The principal is a barrier as she is unkind. She should be replaced and better school moral would be noted.
- I love our title 1 staff member and she does a great job at coming up with new and creative ideas

## HCPS Title I Parent & Family Engagement Plan Survey

2019-2020

### Deerfield Elementary

#### Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- Work
- Work
- No barriers
- My work schedule
- Work schedule
- Probably finding the right time in schedule.
- Sharing reading with my sons
- Transportation
- Work start time
- Times before or after school
- Delays by some teachers/administrators/nursing staff communicating incidents involving students. "Under reporting" or "downplaying" offenses and inappropriate behaviors. Specifically, male students vs. female students.
- Work schedules, not enough notice.
- I love this program
- Amount of time ahead of event
- What about parents that have to be to work at the time of the engagement. I know it's hard but as a follow-up, do a newsletter of past events that happen during the school year.
- Time
- No barriers
- With being full time working parents, we are not available for activities that are not scheduled for after work times.
- Job schedule
- The time. We always busy. No time to participate
- Work
- The work schedule can get in the way but I'm not sure if there's much HCPS can do about this.
- Work



Deerfield Elementary – continued.

*Please provide any comments or suggestions that you feel will help to improve the “Title I Parent and Family Engagement Plan”.*

- No suggestions at this time.
- No improvements are needed I don't think so.
- After-school program
- Being middle class, we do not receive any of the benefits that a title 1 school provides due to us "making too much money" which isn't the vase3
- No comment

**HCPS Title I Parent & Family Engagement Plan Survey**

**2019-2020**

**Edgewood Elementary**

**Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?**

- Non-school age admitted
- Transportation, work schedules (not for me but may be for others)
- The time of events really determines if I can make it. Today's event time was perfect since I get off at 5:30 p.m.
- Work
- Transportation, work schedule
- None so far

**Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".**

- Schedule or clash with work schedule. Luckily was off today to attend.

## HCPS Title I Parent & Family Engagement Plan Survey

2019-2020

George D. Lisby Elementary

### Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- Working full time and part time jobs. Children have extra activities after school
- Time conflicts such as work, childcare or other things in life.
- Calling students "at risk" is distasteful and insulting. Also, the addition of saying families live in high poverty areas seems misleading. We are hardworking middle-class families.
- If events happen during work hours, it may prevent parents from coming.
- Husband works at night.
- Work
- If parents work knowing ahead of time so we can get off of work.
- Work
- Other than work, nothing.
- Work

### Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- More involved first day/last day of school.
- Lisby has made an effort to plan events in the mornings, evenings and other different times so parents have a better chance to attend events. I think it's great.
- Very fun night with students, teachers and parents.
- I think this is a great way to help the students and parents stay involved.

## HCPS Title I Parent & Family Engagement Plan Survey

2019-2020

### Hall's Cross Roads Elementary

#### Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- Certain programs are on same day of the week and we are not available that day. For example, the 2nd grader "mathematics...what's up?" program is held on Tuesdays from October through June.
- Work, I can participate in the evenings or any time after 3:30 p.m.
- Work schedules
- Work schedules
- Time/time schedule
- Work
- The major barrier to working families is always time. Unless these activities are taking place after school or on the weekends, time is a constant issue. However, surveys and information which is sent home allows working families to at least provide input.
- The only barriers I can see is the lack of communication. But if what this "engagement plan" is saying it will do is true, I don't see much of problem that can't be fixed.
- Having to work full-time and not able to participate in some school functions.
- Working during daytime hours.
- Work; understanding of events/plans
- Work
- Work schedules and weather
- scheduling conflicts with work
- No sidewalks to walk to the school from my neighborhood. Lack of transportation sometimes in the bad weather.
- schedule conflicts with work
- Restriction to visitation
- Only having childcare for my one year old even though most events are family friendly sometimes my son is not the easiest to keep entertained and i leave due to i don't want to take away from other families.
- Because i am disabled and limited in moving.
- Unfortunately, a lot of the after-school activities like the stem reading program isn't quite late enough and my family missed it due to not being home from work yet.
- New to the school and state. Have not seen anything about involvement. Not really impressed by the lack of information.

## Hall's Cross Roads Elementary - Continued

*Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".*

- Just to be more specific in how the plan will be carried out.
- More weekend activities vs. after school.
- Recently Hall's Cross added all day pre-K to their curriculum. This improvement also added two more classrooms to the Pre-K ranks. However, my family applied and was denied around mid-summer. Income was the reason for denial. Three days before school started, we received a letter stating that our 4-year-old was now excepted. They seemingly denied interested families because of income and then struggled to fill all three classrooms. I believe a better use of time and funding would have been to allow all interested families to attend. Sadly, by the time we were notified we had made other arrangements. Hopefully funds weren't wasted because working class families were initially excluded. Wages should not be used to exclude.
- Keep using class dojo to keep parents involved with what our kids are learning.
- Specifics on how HCPS will accomplish tasks and providing open events regularly around the county.
- Continuing the parent classes and openness for parents to communicate
- No suggestions, but my family absolutely loves Hall's Cross Roads and the principal, Mrs. Douglas and the teachers. We are also so glad that Mr. Slattery is back!
- No comment

## HCPS Title I Parent & Family Engagement Plan Survey

2019-2020

### Havre de Grace Elementary

#### Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- Work, timing constraints, other children
- Work
- Schedule
- Work
- Work schedule
- None, love that the PTA is on Facebook live!
- Lack of communication, papers notifying of activities not coming home in time to arrange schedules.
- Work hours
- Timing
- Provide more program reports (translated from Spanish)
- No, thanks (translated from Spanish)
- Some parents work in the evening
- The only barriers that I would say would be time of the programs being around the same time parents have to work.
- times of events, not enough notice, ability to bring younger siblings
- None
- Work/custody arrangements
- Work schedule is my biggest barrier. Otherwise we plan to make every activity.
- Busy schedule with sports
- work hours
- Work schedules or caring for younger siblings
- Obligations to take care of younger siblings and can't bring them with me to attend school activities
- The time of day or not receiving enough notice to plan ahead.
- I'm a stay at home mom with a small child so finding childcare makes it difficult to be more involved. And I am sure that many parents are working several jobs to make ends meet without the luxury of time off to be more involved as well.
- Times
- Conflicting schedules due to working parents
- The only thing that would prevent me is not being able to attend do to work.
- Siblings
- Work
- The school does a great job eliminating barriers. Even if I can't come, they live stream the events or send things home

## Havre de Grace Elementary - Continued

- Activities during work hours
- Work schedule, childcare for younger siblings, transportation
- Definitely work. Being a single mom it's not likely for me to make every event at school. I try super hard but am sad sometimes because I miss the in-school events, like share days in the classroom.
- Work
- Time of day
- Times
- Work
- Might be difficult for working parents to attend some events due to scheduling and taking time off.
- The reason some Title 1 Schools have more parent involvement than others is based on school's administrators. A barrier is having an unwelcoming administration, therefore, limiting parent involvement. Feeling welcoming, included and involved encourage community, therefore, increase parental involvement.
- Work schedule
- I work mid shift and am usually at work when after school functions occur
- For me personally, I'm a bus driver so I'm not available... unless it's after school. Otherwise, nothing !
- My work schedule :(
- None - HdG goes above and beyond! They even have PTA meetings on fb live!
- Me- nothing Others- jobs, transportation
- If anything work, but my spouse or I am always available
- The language used in the plan isn't accessible or friendly to the targeted community. It needs to be written more plainly and less "objective-like" to engage and invite parents.
- We haven't been given opportunities to volunteer. I want to be involved. Not even the PTA has asked, lol!!

### **Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".**

- This is an incredible school!
- I believe HDGES does a fantastic job utilizing the engagement plan to create a community amongst the student families and staff. There are always resources available to help our children together to grow into very well-educated people.
- Make parents more aware through events about the responsibility the school has as a title 1 school vs a regular school. Don't just sent papers home that won't get read. I had to do my own research
- can't think of any improvements.
- Purple house

## Havre de Grace Elementary - Continued

- The good be great to have an open forum from title I and administration after or during the PTA meeting. Where people could ask questions and get information.
- HdgEs is an amazing school and we as parents appreciate all their dedication to our children and involving the families.
- No suggestions at the moment
- HDGES is amazing. I am not sure how they could improve, honestly. Mr. Wooden especially is so devoted to all of the students in the school and really makes me feel like my children matter. He goes above and beyond for every student!
- Maybe have some events at varying times that may help working parents (although I feel that you already do this for the most part).
- Title 1 Schools have different challenges then their counterparts in the northern part of the county. Although expectations should always be set high, additional supports and staffing are NECESSARY to promote successful engagement and rigorous instruction. Supporting teachers and staff with appropriate materials, lower class sizes and adequate staffing are required to provide students in Title 1 Schools the same opportunity as students in the northern part of the county.
- Travis love the school we love the school and I'm glad that he has teachers in a principal and assistant principal and everyone that cares so much for our children what a loving community! Travis is in the blue house!
- I'm very pleased and have no comments
- We are new this year and our experience has exceeded our expectations.
- Nothing comes to mind
- Don't write the plan/pamphlet in "objective" or "lesson plan" style objectives. Use an engaging voice that will entice parents to get involved. Right now you're talking down to your target audience.



## HCPS Title I Parent & Family Engagement Plan Survey

2019-2020

### Magnolia Elementary

#### Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- The wait time in setting up appointments with new principal to visit school.
- School, work and possibly religious meetings
- Scheduling
- None, everything has been great!
- New rules about visiting.
- The times may interfere with work.
- Work schedule
- Resources for special needs should not have to arrange outside of school.
- Language
- Basically, there is a lot of problem with the language (translated from Spanish)
- Transportation. Employment during school hours.
- Work
- Work
- Not enough notice given ahead of time for parents that work full time and have schedules already done weeks in advance
- No transportation
- The times of activities are during school time and i work from 7 to 3 pm
- Work. Now that it's a new rule that parents can not pop in on child/children. Makes experience even harder.
- No transportation
- Transportation
- Sometimes work schedule hinders me from coming to events during the school day but I try my best to alter my schedule to participate in all activities with my children.
- Work and younger children
- Work
- Although a plan is created for the involvement of title 1 parents there should also be preparations for parents who may /may not be capable of effective communication or getting the point across as well as others. Those barriers can impact the feedback necessary to make informed decisions as it relates to the communities these meetings serve.
- Although a plan is created for the involvement of title 1 parents there should also be preparations for parents who may /may not be capable of effective communication or getting the point across as well as others. Those barriers can impact the feedback necessary to make informed decisions as it relates to the communities these meetings serve.

## Magnolia Elementary - Continued

- Work hours
- Work hours
- Working or appointments
- Working m- fr In the morning
- None
- Work hours
- Loss of family members. We lost my son in dec. Then we lost pop in Jan. And now we are watching my step dad is dying right before our eyes

### *Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".*

- Parents need to be more informed ab out what's going on in the school. Such as walls, leaving after 2:00 p.m. still effects attendance for child. I also feel there needs to be something in place where children with behavioral problems be placed in another class or maybe at home so children who want to learn aren't interrupted.
- Nothing at all. You are all doing an awesome job! I couldn't help but smile the whole time.
- Great job!
- Give classes for adults with a flexible schedule to be able to communicate with parents and teachers (translated from Spanish)
- Keep up the great work!
- Have more activities after 3 maybe or give at least a 2 week notice
- Keep the level of inclusion open and simple to welcome Some of the people of the community This program serves.
- Keep an open mind and understanding of the challenges many may face at no fault of their own.
- An app for I phones or androids
- Nine
- No. Mrs.KENDALL is doing a fantastic job on keeping me up to date

## HCPS Title I Parent & Family Engagement Plan Survey

2019-2020

William Paca/Old Post Road Elementary

### Identify reasons (barriers) that might prevent you and/or other parents from participating in your child's school experiences?

- Work
- Walking to the school
- Our school does a good job communication with us. We know what is happens.
- Transportation Work schedule
- My work hours
- no car
- Lack of communicating in the correct spoken language.

### Please provide any comments or suggestions that you feel will help to improve the "Title I Parent and Family Engagement Plan".

- I was not able to get the parent Friendly Brochure and the district level plan when I put the web address in- it brought me immediately to survey. I was not able to answer the questions fully
- The orange folders need to come home every Wednesday and the returned papers need to be collected. My child doesn't get the information in a time and paperwork is still in her folder the next day. Thank you
- Could school and this all plans be together? There are a lot of plans.
- Great program

Harford County Public Schools  
 Component E: Equitable Services  
 Internal Controls

The HCPS Title I Office is committed to providing equitable services to eligible private school students, teachers, and parents. These services and other benefits will be comparable to the services and other benefits provided to the public school children and teachers participating in Title I programs. The HCPS Title I Office will assess, address, and evaluate the needs of private school students and teachers. The system will spend the required proportional share ensure identified students receive services.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
End of Year / Affirmation of Consultation Meeting	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Initial consultation meeting. 1. Determine data source for counting eligible students. (Identifying pool of eligible students is private school responsibility.) 2. Identify multiple, educationally related criteria for choosing students. (LEA responsibility.) 3. Discuss academic goals of eligible students, appropriate assessments. 4. Solicit views on service delivery options, including “pooling” or consolidating funds option. 5. Discuss size and scope of services, the proportion of funds, and how the proportion will be determined 6. Determine services for parents and teachers of participating students. 7. Inform private school officials of the HCPS Title I, Part A, complaint procedure. 8. Collect signed affirmation form private school officials. 9. Determine equitable services amount based on number of eligible students and proportion of funds. 10. Identify students to participate (serviced).	End of 2020 School Year	various	5/26 – Trinity 5/26 – St. Joan 5/21 – Bethel – Denied Services for 2020-2021 School Year
Dispute Resolution	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	HCPS Title I, Part A complaint procedure will be utilized to ensure all issues or concerns are attempted to be resolved, before escalation to the State Ombudsman. HCPS Title I Office believes open, honest, and fair communication between private schools should occur at all times. HCPS Title I Office strives to ensure understanding and agreement with all private schools.	July – June, 2020/2021		This complaint procedure is shared with each private school during the Affirmation of Consultation meeting
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Work with other counties / states to sign MOU’s and exchange money for students who generated funds from the previous school year.	July – June, 2020/2021	Various	TBD - CCPS TBD –BCPS In Process – BCityPS

Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Contact Finance Grants Accountant to ensure additional accounts are created to allow for the deposit of incoming out of county funds. Ensure Catapult is aware these costs must be broken out on the monthly invoices.	August 2020	On-going Will be set up when invoice is created.	HCPS is giving funds to CCPS (3 students). HCPS is receiving funds from CCPS (2 students).
Renew Third Party Contract	Sara Harvey, Purchasing Agent Catapult Learning	Sign Renewal of Third Party Contract if necessary. Discuss upcoming year's contract. Review any changes.	June 2020		N/A – Contract RFP for 2020 Year.
Discuss Third Party Contract	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Discuss upcoming year's contract. Review any changes. This meeting and the fact that the Affirmation of Consultation meetings have already taken place will ensure that services to private school students start at the beginning of the school year.	August 2020	August 2020	TBD - Review contract, discuss expect PPA amounts available for each private school for upcoming year.
Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber, Assistant Title I Assistant Supervisor	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan. The type of assessment used, and the expectations defined to measure the effectiveness of the Title I program will be included.	August 2020	August 2020	TBD - The annual progress rubric will be discussed & disseminated in our meeting.
Meet with Third Party vendor to discuss enhanced Fiscal Monitoring.	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Meet with Third Party Vendor in order to ensure additional information is included in invoices, including the need to break down all purchases.	August 2020	August 2020	TBD - Discuss Last Year's Results, Contract, Expectations, Implementation of Program, PD, Program Fees, administrative Fees, and enhanced Fiscal Monitoring.
Transmit Affirmation of Consultation Agreement to State Ombudsman	Thomas Webber, Assistant Title I Assistant Supervisor MSDE Title I State Ombudsman	Transmit Affirmation of Consultation Agreement to State Ombudsman. The signed Affirmation of Consultation will be transmitted to the Ombudsman before the start of the school year. If any issues or disagreements occur during the May/June Affirmation of Consultation meetings, HCPS Title I Office will work closely with Private Schools to de-escalate issues before state ombudsman is involved.	October 2020	October ??, 2019	The Affirmation of Consultation Agreements are sent with the HCPS Local ESSA Consolidated Strategic Plan

Revised: July 6, 2020

Check on Status of Program	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Speak with each of the administrators to ensure that services to private school students have started at the beginning of the school year.	Late August / Early September.	August ??, 2020	Will send out a welcome email & amount of funds generated after meeting with 3 <sup>rd</sup> Party Provider														
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor	Currently no Title I funds are used to purchase equipment. No Equipment is allowed to be purchased for use in Private Schools. Regardless, equipment inventory and audit will take place each year during school year.	Ongoing		Equipment Inventory check will take place during 1 <sup>st</sup> quarter meetings														
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Any materials purchased by Catapult are reviewed by Title I Office to ensure Educational Supplies / Materials are appropriate and supplemental before payment is made. All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities.	Ongoing		Material Inventory as well as Title I Property labels are checked during quarterly meetings with private schools.														
Title I Storage of Equipment or Materials	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities. If school are continuing services through the next year, during the 4 <sup>th</sup> quarter meeting, discussion are held as to how the materials should be stored, or if they should be picked up by Title I Office. At beginning of school year, materials are re-inventoried to ensure completeness.	Ongoing		Material Inventory are discussed during quarterly meetings with private schools.														
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Exchange Funds with Baltimore County, Baltimore City, and Cecil County (as applicable)  <table border="1" data-bbox="758 1084 1505 1320"> <thead> <tr> <th colspan="3">Student Generator Information</th> </tr> <tr> <th>County</th> <th># of HCPS Students attending (Monies to be sent)</th> <th># of Out-of-County Students (Monies to receive)</th> </tr> </thead> <tbody> <tr> <td>Cecil County</td> <td>3</td> <td>2</td> </tr> <tr> <td>Baltimore City</td> <td>3</td> <td>0</td> </tr> <tr> <td>Baltimore County</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	Student Generator Information			County	# of HCPS Students attending (Monies to be sent)	# of Out-of-County Students (Monies to receive)	Cecil County	3	2	Baltimore City	3	0	Baltimore County	1	0	September, 2020 – June, 2021	Waiting on Final FY'21 Allocation amounts based upon email from
Student Generator Information																			
County	# of HCPS Students attending (Monies to be sent)	# of Out-of-County Students (Monies to receive)																	
Cecil County	3	2																	
Baltimore City	3	0																	
Baltimore County	1	0																	

Revised: July 6, 2020

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
<p>Communicate with Third Party vendor to develop the management plan.</p>	<p>Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning</p>	<p>The Third Party Vendor In consultation with HCPS, will implement the management plan that was developed for their program. The required elements of the plan include:</p> <ul style="list-style-type: none"> <li>A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting.</li> <li>B. Consulting with the HCPS Title I Office before proceeding with any changes to the program.</li> <li>C. A discussion of methods of quality control for products and general operational performance.</li> <li>D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff.</li> <li>E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information.</li> <li>F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included.</li> <li>G. Submission of a plan to assess annual progress using a HCPS generated rubric.</li> <li>H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide.</li> <li>I. Time for required Harford County Public Schools approval before initiating work on key events or tasks.</li> </ul> <p>Include plan to assess annual progress to HCPS for review and approval with October Management Plan.</p> <hr/> <p>HCPS Annual Evaluation Report</p>	<p>August – September</p>		<p>This discussion will take place during August 2020, 3<sup>rd</sup>-Party meeting along with various phone calls during the months of August and Early September.</p>

Revised: July 6, 2020

		<p>Develop the criteria for the annual evaluation which will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> <li>• surveys of teachers and parents of participating students,</li> <li>• input from students receiving services;</li> <li>• quantitative and qualitative results from assessments administered by the CONTRACTOR, and</li> <li>• other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards.</li> </ul>		
Identify students who will generate the funds	Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Private Schools will identify which students for the 2020-2021 School Year will generate the funding for the 2021-2022 School Year. Low-income status will be used to determine number of low-income families.	September, 30	Received 9/30 files by 10/??. Reviewing Family Income Survey Data for final generation list.
Parent Involvement Activities Plan	Representative, Catapult Learning	Third Party Vendor will develop a plan to provide parental involvement activities. This plan will be due to the HCPS Title I Office by October 1, 2020. The Title I Office will ensure the PI is meeting the needs of the Title I Participants and only serviced Title I students and their families are invited to participate.	October 1, 2020	10/?? – Received Management Plan with PI Activities Plan Included.
Professional Development Activities Plan	Representative, Catapult Learning	Third Party Vendor will submit a plan to develop a plan to provide Professional Development activities. This plan will be due to the HCPS Title I Office by October 1, 2020. The Title I Office will ensure the PD is meeting the needs of the Title I Participants and is not general in nature.	October 1, 2020	10/?? – Received Management Plan with PD Activities Plan Included.
Initial Management Plan	Representative, Catapult Learning	Third Party Vendor will prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables. This plan will be due to the HCPS Title I Office by October 1, 2020	October 1, 2020	10/?? – Received Initial Management Plan
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit the first of three Student Serviced List as well as the Teacher Schedules as per contract.	October 15, 2020	10/?? – Received Student Services List / Teachers Schedules.



Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Identify Student's Generating Funds for next year.	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other Maryland LEAs. Send letters to these LEAs and any surrounding LEA. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December	Ongoing -	
Alert other states about out of state students	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other states, not Maryland. Send letters to these state Title I Offices. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December	Ongoing -	
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> <li>• Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, and Review sample Correspondence between Private Schools and Families.</li> <li>• Evaluate program compliance</li> <li>• Review the evaluation results of the 2017-2018 Title I program. Explain to Private Schools the assessments which will be used to measure the effectiveness of the Title I program and what constitutes progress.</li> <li>• Review the address-eligible September 30<sup>th</sup> student list, discuss plan to determine student poverty rates.</li> <li>• Explain to Private Schools how the Title I program will be modified if expected standards/benchmarks have not been met. These measures will include; working with 3<sup>rd</sup> Party provider to examine student attendance and ensure students are receive necessary instruction. Re-working schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials.</li> <li>• Title I Materials – Schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times.</li> <li>• Review PD and PI Opportunities. All PD &amp; PI must meet the needs of the Title I participants and not be general in nature.</li> </ul>	Mid/Late October 2020	TLCS – TBD SJA – TBD	

Revised: July 6, 2020

RFP	Thomas Webber, Title I Assistant Supervisor	Start RFP process for third party contractor when applicable	October/ November		RFP just completed. Year 1 of 5 year (Yearly Renewable RFP).
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	Attending Quarterly meeting at Private Schools <ul style="list-style-type: none"> <li>Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3<sup>rd</sup> Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials.</li> <li>Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families.</li> <li>Evaluate program compliance</li> <li>Discuss poverty data results with private school officials and estimated instructional funds generated based upon proportionality</li> <li>Yearly Equipment inventory – Currently no Title I funds are used to purchase equipment, but all schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times.</li> </ul>	Jan 2021	Scheduled: TLCS – TBD SJA – TBD	
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit, the second of three Student Serviced List as well as the Teacher Schedules as per contract.	January 15, 2021		TBD - Received 2 <sup>nd</sup> Student Services List
Federal HCPS Programs Consultation meetings	Representatives, HCPS Grant Leaders, Thomas Webber, Title I Assistant Supervisor	Invite eligible private schools to the federal programs informational meeting for upcoming school year	Mid-January, 2021	TBD - Letters sent out in December 2020. Two Meetings are scheduled. <ul style="list-style-type: none"> <li>January ??, 2021</li> <li>February ??, 2021</li> </ul>	
Parent, teacher, & administrator surveys	Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	Distribute parent, teacher, & administrator surveys for Title I program satisfaction/effectiveness	February / March 2021		

Revised: July 6, 2020

Meet with New, Interested Private Schools	Thomas Webber, Title I Assistant Supervisor	Identify private schools that indicated intent to participate in the program for the upcoming year	February / March 2021		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	Attending Quarterly meeting at Private Schools <ul style="list-style-type: none"> <li>• Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3<sup>rd</sup> Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials.</li> <li>• Receive updates on Parent Involvement, Professional Development, Management Plan,</li> <li>• Review sample Correspondence between Private Schools and Families.</li> <li>• Evaluate program compliance</li> </ul>	March /April 2021	TLCS – TBD SJA – TBD	
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit, the Final of three Student Serviced List as well as the Teacher Schedules as per contract.	April 15, 2020		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2020		Year 5 of 5 year (Yearly Renewable RFP).
End of School year Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	Attending Quarterly meeting at Private Schools <ul style="list-style-type: none"> <li>• Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3<sup>rd</sup> Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials.</li> <li>• Receive updates on Parent Involvement, Professional Development, Management Plan,</li> <li>• Review sample Correspondence between Private Schools and Families.</li> <li>• Evaluate program compliance</li> <li>• Conduct Initial consultation meeting for following school year if applicable.</li> </ul>	May / June 2020	TLCS – TBD SJA – TBD BCA – TBD	

Revised: July 6, 2020

<p>End of Year Evaluation</p>	<p>Representative, Catapult Learning</p>	<p>Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:</p> <ul style="list-style-type: none"> <li>A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting the student academic achievement standards or the alternative standards.</li> <li>B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use.</li> <li>C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement.</li> <li>D. An evaluation of professional development activities conducted for eligible non-public school staff members.</li> <li>E. Special problems encountered and solutions applied or anticipated.</li> </ul>	<p>Mid-July, 2021</p>		
<p>HCPS Annual Evaluation Report</p>	<p>Thomas Webber</p>	<p>Title I Office will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> <li>• surveys of teachers and parents of participating students,</li> <li>• input from students receiving services;</li> <li>• quantitative and qualitative results from assessments administered by the CONTRACTOR, and</li> <li>• other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards.</li> </ul>	<p>Late July, 2021</p>		

**Harford County Public Schools (HCPS)**  
**Education of Homeless Children and Youth Internal Controls 2020-2021***(as of 7/1/20)*

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
<b>PREFACE</b>			These processes and procedures are based on the new ESSA regulations that replace the previous term “NCLB” requirements (effective 7/1/16). Because of the financial nature of Component F, duplicate procedures have remained in Component H – Fiscal for the management & oversight of homeless funds.		
1. Homeless Funds – Allowable and Access	Access to Reserve Funds - All Schools (Homeless)	Supervisor-Title 1 Asst. Supervisor -Title 1 HCPS Homeless Coordinator HCPS Pupil Personnel Workers Title I Office – Admin Support Secretary	1. The reserve funds for Homeless (\$5,000 for the 2021 Budget) were placed in the budget and can be accessed by PPWs for ALL homeless students in HCPS. <ul style="list-style-type: none"> <li>• Central Homeless Funds - \$5,000 to be used among ALL HCPS schools. The set aside amount is determined based upon analysis of historic fund usage in previous years and the historic number of HCPS homeless students. Process is done at the annual meeting with the HCPS Title I Supervisor and the HCPS Homeless Coordinator.</li> <li>• Purpose: Provide allowable items for identified homeless students. Homeless transportation funds will be supplied, as needed, by the Office of Student Services. (see Allowable Items section below).</li> <li>• How to access: Contact Title 1 Office prior to the expense. An email confirmation will be sent from Title 1 Office with the Access to Homeless Funds form completed by the PPW. The completed form is sent to Title 1 Office for approval.</li> </ul>	On-going	Summer 2020

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
			<ol style="list-style-type: none"> <li>2. Summer Camp for Homeless Students – Summer 2021 <ul style="list-style-type: none"> <li>• \$30,000 will be allotted for the camp to include expenses related to buses, food, staffing, supplies and materials.</li> <li>• See full description of budget and camp summary in the Fiscal Component.</li> </ul> </li> <li>3. Homeless Programs <ul style="list-style-type: none"> <li>• \$30,000 will be dedicated to supplies, materials and staffing to support programs to assist homeless students in meeting academic standards. To include: shelter tutorial programs, school-based after school programs, and parent outreach.</li> </ul> </li> <li>4. Clear delineation between the Homeless-Title 1 Funds and the McKinney-Vento Act funds managed by the HCPS Office of Student Support Services is made to avoid improper use of the two funding sources.</li> <li>5. Consultation with HCPS Homeless Liaison is done to provide input into funding amount, purpose of funding and communication with PPWs.</li> <li>6. See MOA for 2020-2021</li> </ol>	August of each year.	

<p>2 Homeless Funds – Use and Monitoring of Funds</p>	<p>Fiscal monitoring of Homeless Expenses</p>	<p>Supervisor-Title 1 Asst. Supervisor -Title 1 HCPS Homeless Coordinator HCPS Pupil Personnel Workers Title I Office – Admin Support Secretary</p>	<p>Homeless fund use will be limited to HCPS PPW and personnel designated by the HCPS Title I Supervisor. Funds will be used only for the allowable purposes. Monitoring of the Homeless funds will be done as follows:</p> <ol style="list-style-type: none"> <li>1. Access to Homeless Funds form is completed.</li> <li>2. Purchase is made by HCPS Title I secretary in collaboration with the PPW making the request.</li> <li>3. Purchase is entered on HCPS Title I spreadsheet under a separate tracking tab.</li> <li>4. The date, description, \$ amount and account number are all entered.</li> <li>5. A running balance, based on the established \$ amount, will be kept.</li> <li>6. Monthly updates will be reported to the Title I Supervisor.</li> <li>7. If the Homeless funds are running low or are depleted completely, the Title I Supervisor will contact the HCPS Homeless Coordinator to develop a plan of action (e.g., request for additional funds through amendment, use of Carryover funds, request through other agencies or community partners, etc.).</li> </ol>	<p>On-going</p>	
---	---	---	--	-----------------	--

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
3. Homeless Funds – Allowable Items/Use	Allowable items to be charged as Title I Homeless Expenses	Supervisor-Title 1 Asst. Supervisor -Title 1 HCPS Homeless Coordinator HCPS Pupil Personnel Workers Title I Office – Admin Support Secretary	<p>Only allowable items/use will be permitted with the use of Title I Homeless Funds. Examples of allowable uses include:</p> <ul style="list-style-type: none"> <li>• Items of clothing necessary to meet a school’s dress or uniform requirement or to participate in physical education classes;</li> <li>• Student fees that are necessary to participate in the general education program;</li> <li>• Personal school supplies such as backpacks and notebooks;</li> <li>• Birth Certificates, Immunizations, Food, Medical and dental services, eyeglasses and hearing aids;</li> <li>• Counseling services to address anxiety related to homelessness that is impeding learning;</li> <li>• Outreach services to students living in shelters, motels, and other temporary residences;</li> <li>• Extended learning time (before and after school, Saturday classes, summer school) or tutoring services, especially in shelters or other locations where homeless students live;</li> <li>• Parental involvement specifically oriented to reaching out to parents of homeless students; and</li> <li>• Fees for AP and IB testing, college entrance exams such as SAT or ACT, and GED testing for school-age students.</li> </ul>	Updated as directed by MSDE	





**Harford County Public Schools  
Harford County Department of Social Services  
Students in Foster Care Procedure Document**

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Collaboration	HCPS Office of Student Services, HCPS Transportation Representative, Title I Supervisor, HCDSS Representatives	Each LEA that receives Title I funds must develop and implement, in collaboration with the State or local child welfare agency, procedures to provide, arrange, and fund transportation to maintain students in foster care in their schools of origin, as long as it is in the child’s best interest by December 10, 2017. (section 1112(c)(5)(B) of the ESEA)	On going		
	Steve Richards, Cathy Bendis, Brad Palmer, Thomas Webber, Jerry Reyerson, Jill Latteri, Tawana Nolan; Jay Staab	Hold Semi-Annual meetings with HCPS Pupil Services, HCPS Transportation, HCPS Title I Office, Harford County DSS (HCDSS) representatives.	Summer Fall Winter Spring	Meeting Dates:	7/19/2016, 9/14/2016, 11/4/2016, 12/6/2016, 2/15/2017, 4/7/2017, 7/18/2017, 10/18/2017, 11/20/17, 12/1/2017, 2/27/2018, 5/27/2018; 11/8/2018. 11/7/2019- Cancelled. 12/9/2019 – MSDE Foster Care Liaison Meeting, 4/16/2020 – Cancelled.
	HCPS Director of Student Services, HCPS Director of Transportation, HCPS Title I Supervisor, HCDSS Director	MSDE / DHS Educational Stability Interagency Agreement (MOA) relating to collaborative efforts to support students in foster care in Harford County. MOA between HCPS and HCDSS will be used to clarify the roles and responsibilities of each division to further support students in foster care. ( <i>Foster Care Interagency Agreement MOA.pdf</i> )	Fall	12/12/2017 & 12/13/2017, MOA signed.	11/8/2018 – Reviewed for end date.

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Child Placement	HCPS Office of Student Services, HCPS Transportation Representative, HCDSS Representatives	<p>Best interest determination for foster care student school placement will follow the existing procedure established between HCPS and HCDSS. (<i>Foster Care Flowchart rev 11-20-17.pdf</i>)</p> <p>The procedure is as follows:</p> <ul style="list-style-type: none"> <li>• DSS determines child’s foster care placement status.</li> <li>• DSS representative contacts HCPS Pupil Personnel Worker (PPW) at the child’s current HCPS home school to discuss the child’s information and determine the child’s school of best interest for school placement. Transportation will be contacted for additional input. Transportation will advise HCDSS whether it is / is not, able to transport the student in question by school bus.</li> <li>• If HCPS Transportation advises HCDSS that it cannot transport a student by school bus, a rationale will be provided. HCDSS will arrange for safe and timely transportation.</li> <li>• PPW and DSS representative will maintain source documents related to school placement, best interest determination, and transportation decisions. (<i>Best Interest Determination Form rev 11-6-17.pdf &amp; Transportation Plan Rev 11-6-17.pdf</i>)</li> <li>• PPW completes HCPS Electronic Transportation Request Form for McKinney-Vento Homeless services for student to receive transportation to school of origin (if applicable).</li> <li>• PPW completes and uploads a special admissions application.</li> </ul>	ongoing		

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Child Placement (continued)	HCPS Office of Student Services, HCPS Transportation Representative, HCDSS Representatives	<p>Multiple student-centered factors are considered when determining a student’s best interest determination, but transportation costs should <b>NOT</b> be a factor. The best interest determination must be based on all factors, including:</p> <ul style="list-style-type: none"> <li>• Appropriateness of the current educational setting.</li> <li>• Proximity to the school in which the child is enrolled at the time of placement.</li> <li>• Child should be consulted if appropriate, and others who have meaningful relationships with and additional pertinent information about the child.</li> <li>• Reasonable ride time for the child.</li> </ul>			
	HCPS Title I Supervisor	Title I Supervisor will be notified, as needed, of foster care placement decisions, if costs are incurred.			
Dispute Resolution	HCPS Office of Student Services Representative, HCDSS Representatives	<p>If HCPS representative and HCDSS representatives can’t come to an agreement on the child’s best interest determination;</p> <ul style="list-style-type: none"> <li>• A child should remain in their school of origin, while awaiting a decision to reduce the number of school moves.</li> <li>• While any such dispute is pending, HCPS Transportation will advise HCDSS if it can transport a student by school bus, if not a rationale will be provided and HCDSS will arrange for safe and timely transportation.</li> <li>• HCPS Director of Student Services / designee and HCDSS Assistant Director of Child Welfare / designee will meet, on a case by case basis, to discuss an appropriate resolution. Representatives from HCPS Title I Office will be invited as needed.</li> <li>• Given this coordination, the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of students in foster care.</li> <li>• However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (reference <i>Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015</i>).</li> </ul>			

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Transportation Costs	HCPS Transportation Office, HCPS Title I Office, HCDSS Office	Students in foster care needing transportation to their schools of origin will expeditiously-receive that transportation in accordance with section 475(4)(A) of the Social Security Act.	Ongoing		
	HCPS Title I Office, HCDSS Office	Transportation is an allowable use of federal funds, both under the Title IV-E of the Social Security Act and Title I of the ESEA.	Ongoing		
	HCPS Transportation Office, HCDSS Office	HCDSS will access Title IV-E funding when applicable for all students in foster care who meet Title IV-E eligibility. If the student is ineligible for Title IV-E funds, then additional funds will be utilized. Any “above and beyond” costs incurred in providing transportation to the school of origin will be provided based upon the following cost guidelines: <ul style="list-style-type: none"> <li>• HCDSS will reimburse HCPS for the “above and beyond” costs of transporting students in foster care.</li> </ul>	Ongoing		
	HCPS Transportation Office, HCDSS Office	“Above and beyond” costs will be initially covered by HCPS Transportation office and reimbursed at the end of each quarter, by HCDSS.	Ongoing		
	HCPS Transportation Office, HCDSS Office	At the end of the quarter, the HCPS Transportation Office, will compile all student additional transportation costs for students in foster care and make that report available to all interested parties. This document will be the basis for the cost establish above. HCDSS Office will reimburse the HCPS Transportation Office at the agreed upon guidelines.  Title I will review all student additional transportation costs for students in foster care to determine Title I funding eligibility criteria to contribute any funding for this purpose.	9/30, 12/31, 3/31, 6/30		

**Harford County Public Schools  
Action Plan for Component H. English Learners 2020-2021**

<b>Section</b>	<b>Activity</b>	<b>Names/Office/ Positions Responsible</b>	<b>Action Taken</b>	<b>Time Frame</b>	<b>Notes</b>
Component H English Learners Assurance 1	Parent Notification Letter	Jake Little Coordinator of Title I Chandra Krantz Office of World Languages Title I Teacher Specialist ELL Teachers	Joint meeting between World Languages office and Title I to discuss parent notification letter. Joint meeting between Title I TS and ESOL Teachers to discuss process for securing signatures and holding on to documentation of parent notification letters.	August	
Component H English Learners Assurance 1	Parent Notification Letter	Jake Little Coordinator of Title I	Title I will monitor dated copies of completed English and translated version of parent notification letter with parent signature on either English or translated version are complete, accurate, and up to date.	Fall, 2020	
Component H English Learners Assurance 2	Using Title I funds to support Collaboration with federal, state, and local programs	Jake Little Coordinator of Title I Title I Teacher Specialists	Title I will meet with TS, explaining that Title I funds can be utilized to better support the needs of your ELL students and families.	Ongoing	
Component H English Learners Assurance #3	Office of Accountability shares scores with Office of World Languages	Jake Little Coordinator of Title I Office of Accountability Office of World Languages	The LSS (Office of Accountability and Office of World Languages) provides ELL teachers with notification that data is accessible through the HCPS Superintendent's bulletin. Data is then shared with ELL families through a myriad of ways.  ELL Teachers and Title I TS will share the number and percentage of English Learners achieving English language	Spring, 2021	

Updated 7/14/2020

			proficiency during a School-Based Performance and Achievement meeting.		
--	--	--	--	--	--





<p>Component I. Assurance 1</p>			<p>SAN for Meetings, e.g., between School and LEA Staff</p> <p><i>Written Summary of Findings of Analyses</i></p> <p><b>A written process for implementing the school level Title I TSI plan including:</b>  <i>The Office of Title I will meet with schools to discuss the new component of TSI and it’s assurances.</i>  <i>The school will develop a process for implementing a TSI plan an embed in the SPA plan</i></p> <ol style="list-style-type: none"> <li>1.Evidence-based strategies that are aligned with findings of the Needs Assessment and Resource Inequities Analyses</li> <li>2.Communications with LEA departments and partnerships with entities outside the LEA</li> <li>3.List of staff and organizations involved in plan development</li> <li>4.SAN/SANE Documentation from meetings, training, staff development</li> <li>5.Communications Logs, emails, etc.</li> <li>6.Copies of formal agreements, contracts, etc.</li> </ol> <p>Evidence of Stakeholder involvement, which must include:</p> <ol style="list-style-type: none"> <li>1.SAN/SANE</li> <li>2.Communication logs</li> </ol> <p><i>The schools will submit TSI plans to the Office of Title I for review.</i></p>	<p>August, 2020</p> <p>August, 2020</p> <p>September, 2020</p>	
-------------------------------------	--	--	--	--	--

<p>Component I. Assurance 1</p>			<p><b>Documentation for monitoring and evaluating Title I TSI school plans:</b></p> <p><i>The Office of Title I will monitor and evaluate school plans through participation in SPA meeting, Meetings with schools, participation in triennial student growth meetings and internal audits.</i></p> <p>1.Analysis of academic progress of identified student groups, and timelines that include: Written Monitoring tool(s) and schedule Summary Results of Assessments Procedure for making changes in Strategies/Interventions based on growth in the identified student group(s) needs, if applicable</p> <p>2.Other documentation to support the LEA has implemented its written process, if applicable</p>	<p>July 2020- June, 2021</p>	
<p>Component I. Assurance 2</p>	<p>2. The LEA ensures it has a written process for determining how it will allocate additional Title I and local/other funds set aside for each Title I TSI School, if applicable.</p>	<p>Jake Little Coordinator of Title I Title I Teacher Specialist Title I Principal</p>	<p><b>Documentation supporting the implementation of the written process which must include:</b></p> <p>1.If applicable, written process for determining allocation of additional Title I funds to schools 2.SAN from meetings e.g.: Finance Office Staff to develop budget 3.Emails, communication logs 4.Other documentation to support the LEA has implemented its written process, if applicable.</p> <p><b><i>At this time, we are not allocating additional funds to TSI Schools.</i></b></p>	<p>July-June 2021</p>	



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

February 14, 2020

Bradley Palmer  
Supervisor, Office of Title I  
Harford County Public Schools  
102 South Hickory Avenue  
Bel Air, Maryland 21014

Dear Mr. Palmer:

Thank you for your letter dated February 3, 2020, informing the Maryland State Department of Education (MSDE) of the local school system's intent to skip the Center for Educational Opportunity (CEO) for Title I purposes in school year 2020-2021. Your letter stated that the decision to skip this school is due to the fact that the 2019-2020 poverty percentage for the CEO is 87.84% (65 FaRMS students on October 31, 2019 from a total enrollment of 74 on September 30, 2019), placing the school within the FY21 Harford County Public Schools grade span poverty threshold for a Targeted Assistance Program for the 2020-2021 school year.

Section 1113(b)(1)(D) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) includes a "skipping provision" that permits the local school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1118(c).
2. The school is receiving supplemental funds from other State or 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, Part A.

Harford County Public Schools provided the MSDE with information demonstrating the plan for supplemental funding that will be allocated to the CEO and information about other key factors influencing the decision to request this school be skipped, including approval as a skipped school during FY14, FY17, FY19, and FY20. Based on the information provided, the MSDE will allow the Center for Educational Opportunity to operate as skipped school for school year 2020-2021.

Please be mindful that any school that is skipped will need to be included in the rank order of Title I schools on the **Title I Allocation Worksheet** and equitable services calculations must be applied. In addition, please submit the completed **Title I Skipped School Addendum** and the **Title I Skipped School Allocation Worksheet** according to the established MSDE timelines for Title I Application and the 2020-2021 Local ESSA Consolidated Strategic Plan.

Mr. Bradly Palmer  
February 14, 2020  
Page 2

If you have any questions or concerns please contact your MSDE Point of Contact, Patricia Crafton at [patricia.crafton@maryland.gov](mailto:patricia.crafton@maryland.gov) or 410-767-3553. Ms. Crafton will be pleased to assist you.

Thank you for submitting this request in a timely manner. Please forward a copy of this letter to staff in your system with the need to know this information.

Sincerely,

A handwritten signature in blue ink that reads "Paula M. Harris". The signature is written in a cursive style with a large initial "P".

Paula M. Harris, M. Ed.  
Director, Title I – Program Improvement and Family Support  
Division of Curriculum, Instructional Improvement, and Professional Learning

PMH/PC: lm

c: Gail Clark Dickson, Ed. D.  
Thomas Webber  
Patricia Crafton

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

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



School System: LEA 12 – Harford County Public School

Signature/ Date: *Brad Palmer* 8/10/2020

Title I Coordinator: Brad Palmer

Fiscal Representative: Jennifer Birkelien

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

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

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

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

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

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

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

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

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

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

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

**Skipped School Addendum – Harford County Public Schools (HCPS) July 2020**

**Skipped School:** Center for Educational Opportunity (CEO)

**MSDE School Code:** 40 - Alternative School

**Title I Skipped Schools' Addendum:** Section B, Code 40

**Background**

A written "Approval Request" was sent to Paula M. Harris M.Ed., Director of MSDE Title I and School Improvement on February 3, 2020 by Brad Palmer, HCPS Supervisor of Title I requesting Title I "skipped school" status for the Center for Educational Opportunity (CEO) within HCPS for the 2020-2021 school-year. Approval was granted by Ms. Harris in a letter dated February 14, 2020. HCPS is prepared to include the CEO in the Fall 2020 Comparability Report as a Title I school.

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

**Skipped School Requirements – Section B**

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

For FY '21, the following table was used to allocate Title I funds and determine each school's PPA, including the CEO, in the FY '21 Attachment 7:

<b>PUBLIC School Name</b>	<b>Public School</b>	<b>10/31/19 Percent of Poverty</b>	<b>Total</b>	<b>Students Low Income</b>	<b>Total Low Income</b>	<b>Per Pupil Allocation</b>	<b>Public School Allocation</b>
CEO	7 - 12	87.84%	74	65	65.0	\$175.55	\$11,410.75
HALLS CROSS ROADS ELEMENTARY	PREK-5	83.70%	454	380	380.0	\$175.53	\$66,701.40
MAGNOLIA ELEMENTARY	PREK-5	80.91%	550	445	445.0	\$175.52	\$78,106.40
EDGEWOOD ELEMENTARY	PREK-5	73.83%	405	299	273.0	\$175.50	\$47,911.50
WM PACA/OLD POST RD ELEM	PREK-5	72.37%	865	626	626.0	\$154.48	\$96,704.48
DEERFIELD ELEMENTARY	PREK-5	71.41%	752	537	537.0	\$154.31	\$82,864.47
BAKERFIELD ELEMENTARY	PREK-5	70.42%	426	300	285.0	\$154.29	\$43,972.65
GEORGE D LISBY ELEM HILLSDALE	PREK-5	67.55%	413	279	267.0	\$154.27	\$41,190.09
RIVERSIDE ELEMENTARY	PREK-5	56.71%	462	262	262.0	\$154.26	\$40,416.12
HAVRE DE GRACE ELEMENTARY	PREK-5	49.10%	609	299	287.0	\$154.24	\$44,266.88

The CEO, if included as a Title I school, would receive a PPA total amount of \$11,410.75. As a “skipped school”, HCPS will meet or exceed will provide supplemental local funds to the CEO for the 2020-2021 school-year that would exceed the actual PPA funding that would be provided through Title I PPA funding. The supplemental local funds provided to the CEO are exclusively dedicated to support after-school academic support programs. Total HCPS budget for supplemental local funds for the CEO for the 2020-2021 SY totals \$125,507.86 (see the HCPS Budget Report on the following page). The total HCPS budgeted amount for supplemental funds to the CEO exceeds the PPA amount that the CEO would have received as an eligible Title I school. Monthly updates to the financial report will be made by the HCPS Office of Finance and the HCPS Office of Title I.



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

BOARD OF EDUCATION OF HARFORD COUNTY  
FUND BUDGET REPORT FOR 2020-2021  
FOR THE PERIOD ENDED July 1, 2020

CENTER FOR EDUCATIONAL OPPORTUNITY - Twilight Program  
SUPPLEMENTAL LOCAL FUNDING

ACCOUNT NUMBER	BUDGETED ACCOUNT NAME	BUDGETED AMOUNT	EXPENDITURES	ENCUMBERANCES/ COMMITMENTS	BALANCE
51170	SALARIES - OTHER	\$74,235.00	\$0.00	\$0.00	\$74,235.00
54685	FICA/WORKERS COMP	\$6,272.86	\$0.00	\$0.00	\$6,272.86
52286	TRANSPORTATION	\$45,000.00	\$0.00	\$0.00	\$45,000.00
	TOTAL	\$125,507.86	\$0.00	\$0.00	\$125,507.86

**Harford County Public Schools**  
**Title I Fiscal Requirements Internal Controls 2019-2020** (as of 6/30/20)

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
1. Equipment	Purchase of Title 1 Equipment (Equipment will be defined as a movable or fixed object with a minimum dollar value of \$5,000 and a shelf-life greater than one year-MSDE/HCPs Financial Reporting Manual)	Title 1 Principals or designee	Purchase of all HCPS equipment (including Title 1 equipment) should be done in consultation with the HCPS Purchasing Office to determine contracts and bid information. A Purchasing Agent will assist in all equipment purchases.	On-going	7/2019 – 6/2020	As Budget Narratives Released, Form 2's are created to purchase Equipment
	School-based Inventory of Title 1 Purchased Equipment  <b>NOTE:</b> As of FY 11, the minimum dollar amount designating equipment will be changed to \$5,000 per item with a life span of > 1 year, unless the item is deemed "sensitive" (the threshold will then be \$500)	Title 1 Principals or designee	<ol style="list-style-type: none"> <li>1. All equipment purchased with Title 1 funds must be labelled with a Title I Barcode label and included on a school-based equipment inventory (do not include leased equipment). Private school inventories are to be kept by Title I Office. The inventory should include the name of the item, budget year purchased, purchase amount, Title I Barcode Label, Service Tag Code, and location.</li> <li>2. The equipment inventory is posted on a secure HCPS SharePoint site specifically designed for the Title 1 Office.</li> <li>3. Access to the SharePoint site is limited to: Title 1 Principals, Title 1 School Financial Secretaries &amp; Supervisor-Title 1. Yearly email is sent to principals to determine who should have access to school's SharePoint site.</li> </ol>	On-going	7/2019 – 6/2020	Principal Designees are identified by each school.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
1. Equipment	Purchase of Title 1 Computer Guidelines (“sensitive” items with a \$500.00 or greater amount). Student Computers / Laptops, Teacher Computers / Laptops, Tablets.	Title 1 Supervisor, Asst. Supervisor – Title 1	<p>Title I purchased student computers / laptops, teacher computers / laptops, tablets can be purchased as long as the purchase meets the supplemental funds rules and it meets the following guidelines:</p> <ul style="list-style-type: none"> <li>• Purchase of student computing devices, above and beyond what is purchased with BOE funds.</li> <li>• Purchase of core instructional teacher computing devices, above and beyond what is purchased with BOE funds.</li> <li>• Purchase of Title I paid teacher-computing devices, above and beyond what is purchased with BOE funds.</li> <li>• Purchase of special education instructional teacher computing devices to better serve our Title I students. (BOE or Special Education does not make individual computing device purchases for special educators. In 5/24/2017 discussion with Technology 1-2 BOE Desktop Computers are assigned to each classroom. Hence if the teacher is moving rooms, the desktop stay and the teacher moves. The computer name is given as the Room name. Special Educators in this case are assigned to a room and the room may contain 1-2 desktops, thus the 3-5 special educators would have to share a desktop.)</li> </ul>	On-going	7/2019 – 6/2020	These guidelines are checked before any new purchase it made.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
1. Equipment (Contd.)	Central Title I Oversight of School-based Inventory of Title 1 Purchased Equipment	Asst. Supervisor – Title 1	<ol style="list-style-type: none"> <li>1. The Central Title I entire equipment inventory must be kept up to date with new purchases and disposal of old/inoperative equipment.</li> <li>2. Central Title 1 Office – 100% full school-based Equipment Inventory will be completed annually.</li> <li>3. Central Title I Office – 100% school-based Equipment Inventory of newly purchased equipment will be completed as the equipment is implemented.</li> </ol>	On-going		<u>100% Inventory</u> March - December  <u>Newly Purchased</u> Inventoried within 2 weeks of arrival.
	Labeling of Title 1 Equipment	Title 1 Principals or designee; Title 1 Supervisor, Asst. Supervisor – Title 1	All equipment purchased with Title 1 funds must be labeled clearly with “Title 1 Barcode Label” and the school/department name.	On-going		Checked during each Equipment Inventories
	Disposal of Title 1 Equipment	Title 1 Principals or designee Title 1 Supervisor, Asst. Supervisor – Title 1 Purchasing Supervisor	All equipment purchased with Title 1 funds that have become damaged or inoperative must be disposed of following HCPS Purchasing Manual <u>and</u> EDGAR regulations (see attached).	On-going		Information is received from Office of Technology and HCPS Assigned Technician
	Safeguard of Equipment	Title 1 Principals or designee Title 1 Supervisor, Asst. Supervisor – Title 1	<ol style="list-style-type: none"> <li>1. All Title I purchased equipment will follow the HCPS procedures for safeguard and storage of equipment:             <ul style="list-style-type: none"> <li>• Keep locked with limited access</li> <li>• Keep in location that prevents moisture or water damage</li> <li>• Limit access with sign-in/out of equipment</li> <li>• Keep current inventory of items</li> </ul> </li> <li>2. Safeguards will be the responsibility of the principal (on-going) and the Title I Office (check for safeguards during annual equipment inventory)</li> </ol>	On-going		Checked during each Equipment Inventories

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
1. Equipment (Contd.)	Maintenance of Equipment	Title 1 Principals or designee HCPS Assigned Technician	1. The responsibility for on-going and preventative maintenance of Title I purchased equipment is the HCPS Assigned Technician (assigned by the HCPS Office of Technology). Principals are to follow established guidelines and procedures for maintenance and repair of Title I equipment and will communicate directly with the AT.	On-going		HCPS Assigned Technician will contact if any Title I purchased equipment is in need of repair.
	Equipment Leased using Title 1 Funds	Title 1 Principals or designee Purchasing Supervisor	1. Contact the Purchasing Office for all equipment lease agreements. 2. School must maintain the original equipment lease contract at the school. 3. Equipment contracts and leases will be monitored by the principal and will be included in Central Title 1 Office – Field Audits.	On-going		None as of 06/30/2020
	Transfer of Title 1 Equipment	Title 1 Principals or designee Title 1 Supervisor, Asst. Supervisor – Title 1	1. Title 1 purchased equipment may not be transferred to non-Title 1 schools or departments. 2. Title 1 purchased equipment may be transferred from one Title 1 school to another Title 1 school. a. Equipment inventories must be adjusted to reflect the transfer. 3. Any Title 1 equipment transfers must first receive authorization from the Title 1 Supervisor.	On-going		No Title I purchased equipment has been transferred to Non-Title I Schools. Equipment Inventories are up to date.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
1. Equipment (Contd.)	Title 1 Equipment Consideration when a Title 1 School no longer meets the criteria for Title 1 status.	Title 1 Principals or designee Title 1 Supervisor Purchasing Supervisor	<ol style="list-style-type: none"> <li>1. All equipment purchased with Title 1 funds must be inventoried when the school no longer qualifies as a Title 1 School.</li> <li>2. The Title 1 Supervisor and the principal will review the Title 1 Equipment Inventory list.</li> <li>3. All inoperable Title 1 equipment will be disposed of following HCPS procedures.</li> <li>4. All operable Title 1 equipment will be reassigned to other Title 1 schools at the direction and discretion of the Title 1 Supervisor.</li> <li>5. All reassigned Title 1 equipment will be added to the new school's Equipment Inventory list.</li> </ol>	Upon Notice of Non-Title 1 Status		None as of 06/30/2020
	Title I Property Records	Title 1 Supervisor or designee	<ol style="list-style-type: none"> <li>1. Maintain an on-going purchase/disposal record of all Title I equipment with the following information provided: <ul style="list-style-type: none"> <li>• Location, description, model, serial number, purchase date, purchase price, source of funding, percent of Title I funded, title holder, sensitive equipment, condition of item, date of disposal</li> </ul> </li> <li>2. Align with annual Equipment Inventory</li> </ol>	Ongoing  Update with purchases and disposals		Full listing of all Title I purchased equipment is kept up to date at central Title I Office location.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring	Central SharePoint – Title 1 School Budget Spreadsheets	Title 1 Principals Title 1 School Financial Secretaries Supervisor-Title 1	<ol style="list-style-type: none"> <li>1. All 8 Title 1 schools and the Central Office have their FY '20 Title 1 Discretionary Budget (account unit budget amounts) spreadsheets (Excel) posted on a secure HCPS SharePoint site specifically designed for the Title 1 Office.</li> <li>2. Access to the SharePoint site is limited to: Title 1 Principals, Title 1 School Financial Secretaries &amp; Supervisor-Title 1. School based personal ONLY have access to their own school's Excel spreadsheet on the SharePoint site. Yearly email is sent to principals to determine who should have access to school's SharePoint site.</li> <li>3. Title 1 School Financial Secretaries will enter expenditures onto the Excel spreadsheet for their school as the expenses are incurred.</li> <li>4. The SharePoint site and Excel spreadsheet can be viewed through any HCPS networked computer.</li> <li>5. Information included on the HCPS SharePoint site is included in automatic data saves once per week by the HCPS OTIS.</li> </ol>	On-going		10/1 - FY'20 Discretionary Budget posted.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Weekly/Monthly Monitoring of Title 1 Expenditures	Supervisor-Title 1 & Assistant Supervisor Title 1, HCPS Grant Accountant Executive Director of Elementary Schools	<ol style="list-style-type: none"> <li>1. Title 1 school budgets are monitored by the Supervisor-Title 1 &amp; Assistant Supervisor Title 1, through the Sharepoint site on a weekly and monthly basis.</li> <li>2. Weekly review includes verification of spending pace, check of correct account unit assignments, check of correct object account assignment, check for accuracy of data entry, check for appropriate spending and check on Parent Involvement spending.</li> <li>3. A follow-up email is sent weekly to the principal and the financial secretary at each school with the findings for the week. A more formal monthly review is completed by the Asst. Supervisor-Title 1 to include “balancing” of school spreadsheet with the Office of Finance Lawson Program, determine discrepancies, communicate discrepancies to school, monitor spending pace, monitor account unit balances, report monthly summary statement and send summary statements (to principal, financial secretary, Supervisor-Title 1, Grant Accountant and Executive Director of Elementary Schools).</li> </ol>	Weekly and Monthly		<p>Title I school budgets are reviewed on a weekly basis.</p> <p>Monthly Review between school and Lawson is completed, results are emailed to each school with follow-up taking place on a regular basis.</p>



Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)			<p>4. Asst. Supervisor-Title 1 and the HCPS Grant Accountant (as needed the Supervisor of Finance) meet on an as needed basis to address issues, problems, journal entries, PCard accounts, appropriate expenses and other. Constant phone, personal and email contact is made. Personnel, time+effort, inventory, written financial procedures and equipment procedures are discussed, as well.</p> <p>- See MOA for 2019-2020</p> <p>5. The HCPS Grant Accountant also provides total monthly budget printouts from Lawson (meeting if necessary) to the Asst. Supervisor-Title 1.</p>			See MOA
	Internal Audit of Schools for Compliance with Title I Programmatic Requirements	Title 1 Principals Title 1 Teacher Specialists, Supervisor - Title 1 & Title 1 Compliance Coordinators	<p>HCPS Title I Compliance Coordinators (CC) will lead and facilitate the internal audit for each of their four schools. Title I Internal Audit Procedure Document of Schools for Compliance will be used to facilitate the internal audit.</p> <ul style="list-style-type: none"> <li>School wide &amp; Parent Involvement Programmatic Components will be reviewed.</li> </ul>			
	Bi-Annual Field Audits of Title 1 Schools – Title 1 Funds Only	Title 1 Principals Title 1 School Financial Secretaries, Supervisor - Title 1 & Assistant Supervisor Title 1	Bi-Annual Field Audits will be conducted by the Supervisor or Assistant Supervisor - Title 1 on-site at a Title 1 school for the purpose of auditing the financial management of the Title 1 Budget. A customized Field Audit Document is used as the primary audit tool (see attached). The Field Audit Document is approved for use by the HCPS Grants Office	Bi-Annual		<p><u>Summer Audit</u> FY'19/ FY'18 CO July – Aug 2019</p> <p><u>Winter Audit</u> FY'19 &amp; FY'20 <u>Charges:</u> All 8 Schools – December 2019.</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Bi-Annual Field Audits of Title 1 Schools – Title 1 Funds Only (Contd)	Title 1 Principals Title 1 School Financial Secretaries, Supervisor - Title 1 & Assistant Supervisor Title 1	<p>A Field Audit is conducted “at a time determined” by the Supervisor or Assistant Supervisor - Title 1 on-site at a Title 1 school for the purpose of auditing the financial management of the Title 1 Budget. Additional Field Audits will be conducted when a distinctive issue has arisen during the monthly monitoring of the school-based Title 1 budget or a more thorough audit may be conducted (See section on CAP). A customized Field Audit Document is used as the primary audit tool (see attached). The Field Audit Document is approved for use by the HCPS Office of Finance. Summary reports of the Field Audits are copied to the principal, financial secretary, Supervisor-Title 1, Executive Director of Elementary Schools, Grant Accountant and the Supervisor-Office of Finance.</p> <p>The Field Audit will focus on the following areas:</p> <ul style="list-style-type: none"> <li>• Principal's expenditure approval process used.</li> <li>• Hard copy receipt present. Receipt includes; purchase amount, date, and vendor name.</li> <li>• Hard copy documentation matches Share Point spreadsheet information and Lawson data</li> <li>• Expenditure matches budget narrative, is reasonable, and posted to the correct account.</li> <li>• Purchased item physically observed and incorporated into the classroom.</li> <li>• P-Card receipt included in the P-Card folder and assigned to the correct acct. number</li> <li>• Completed SAN(E) documentation matches special programs pay form.</li> <li>• PI Purchased Food items include Purchase Audit Compliance Checklist and SANE Documentation</li> <li>• Responded to email request for SAN documentation with allowable and appropriate documentation.</li> </ul>	As Needed		



Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Oversight Funds – Children in Foster Care	Supervisor-Title 1, Asst. Supervisor – Title 1 Director-Student Services, Director-Transportation, Directory-Harford County DSS	<p>Title I Office will hold bi-annual meetings with HCPS Pupil Services, HCPS Transportation, Harford County DSS (HCDSS) representatives to ensure additional transportation costs for student in Foster Care are being tracked under a separate account line.</p> <p>On December 10, 2017, the responsibility for best interest decision-making and for payment of the transportation costs for a child to attend the school of origin shifted to HCDSS.</p> <p>As of December 10, 2017, HCDSS has been reimbursing the school system for additional transportation costs for student in Foster Care.</p> <p>These meetings are designed to engage all stakeholders in understanding the law and expectations.</p> <p>Title I will continue the oversight of funds and ensure the regulations concerning transportation for students in Foster Care are being followed.</p> <ul style="list-style-type: none"> <li>• Consultation with HCPS Foster Care Liaison is done to provide ensure regulations are being met.</li> <li>• See MOA for 2019-2020</li> </ul>	On-going	Nov, 2019 Area	<p>11/7/19 – Originally Scheduled</p> <p>11/7 – Meeting was cancelled when Jill Lateri from HCDSS informed me that no one could attend. (To Date - All expenses have been reimbursed.)</p> <p>12/9 – attended Foster Care Liaison Point of Contact Conference</p> <p>4/16/2020 -This meeting was cancelled due to COVID-19 Closures</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Oversight Funds – ELL Students and Families	Supervisor-Title 1, Asst. Supervisor – Title 1 Director-Student Services, Title I Compliance Coordinators	<p>Title I Office will meet and coordinate with World Languages Office to ensure parent notification letter is meeting standards.</p> <p>Title I Office will ensure Parent Notification Letter is received by families, by monitoring dated copies of completed English and translated version of parent notification letter with parent signature on either English or translated version are complete, accurate, and up to date.</p> <p>Title I will meet with Title I Teacher Specialists, to inform them that Title I funds can be utilized to better support the needs of the schools’ ELL students and families.</p> <p>The LSS (Office of World Languages) provides ELL teachers with WIDA data in the month of May. Data shared with ELL families through a myriad of ways.</p> <p>ELL Teachers will share the number and percentage of English Learners achieving English language proficiency during a School-Based Performance and Achievement meeting.</p> <p>Title I will continue the oversight of funds and ensure the regulations concerning transportation for students in Foster Care are being followed.</p> <ul style="list-style-type: none"> <li>• See MOA for 2019-2020</li> </ul>	On-going	<p>J. Little met with C. Krantz (World Languages Supervisor) 8/15/2019</p> <p>8 EL school-based audits completed by J. Little between 10/29 – 11/1.</p> <p>J. Little met with Title I Teacher Specialists to discuss EL &amp; parent notification letters.</p> <p>J. Little to meet with P. Snyder (Accountability Office)</p> <p>To begin Spring, 2020.</p> <p>J. Little met with C. Krantz again for follow-up on 9/17/2019</p>	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Identifying Parent Involvement (PI) Expenditures within the Title 1 School budget.	Title 1 Principals Title 1 School Financial Secretaries Supervisor - Title 1 Asst. Supervisor – Title 1	<p>Title I Funds for PI are included as a targeted line item within the Master Plan-Title I Application. 100% of the total PI Allotment will be spent at the school-level. The process for allotting the funds to schools is as follows:</p> <ul style="list-style-type: none"> <li>• Each school is given a % of the PI (based on their poverty % rank from the total budget). Use and purpose for the PI funds is determined as a school team and included in the Budget Narrative for approval.</li> <li>• Mid-year and end of year goals are targeted for each school to ensure that the Parent Involvement expenses are being assigned. Use of PI funds is included in Budget Narratives.</li> <li>• Documentation of the PI expenditures will be done on a separate SharePoint Excel spreadsheet for each school and a running balance of Parent Involvement expenses is calculated on the SharePoint Excel spreadsheet – Summary document for each school.</li> <li>• LEA expectations for schools is to involve parents in the decision making process for use of PI funds (meetings, surveys, etc.)</li> <li>• <u>Any</u> shared PI expenses will be evenly divided among the 8 schools and applied to each schools’ PI allotment (e.g., annual Parent Involvement Conference)</li> </ul> <p>Parent Involvement expenditures will be monitored by the Supervisor &amp; Assistant Supervisor - Title 1 as part of the weekly and monthly reviews, as well as the possible Field Audits.</p>	On-going		PI Expenditures are reviewed on a weekly and monthly basis.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Supplemental Funds vs. Supplanting	Title 1 Principals Title 1 School Financial Secretaries HCPS Grant Accountant Executive Director of Elementary Schools Supervisor - Title 1, Asst. Supv. - Title 1	<p>Title 1 Funds/Staffing will be used as supplemental funds/staffing to the operating funds and staffing allotments supplied by HCPS. The HCPS “<i>Supplement Not Supplant Requirements for Federally Funded Programs</i>” Procedure is in place. This includes the following procedures that are in place to insure that Title 1 Funds/Staffing are to be used as supplemental resources to the LSS’s funding/staffing allocations:</p> <ol style="list-style-type: none"> <li>1. The Budget Office for HCPS allocates operating funds to all schools on a per pupil allocation (PPA) basis, regardless of Title 1 status.</li> <li>2. The Budget Office for HCPS allocates staffing to all schools on an “equity weighted per pupil” staffing calculation, regardless of Title 1 status. <ol style="list-style-type: none"> <li>a. The staffing allocation is checked semi-annually by position control budget analyst to ensure all schools are following allocation guidelines.</li> </ol> </li> <li>3. Other Federal and State grants will be examined to ensure that these additional grants do not supplant Title I funds, ie. Kirwan funding. This monitoring will take place in collaboration with Director of Budget, the Grants Accountant, and the Title I Office.</li> <li>4. Title 1 Principals, school financial secretaries, curriculum supervisors and the Executive Director of Elementary Schools are aware of the supplemental vs. supplanting issue when considering purchases and staffing placement.</li> <li>5. Weekly and monthly reviews of Title 1 school budgets, and Field Audits by the Supervisor-Title 1 monitor expenditures for supplanting issues. Corrective action can be taken immediately.</li> <li>6. All equipment and major text book purchases are managed through the Office of Purchasing in consultation with the Supervisor-Title 1.</li> <li>7. Time and Effort (T+E) forms will be required for all Title 1 paid employees whose salary is split with another funding source. However, single cost objective positions (single job) with multiple funding sources and working in a school-wide Title 1 school should <b>not</b> be required to complete T+E logs. Full or partially Title 1 funded personnel will need to complete the semi-annual certification. The forms will be collected and signed by the school principal and forwarded to the Title 1 Central Office for filing.</li> <li>8. HCPS Grant Accountant monitors Title 1 purchases for supplanting. – See MOA</li> </ol>	On-going		<p>Supplemental Funds vs. Supplanting discussion take place with Principals during various Principal meetings and reviewed during weekly and monthly checks of School-based spending.</p> <p>The HCPS “<i>Supplement Not Supplant Requirements for Federally Funded Programs</i>” Procedure was created on 3/1/2018. Most recently amended on 9/4/2019</p> <p>10/22/19 – Semi-annual check by position control budget analyst to ensure all schools are following allocation guidelines took place during comparability meeting.</p> <p>May 28, 2020 –Semi-annual check – email discussion with position control budget analyst to ensure all schools are following allocation guidelines</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
2. Budget Monitoring (Contd.)	Corrective Action Plan (CAP)	Title I Principals Title I School Financial Secretaries, Supervisor - Title I & Assistant Supervisor - Title I, Title I Compliance Coordinators, Executive Director of Elementary Schools, Office of Finance (fiscal items, if needed)	<p>During any Title I Monitoring, (e.g., Equipment, Internal Audits, Budget Monitoring, Building Walkthroughs, etc...), or from other sources, if a discrepancy/issue is suspected a more comprehensive audit will be completed. The scope of the comprehensive audit will be determined by the Title I Supervisor. If discrepancy/issue(s) are found (decision of the Title I Supervisor), a Corrective Action Plan (CAP) will be instituted for the school to address and correct the discrepancies/issues found. The CAP includes:</p> <ul style="list-style-type: none"> <li>• A template for the CAP is on file.</li> <li>• Dates and timeline for the CAP will be determined by the Title I Supervisor with input from the principal.</li> <li>• A letter and summary reports of the CAP are sent to the principal by the Title I Supervisor.</li> <li>• Principal/school will be responsible for developing the specific corrective action(s) needed to meet the CAP by the established timeline. (Title I Office will only provide general guidelines for completion during CAP)</li> <li>• Failure of the school to complete or comply with the CAP will precipitate contacting MSDE Title I Office or Federal Title I authorities for further guidance on a non-compliant Title I School. Possible “freezing” of the Title I discretionary funds at the school may be necessary.</li> <li>• CAP is expected to be completed during the established timeline. Timeline may be adjusted, as needed, by the Title I Supervisor.</li> <li>• When CAP is completed, a letter will be sent to the principal by the Title I Supervisor notifying of completed CAP and release of Corrective Action status.</li> <li>• Any follow-up from the CAP will be established and communicated by the Title I Supervisor, as deemed appropriate. To possibly include, further review corrective action items, training of school staff, etc.</li> <li>• As needed, adjustments to these guidelines will be made at the discretion of the Title I Supervisor.</li> </ul>	TBD	TBD	



Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year)	Preliminary Budget Planning-Local ESSA Plan	Superintendent of Schools for HCPS Executive Director of Elementary Schools Executive Director of Student Support Services Supervisor-Title 1 Assistant Supervisor - Title 1	<ol style="list-style-type: none"> <li>Title I Supervisor will meet with Executive Director of Elementary Schools and Executive Director of Student Support Services to review current FARMS rates to determine best course of action for the upcoming school year.</li> <li>Input on content and fiscal budgeting will be obtained from the Executive Director of Elementary Education and Executive Director of Student Support Services. HCPS goals and objectives will be discussed to ensure that the Title 1 Budget/Master Plan align with county and state goals.</li> <li>Initial Title 1 county allotment will be obtained from MSDE at the annual MSDE Title 1 Conference.</li> <li>“Method for Qualifying Eligible Title 1 Schools Attendance Areas” will be examined and final determination will be made in collaboration with the HCPS Superintendent and the HCPS Title 1 Office. Choices include: <ol style="list-style-type: none"> <li>Percentage</li> <li>Grade Span</li> <li>35% Rule</li> <li>Grade-span/35% Rule</li> <li>Special Rule</li> </ol> </li> </ol>	Jan ‘20	January 21, 2020 – meeting with Superintendent.	<ul style="list-style-type: none"> <li>Grade Span: Elementary</li> <li>FaRMS cutoff: 49%</li> <li>CEO will be a skipped School</li> <li>Implement the new Title I school-based staffing initiative.</li> </ul>
3. Budget Planning (Fiscal Year) (Contd.)	Budget Planning – Title 1 Implement the new Title I school-based staffing initiative	Title 1 Principals Executive Director of Elementary Schools Executive Director of Student Support Services Executive Director of Curriculum & Assessment Senior Manager Human Resources Supervisor-Title 1 Coordinator - Title 1	<ol style="list-style-type: none"> <li>Meet with various Executive Directors of Elementary Education, Student Support Services, Curriculum &amp; Assessment, and Human Resources to implement the new Title I school-based staffing initiative.</li> <li>Meet with Title I school principals to review Title I school-based staffing initiative. Based upon current achievement data, all Title I paid positions will be central office based instead of school based. All Title I Schools will receive: <ol style="list-style-type: none"> <li>1.0 Title I – Teacher Specialist</li> <li>1.0 Title I – Mathematics Specialist</li> <li>Based upon Poverty level &amp; School Size All Title I School will receive 1 or 2 Title I Teacher Flex positions. (Teacher Specialist – Math / Reading / Early Childhood, Social Worker or ESOL Teacher.</li> </ol> </li> <li>Title I Teacher Flex Positions will be determined based upon School’s data needs assessment.</li> </ol>	Feb ‘20	February 10, 2020 February 11, 2020  February 13, 2020	



			<p>preliminary period:</p> <ul style="list-style-type: none"> <li>a. Title 1 schools in improvement, CSI, and TSI <ul style="list-style-type: none"> <li>i. TSI - At this time no funds reserved for TSI school, if funding is reserved, then funds will be distributed equitably among schools based upon the number of under performing subgroups.</li> <li>ii. CSI – if applicable, funds will be distributed equitably among qualifying schools.</li> </ul> </li> <li>b. Report of PARCC scores</li> <li>c. County in school improvement</li> <li>d. Title 1 Paid employees leaving after July 1<sup>st</sup></li> <li>e. Adjustments to the allocation from MSDE</li> <li>f. Changes in the number of private school students serviced by Title 1</li> <li>g. Method for Qualifying Eligible Title 1 Schools Attendance Areas</li> <li>h. Changing needs at the qualifying Title 1 schools (attendance rezoning, demographic changes, community emergencies, staffing changes, PARCC scores)</li> </ul>		
	Budget Planning – School-Based Title I Narratives	Title 1 Principals, Executive Director of Elementary Schools, Executive Director of Curriculum and Assessment, Supervisor-Title 1, Asst. Supv. – Title 1	<ol style="list-style-type: none"> <li>1. Based upon Title I School Staffing Meeting, school-based budget narratives will be released to schools.</li> <li>2. School-based budget narratives will be reviewed by the Title I Office for “allowable and allocable”.</li> <li>3. Each school-based budget narrative will undergo a HCPS Instructional Leadership review to ensure content-based programs and plans are meeting school-based instructional needs. Title I Supervisor will sit in on reviews to ensure no supplanting takes place.</li> </ol>	July	July 1 - Released Budget Narratives to Title I Principals. Due date July 15, 2020 These were checked for appropriateness and to ensure no supplanting.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year) (Contd.)	Budget Planning – Title I Application	Executive Director of Elementary Schools Supervisor-Title 1, Asst. Supv. – Title 1	<ol style="list-style-type: none"> <li>1. Preliminary school-based budget figures will be used as data for the Title I Application.</li> <li>2. All data will be collected and entered on the Title I Application by the Supervisor of Title 1 and the Supervisor of Title 1 with consultation from the MSDE Title 1 Contact, the Executive Director of Elementary Education and the Title 1 Principals.</li> <li>3. The time frame (with exact dates) for the submission of the Title I Application will be adhered to for successful submission of the document.</li> </ol>	July, 2020		July - Received input from HCPS Instructional Leadership Review team.
	Final Budget Planning	Title 1 Principals HCPS Grant Accountant Supervisor-Title 1, Asst. Supv. – Title 1	<ol style="list-style-type: none"> <li>1. Title 1 Principals will finalize their Budget Allocation plan, after review of HCPS Instructional Leadership review team, by submitting any required changes of the Title 1 Budget Narrative from each school The final Budget Narrative will include a detailed listing of expenses and their description.</li> <li>2. Title 1 schools will be able to access the new fiscal budget funds beginning on October 1<sup>st</sup>. The funds will be accessible and spent down to \$0 by September 30<sup>th</sup> of the following year (15 months).</li> <li>3. Expenditures will be monitored by the Supervisor of Title 1 or designee, and the HCPS Grant Accountant on a monthly basis.</li> </ol>	Late July, 2020		July, 2020–Due date for Title I Principals to submit their Finalized FY’21 Budget Narratives based upon release of MSDE Title I FY’21 Funding.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year) (Contd.)	Carry Over Budget	Title 1 Principals HCPS Grant Accountant Supervisor-Title 1	<ol style="list-style-type: none"> <li>1. An estimate of the projected Carryover Budget from the previous year along with preliminary purposes will be included in the Title I Application.</li> <li>2. The Carryover amount will be less than 15% of the original budget by September 30<sup>th</sup>.</li> <li>3. The actual Carryover amounts will be available after September 30<sup>th</sup>.</li> <li>4. The Carryover amounts will be reallocated to Title 1 students.</li> <li>5. Principals will provide a “budget narrative” for how they want the funds spent. The Title 1 Supervisor and the Executive Director of Elementary Schools will have final approval of the school’s requested budget for the Carryover funds.</li> <li>6. The plan for Carryover funds will be revised and the funds redistributed.</li> <li>7. A Budget Amendment will be completed, if necessary.</li> <li>8. Carryover expenditures will be monitored by the Supervisor of Title 1 and the HCPS Grant Accountant on a monthly basis.</li> <li>9. The Carryover expenditures will be spent to \$0 by June 30<sup>th</sup> (24 month fiscal budget).</li> </ol>	Nov / Dec		<p>11/5 – Final Carryover amounts were determined by HCPS Grant Accountant and Title I Supervisor. Funds will be re-allocated back to Title I Schools to support Title 1 Student. MSDE Carryover report submitted on time.</p> <p>11/7/2019 Released Budget Narratives to Title I Principals. Due date 11/22/2019</p>
	Mid-Year Amendment	Title 1 Principals HCPS Grant Accountant Supervisor-Title 1	<ol style="list-style-type: none"> <li>1. Mid-Year Amendments is the first and <u>only</u> amendment that will occur for each Fiscal Year budget.</li> <li>2. Schools must identify changes to current Budget Narrative.</li> <li>3. Any changes to Salary account units must include consideration of the Fixed Costs.</li> <li>4. Any change is checked to ensure account unit balance does not go below \$0.00.</li> <li>5. All changes are checked again all schools and Central Title I Office.</li> <li>6. A Budget Amendment will be completed, if necessary.</li> <li>7. All expenditures will be monitored by the Supervisor of Title 1 and the HCPS Grant Accountant on a monthly basis.</li> </ol>	Feb / March		<p>1/31/2020 Released Amendment Worksheets to Title I Principals. Due date 2/18/2020.</p> <p>4/28/2020 Due to COVID-19 and closure of school buildings a 2<sup>nd</sup> school-based amendment was allowed</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year) (Contd.)	Calculation of Per Pupil Allocation (PPA) – Public Schools	HCPS Grant Accountant Supervisor-Title 1, Assistant Supervisor – Title I	<ol style="list-style-type: none"> <li>1. Determine Poverty ranking of all schools from 10/31 FARM report and 9/30 enrollment from HCPS.</li> <li>2. HCPS has established that annual Title I eligibility will be made based on:               <ol style="list-style-type: none"> <li>A. FaRMS % rate cutoff;</li> <li>B. Grade Span. (elementary, middle, high).</li> </ol> </li> <li>3. The Superintendent, in consultation with the Title I Supervisor, will sign off on the final annual Title I eligibility.</li> <li>4. Determine “Total Low Income FTE” enrollment number for all Title 1 eligible schools.</li> <li>5. Determine PPA:               <ol style="list-style-type: none"> <li>a) Rank 1 school is 100%, each following school is less than the next highest school.</li> <li>b) Each schools’ PPA will be multiplied by their “Total Low Income FTE” to reach each <u>schools’</u> allocation amount.</li> <li>c) PPA calculations using ranking formula in 5.a will be adjusted to reach exactly the Total “Public School Allocation”.</li> <li>d) Total Public School Allocation target \$ amount is determined by the following: Total Allocation – admin costs – required reservations – central office support – private school allocation = Total Public School Allocation.</li> <li>e) Each schools’ total Public School Allocation will be reduced by each schools’ total “school-based salaries + fixed costs” (paid Title 1 school-based employees, if applicable). The remaining amount of allocation will be budgeted into expense categories (e.g., supplies, contract services, etc.) based on school-based decisions (see Preliminary Budget and Budget Narrative).</li> </ol> </li> </ol>	Sept- Aug		<p>Final 9/30 Enrollment counts received on: 11/18/2019</p> <p>10/31 FaRMs counts received on: 11/5/2019</p>

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
3. Budget Planning (Fiscal Year) (Contd.)	Calculation of Proportional Share for Equitable Services – Private Schools	HCPS Grant Accountant Supervisor-Title 1, Assistant Supervisor – Title I	<ol style="list-style-type: none"> <li>1. Actual number of address eligible Title 1 Private School students will be submitted to the Assistant Title 1 Supervisor. September 30<sup>th</sup> counts will be used, as they are in HCPS.</li> <li>2. Family Income Surveys will be created and disbursed for each address eligible Title 1 Private School student.</li> <li>3. Income Eligible Title 1 Private School students will have their public “Title 1 home school” identified (public school that the private student would attend if they attended public school in HCPS).</li> <li>4. Total # of private school children from low-income families including those going to schools in other LEAs residing in Title I School attendance area will be divided by (/) Total # of public school children from low-income families in Title I public schools plus private school children from low-income families. School PPA for HCPS.</li> <li>5. This percentage will be used to determine the proportional share of funds to take “Off the top” of the total Title I, Part A allocation.</li> <li>6. The Proportional Share will then be split into agreed upon amounts for; PI, PD, Admin, &amp; Instructional Share.</li> </ol>	Sept-Aug		Sept 30 – list of address eligible Title 1 Private School students received.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
4. Purchase Approval Process	Authorization and approval process for school-based purchases using Title I funds (special programs and parent involvement expenses)	Title 1 Principals Title 1 School Financial Secretaries HCPS Grant Accountant Executive Director of Elementary Schools Supervisor-Title 1	NOTE: See attached document entitled “HCPS Office of Title I – Finance Expenditure Approval Process” for specific/detailed directions.	On-going		
	Contracts with Title I	Title 1 Principals Title 1 School Financial Secretaries HCPS Grant Accountant Executive Director of Elementary Schools Supervisor-Title 1 Purchasing Office	<ol style="list-style-type: none"> <li>1. ALL contracts with Third Party Vendors over the final price of \$1,000 will be handled by the Title I Office for the submission to Purchasing Office for creation and final approval. This process includes ALL school-based vendor agreements using Title I funds.</li> <li>2. School Principals will submit desired vendor and dates to the Title I Office at least three months prior to services being rendered. Principals will be notified periodically through the process and will receive the final approval by the Title I Office in writing.</li> <li>3. All support documentation from the school will be submitted after services are completed.</li> <li>4. The Title I Office will process payment to the vendor once services have been completed.</li> </ol>	On-going		All school-based contracts with Third Party Vendors are screened by the central Title I Office and passed through to the Purchasing Office for creation and final approval
	Additional Spending Tracking – Transportation Invoices	Assistant Supervisor-Title 1	Title I Transportation database has been created to track each internal HCPS Bus Trip paid for with Title I funds. This information is used to provide additional layer of checks and balances.	On-going		



Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
5. Teacher Pay Approval Process	Review of Supplemental Teacher Pay	Title 1 Principals Title 1 School Financial Secretaries HCPS Grant Accountant Executive Director of Elementary Schools Supervisor-Title 1 HCPS Director of Finance	Schools are responsible for documenting Sign-in, Agenda, Notes / Artifacts (SAN), for all Title I supplemental teacher instructional planning pay. A standardized cover sheet will be used by all schools. This process is subject to auditing by central Title I office for compliance.  NOTE: See attached document entitled “HCPS Office of Title I – Finance Expenditure Approval Process” for specific/detailed directions.			
	Additional Spending Tracking – Supplemental Teacher Pay	Assistant Supervisor-Title 1	Title I Weekly Pay database has been created to track each teacher’s supplemental pay paid for with Title I funds. This information is used to provide an additional layer of checks and balances.	On-going		
6. Use of Tech Devices			NOTE: See attached supplemental document entitled “Action Plan – Federal Use of Technology Devices 2019-2020” for specific/detailed directions.			Fiscal Component – Requirements

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Pupil Personnel Worker

REPORTS TO: Supervisor of Psychological Services and Pupil Personnel

DEPARTMENT: Student Services

### POSITION SUMMARY:

To work with students, parents, school personnel, and public and private agencies to enable the student with special needs to secure to the maximum of his or her ability the benefits of an education so that he or she can function in society.

### ESSENTIAL FUNCTIONS:

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Provides, in coordination with other services and administrative personnel, assistance to staff and parents in providing for the student's basic needs.
2. Assists the student, through individual and group processes, to assume responsibility for his/her actions, to achieve self-understanding, and to resolve conflict.
3. Assists in the identification of students with adjustment problems by studying all available information, by observing the student in the classroom and during other activities, and by visiting the student's home and consulting with the parents, school staff, and community agencies.
4. Serves as liaison between the school and home.
5. Serves as a member of the Student Services Team and, as necessary, the Individualized Education Program (IEP) and 504 Plan Committee in the schools to which assigned.
6. Maintains a case record on each referred student; coordinates the activities of all persons working with the student.
7. Explains school programs and interprets school policies to students, parents, school staff, and community personnel.
8. Presents testimony and recommendations at court hearings.
9. Investigates special admissions and withdrawal of students, school residency, and requests for student transfers.
10. Coordinates services to affect an appropriate program for the student with special educational needs, including home and hospital teaching services.
11. Gathers and maintains student data for accounting purposes.
12. Assists with the placement of students in state/private schools and institutions; assists in determining school placement and programs for students returning from other institutions.
13. Coordinates the home instruction program as assigned, including the review of those cases requiring Local Education Agency (LEA) supervisors.
14. Assists with the interpretation and enforcement of the attendance policy for the Harford County Public School System.
15. Assists in the referral of child neglect and child abuse cases to proper legal authorities.
16. Serves as a member of the regional crisis intervention team.
17. Serves as the student's advocate in selected cases of suspension, expulsion, and withdrawal.
18. Assists in the formulation, implementation, and supervision of programs and services for at-risk students.
19. Serves as an educational representative on community agency advisory committees.
20. Provides assistance in the development and implementation of in-service activities and programs to facilitate optimal development of all students.
21. Recommends policy and/or practices and the changes to them which are needed.

POSITION DESCRIPTION

Page 2 of 2

Pupil Personnel Worker

22. Serves as the Superintendent's designee for suspension conferences as assigned.

23. Serves as Homeless Liaison for the school system as assigned.

OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Master's degree from an accredited college or university with coursework related to:
  - a. school law;
  - b. counseling methods;
  - c. early childhood or adolescent psychology;
  - d. multi-cultural issues;
  - e. family systems/dynamics;
  - f. delivery of pupil personnel services and programs;
  - g. abnormal psychology or juvenile delinquency; and/or,
  - h. educational assessment interpretation.
- Hold or eligible for a Maryland Advanced Professional Certificate (APC) with a Pupil Personnel Worker endorsement.
- Proficient in the use of computer technology, including Microsoft Office Suite software programs.
- Excellent interpersonal and oral/written communication skills.
- Excellent planning and organizational skills.
- Successful teaching or related experience in a public school setting.

Approved: \_\_\_\_\_  
*Assistant Superintendent for Human Resources*

Date: \_\_\_\_\_

---

*Signature date of previous version:*

*9/10/2012*

## Homeless Liaison Duties

### **DEFINITION:**

In addition to the duties of a pupil personnel worker, provides pupil personnel services in the area of homelessness and appeals of homelessness and school choice. Performs other duties as required.

### **EXAMPLES OF DUTIES:**

Ensures that homeless children and youth identified by school personnel are immediately enrolled by personnel and receive the educational services to which they are entitled.

Ensures that parents and guardians are informed of educational and related opportunities and of their rights under the McKinney-Vento Homeless Education Act (McKinney-Vento).

Assists with mediating disputes that arise over enrollment, school selection, and services.  
Assists families to ensure that enrollment disputes are mediated expeditiously and that parents and unaccompanied youth are fully informed of their transportation rights.

Trains school-based personnel and student services personnel in the identification, enrollment, and service of homeless children and youth, related homeless education issues, as well as HCPS procedure and policy.

Offers annual training to county agencies having regular contact with homeless families, including but not limited to, shelter staff personnel, social service agencies, and other community agencies.

Disseminates information explaining the rights of homeless students under McKinney-Vento, including contact information for appropriate personnel.

Reviews the case management of homeless students provided by pupil personnel workers to determine that such students are promptly identified, immediately enrolled, and receive educational services in accordance with McKinney-Vento.

Coordinates and manages the provision of tutoring for homeless students.

Develops partnerships with the business community to support educational opportunities for homeless children, youth, and their families.

Collaborates with the Maryland State Department of Education (MSDE) Homeless Education Coordinator. Provides homeless student data to MSDE.

Maintains contact and communication with the directors of all Harford County shelters that serve children and youth.

Manages grant funds directly related to the Office of Homeless Education.

Participate in the planning and presentation of pupil personnel worker staff meetings and training sessions regarding homelessness.

# PROCEDURE

PROCEDURE TITLE: <b>Supplement not Supplant Requirements for Federally Funded Programs</b>		
ADOPTION/EFFECTIVE DATE: <b>March 1, 2018</b>	MOST RECENTLY AMENDED: <b>September 4, 2019</b>	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY		

## I. Purpose

The purpose of this procedure is to set forth specific criteria to ensure that Federal Funds add to (supplement) and do not replace (supplant) state and local funds.

## II. Definitions:

- A. Federal Funds: Any federal funds received by an local education agency (LEA) from a direct or secondary grant issued by an agency of the U.S. Government.
- B. School Allocated Operating Funds: Funds allocated equitably to each HCPS school for the purpose of instructional support to the school (e.g., materials of instruction, instructional equipment, etc.).
- C. School Staffing Allocations: Staffing allocated equitably to each HCPS school for the purpose of instructional support to the school.
- D. Comparability Report: Annual report under Title I, Part A (federal grant for improving the academic achievement of economically disadvantaged students) requirements that compare staffing allocations of HCPS non-Title I schools with HCPS Title I schools to ensure that staffing is allocated equitably, before federal Title I funds are utilized to supplement school staffing at Title I schools.
- E. Title I: means Title I of the Strengthening and Improvement of Elementary and Secondary School law at 20 U.S. Code section 6311-6339.

## III. Procedures

- A. Although the definition may change from statute to statute, supplement, not supplant provisions basically require that recipients of grants of Federal Funds use state or local funds for all services required by state law, State Board of Education (SBOE) rule, or local policy and prohibit state or local funds from being diverted for other purposes in circumstances where Federal Funds are available. Federal Funds shall supplement—add to, enhance, expand, increase, extend—the programs and services offered with

# PROCEDURE


state and local funds. Federal Funds shall not be used to supplant—take the place of, replace—the state and local funds used to operate those programs and services.

- B. Federal Funds shall not be used to provide services that would be supported with state or local funds in the absence of Federal Funds.
- C. All HCPS funded school allocations are approved annually as part of the HCPS Operating Budget. State and local funds are not distributed to schools based on the Federal Funds the schools will receive. The amount of Federal Funds that a school may receive has no weight in the decision regarding the amount of state or local funds a school may receive.
- D. The methodologies for distributing state and local funds are as follows:
  - 1. School Staffing Allocation– Allocations are based upon FTE (Full Time Equivalency) positions. The following class size calculations are used as guidelines to establish staffing at the school level.
    - a. Elementary School
      - i. Pre-Kindergarten Classes (2 Staff Members / 20 Students Class Session)
      - ii. Primary (Kindergarten – Grade 2) Classes
        - 1. School FARMS Rate (0.0 – 50.0%) – 1 staff member / 25 students
        - 2. School FARMS Rate (50.1 – 75.0%) – 1 staff member / 23 students
        - 3. School FARMS Rate (75.1 – 100.0%) – 1 staff member / 21 students
      - iii. Intermediate (Grade 3 – Grade 5) Classes
        - 1. School FARMS Rate (0.0 – 50.0%) – 1 staff member / 30 students
        - 2. School FARMS Rate (50.1 – 75.0%) – 1 staff member / 27 students
        - 3. School FARMS Rate (75.1 – 100.0%) – 1 staff member / 24 students
    - b. Secondary School – 1 staff member / 20 students

# PROCEDURE

2. School Allocated Operating Funds – all allocation funds are distributed at the same level of funding per student. (Based upon a “weighted per pupil” funding calculation). The total amount of funding is based upon the total number of students enrolled per school.
  
- C. Review Process - To ensure no Federal Funds are supplanting school allocations, the following methodologies shall be used:
  1. The yearly comparability report shall be used to monitor school staffing to ensure no Federal Funds are used to supplant state and local funds.
  2. The HCPS Office of Finance shall use the individual school’s “Report of Expenditures” to ensure all per pupil allocations are in the same amount based upon the total number of students enrolled per school. (Based upon a “weighted per pupil” funding calculation).
  3. The HCPS Budget Office position control budget analyst shall semi-annually review each individual school’s current staffing to ensure the staffing allocation matches the School Staffing Allocation referenced above. (Based upon an “equity weighted per pupil” staffing calculation)

**Approved By:**

  
\_\_\_\_\_  
Sean W. Bulson Ed.D.  
Superintendent of Schools

  
\_\_\_\_\_  
Date

# PROCEDURE

Harford County Public Schools

Procedure Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	March 1, 2018				
Amended	October 10, 2018				
Amended	September 4, 2019				

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME <b>Bradley Palmer</b>	JOB POSITION OF LAST EDITOR/DRAFTER <b>Supervisor of Title 1</b>
PERSON RESPONSIBLE <b>Thomas Webber</b>	JOB POSITION OF PERSON RESPONSIBLE <b>Assistant Supervisor - Title 1</b>
DESIGNEE NAME	DESIGNEE POSITION
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

## LEGAL REFERENCES<sup>1</sup>

References are set forth in the Procedure.

---

<sup>1</sup> All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.



# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Supervisor of Compensatory Education  
REPORTS TO: Associate Superintendent of Curriculum, Instruction, and Assessment

POSITION SUMMARY:  
To administer Title I programs for Harford County Public Schools.

### ESSENTIAL FUNCTIONS:

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Administers and supervises the Title I Program for Harford County Public Schools.
2. Keeps informed about related federal and state programs which expand and enhance public school offerings and services for identified students.
3. Investigates new legislation which may provide funds for added services to the students and schools.
4. Provides the necessary follow-up and service to existing projects such as ECIA Title I and State Compensatory Education.
5. Maintains current and readily available fiscal, personnel, and evaluation records of past and present projects.
6. Evaluates the state projects as required.
7. Disseminates project information, as appropriate, to the staff and public at large.
8. Prepares for the Superintendent of Schools periodic reports concerning the school system's involvement with the Title I and State Compensatory Education projects.
9. Initiates requisitions for the purchase of supplies, materials, and equipment.
10. Prepares, in consultation with parents, teachers, paraeducators, and central office administrators, the Title I and State Compensatory Education projects for submission to the Superintendent of Schools, the Board of Education of Harford County, and the Maryland State Department of Education for approval.
11. Observes, analyzes, reports on, and assists in the performance of teachers in the Title I schools.
12. Participates in the observation and evaluation of Title I teacher specialists.
13. Reviews and monitors school-level project improvement plans.
14. Disseminates successful strategies for serving educationally disadvantaged children from local, state, and national resources.
15. Supervises the planning and coordination of workshops and training sessions for parents in each Title I school.
16. Supervises the development and use of instructional reinforcement materials for parents to use in the home.
17. Supervises the activities of the Title I teacher specialists.
18. Plans, conducts, and coordinates staff development programs to promote improvements in the performance of Title I and State Compensatory Education Program staff.
19. Serves as a resource to the School Improvement Team for issues pertaining to the Title I Program.


OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Master's degree from an accredited college or university.
- Must hold an Advanced Professional Certificate with an Administrator I endorsement.
- Five years of successful teaching and/or administrative experience.
- Proficient in the use of computer technology including Microsoft Office Suite software programs.
- Excellent planning and organizational skills.
- Excellent interpersonal and oral/written communication skills.

Approved: \_\_\_\_\_

  
Assistant Superintendent for Human Resources

Date: \_\_\_\_\_

3/7/2011

---

Signature date of previous version:

5/2004

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Coordinator of Title I  
REPORTS TO: Supervisor of Compensatory Education  
DEPARTMENT: Curriculum, Instruction and Assessment

**POSITION SUMMARY:**

To coordinate the development of the Title I Instructional Program (school-wide or targeted assistance) at all Title I schools. Responsible for the coordination of all school-based Title I services, programs and compliance.

**ESSENTIAL FUNCTIONS:**

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. With the collaboration of the principal, leads the development and implementation of the Title I program (school-wide/targeted assistance) at the school.
2. Coordinates, monitors and evaluates the parent involvement program to include providing information to parents regarding requirements of the No Child Left Behind Act, e.g., AYP reports, school report cards, the Parents' Right to Know Clause, and the Dispute Resolution Policy.
3. Oversees and monitors the Title I Extended Instructional Programs (EIP) to ensure program goals are being met with regards to student achievement as outlined in the School Improvement Plans and vendor contracts (includes summer, extended day and in-school EIPs).
4. Assists schools in creating, managing and implementing supplemental Title grants (FOCUS and Approaching Target).
5. Attends Title I school team meetings and school events as a means to support schools.
6. Coordinates duties and collaborates with both the Title I Family Liaisons and Title I Teacher Specialists.
7. Ensures audit readiness and regulatory compliance for all school-based Title I components.
8. Works flexible schedule, including evenings.

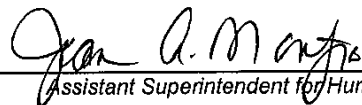
**OTHER RESPONSIBILITIES:**

- Performs other work-related duties as assigned.

**EDUCATION, EXPERIENCE AND SKILLS REQUIRED:**

- Master's degree or equivalency from an accredited college or university.
- Hold or be eligible for a Maryland Advanced Professional Certificate with endorsements in elementary education and Administrator I.
- Five years of successful teaching experience at the elementary level.
- Demonstrated leadership in Title I programming.
- School-based administrator experience preferred.
- Excellent written and oral communication skills.

Approved: \_\_\_\_\_

  
Assistant Superintendent for Human Resources

Date: \_\_\_\_\_

4/7/2015

---

Signature date of previous version:

4/2/2015

HARFORD COUNTY PUBLIC SCHOOLS

Job Description

TITLE: Title I Assistant Supervisor  
REPORTS TO: Supervisor of Compensatory Education  
DEPARTMENT: Curriculum and Instruction

POSITION SUMMARY: This position will perform a dual role of data coordination and financial management for Title I.

ESSENTIAL FUNCTIONS:

These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

Data Coordination:

1. Develops effective and efficient data collection instruments for Title I schools.
2. Collects and analyzes data as requested, prepares reports and maintains records.
3. Collaboratively creates and maintains a longitudinal data tracking system.
4. Provides data necessary and participates in the annual preparation of continuation of the Title I grant and other state/federal grants; as well as providing any federal/state reports.
5. Assists teachers and administrators in the interpretation of data.
6. Collaborates with data personnel in the Office of Technology and Information Systems (OTIS) and the Office of Accountability in the reporting function and the longitudinal database.
7. Supports monitoring of data for Supplemental Educational Services (SES) when needed for a Title I school.
8. Collaborates with the Human Resources Office to analyze and manage teacher quality data for compliance with No Child Left Behind (NCLB).
9. Coordinates with teachers, other instructional staff, and administrators in Title I schools to ensure individual employees comply with the requirements of NCLB.

Financial Management:

1. Provides financial data and consults with school leadership on a monthly basis in Title I schools.
2. Prepares Attachment 7 budget work and supporting financial tables and attachments for the Master Plan.
3. Prepares any amendments relative to Title I and related grants.
4. Collaborates with the HCPS Office of Finance and the Budget Office relating to actual and Title I expenditures.

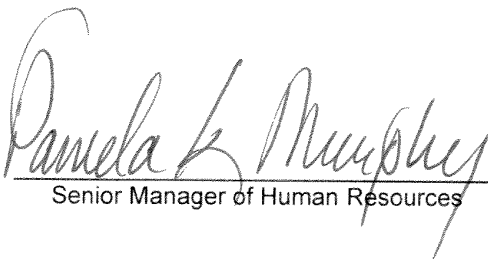
OTHER RESPONSIBILITIES:

Performs other work-related duties as assigned.

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Bachelor's degree from an accredited college or university in education, business, data management, or a related field.
- Five years of successful experience in a related area.
- Experience in data collection, management, data analysis, database management systems, SQL.
- Experience with state and federal grant administration and/or implementation.
- Experience with financial management preferred.
- Excellent written and verbal communication skills.
- Excellent interpersonal skills.

Approved: \_\_\_\_\_

  
Senior Manager of Human Resources

Date: \_\_\_\_\_

6/15/07

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Office Secretary IV  
REPORTS TO: Designated Administrator or Principal  
DEPARTMENT: Central Office or School-Based

### POSITION SUMMARY:

To provide administrative support and perform clerical duties which require initiative, discretion and independent judgment; organizes, coordinates, and maintains records and information.

### ESSENTIAL FUNCTIONS:

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Prepares and manages electronic and printed correspondence.
2. Creates, composes, edits, and manipulates documents using a word processing program.
3. Creates, edits, and manipulates files utilizing a spreadsheet program.
4. Creates and manipulates computer-based graphics.
5. Creates, edits, and manipulates files utilizing a database management program.
6. Drafts and updates forms, letter templates, and commonly used documents.
7. Establishes, maintains, and modifies complex and comprehensive mailings, records, and filing systems.
8. Compiles information and develops reports using basic research techniques and statistical analysis involving an understanding of departmental programs, policies, and procedures.
9. Arranges and confirms appointments, exercising judgment concerning priorities.
10. Organizes and coordinates meetings, conferences, and travel arrangements.
11. Responsible for complex bookkeeping records involving grants, contracts, or appropriations; reviews requested expenditures.
12. Gathers information, offers input, and updates office management procedures as needed.
13. Signs various types of correspondence, requisitions, etc. on behalf of supervisor, as directed.
14. Coordinates and schedules the admission of visitors.
15. Offers input to correct grammatical and mechanical form on correspondence, as appropriate.
16. Communicates effectively with the public, staff, students, and parents as applicable.

### OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

POSITION DESCRIPTION


Page 2 of 2

Office Secretary IV

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- High school diploma or GED.
- Four years of successful clerical experience.
- Demonstrated proficiency in Microsoft Office software programs.
- Excellent written and verbal communication skills.
- Able to maintain the confidentiality of information.
- Excellent interpersonal skills; customer-service oriented.
- Excellent planning, organizational, and time-management skills.

Approved: \_\_\_\_\_

  
Senior Manager of Human Resources

Date: \_\_\_\_\_

5/11/10

---

Signature date of previous version:

04/09/1999

**WORKSHEET - TITLE I FY '21 PARENT INVOLVEMENT ALLOCATION CALCULATION (as of 8/11/2020)**

FY '20 Parent Involvement Allocation Amount    **\$69,724.88**    1.144962%    x    **\$6,089,713.00**

<b>PUBLIC School Name</b>	<b>Public School Grade Span</b>	<b>10/31/2019 Percent of Poverty</b>	<b>Total Enrollment 9/30/2019</b>	<b>Students Low Income October 10/31/2019</b>	<b>Total Low Income FTE 10/31/2019</b>	<b>Per Pupil Allocation (PPA)</b>	<b>Parent Involvement Allocation *  NOT Rounded</b>
<b>HARFORD COUNTY PUBLIC SCHOOLS</b>							
HALLS CROSS ROADS ELEMENTARY	PREK-5	83.70%	454	380	380.0	\$21.52	\$8,177.60
MAGNOLIA ELEMENTARY	PREK-5	80.91%	550	445	445.0	\$21.30	\$9,478.50
EDGEWOOD ELEMENTARY	PREK-5	73.83%	405	299	273.0	\$21.08	\$5,754.84
WM PACA/OLD POST RD ELEM	PREK-5	72.37%	865	626	626.0	\$20.87	\$13,064.62
DEERFIELD ELEMENTARY	PREK-5	71.41%	752	537	537.0	\$20.66	\$11,094.42
BAKERFIELD ELEMENTARY	PREK-5	70.42%	426	300	285.0	\$20.44	\$5,825.40
GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	67.55%	413	279	267.0	\$20.23	\$5,401.41
RIVERSIDE ELEMENTARY	PREK-5	56.71%	462	262	262.0	\$20.01	\$5,242.62
HAVRE DE GRACE ELEMENTARY	PREK-5	49.10%	609	299	287.0	\$19.81	\$5,685.47
			4936	3427	3362.0	TOTAL	<b>\$69,724.8800</b>
						Difference	\$0.00



**Title I Data Sheet to Support Flex Position**

**Bakerfield Elementary**

<p><b>School:</b> <u> Bakerfield Elementary</u></p> <p><b>Grade Levels Affected:</b> <u> K-5</u></p>	<p><b>Position (choose one):</b>                  Teacher Specialist – Math  <b>X</b> Teacher Specialist – Reading                  Teacher Specialist – Early Childhood                  Social Worker                  ESOL Teacher</p>
--	---

**Overview of Reason for Flex Position:** Our Title 1 reading teacher will provide on going job embedded professional development in reading for all teachers. She co-plans and co-teaches lessons to support teachers and students. The Title one teacher meets with each grade level at least 1 time a week to plan ongoing instruction. Additionally, she meets with grade levels for extended planning sessions quarterly to help plan meaningful and focused instruction.

**Justification of Need (Quantitative Data):**

<p><b>i. Reading Data</b></p>	<p>Kindergarten F &amp; P</p> <ul style="list-style-type: none"> <li>52/58 (90%) met growth target/proficient/advanced</li> <li>16% increase from 17/18 SY- 42/57 (74%)</li> </ul> <p>1st grade F &amp; P:</p> <ul style="list-style-type: none"> <li>50/57 (88%) met growth target/proficient/advanced</li> <li>6 % decrease from 17/18 SY- 47/50 (94%)</li> </ul> <p>2nd grade F &amp; P:</p> <ul style="list-style-type: none"> <li>52/57 (91%) met growth target/proficient/advanced</li> <li>3% increase from 17/18 SY- 44/50 (88%)</li> </ul> <p>3rd Grade SRI:</p> <ul style="list-style-type: none"> <li>35/50 (70%) met growth target/proficient/advanced</li> <li>12% decrease from 17/18 SY- 58/71 (82%)</li> </ul> <p>4th Grade SRI:</p> <ul style="list-style-type: none"> <li>53/69 (77%) met growth target/proficient/advanced</li> <li>No change from 17/18 SY- 55/71 (77%)</li> </ul> <p>5th Grade SRI:</p> <ul style="list-style-type: none"> <li>61/74 (82%) met growth target/proficient/advanced</li> <li>5% decrease from 17/18 SY- 58/67 (87%)</li> </ul>	<p>Homogenous Grouping</p> <p>Support in Co-Taught Classrooms</p> <p>Intentional use of Interventions</p>	<ul style="list-style-type: none"> <li>Reading Specialist/Title I teacher support targeted groups of students</li> <li>Targeted assistance meetings</li> <li>Support from special education and GT teacher</li> <li>Differentiated professional development</li> <li>2 hour supported planning sessions</li> <li>Teachers are engaged in peer coaching centered around intellectual engagement.</li> <li>School Library is open each morning for students to check out books.</li> <li>Administration is offering support to help build classroom libraries</li> <li>Increased SSR / Conferencing time to support students in reading.</li> </ul>
-------------------------------	--	---	---

**Required Objective 1:** Increase student achievement in Reading/English for all students as measured by an increase in formative and summative assessment scores.

**Data Collection**

Timeframe	Baseline Data	Mid-Year Data Checkpoint	End of Year Checkpoint
<b>Assessment Used for Identified Students (Component 2.1.a)</b>	November administration of HCPS Benchmark in grades 3-5		January administration of HCPS Benchmark in grades 3-5
<b>Goal Setting: All Students (Component 2.1.f)</b>	<b>BASELINE:</b> Based on November HCPS Benchmark 3% (7/183) of students in 3 <sup>rd</sup> -5 <sup>th</sup> grade are P/A		<b>GOAL:</b> Based on January HCPS Benchmark 80% (147/183) of students in 3 <sup>rd</sup> -5 <sup>th</sup> will be P/A and/or make 5% growth
<b>Goal Setting: Identified Student Groups (Component 2.1.e)</b> ELL Students with Disabilities	<b>BASELINE:</b> ELL: 0% (0/22) students in 3 <sup>rd</sup> -5 <sup>th</sup> grade are P/A SWD: 0% (0/37) students in 3 <sup>rd</sup> -5 <sup>th</sup> grade are P/A		Based on January HCPS Benchmark 77% (18/22 ELL) and 78% (29/37 SWD) students in 3 <sup>rd</sup> -5 <sup>th</sup> will be P/A and/or make 5% growth
<b>Actual Progress (Data) (Component 2.1.f)</b>	N/A		56% 98/174 3 <sup>rd</sup> -5 <sup>th</sup> were P/A and/or made 5% growth ELL: 50% 9/18 were P/A and/or made 5% growth SWD: 53% 17/32 were P/A and/or made 5% growth
<b>Did your school meet the goal?</b>	N/A		<b>School Wide: No Identified Student Groups:</b> ELL: No Students with Disabilities: No
<b>Next Steps (required if mid-year goal was not met)</b>	N/A		

**MSDE Data:**

**HOW DID MY SCHOOL DO OVERALL?**

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	10.6	✘	✔
Academic Progress	35.0	22.5	na	✔
Progress in Achieving English Language Proficiency	10.0	5.5	✔	✘
School Quality and Student Success	35.0	29.2	na	✘
<b>TOTAL POINTS:</b>	<b>100.0</b>	<b>67.8</b>		

$$\frac{\text{Total Earned Points: } 67.8}{\text{Total Points Possible: } 100.0} = \text{67\%}$$

**TOTAL EARNED PERCENT**

\* Earned points may not equal total points due to rounding. ✔ =Met ✘ =Not Met

**Executive Director Review**

Approval Date: \_\_\_\_\_

Revision Request Date: \_\_\_\_\_

---

**Buck Hennigan**  
Executive Director of Student  
Support Services

---

**Renee Villareal**  
Executive Director of Elementary  
Education

---

**Susan Brown**  
Executive Director of Curriculum  
and Assessment

**Title I Data Sheet to Support Flex Position**

School: <u>   Deerfield   </u>  Grade Levels Affected: <u>   K-2   </u>	Position (choose one): Teacher Specialist – Math Teacher Specialist – Reading <b>Teacher Specialist – Early Childhood</b> Social Worker ESOL Teacher
---	---

**Overview of Reason for Flex Position:**

We realize that early literacy, math and behavioral supports are very important at a young age. This year we moved an adult into 5 Kindergarten rooms and it has made a difference with reading support. So we definitely see a difference with more support in primary if we can give it. We need to assist our students pre-k to 2 with reading, math, writing, and behavioral supports before they reach the intermediate grades.

We have seen an increase with students with mental health or extreme behavioral needs in pre-k this year along with primary grades. We have 3 students on a modified day in pre-k due to the fact that their behaviors impeded their learning and other students. Referral data shows – an increasing need to have someone who also can give suggestions in relation to handling behaviors from pre-k to 2. Grade 1, for example, leads the school with significant needs occurring as low as pre-k.

**Justification of Need (Quantitative Data):**

**MSDE Data:**

**County Data:**

**Reading**

<b>Grade 1 F&amp;P</b>	<b>Fall</b>	<b>Winter</b>
Below grade level	67/100 = 67%	40/100 = 40%
On grade level	23/100 = 23%	43/99 = 43%
Above grade level	10/100 = 10%	16/99 = 16%

<b>Grade 2 F&amp;P</b>	<b>Fall F&amp;P</b>	<b>Winter F&amp;P</b>
Below grade level	70/99 = 70%	56/99 = 56%
On grade level	15/99 = 15%	18/99 = 18%
Above grade level	14/99 = 14%	25/99 = 25%

**KLA –**  
**Kindergartners in red (lowest) to blue (highest)**  
 Winter admin – sounds: red 15; yellow- 11; green- 33; blue 71  
 Winter admin – sight words : Red- 51; yellow- 49; green – 13; blue – 10  
 Winter admin – Decoding : Red – 57; yellow – 17; green – 21; blue – 28

**Pre-k**  
**Beginning sounds in words**  
 Fall                                  Winter  
 C- 7; D- 2; N- 67                  C- 13; D- 37; N – 26

**Math**

**Kindergarten Winter SNAP**

	For # word seq	Backward # word seq	# Identification	add/subtract	Finger Patterns	Spatial Patterns
Exceeding Expectations	51.26%	49.58%	66.39%	47.90%	75.63%	53.78%%
Meeting Expectations	26.05%	42.02%	29.41%	28.57%	16.81	9.24%
Not Meeting Expectations	21.85%	7.56%	3.36%	21.85%	7.56%	34.45%

**1st Grade Topic 1-4 Math Benchmark  
2019-2020**

Green 56.70%  
Yellow 19.59%  
Red 23.71%

**2nd Grade Topic 1-4 Math Benchmark  
2019-2020**

Green 62.37%  
Yellow 24.73%  
Red 12.9%

**Pre-k**

**Creates number sets (0-5)**

Fall : yes – 20; No 57

Winter: Yes – 56; No 21

**Behavior data:**

1<sup>st</sup> grade leads school with office referrals with 33

K and pre-k with 11 combined

Pre-k has 2 suspensions even and 3 on modified day

**Narrative:**

In relation to the early childhood specialist Deerfield would like to hire a qualified person to assist teachers in various academic areas and with behaviors. We feel reaching children at an early age will help them long term. We appreciate the consideration for this as data will show it is a need. Thank you.

**Executive Director Review**

Approval Date: \_\_\_\_\_

Revision Request Date: \_\_\_\_\_

\_\_\_\_\_  
**Buck Hennigan**  
Executive Director of Student  
Support Services

\_\_\_\_\_  
**Renee Villareal**  
Executive Director of Elementary  
Education

\_\_\_\_\_  
**Susan Brown**  
Executive Director of Curriculum  
and Assessment

**Title I Data Sheet to Support Flex Position**

<p>School: <u>Deerfield</u></p> <p>Grade Levels Affected: <u> K-5</u></p>	<p>Position (choose one):</p> <p>Teacher Specialist – Math</p> <p><b>Teacher Specialist – Reading</b></p> <p>Teacher Specialist – Early Childhood</p> <p>Social Worker</p> <p>ESOL Teacher</p>
<p><b>Overview of Reason for Flex Position:</b></p> <p>We would like to continue our literacy push here at Deerfield. We are going to be an early adopter school in the 2020-21 school year and would like to be all in with the program. This year we had a Title I funded reading specialist who did PD (school -wide), co-teaching, planning, and was a member of the ILT. Our writing has improved in leaps and bounds this year due to having two reading specialists as they combined to do PD and walkthroughs in the area of writing. We would like this position to continue for the benefit of our school.</p> <p>Our reading scores can definitely improve. We have placed many resource teachers and a literacy coach in Kindergarten and primary to help with our literacy at an early age. As we look at students in the intermediate grades we would like more PD and co-planning to occur to help our students in these grades. We have had some students that find reading difficult hence why we need enthusiastic teachers along with reading specialists to spark their interest and confidence in the area of reading.</p>	
<p><b>Justification of Need (Quantitative Data):</b></p> <p><b>MSDE Data:</b></p> <p>2018-19 school year:</p> <p>Grade 3 – 15.9% with level 4/5</p> <p>Grade 4 – 36.8% with level 4/5</p> <p>Grade 5 – 25.8% with level 4/5</p> <p>Our writing data shows that we were lower in writing PARCC by 30 students as compared to reading PARCC as well.</p> <p><b>County Data:</b></p> <p>RELA benchmark 19-20</p> <p>Grade 3 : 77 students in red; 25 yellow; and 7 in green</p> <p>Grade 4: 90 in red; 17 yellow ; and 2 green</p> <p>Grade 5: 108 red; and 22 yellow</p> <p><b>SRI:</b></p> <p>Grade 5 winter: 27 in red; 36 yellow; 38 green; 26 in blue</p> <p>Grade 4 fall: 48 red; 27 yellow; 26 green; 4 in blue</p> <p>Grade 3 fall: 40 red; 28 yellow; 32 green; 8 in blue</p> <p><b>CoGAT:</b></p> <p>Highest stanine in grade 3 is a 7 so we are aware that we need to differentiate instruction and push our students to give them experiences that they might not yet have</p>	

**Narrative: Based on various pieces of data we would like to go ahead with the Title I funded reading specialist position. We have had one for one year and we do feel it can make a difference based on what we saw this year. Teachers have praised both reading specialists for their work in grades 1-4. I am proud of the improvement of writing here and taking on Lucy Calkins reading being a new pilot school. Support in this area is crucial. Thank you.**

**Executive Director Review**

**Approval Date: \_\_\_\_\_**

**Revision Request Date: \_\_\_\_\_**

---

**Buck Hennigan  
Executive Director of Student  
Support Services**

---

**Renee Villareal  
Executive Director of Elementary  
Education**

---

**Susan Brown  
Executive Director of Curriculum  
and Assessment**

**Title I Data Sheet to Support Flex Position**

<p><b>School:</b> <u>Edgewood Elementary School</u></p> <p><b>Grade Levels Affected:</b> K-5</p>	<p><b>Position (choose one):</b>                  Teacher Specialist – Math  <b>Teacher Specialist – Reading - ✓</b>                  Teacher Specialist – Early Childhood                  Social Worker                  ESOL Teacher</p>
--	---

**Overview of Reason for Flex Position:**

The Reading Teacher Specialist position was fully funded during the 2016-2018 school years and was decreased to a .5 part-time position this school year due to a large decrease in funding of Title 1 funds. We are requesting to reinstate the position to full-time status for the 2020- 2021 school year.

**Justification of Need (Quantitative Data):**

Our assessment scores, county and state, continue to improve and have steadily increased over the past three years. This trend and the upward trajectory of our test results are concrete evidence that the various strategies and small group differentiated instruction is effective and working successfully.

**MSDE Data:**

**ELA**

GRADE	2016	2017	2018	2019
3	25.0	29.7	27.6	30
4	14.1	22.6	24.1	28.8
5	24.2	23.0	29.4	37.3

**County Data:**

(See attached)

**Narrative:**

EDES has put in place a number of learning initiatives that are research-based and proven to be effective best practices. We analyze student work every quarter and look for trends and patterns in student learning and areas of concern. We differentiate and individualize learning for students by facilitating small group instruction for reading and math. Finally, we have provided teachers with strategies to increase student engagement and cognitive learning. This is our school-wide professional learning initiative that we have been focusing on for the past two years. The person who is hired for this position will be responsible for facilitating small group instruction to guided reading groups, providing interventions to identified Tier 2 and Tier 3 students as well as coaching and mentoring teachers who are new to the school or new to a grade level.

**Executive Director Review**

**Approval Date:** \_\_\_\_\_

**Revision Request Date:** \_\_\_\_\_

\_\_\_\_\_  
**Buck Hennigan**

\_\_\_\_\_  
**Renee Villareal**

\_\_\_\_\_  
**Susan Brown**



**Title I Data Sheet to Support Flex Position**

<p><b>School:</b> <u>George Lisby Elementary at Hillsdale</u></p> <p><b>Grade Levels Affected:</b> <u>K - 5</u></p>	<p><b>Position (choose one):</b>                  Teacher Specialist – Math                  *Teacher Specialist – Reading/ELA                  Teacher Specialist – Early Childhood                  Social Worker                  ESOL Teacher</p>
---	---

**Overview of Reason for Flex Position:**

Currently GLES has 446 students, an increase of 34 students since August; 75 new students enrolled and 41 students withdrawn since the beginning of the year. Of these 34 new enrollees, 24 have been in the primary grades.

Current ethnicity and gender count:

African American	females - 88	males - 87	Total = 175
White	females - 76	males - 86	Total = 162
Two or More Races	females - 32	males - 28	Total = 60
Hispanic	female - 17	male = 23	Total = 40
Asian	females - 4	males - 2	Total = 6

FARMS rate as of 10/30/2019 = 67.55%

	Current Year	Proposed 20/21 SY
Classroom teachers	20	22
Instructional Specialists	4	2 + Flex position
Special Educators	5	5
Mental Health Support	2	1
Special Area Teachers	4.8	4.8
Non-tenured staff	14	11

**Justification of Need (Quantitative Data):**

**School Data:**

Grade	Goal	% Met
K	B	30/76 39%
1st	G	33/76 43%
2nd	L	37/64 58%
3rd	O	30/56 54%
4th	R	36/60 60%
5th	U	49/74 66%

**MSDE Data:**

**Schoolwide '18-'19 MCAP Reading Data**

Level	1	2	3	4	5
<b>% Met</b>	13.5	21.9	35.4	28.1	1.1

70.8% of students did not meet the MCAP proficiency standard.

**County Data:**

**County Data (Lisby Winter SRI Data)**

<b>Level</b>	<b>Red</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
<b>% Met</b>	<b>21.4</b>	<b>28.1</b>	<b>36.9</b>	<b>13.4</b>

49.5% of students who took the SRI (252 students) are reading below grade level

**Narrative:**

- Provide instruction for struggling readers and writers both as a co-teacher and with small group intervention programs
- Provide model lessons and conduct peer literacy walkthroughs
- Provide PD in the areas of reading and writing
- Support the CFIP process by meeting with individual teachers/grade levels to support their analysis of data, provide suggestions and resources.
- Facilitate the Writing Goal Team and be a leader in current research and instructional strategies.
- Attend ILT and SPA meetings to present and analyze data, offer suggestions to address needs, and help develop a schoolwide instructional improvement plan based on a comprehensive needs assessment.
- Attend county meetings with the content supervisor and be the liaison for the school in the areas of reading and writing.
- Prepare GLES for the implementation of the Lucy Calkins Reading program in the 21-22 SY
- Assist with planning literacy activities at Parent Involvement Events

**Executive Director Review**

**Approval Date:** \_\_\_\_\_

**Revision Request Date:** \_\_\_\_\_

---

**Buck Hennigan**  
**Executive Director of Student**  
**Support Services**

---

**Renee Villareal**  
**Executive Director of Elementary**  
**Education**

---

**Susan Brown**  
**Executive Director of Curriculum**  
**and Assessment**

## Title I Data Sheet to Support Flex Position

<b>School:</b> <u>Havre de Grace Elementary School</u>  <b>Grade Levels Affected:</b> <u>Early Learners through 2<sup>nd</sup> Grade</u>	<b>Position (choose one):</b> Teacher Specialist – Math Teacher Specialist – Reading <b>Teacher Specialist – Early Childhood</b> Social Worker ESOL Teacher
--	--

**Overview of Reason for Flex Position:**  
 We have 336 students in preK-2<sup>nd</sup> grade, an increase of over 34% in the last 4 years. Research has shown that students who read significantly below grade level by 3<sup>rd</sup> grade will continue to struggle in school, are more likely to drop out of school, and are more likely to end up in prison. Our goal is to address the achievement gap in the early grades so that by the time students get to third grade, they have the resources they need to be successful in school. This position would be used to target the subgroups most in danger of not making proficiency standards and develop plans to intervene. This will be done through professional development, coaching, data collection, modeling, coteaching, and family engagement. In addition, this position would help to maintain Title I compliance in preK-2<sup>nd</sup> grade to ensure that the best practices for Title I schools are being implemented with fidelity. This position would also help with students who are have behavior and social/emotional challenges.

**Justification of Need (Quantitative Data):**

- 167 students in grades preK-2<sup>nd</sup> grade receive free or reduced meals.
- 71 students in grades PreK-2<sup>nd</sup> grade are economically disadvantaged.
- 19 students in grade PreK-2<sup>nd</sup> grade are considered homeless.
- 157 students in grades PreK-2<sup>nd</sup> grade have been absent more than 5 days as of 2/28/20. 55 students in grades PreK-2<sup>nd</sup> grade have been absent more than 10 days as of 2/28/20.
- Preschool screening showed that at the start of the school year 46% of incoming kindergartners were at least one year below beginning of year expectations as compared to their peers.
- 56 students in grades PreK-2<sup>nd</sup> grade receive special education services.
- 7 students in grades Prek-2<sup>nd</sup> grade receive ELL services.
- 6 teachers in grades PreK-2<sup>nd</sup> grade are non-tenured.

**MSDE Data:**

3<sup>rd</sup> Grade MCAP Scores Proficiency

	2015	2016	2017	2018	2019
ELA	48.5%	35.9%	39.5%	50.7%	40.2%
Math	35.7%	40.6%	34.2%	55.1%	45.1%

**County Data:**

Fountas and Pinnell Proficiency

	2017	2018	2019
Kindergarten	72%	83%	78%
First Grade	61%	60%	56%

**Narrative:**

- Supports the implementation of the Maryland College and Career-Ready Standards for Mathematics and Literacy for grades Pre-k through second grade.
- Develops and delivers ongoing professional development around best practices in early childhood instruction to teachers to improve the quality of instruction.
- Assists in the assessments of students to provide ongoing data for teachers.
- Assists with coordination of instructional support for new teachers.
- Plan, collaborate, coteach and coach teachers in the areas of targeted subgroups within grades preK-2<sup>nd</sup> grade.

- Maintains and develops partnerships with other businesses, and community groups to support the early childhood program.
- Stays current in the field through professional readings, seminars, workshops, and conferences
- Ensures Title I compliance in the early childhood grades.
- Utilizes behavior and social/emotional strategies to support students.

**Executive Director Review**

**Approval Date:** \_\_\_\_\_

**Revision Request Date:** \_\_\_\_\_

---

**Buck Hennigan**  
**Executive Director of Student**  
**Support Services**

---

**Renee Villareal**  
**Executive Director of Elementary**  
**Education**

---

**Susan Brown**  
**Executive Director of Curriculum**  
**and Assessment**

**Title I Data Sheet to Support Flex Position**

<p><b>School:</b> Hall’s Cross Roads Elementary</p> <p><b>Grade Levels Affected:</b> PreK - 2</p>	<p><b>Position:</b></p> <p>Teacher Specialist – Early Childhood (Focused work in Language Arts)</p>
---	---

**Overview of Reason for Flex Position:**

The Early Childhood Teacher Specialist position will allow support in building teacher capacity in the area of meeting the needs of young learners, especially in the areas of language arts. On average only 23% of HXES students enter kindergarten ready to learn according the Kindergarten Readiness Assessment. Students arriving with significant gaps in readiness present challenges we must work to overcome. However, we also continue to struggle in meeting the diverse needs of our teachers at the primary level (see below). Currently this year, 2 teachers in the primary grades are being supported Plans for Professional Growths. For the past two years there were 3 total Plans for Professional Growths for teachers in the primary grades. This year, 95% of our current primary teachers were not able to do an On-the-Fly Running Record or Miscue Analysis at the start of the school year. Also, 93% of the teachers reported that they still needed to deepen their understanding of the Continuum of Literacy Learning and The Reading Progressions. Understanding how readers develop over time and ongoing monitoring of progress are significant skills needed by primary teachers to grow readers. The readiness level of students, social emotional needs, student environmental factors, and implementing new curriculum each year for the past three years requires additional support for teachers. An Early Childhood Teacher Specialist focusing on building teacher capacity in the area of language arts for young learners will help to reduce learning gaps we see in intermediate level readers.

**Current Teacher Demographics for Primary Grade Levels**

Grade Level	Tenured	Tenured and New to Grade Level	Non-Tenured	Previous Impact on Grade Level	Notes for Next Year
PreK		3 (1 PPG)			No changes anticipated
1	1	2	1	2 PPGs (1 non-renewal and one resignation)	No changes anticipated
2	3	1		1 PPG (non-renewal) 2 non-tenured teachers	No changes anticipated
Special Ed Primary Grades		1	2 (1 PPG)		Anticipate 1 new teacher due to potential non-renewal candidate.

**Justification of Need (Quantitative Data):**

The MSDE data and County data below reflects a pattern of inconsistent performance and low performance over time. There are 35 special education students in grades PreK – 2 with 4 students currently in the assessment process and 28/43 students (65%) receiving speech and language services are in grades PreK – 2.

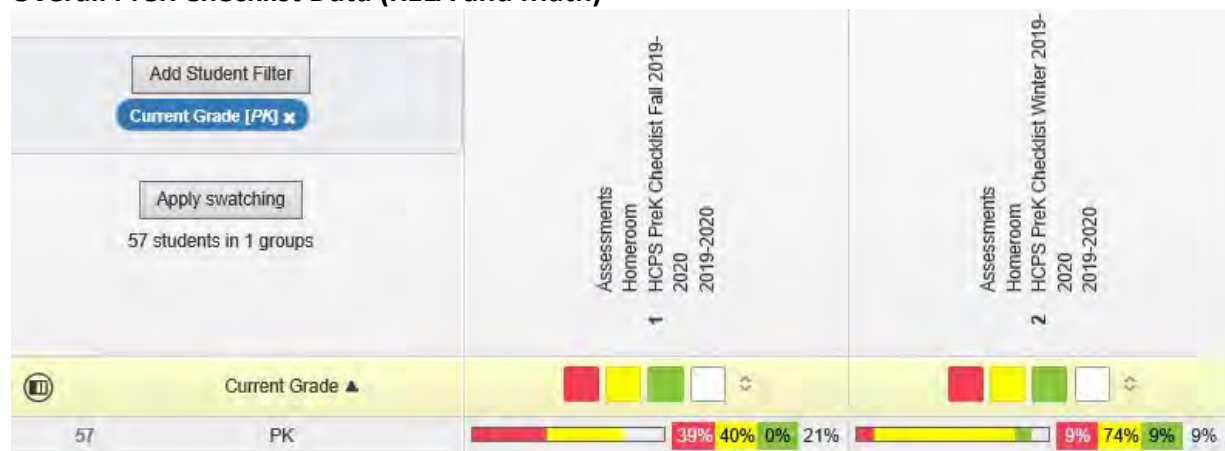
## MSDE Data:

### KRA Data: Readiness Percentages

	2019-2020	2018-2019	2017-2018 sample year: 19 students tested
Emerging	49% (34 students)	32% (21 students)	37% (7 students)
Approaching	25% (17 students)	45% (30 students)	42% (8 students)
Demonstrating	26% (18 students)	23% (15 students)	21% (4 students)

## County Data:

### Overall PreK Checklist Data (RELA and Math)

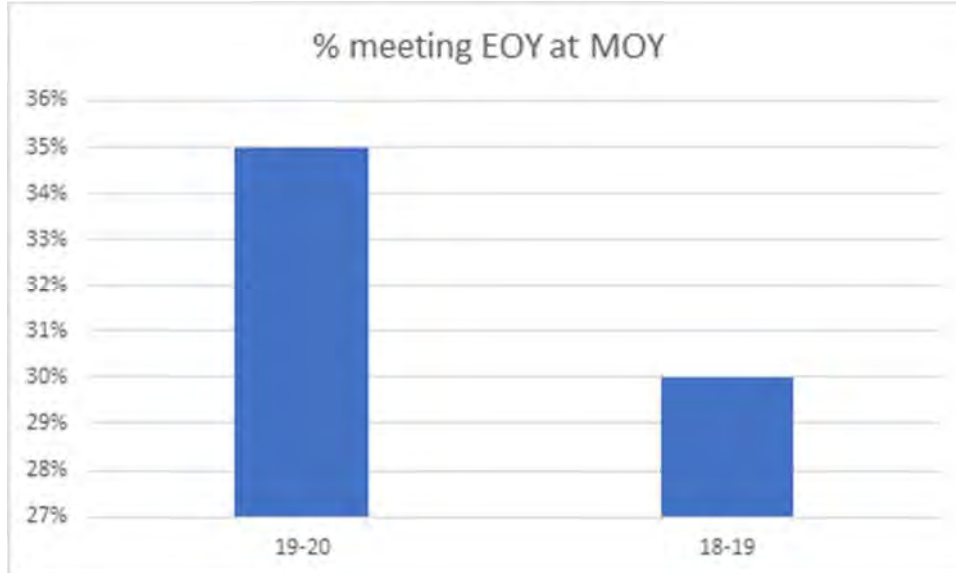


### 2019-2020 PreK Checklist Data for RELA (Percent Proficient)

	Fall	Winter	Spring
Uppercase	21.8	51.3	
Lowercase	16.9	45.9	
Writes Name	13.3	50.0	
Tells Sound	7.4	27.4	
Rhyme	11.1	50.3	
Blending	6.3	12.8	
Initial Sound	6.3	19.6	
Final Sound	0.0	6.7	
Print Awareness	39.4	65.9	
Story Awareness	13.1	56.7	
Tracks Print	23.9	67.3	
Sight Word Rec	4.7	20.0	
Sight Word Sent	2.5	19.4	
Sentence Comp	21.7	12.2	

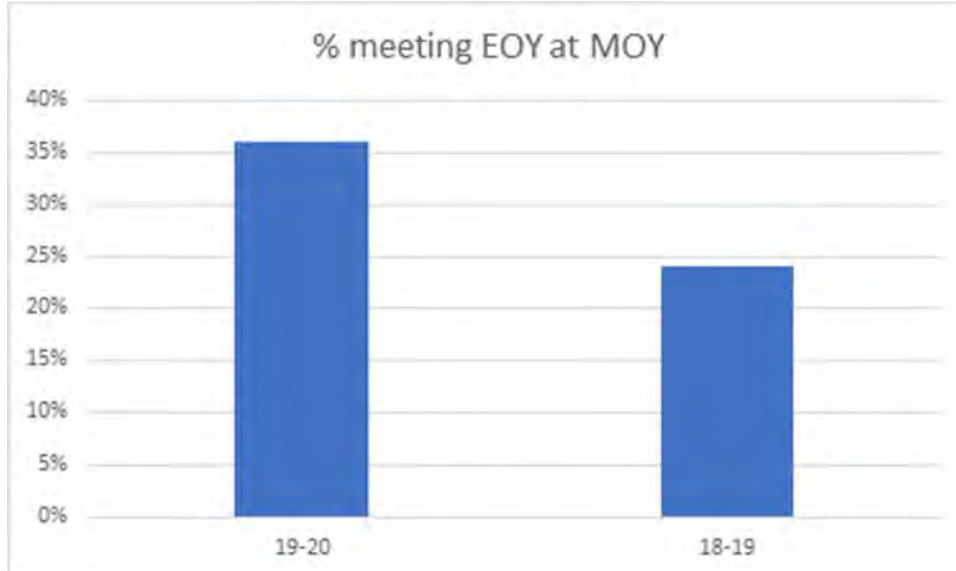
**Data for Kindergarten –F and P**

**Percent of students meeting EOY standard at Mid-Year 2019-2020 vs 2018-2019**



**Data for First grade F and P**

**Percent of students meeting EOY standard at Mid Year 2019-2020 vs. 2018-2019**



**Fountas and Pinnell Performance  
End of Year Percentage Proficient or Advanced**

	2016	2017	2018	2019
Grade K	53	65	64	76
Grade 1	38	31 <small>(19/74 students were able to take SRI)</small>	59 <small>(42/75 students were able to take SRI)</small>	51 <small>(32/75 students were able to take SRI)</small>
Grade 2	51	45	65	70

53.52% of grade 2 students scored proficient or advanced on the EOY SRI Assessment

**Narrative:**

To address the needs listed above our SPA Team supports an Early Childhood Teacher Specialist with a focus in the area of Language Arts. This position will allow us to have two specialists in our school supporting reading, one at the primary level and one at the intermediate level.

We are an Early Adopter school for the Lucy Calkins Units of Study in Reading and will be implementing the Units of Study in Phonics next school year. Both our Reading Specialist and Early Childhood Specialist will be instrumental in continuing professional development experiences that focus on lab-site work in the absence of the Teacher’s College Professional Developers. Additionally, this specialist along with the reading specialist will implement Coaching Cycles to build teacher capacity in language arts with the Early Childhood Specialist focusing on grades PreK – 2. The Coaching cycle will include identifying goals to support teacher capacity and the learning needs of students. Cycles will last from 6-9 weeks and include weekly planning sessions and/or data analysis, 1-3 times in the classroom for co-teaching, modeling or data collection per week. The Early Childhood Teacher Specialists will deliver professional development around areas where teacher capacity needs to be increased, as well as work with grade level teams to unpack units of study for reading, writing, and phonics. Special Educators will be supported in a similar way and will be further supported in the development of specialized instruction around standards and IEP goals. At the end of each cycle, data will be examined to decide if cycle needs to be repeated.

An additional role of the Early Childhood Teacher Specialist will be parent outreach to provide education on supporting literacy development with young children, birth to 5 years old. The specifics of what this will look like have not been developed at this time.

**Executive Director Review**

Approval Date: \_\_\_\_\_

Revision Request Date: \_\_\_\_\_

\_\_\_\_\_  
**Buck Hennigan**  
 Executive Director of Student  
 Support Services

\_\_\_\_\_  
**Renee Villareal**  
 Executive Director of Elementary  
 Education

\_\_\_\_\_  
**Susan Brown**  
 Executive Director of Curriculum  
 and Assessment



### Title I Data Sheet to Support Flex Position

<b>School:</b> Hall's Cross Roads Elementary	<b>Position:</b>
<b>Grade Levels Affected:</b> PreK – 5	Teacher Specialist – Math

**Overview of Reason for Flex Position:**

The Math Teacher Specialist position will allow more support in building teacher capacity in the area of mathematics. We continue to struggle in meeting the diverse needs of our teachers (see below) and students in all grade levels with one person. Our data supports the need for two specialists with one person focusing in primary grades and the other in intermediate grades. HXES MSDE data has been flat for multiple years in a row. Our students have significant gaps in learning due to attendance and environmental needs that perpetuate our students being ready to learn.

#### Current Teacher Demographics at Each Grade Level

Grade Level	Tenured	Tenured and New to Grade Level	Non-Tenured	Previous Impact on Grade Level	Notes for Next Year
PreK		3 (1 PPG)			No changes anticipated
1	1	2	1	2 PPGs (1 non-renewal and one resignation)	No changes anticipated
2	3	1		1 PPG (non-renewal) 2 non-tenured teachers	No changes anticipated
3	3	1 (1 PPG)		2 non-tenured 1 transfer (strong teacher)	Anticipate 2 new teachers due to a retirement and 1 transfer list candidate.
4	2		1	1 PPG – resigned Nov. 2019 1 strong teacher moved to grade 1 to provide stability.	No changes anticipated
5	2	1		2 non-tenured teacher resignations	Anticipate a new teacher at grade five as I have one on the transfer list.
Special Ed	1	1	3 (1 PPG)		Anticipate 1 new teacher due to potential non-renewal candidate.

**Justification of Need (Quantitative Data):**

The MSDE data and County data below reflects a pattern of inconsistent performance and low performance over time. Where there are some glimpses of growth, sustainability is difficult. Our Kindergarten students seem to perform comparable to other kindergarten students in the county according to SNAP Data, but over time our students struggle to perform comparable to other county students on Math Benchmark and MSDE Assessments.

### MSDE Data:

**MCAP Performance--Math**  
**Percentage of Students Performing at Levels 4 & 5**

	2015	2016	2017	2018	2019	Level 3, 4 and 5
Grade 3	9.5	31.6	25.0	14.0	11.1	33.3
Grade 4	8.6	4.9	24.0	18.0	20.4	47.0
Grade 5	10.5	7.2	16.0	20.0	16.9	40.8

## **County Data:**

Math Benchmark Assessments  
Percent Proficient

<b>CBA 1-4</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Grade 1	31	61	40	41
Grade 2	13	52	61	52
Grade 3	7	17	18	27
Grade 4	14	9	10	16
Grade 5	3	12	15	11

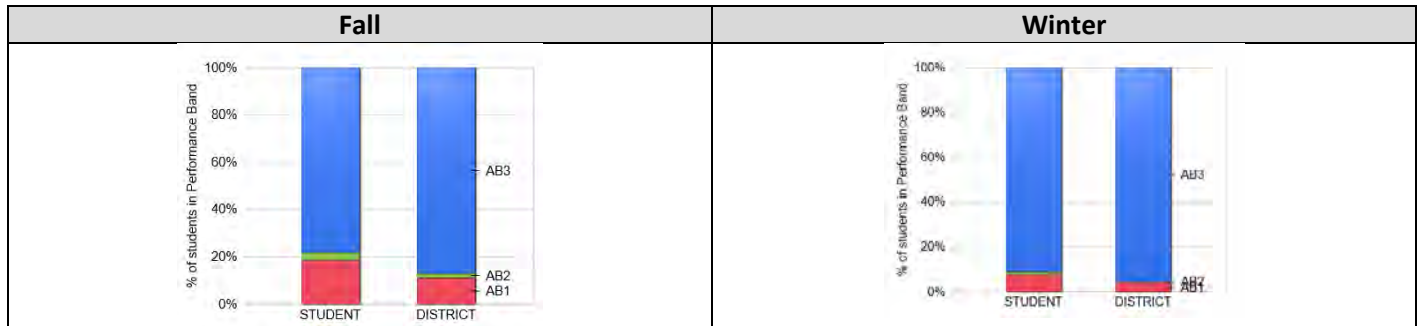
<b>CBA 1-8</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Grade 1	41	55	32
Grade 2	18	31	49
Grade 3	7	5	3
Grade 4	20	20	13
Grade 5	5	14	11

<b>CBA 1-12</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Grade 1	39	48	28
Grade 2	31	46	51
Grade 3	20	2	5
Grade 4	14	21	11
Grade 5	10	16	8

# 2019-2020 Math Benchmark Assessments County Comparison

Grade Level	HXES Performance Compared to County Performance																									
	Units 1 - 4	Units 1- 8																								
<b>1</b>	<p>Stacked bar chart showing the percentage of students in Performance Band AB1 (red), AB2 (yellow), and AB3 (green) for Units 1-4. The Y-axis represents the percentage of students in Performance Band, ranging from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Performance Band</th> <th>STUDENT</th> <th>DISTRICT</th> </tr> </thead> <tbody> <tr> <td>AB1</td> <td>20%</td> <td>10%</td> </tr> <tr> <td>AB2</td> <td>35%</td> <td>15%</td> </tr> <tr> <td>AB3</td> <td>45%</td> <td>75%</td> </tr> </tbody> </table>	Performance Band	STUDENT	DISTRICT	AB1	20%	10%	AB2	35%	15%	AB3	45%	75%	<p>Stacked bar chart showing the percentage of students in Performance Band AB1 (red), AB2 (yellow), and AB3 (green) for Units 1-8. The Y-axis represents the percentage of students in Performance Band, ranging from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Performance Band</th> <th>STUDENT</th> <th>DISTRICT</th> </tr> </thead> <tbody> <tr> <td>AB1</td> <td>30%</td> <td>10%</td> </tr> <tr> <td>AB2</td> <td>20%</td> <td>15%</td> </tr> <tr> <td>AB3</td> <td>50%</td> <td>75%</td> </tr> </tbody> </table>	Performance Band	STUDENT	DISTRICT	AB1	30%	10%	AB2	20%	15%	AB3	50%	75%
Performance Band	STUDENT	DISTRICT																								
AB1	20%	10%																								
AB2	35%	15%																								
AB3	45%	75%																								
Performance Band	STUDENT	DISTRICT																								
AB1	30%	10%																								
AB2	20%	15%																								
AB3	50%	75%																								
<b>2</b>	<p>Stacked bar chart showing the percentage of students in Performance Band AB1 (red), AB2 (yellow), and AB3 (green) for Units 1-4. The Y-axis represents the percentage of students in Performance Band, ranging from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Performance Band</th> <th>STUDENT</th> <th>DISTRICT</th> </tr> </thead> <tbody> <tr> <td>AB1</td> <td>25%</td> <td>10%</td> </tr> <tr> <td>AB2</td> <td>20%</td> <td>15%</td> </tr> <tr> <td>AB3</td> <td>55%</td> <td>75%</td> </tr> </tbody> </table>	Performance Band	STUDENT	DISTRICT	AB1	25%	10%	AB2	20%	15%	AB3	55%	75%	<p>Stacked bar chart showing the percentage of students in Performance Band AB1 (red), AB2 (yellow), and AB3 (green) for Units 1-8. The Y-axis represents the percentage of students in Performance Band, ranging from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Performance Band</th> <th>STUDENT</th> <th>DISTRICT</th> </tr> </thead> <tbody> <tr> <td>AB1</td> <td>25%</td> <td>15%</td> </tr> <tr> <td>AB2</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>AB3</td> <td>65%</td> <td>70%</td> </tr> </tbody> </table>	Performance Band	STUDENT	DISTRICT	AB1	25%	15%	AB2	10%	15%	AB3	65%	70%
Performance Band	STUDENT	DISTRICT																								
AB1	25%	10%																								
AB2	20%	15%																								
AB3	55%	75%																								
Performance Band	STUDENT	DISTRICT																								
AB1	25%	15%																								
AB2	10%	15%																								
AB3	65%	70%																								
<b>3</b>	<p>Stacked bar chart showing the percentage of students in Performance Band AB1 (red), AB2 (yellow), and AB3 (green) for Units 1-4. The Y-axis represents the percentage of students in Performance Band, ranging from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Performance Band</th> <th>STUDENT</th> <th>DISTRICT</th> </tr> </thead> <tbody> <tr> <td>AB1</td> <td>45%</td> <td>35%</td> </tr> <tr> <td>AB2</td> <td>25%</td> <td>20%</td> </tr> <tr> <td>AB3</td> <td>30%</td> <td>45%</td> </tr> </tbody> </table>	Performance Band	STUDENT	DISTRICT	AB1	45%	35%	AB2	25%	20%	AB3	30%	45%	<p>Stacked bar chart showing the percentage of students in Performance Band AB1 (red), AB2 (yellow), and AB3 (green) for Units 1-8. The Y-axis represents the percentage of students in Performance Band, ranging from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Performance Band</th> <th>STUDENT</th> <th>DISTRICT</th> </tr> </thead> <tbody> <tr> <td>AB1</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>AB2</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>AB3</td> <td>15%</td> <td>35%</td> </tr> </tbody> </table>	Performance Band	STUDENT	DISTRICT	AB1	60%	40%	AB2	25%	25%	AB3	15%	35%
Performance Band	STUDENT	DISTRICT																								
AB1	45%	35%																								
AB2	25%	20%																								
AB3	30%	45%																								
Performance Band	STUDENT	DISTRICT																								
AB1	60%	40%																								
AB2	25%	25%																								
AB3	15%	35%																								
<b>4</b>	<p>Stacked bar chart showing the percentage of students in Performance Band AB1 (red), AB2 (yellow), and AB3 (green) for Units 1-4. The Y-axis represents the percentage of students in Performance Band, ranging from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Performance Band</th> <th>STUDENT</th> <th>DISTRICT</th> </tr> </thead> <tbody> <tr> <td>AB1</td> <td>60%</td> <td>35%</td> </tr> <tr> <td>AB2</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>AB3</td> <td>20%</td> <td>45%</td> </tr> </tbody> </table>	Performance Band	STUDENT	DISTRICT	AB1	60%	35%	AB2	20%	20%	AB3	20%	45%	<p>Stacked bar chart showing the percentage of students in Performance Band AB1 (red), AB2 (yellow), and AB3 (green) for Units 1-8. The Y-axis represents the percentage of students in Performance Band, ranging from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Performance Band</th> <th>STUDENT</th> <th>DISTRICT</th> </tr> </thead> <tbody> <tr> <td>AB1</td> <td>50%</td> <td>35%</td> </tr> <tr> <td>AB2</td> <td>10%</td> <td>25%</td> </tr> <tr> <td>AB3</td> <td>40%</td> <td>40%</td> </tr> </tbody> </table>	Performance Band	STUDENT	DISTRICT	AB1	50%	35%	AB2	10%	25%	AB3	40%	40%
Performance Band	STUDENT	DISTRICT																								
AB1	60%	35%																								
AB2	20%	20%																								
AB3	20%	45%																								
Performance Band	STUDENT	DISTRICT																								
AB1	50%	35%																								
AB2	10%	25%																								
AB3	40%	40%																								
<b>5</b>	<p>Stacked bar chart showing the percentage of students in Performance Band AB1 (red), AB2 (yellow), and AB3 (green) for Units 1-4. The Y-axis represents the percentage of students in Performance Band, ranging from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Performance Band</th> <th>STUDENT</th> <th>DISTRICT</th> </tr> </thead> <tbody> <tr> <td>AB1</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>AB2</td> <td>40%</td> <td>30%</td> </tr> <tr> <td>AB3</td> <td>15%</td> <td>25%</td> </tr> </tbody> </table>	Performance Band	STUDENT	DISTRICT	AB1	45%	45%	AB2	40%	30%	AB3	15%	25%	<p>Stacked bar chart showing the percentage of students in Performance Band AB1 (red), AB2 (yellow), and AB3 (green) for Units 1-8. The Y-axis represents the percentage of students in Performance Band, ranging from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Performance Band</th> <th>STUDENT</th> <th>DISTRICT</th> </tr> </thead> <tbody> <tr> <td>AB1</td> <td>55%</td> <td>40%</td> </tr> <tr> <td>AB2</td> <td>20%</td> <td>25%</td> </tr> <tr> <td>AB3</td> <td>25%</td> <td>35%</td> </tr> </tbody> </table>	Performance Band	STUDENT	DISTRICT	AB1	55%	40%	AB2	20%	25%	AB3	25%	35%
Performance Band	STUDENT	DISTRICT																								
AB1	45%	45%																								
AB2	40%	30%																								
AB3	15%	25%																								
Performance Band	STUDENT	DISTRICT																								
AB1	55%	40%																								
AB2	20%	25%																								
AB3	25%	35%																								

## 2019-2020 SNAP Assessment County Comparison



### Narrative:

To address the needs listed above our SPA Team supports two Math Teacher Specialists focused on providing job-embedded professional development. One Math Teacher Specialist position will focus on grades K-2 and the other will focus on grades 3-5. Each Math Teacher Specialist will be responsible for using the Coaching Cycle to build teacher capacity in meeting the needs of our learners. The Coaching cycle will include identifying goals to support teacher capacity and the learning needs of students. Cycles will last from 6-9 weeks and include weekly planning sessions and/or data analysis, 1-3 times in the classroom for co-teaching, modeling or data collection per week. Math Teacher Specialists will deliver professional development around areas where teacher capacity needs to be increased such as Formative Assessment, incorporating mathematical practices and building student number sense. The Lesson Study model will be facilitated by the Math Teacher Specialist to promote increased teacher capacity and student growth. Special Educators will be supported in a similar way and will be further supported in the development of specialized instruction around standards and IEP goals. At the end of each cycle, data will be examined to decide if cycle needs to be repeated.

### Executive Director Review

Approval Date: \_\_\_\_\_

Revision Request Date: \_\_\_\_\_

\_\_\_\_\_  
**Buck Hennigan**  
 Executive Director of Student  
 Support Services

\_\_\_\_\_  
**Renee Villareal**  
 Executive Director of Elementary  
 Education

\_\_\_\_\_  
**Susan Brown**  
 Executive Director of Curriculum  
 and Assessment

## Title I Data Sheet to Support Flex Position

<b>School: Magnolia Elementary</b>  <b>Grade Levels Affected: K-5</b>	<b>Position (choose one):</b> Teacher Specialist – Math <b>Teacher Specialist – Reading</b> Teacher Specialist – Early Childhood Social Worker ESOL Teacher
---	--

### Overview of Reason for Flex Position:

**Farms-80.91%**  
**Non Tenured Teachers 26% of total staff**  
**Number of Students- 548**  
**Economically Disadvantaged-62%**

### Enrollment by Ethnicity

**African American-64%**  
**Multi-Racial-13%**  
**Caucasian-10%**  
**Hispanic-10%**  
**American Indian .05%**  
**Asian 0.7%**

### Justification of Need (Quantitative Data): Teacher Survey Results

1. Please select your top choices for the Title 1 flex positions below. These are in addition to the allotted Title 1 Teacher Specialist and Title 1 Math Specialist. (These are guaranteed positions)  
Please select TWO!

[More Details](#)

● Teacher Specialist-Math	2
● Teacher Specialist-Reading	30
● Teacher Specialist-Early Childh...	7
● Social Worker	31
● Additional ELL	3



### Teacher Comments:

- I selected Reading because the demands of the new reading curriculum are great and teachers need support.
- Reading - Due to the rigorous Lucy instruction in reading and writing, I believe a reading position is important specifically one that is knowledgeable in K-5 content to provide support to teachers is necessary.
- In order to achieve the north star initiative that all students read on grade level by the end of second grade we must continue to provide teachers with support in literacy. In addition, with the adoption of RUOS and next year full implementation of PUOS I feel this position would best support teachers.
- Reading for continued teacher support to implement the Units of Study.
- I also selected Reading because the demands of the new reading curriculum are great and teachers need support.
- 

### MSDE Data:

### HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

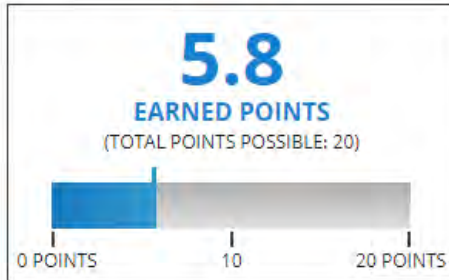
INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	5.8	✘	✘
Academic Progress	35.0	12.8	na	✘
Progress in Achieving English Language Proficiency	10.0	6.0	✔	na
School Quality and Student Success	35.0	21.9	na	✘
<b>TOTAL POINTS:</b>	<b>100.0</b>	<b>46.5</b>		

$$\frac{\text{Total Earned Points: } 46.5}{\text{Total Points Possible: } 100.0} = \mathbf{46\%}$$

**TOTAL EARNED PERCENT**

### HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in Math and English Language Arts, and the average performance level of students on state tests.



MEASURE	RESULTS	EARNED POINTS*
Percent Proficient Mathematics	13%	0.6 out of 5.0
Percent Proficient English Language Arts	13.4%	0.7 out of 5.0
Average Performance Level Mathematics	2.4	2.4 out of 5.0
Average Performance Level English Language Arts	2.2	2.2 out of 5.0

**5.8 EARNED POINTS**

### County Data:

Add Student Filter

Current Grade [3 or 4 or 5]

254 students in 1 groups

LEXILE  
SRI-20-1-Fall  
2019-2020

1

LEXILE  
SRI-20-2-Winter  
2019-2020

2

School of Enrollment ▲

254 Magnolia Elementary School

44% 28% 17% 6% 6%

37% 30% 21% 9% 3%

### Narrative:

Our high leverage strategy is to Increase Literacy. The Teacher Specialist in Reading will directly support teachers in grades PreK-5. This position will work collaboratively with our reading specialist to analyze our county, school, and state reading data to determine next steps as we support student achievement. The Teacher Specialist in Reading will work collaboratively with teachers to unpack upcoming units. In addition, she will work with teachers to conduct norming meetings to calibrate assessment practices when grading on demand writing assessments. During the upcoming school year, she will help to support teachers during the implementation of the Units of Study in Phonics Unit as they implement these new units. She will also provide support through coaching and model lessons. Throughout the year, she will work collaboratively with the ILT to plan for and deliver professional development to staff, small groups and to individuals.

**Executive Director Review**

**Approval Date:** \_\_\_\_\_

**Revision Request Date:** \_\_\_\_\_

---

**Buck Hennigan**  
**Executive Director of Student**  
**Support Services**

---

**Renee Villareal**  
**Executive Director of Elementary**  
**Education**

---

**Susan Brown**  
**Executive Director of Curriculum**  
**and Assessment**

## Title I Data Sheet to Support Flex Position

<b>School: Magnolia Elementary</b>  <b>Grade Levels Affected: PreK-5</b>	<b>Position (choose one):</b> Teacher Specialist – Math Teacher Specialist – Reading Teacher Specialist – Early Childhood <b>Social Worker</b> ESOL Teacher
--	--

**Overview of Reason for Flex Position:**

**Farms-80.91%**  
**Non Tenured Teachers 26% of total staff**  
**Number of Students- 548**  
**Economically Disadvantaged-62%**

**Enrollment by Ethnicity**

**African American-64%**  
**Multi-Racial-13%**  
**Caucasian-10%**  
**Hispanic-10%**  
**American Indian .05%**  
**Asian 0.7%**

**Justification of Need (Quantitative Data): Teacher Survey Results**

1. Please select your top choices for the Title 1 flex positions below. These are in addition to the allotted Title 1 Teacher Specialist and Title 1 Math Specialist. (These are guaranteed positions) Please select TWO!

[More Details](#)

● Teacher Specialist-Math	2
● Teacher Specialist-Reading	30
● Teacher Specialist-Early Childh...	7
● Social Worker	31
● Additional ELL	3



**Teacher Comments:**

- With the trauma and obstacles our students face, I feel that a social worker is a crucial role in building the social-emotional ability of our students in order to get them to a place where they are ready to learn.
- I selected Social Worker because we have so many students in crisis that we need all the help we can get to help these students
- Our social worker is able to provide additional social and emotional support to students/classes which is a high need at our school. There are also many resources that they social worker can offer to families to support them through various issues. I feel that our social worker is a very valuable and needed resource.
- We really need a social worker or 2 in our school. They help support with the needs of our students, families and staff.
- Our students also go through a lot of trauma so a school social worker is an imperative position!
- As we know, a significant portion of our students have experienced trauma. I believe that this may be the root cause of so many behaviors we are observing. Any additional mental health support we can have is critical. These issues are holding us back academically.
- Students at MAES are suffering from trauma and mental health issues. Resulting behaviors do not allow for emphasis on instruction, no matter how engaging. Mental health and behavior support need to be addressed



and relationships built before any instruction can be attempted. Social workers and behavioral support should be the priority.

**Villa Information**

There are currently three counselors that support Magnolia Elementary

- 1 Full Time Counselor-has 27 clients
  - 1 Full Time Counselor has 25 clients with 1 pending
  - 1 Part Time Counselor has 6-8 clients
- There are currently 9 students on the waiting list

**MSDE Data:**

**HOW DID MY SCHOOL DO OVERALL?**

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	5.8	✘	✘
Academic Progress	35.0	12.8	na	✘
Progress in Achieving English Language Proficiency	10.0	6.0	✔	na
School Quality and Student Success	35.0	21.9	na	✘
<b>TOTAL POINTS:</b>	<b>100.0</b>	<b>46.5</b>		

Total Earned Points: **46.5**

Total Points Possible: **100.0** = **46%**

**TOTAL EARNED PERCENT**

**HOW DID STUDENTS PERFORM ON STATE TESTS?**

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in Math and English Language Arts, and the average performance level of students on state tests.

5.8

EARNED POINTS

(TOTAL POINTS POSSIBLE: 20)

MEASURE	RESULTS	EARNED POINTS*
Percent Proficient Mathematics	13%	0.6 out of 5.0
Percent Proficient English Language Arts	13.4%	0.7 out of 5.0
Average Performance Level Mathematics	2.4	2.4 out of 5.0
Average Performance Level English Language Arts	2.2	2.2 out of 5.0

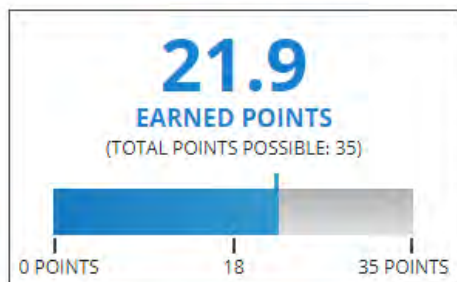
5.8

**EARNED POINTS**

## SCHOOL QUALITY AND STUDENT SUCCESS

### WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.



MEASURE	RESULTS	EARNED POINTS*
Students not chronically absent	76.7%	7.5 out of 15.0
School Survey - Student	4.5	3.1 out of 7.0
School Survey - Educator	4.5	1.4 out of 3.0
Access to Well Rounded Curriculum	98.9%	9.9 out of 10.0

**21.9**  
EARNED POINTS

#### County Data:

Office referrals							
SY	Sept	Oct	Nov	Dec	Jan	Feb	Mar
19-20	15	18	27	10	20	17	3

Bus referrals							
SY	Sept	Oct	Nov	Dec	Jan	Feb	Mar
19-20	6	25	16	8	12	20	4

Out of school suspension							
SY	Sept	Oct	Nov	Dec	Jan	Feb	Mar
19-20	0	4	7	0	5	7	1

#### Narrative:

Our social worker will work collaboratively with our school counselor, outside therapist, and school staff to support the social, emotional and mental wellness of our students and families. Our social worker will provide wrap around services to address the barriers that families face every day. In addition, she will provide access to school and community resources to make families stronger. Through her work with families, she can put support systems in place to aid families with everyday problems and trauma on a case by case basis. In addition, she can open up communication with families, the school and providers. Through individual and small group counseling sessions she can directly address the various needs of students thus drilling down to the root cause of behavior and social emotional needs.

**Executive Director Review**

Approval Date: \_\_\_\_\_

Revision Request Date: \_\_\_\_\_

---

**Buck Hennigan**  
Executive Director of Student  
Support Services

---

**Renee Villareal**  
Executive Director of Elementary  
Education

---

**Susan Brown**  
Executive Director of Curriculum  
and Assessment

Title I Data Sheet to Support Flex Position

School: <u>Riverside Elementary</u>	Position (choose one): Teacher Specialist – Math <b>Teacher Specialist – Reading</b> Teacher Specialist – Early Childhood Social Worker ESOL Teacher
Grade Levels Affected: <u>K - 5</u>	

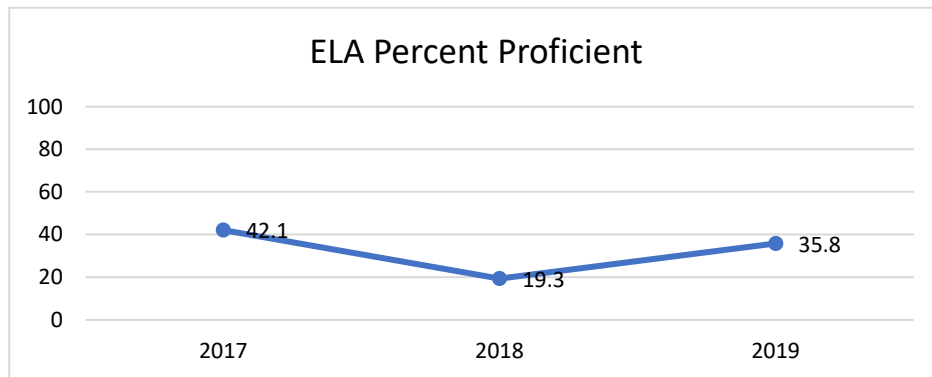
Overview of Reason for Flex Position:

Many of our students come to us as below level readers. Riverside has taken on major initiatives in our reading instruction including, the reading workshop model and Lucy Calkins Reading Units of Study. This past school year we were fortunate to have been part of the Struggling Learners Grant and were able to secure a Reading Coach with funds from that 1 year grant.

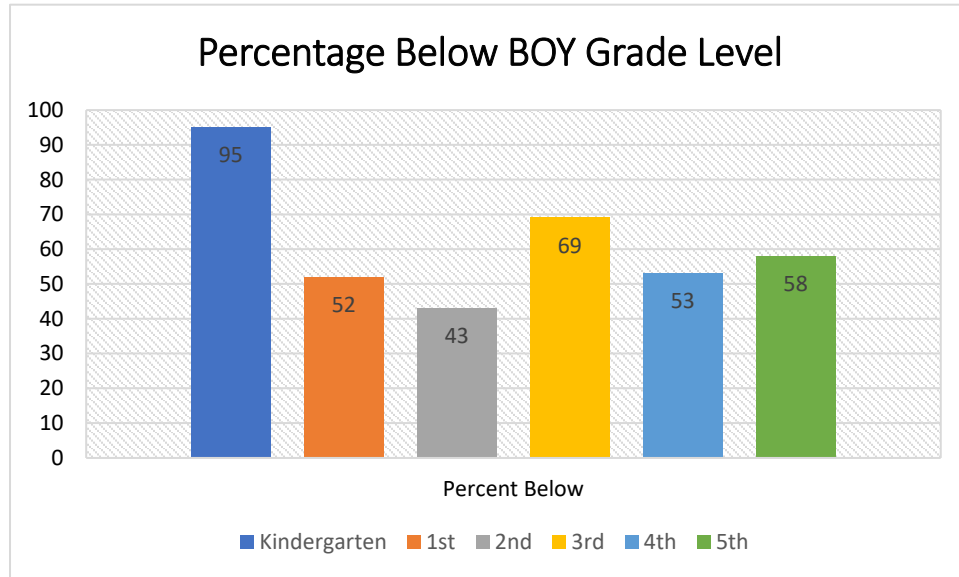
Justification of Need (Quantitative Data):

In 2019-20, 61% of students began the school year below reading expectations.

MSDE Data:



**County Data:**



**Narrative:**

Over the past several years, the number of below level readers entering kindergarten has been increasing. As indicated in the graph above, a significant percentage of the school begins each grade level below expected literacy levels. Strong effort to provide support and interventions to build literacy skills and help students reach to grade-level expectations. In order to move such a large number of below level students, while differentiating for others, resource supports are necessary for teacher training, intervention programming, and planning.

**Executive Director Review**

Approval Date: \_\_\_\_\_

Revision Request Date: \_\_\_\_\_

\_\_\_\_\_  
**Buck Hennigan**  
Executive Director of Student  
Support Services

\_\_\_\_\_  
**Renee Villareal**  
Executive Director of Elementary  
Education

\_\_\_\_\_  
**Susan Brown**  
Executive Director of Curriculum  
and Assessment

**Title I Data Sheet to Support Flex Position**

<b>School:</b> <u>William Paca/Old Post Road Elementary</u>	<b>Position (choose one):</b> Teacher Specialist – Math Teacher Specialist – Reading <b>Teacher Specialist – Early Childhood</b> Social Worker ESOL Teacher
<b>Grade Levels Affected:</b> Pre-Kindergarten – 2 <sup>nd</sup> Grade	
<b>Overview of Reason for Flex Position:</b> At WPES, our highest needs fall in the Early Childhood grades for a number of reasons. There are 6 kindergarten classrooms that are approaching the class size cap, as well as 5 full-day pre-kindergarten classes, the highest numbers of classes in HCPS. In Pre-Kindergarten and Kindergarten, a majority of these students enter their first school experience lacking basic school readiness. Additionally, our population is transient, which impacts consistency and ability to make progress as well as the ability to build trusting relationships in order to prepare our students to learn. At WPES, we have placed social emotional learning at the forefront of our priorities in order to allow students to access academics, knowing that students who are not ready to learn will not make progress. Some families struggle to support their Early Childhood learners in order to prepare them to be school ready as well as throughout the school year. An Early Childhood position would not only support students, but support families and professional staff with building home-school connections.	
<b>Justification of Need (Quantitative Data):</b>  Students are entering school with ACES scores and significant trauma impacting their ability to adapt to the school environment, routines, and expectations. As a population that is high in numbers, our needs group numbers are growing, requiring a level of support. Although there are already programs and frameworks in place to support social emotional needs and academic needs of students, our teachers and learners will still need crucial support in Early Childhood academics. Having an Early Childhood position will allow to build a foundation of support for students, staff, and families that will provide consistency throughout their entire school career.	
<b>MSDE Data:</b>	

County Data:

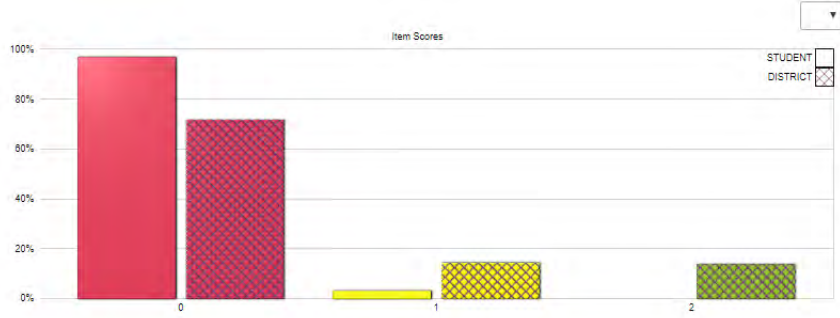
----- RELA Data -----

Pre-K Skills Checklist RELA			
	Fall 2019 /100	Winter 2020 /95	Spring 2020
Uppercase	9%	24%	
	50%	75%	
	41%	1%	
Lowercase	5%	13%	
	50%	83%	
	45%	4%	
Write Name	4%	31%	
	96%	69%	
Tells Sound	2%	16%	
	12%	71%	
	86%	13%	
Rhyme	1%	6%	
	3%	8%	
	96%	76%	
Blend	1%	2%	
	1%	19%	
	98%	79%	
Initial Sound	0%	13%	
	1%	16%	
	99%	71%	
Final Sound	0%	1%	
	1%	3%	
	99%	96%	
Print Awareness	0%	26%	
	87%	73%	
	13%	1%	
Story Awareness	1%	3%	
	28%	75%	
	71%	22%	
Track Print	0%	17%	
	3%	27%	
	97%	56%	
Sight Words	3%	3%	
	10%	44%	
	87%	53%	
Sight Word Sentence	3%	2%	
	4%	15%	
	93%	83%	
Sentence Comprehension	9%	13%	
	15%	17%	
	76%	70%	

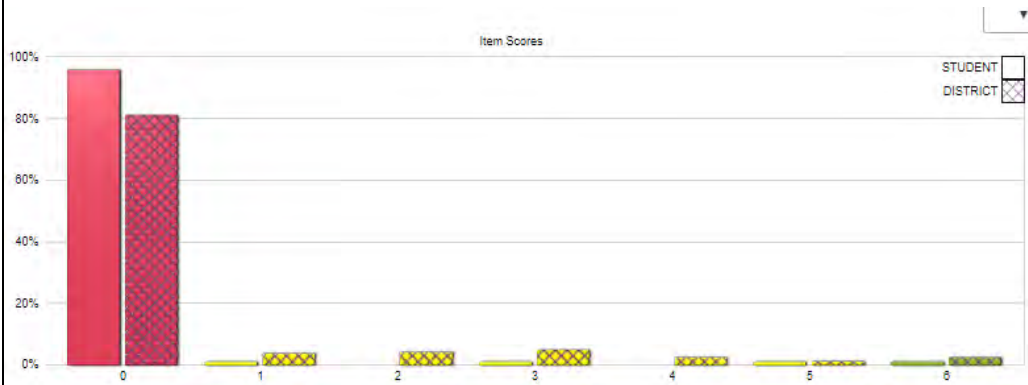
Kindergarten Literacy Assessment Data			
	Fall 2019 /124	Winter 2020 /128	Spring 2020
Uppercase & Lowercase Letters	53%	78%	
	47%	22%	
Letter Sound	31%	69%	
	69%	31%	
Sight Words	10%	10%	
	90%	90%	
ID Book Parts	13%	34%	
	87%	66%	
Rhyming	10%	34%	
	90%	66%	
Blending	2%	38%	
	98%	62%	
Segmenting	4%	35%	
	96%	65%	
B/M/E Sound in Word	4%	34%	
	96%	66%	
Read a Word	4%	17%	
	96%	83%	
Listening Comprehension	6%	29%	
	94%	71%	
Informational Text	2%	21%	
	98%	79%	

RELA Data Continued

Tracks Print Pre K Checklist WPOPR compared to HCPS



Rhyming Pre K Checklist WPOPR compared to HCPS



----- Math Data -----

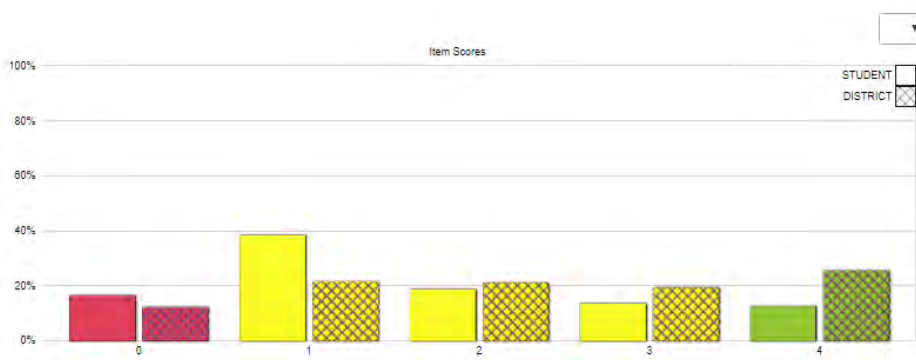
Pre-K Skills Checklist Math <i>(From PM Unify – plain percentages - not raw or rubric scores)</i>													
	Draw Shapes	Name Shapes	Names #’ s	Copies #’ s	Rote Counting	Identifies Sets	Makes Sets	Sorts Objects	Tangrams	Sub #s	More	Less	Equal
Fall 2019	1%	13%	8%	1%	10%	13%	6%	1%	46%	7%	61%	17%	5%
	59%	70%	65%	69%	84%	63%	46%	29%	44%	70%	6%	3%	7%
	40%	17%	27%	30%	6%	24%	48%	70%	11%	23%	33%	80%	88%
Winter 2020	15%	33%	90%	11%	36%	49%	34%	6%	68%	38%	84%	44%	28%
	79%	65%	10%	88%	62%	48%	50%	78%	32%	61%	5%	5%	8%
	6%	2%	0%	1%	2%	3%	16%	16%	0%	1%	11%	51%	64%



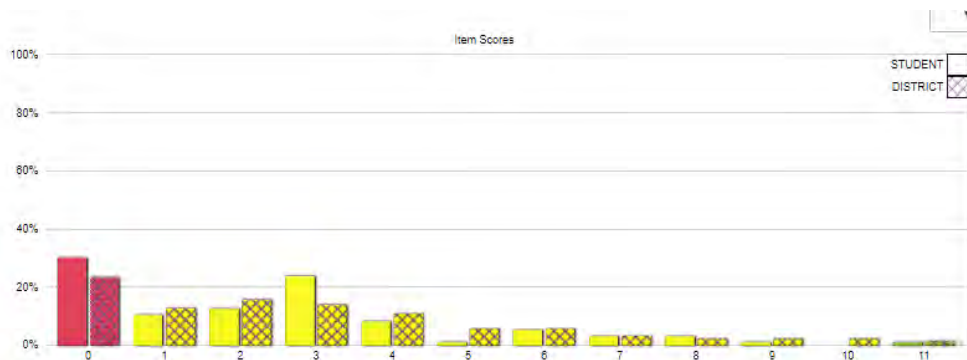
## Math Data Continued

<b>SNAP Assessment Scores</b> <i>(From PM Unify – plain percentages - not raw or rubric scores)</i>			
	Fall 2019	Winter 2020	Spring 2020
<b>On Target</b>	<b>76%</b>	<b>71%</b>	
<b>Nearing Target</b>	<b>3%</b>	<b>1%</b>	
<b>Below Target</b>	<b>21%</b>	<b>11%</b>	
<b>No Data</b>	<b>0%</b>	<b>18%</b>	

### Names Shapes Pre K Checklist WPOPR compared to HCPS



### Copies Numbers Pre K Checklist WPOPR compared to HCPS



### Narrative:

#### School Responsibilities and Duties:

- Facilitate supportive collaborative planning with all primary teachers for reading, writing and math instruction
- Track data related to reading and math in order to identify students for specific interventions
- Provide relevant professional learning for primary staff in support of raising academic achievement
- Work collaboratively with the PACE liaison and Title I teacher specialist in order to plan and deliver professional learning during family engagement events
- Maintain a focus on SEFEL strategies in support of social and emotional learning

- Provide additional support for non-tenured staff in need of professional learning and development support
- Support the coherence between grade levels in regards to the concepts/skills/progression
- Strengthen the school-wide understanding of literacy through the planning process utilizing the Lucy Calkins framework
- Provide supports to families to deepen their understanding of how to support their children at home with literacy and math resources through ongoing communication in the school newsletter, on the school website and school social-media accounts.

**Executive Director Review**

**Approval Date:** \_\_\_\_\_

**Revision Request Date:** \_\_\_\_\_

---

**Buck Hennigan**  
**Executive Director of Student**  
**Support Services**

---

**Renee Villareal**  
**Executive Director of Elementary**  
**Education**

---

**Susan Brown**  
**Executive Director of Curriculum**  
**and Assessment**

## Title I Data Sheet to Support Flex Position

<b>School:</b> <u>William Paca/Old Post Road Elementary</u>	<b>Position (choose one):</b> Teacher Specialist – Math <b>Teacher Specialist – Reading</b> Teacher Specialist – Early Childhood Social Worker ESOL Teacher
<b>Grade Levels Affected:</b> <u>1<sup>st</sup> – 5<sup>th</sup></u>	

**Overview of Reason for Flex Position:**

- We are an early adopter school of Lucy Calkins Units of Study. This implementation requires an intense amount of ongoing professional development and support. Additionally we have been selected to implement Lucy Calkins Phonics next year. This new undertaking will also require ongoing additional support
- Class sizes are larger this year than in previous years.
- Our school has significant amounts of below grade level readers at every grade level
- Teacher turnover requires that we build teacher capacity continuously
- We need someone to continue to build teacher capacity that began with the Teacher’s College/Striving Readers Grant.
- We have had a full year of experience with Lucy Calkins Units of Study. We need to keep the momentum going to keep learning and refining best practices in reading and writing workshop.
- Literacy is
- We need to build literate learners from grade level to grade level and this position will allow us to improve in this area.
- This position is vital for empowering teachers to provide the tools needed for literate learners that are college and career ready.
- At William Paca/Old Post Road, building family capacity is an ongoing focus. This position can build family capacity about the importance of literacy, the goals of the Units of Study, and how to support these at home.

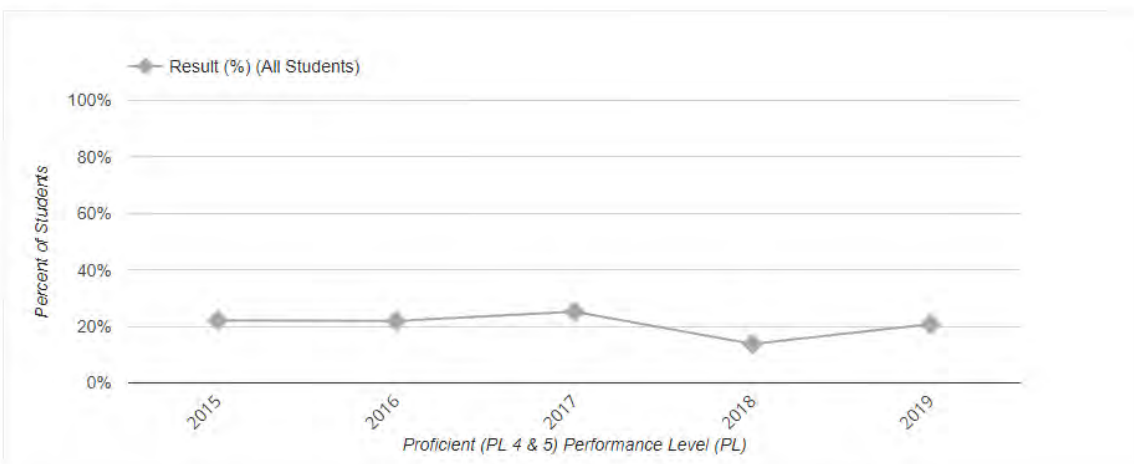
**Justification of Need (Quantitative Data):**

- Many of our students come to school with a deficit in literacy. We continue to build their understanding and work to close the achievement gap.
- With the largest ELL population in HCPS, we need additional supports for our students as they learn to read and become literate learners.
- As the data below shows, literacy in RELA is a prominent need at all grade levels at our school.

**MSDE Data:**

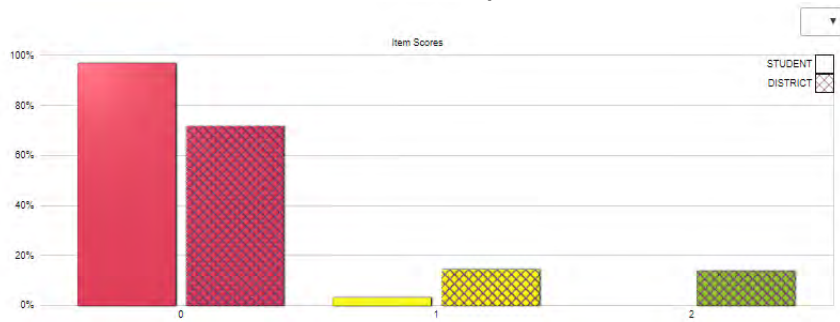
**English Language Arts Trend Data (2015 - 2019)**

Data Last Updated: 8/27/2019

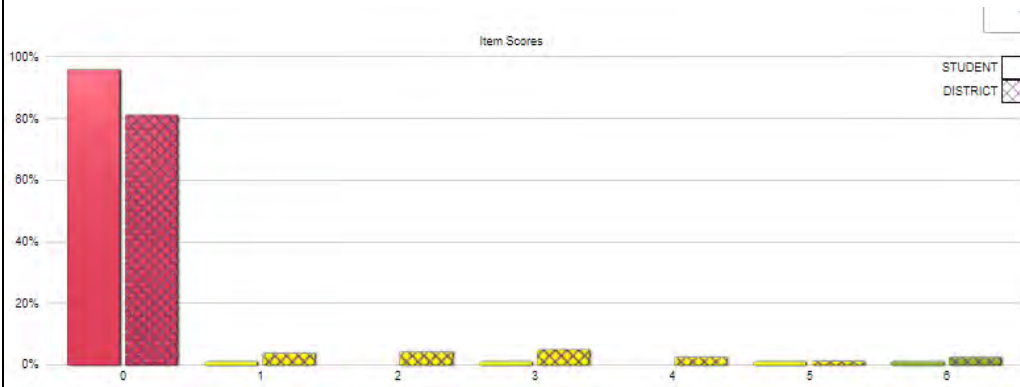


**County Data:**

**Tracks Print Pre K Checklist WPOPR compared to HCPS**



**Rhyming Pre K Checklist WPOPR compared to HCPS**

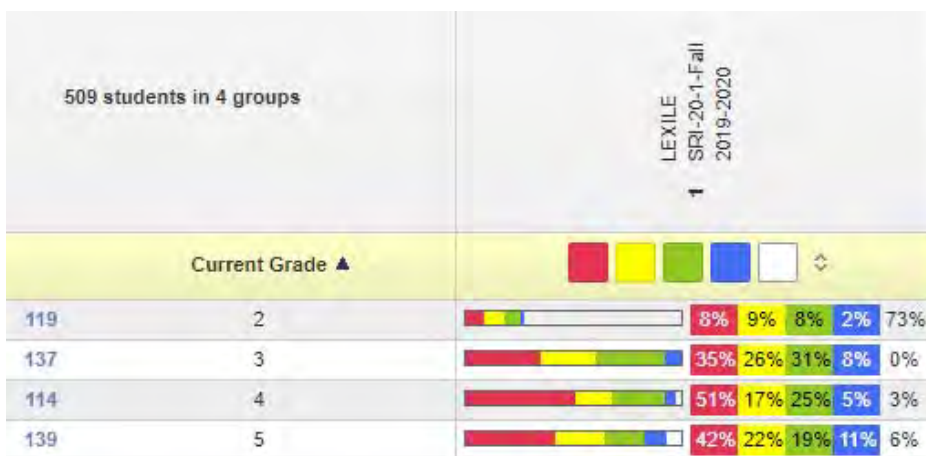


Pre-K Skills Checklist RELA			
	Fall 2019 /100	Winter 2020 /95	Spring 2020
Uppercase	9%	24%	
	50%	75%	
	41%	1%	
Lowercase	5%	13%	
	50%	83%	
	45%	4%	
Write Name	4%	31%	
	96%	69%	
Tells Sound	2%	16%	
	12%	71%	
	86%	13%	
Rhyme	1%	6%	
	3%	8%	
	96%	76%	
Blend	1%	2%	
	1%	19%	
	98%	79%	
Initial Sound	0%	13%	
	1%	16%	
	99%	71%	
Final Sound	0%	1%	
	1%	3%	
	99%	96%	
Print Awareness	0%	26%	
	87%	73%	
	13%	1%	
Story Awareness	1%	3%	
	28%	75%	
	71%	22%	
Track Print	0%	17%	
	3%	27%	
	97%	56%	
Sight Words	3%	3%	
	10%	44%	
	87%	53%	
Sight Word Sentence	3%	2%	
	4%	15%	
	93%	83%	
Sentence Comprehension	9%	13%	
	15%	17%	
	76%	70%	

Kindergarten Literacy Assessment Data			
	Fall 2019 /124	Winter 2020 /128	Spring 2020
Uppercase & Lowercase Letters	53%	78%	
	47%	22%	
Letter Sound	31%	69%	
	69%	31%	
Sight Words	10%	10%	
	90%	90%	
ID Book Parts	13%	34%	
	87%	66%	
Rhyming	10%	34%	
	90%	66%	
Blending	2%	38%	
	98%	62%	
Segmenting	4%	35%	
	96%	65%	
B/M/E Sound in Word	4%	34%	
	96%	66%	
Read a Word	4%	17%	
	96%	83%	
Listening Comprehension	6%	29%	
	94%	71%	
Informational Text	2%	21%	
	98%	79%	

First Grade Fountas & Pinnell Data																	
		CAPS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Fall 2019	%	24%	9%	16%	15%	10%	10%	5%	2%	2%	2%	3%	1%	1%	0%	0%	0%
	/116	28	10	18	17	12	11	5	3	3	3	4	1	1	0	0	0
		24%	39%			24%			16%								
Winter 2020	%	8%	9%	9%	9%	22%	3%	4%	11%	5%	7%	3%	4%	4%	1%	1%	0%
	/135	11	12	12	12	30	4	5	15	7	9	4	6	5	2	1	0
		34%			34%			15%		17%							
Spring 2020	%																
	/###																

Second Grade Fountas & Pinnell Data																				
		CAPS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
Fall 2019	%	8%	8%	11%	5%	4%	5%	6%	6%	11%	5%	7%	13%	6%	3%	2%	1%	0%	0%	
	/115	9	9	12	5	4	5	6	6	12	5	8	14	6	3	2	1	0	0	
		43%							20%			19%		10%						
Winter 2020	%	7%	2%	9%	8%	3%	5%	0%	5%	5%	8%	10%	7%	15%	10%	4%	2%	0%	0%	
	/110	8	2	10	9	3	5	1	5	5	9	11	8	16	11	4	2	1	0	
		39%							23%			7%		31%						
Spring 2020	%																			
	/###																			



**Narrative:**

**School Responsibilities and Duties:**

- Attend county-wide professional learning related to reading instruction and the Lucy Calkins Reading Units of Study
- Serve as a co-chair for the school-based reading achievement team
- Facilitate supportive collaborative planning with teachers in grades 1-5 for reading
- Track data related to reading in order to identify students for specific interventions
- Provide relevant professional learning for professional staff in support of raising reading achievement
- Work collaboratively with the PACE liaison and Title I teacher specialist in order to plan and deliver professional learning related to reading during family engagement events and to build family capacity through ongoing communication in the school newsletter, on the school website and school social-media accounts.

**Executive Director Review**

Approval Date: \_\_\_\_\_

Revision Request Date: \_\_\_\_\_

---

**Buck Hennigan**  
Executive Director of Student  
Support Services

---

**Renee Villareal**  
Executive Director of Elementary  
Education

---

**Susan Brown**  
Executive Director of Curriculum  
and Assessment

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: School Social Worker – Title I

REPORTS TO: Supervisor of Title I Office

DEPARTMENT: School-Based

### POSITION SUMMARY:

School social workers assist students with academic learning by providing strategic services that identify and address the social-emotional-environmental issues that interfere with the educational process. Working with parents/guardians, teachers, school principal/principal's designee, and community based resources, the school social worker implements strategies that promote students' positive school adjustment and performance.

### ESSENTIAL FUNCTIONS:

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Identifies and assesses academic problems through analysis of factors impinging on student adjustment including factors in the home, school, and community.
2. Serves as a liaison between families and the school to positively promote collaborative processes in educational planning for students by encouraging parent/guardian participation in the school setting.
3. Determines and implements appropriate therapeutic strategies to affect changes in behavioral –social interactions of students and their families.
4. Provides individual and group therapeutic counseling to students and their families.
5. Provides parent/guardian educational workshops on identified issues related to child development, stress reduction, discipline and safety, and teacher/parent/student communication.
6. Collaborates with school staff and other school system personnel in implementing strategies to promote student learning.
7. Participates as a member of the Student Services Team, and other school based teams to develop interventions for promoting students' academic success.
8. Serves on both school-based and system-wide committees to address educational issues, adjustment problems, safety issues, and program development for students.
9. Provides crisis intervention support services.
10. Provides social work case management for students and families.
11. Provides staff consultation on behavioral-emotional-environmental issues affecting student participation in the learning process.
12. Conducts staff development on issues related to social-emotional-environmental factors that impact learning.
13. Develops programs to address parent/guardian participation in the school and student engagement in the educational process.
14. Conducts classroom meetings, psycho-educational social skills groups, and classroom presentations on identified areas of concern for the students.
15. Maintains required clinical records and submits appropriate documents for statistical reports with adherence to program standards in school social work.
16. Conducts home visits related to establishing communication and positive connections between the parent/guardian and school setting around identified issues.
17. Serves as liaison with community agencies and assists in fostering communication between schools, parents/guardians, and community leaders.
18. Locates and mobilizes community resources to support the educational program.
19. Attends meetings and professional development activities as required.



POSITION DESCRIPTION  
Page 2 of 2  
School Social Worker

OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Valid Maryland State license as a Master or Graduate Social Worker, Certified Social Worker; or Certified Social Worker – Clinical.
- Five years of successful experience as a social worker preferred.
- School-based experience preferred.
- Demonstrated leadership skills.
- Excellent written and oral communication skills.

Approved: \_\_\_\_\_

  
Senior Manager of Human Resources

Date: \_\_\_\_\_

2-14-2020

Signature date of previous version:

6/19/2019

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Teacher Specialist – Early Childhood  
REPORTS TO: Coordinator for Early Childhood Programs  
DEPARTMENT: Office of Curriculum, Instruction and Assessment

### POSITION SUMMARY:

Under the direction of the Early Childhood Office, provides direct assistance and support to the instructional leadership team and instructional staff in implementing Early Childhood curriculum and supports.

- *This is a 10-month Teacher Specialist position*
- *Teacher Specialists are required to work one additional hour per day beyond the teacher schedule*
- *Position is eligible for the teacher specialist stipend*

### ESSENTIAL FUNCTIONS:

*These items are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Applies knowledge and understanding of current issues and trends in early childhood instruction.
2. Implements and models effective early childhood instruction by working directly with prekindergarten students.
3. Assists teachers with the implementation of developmentally appropriate curriculum.
4. Assists teachers in planning effective early childhood instruction.
5. Provides technical assistance by modeling lessons, peer coaching, peer conferences, visitations, and other similar activities.
6. Provides technical assistance for developing and supporting the social and emotional growth of students.
7. Monitors student readiness and achievement in language, literacy, mathematics, social foundations and physical well-being through data analysis.
8. Assists staff in analyzing student achievement data to improve classroom instruction and students' social and emotional growth.
9. Attends early childhood meetings and conferences as assigned.
10. Develops strategies for increasing communication and alignment of childcare centers, family providers, community-based organizations and parents associated with HCPS early childhood programming for school readiness.
11. Collaborates with the Early Childhood Coordinator in the Department of Curriculum, Instruction, and Assessment to provide instructional support and professional development for pre-kindergarten teachers, special education teachers, prekindergarten paraeducators and area childcare centers in the area of developmentally appropriate practices and early childhood instruction.
12. Partners with the Office of Professional Development and the Early Childhood Coordinator in the creation, delivery, and evaluation of content-specific professional development for childcare administrators and teachers.
13. Assists with the operations of the Office of Curriculum, Instruction, and Assessment in areas such as informational reports and program evaluation.
14. Applies and implements evidence-based family engagement early childhood strategies.
15. Demonstrates positive attitude and uses effective skills in human relations with students, teachers, administrators, and members of the community.

### OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

POSITION DESCRIPTION


Page 2 of 2

Teacher Specialist – Early Childhood

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Must hold or be eligible for an Advanced Professional Certificate with an endorsement in Early Childhood Education.
- Five years of successful teaching experience in Early Childhood Education.
- Demonstrated content mastery in the area of early childhood.
- Demonstrated knowledge of early childhood development in the areas of language, literacy, mathematics, social foundations, physical well-being and curriculum appropriate for prekindergarten students.
- Knowledgeable of and able to collaborate with community and family partnerships.
- Proficient with both informational and instructional technology.
- Working knowledge and understanding of Performance Matters.
- Excellent interpersonal and oral/written communication skills.
- Demonstrated leadership, management and organizational skills.

Approved: \_\_\_\_\_

  
Senior Manager of Human Resources

Date: \_\_\_\_\_

5-15-20

---

Signature date of previous version:  
3/28/2016

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Teacher Specialist - Literacy  
REPORTS TO: Supervisor of Reading, English and Language Arts  
DEPARTMENT: Curriculum, Instruction and Assessment

### POSITION SUMMARY:

Under the direction of the Reading, English and Language Arts Office, provides direct assistance and support to the instructional leadership team and instructional staff in implementing the RELA curriculum and supports.

- *Teacher Specialists are required to work one additional hour per day beyond the teacher schedule.*
- *Position is eligible for the Teacher Specialist stipend.*

### ESSENTIAL FUNCTIONS:

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Assists in the implementation of both county and state curriculum.
2. Collaborates with the Reading, English and Language Arts supervisor and the building principal to create, coordinate, implement, and evaluate teacher assistance and staff development activities.
3. Collaborates with the Reading, English and Language Arts supervisor to develop, deliver and evaluate professional development activities designed to increase the knowledge of reading specialists, classroom teachers, special education teachers and designated support staff in the content area, effective teaching practices, and the Maryland School Performance Program.
4. Provides program guidance to the instructional leadership team and the school-based reading specialists in the area of RELA instruction to ensure alignment with district-wide initiatives.
5. Assists the Reading, English and Language Arts Office, the Office of Special Education and the Office of Personalized Learning to implement appropriate literacy programs and supports for students identified with special needs.
6. Assists the instructional leadership team, teachers and RELA Office with analyzing student achievement data in order to plan instructional programs, design professional development and to assist teachers with differentiated instruction in order to improve classroom instruction.
7. Serves on county curriculum development committees when assigned.
8. Supports and assists classroom teachers through instructional planning, co-teaching, professional development, and facilitating topic study groups to support the Units of Study Reading, Writing and Phonics Program.
9. Provides technical assistance through modeling lessons, peer coaching, conferences, visitations, and other similar activities.
10. Maintains a current level of literacy knowledge and evidence-based educational practices with an emphasis on the Units of Study curriculum and the workshop model.
11. Demonstrates positive attitudes and uses effective skills in human relations with students, teachers, administrators, and members of the community.
12. Assists with the implementation of state and county-wide assessments.

### OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

POSITION DESCRIPTION  
Page 2 of 2  
Teacher Specialist - Literacy

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Master's degree or equivalency from an accredited college or university.
- Hold or be eligible for an Advanced Professional Certificate.
- Five years of successful teaching and/or administrative experience. Experience in implementing the Units of Study curriculum and a deep understanding of the Workshop model is required.
- Working knowledge and understanding of Performance Matters.
- Demonstrated content mastery.
- Demonstrated leadership, management and organizational skills.
- Excellent oral and written communication skills.

Approved:   
Senior Manager of Human Resources

Date: 2-18-2020

---

Signature date of previous version:

N/A

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Teacher Specialist - Mathematics  
REPORTS TO: Supervisor of Mathematics  
DEPARTMENT: Curriculum, Instruction and Assessment

### POSITION SUMMARY:

Under the direction of the Mathematics Office, provides direct assistance and support to the instructional leadership team and instructional staff in implementing the mathematics curriculum and supports.

- *Teacher Specialists are required to work one additional hour per day beyond the teacher schedule.*
- *Position is eligible for the Teacher Specialist stipend.*

### ESSENTIAL FUNCTIONS:

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Assists in the implementation of both county and state curriculum.
2. Collaborates with the Mathematics Office supervisor and the building principal to create, coordinate, implement, and evaluate teacher assistance and staff development activities.
3. Collaborates with the Mathematics Office supervisor to develop, deliver and evaluate professional development activities designed to increase the knowledge of classroom teachers, special education teachers and designated support staff in the content area, effective teaching practices, and the Maryland School Performance Program.
4. Provides program guidance to the instructional leadership team in the area of mathematics instruction to ensure alignment with district-wide initiatives.
5. Assists the Mathematics Office, the Office of Special Education and the Office of Personalized Learning to implement appropriate mathematics programs and supports for students identified with special needs.
6. Assists the instructional leadership team, teachers and the Mathematics Office with analyzing student achievement data in order to plan instructional programs, design professional development and to assist teachers with differentiated instruction in order to improve classroom instruction.
7. Serves on county curriculum development committees when assigned.
8. Supports and assists classroom teachers through instructional planning, co-teaching, professional development, and facilitating topic study groups to support the mathematics curricular program.
9. Provides technical assistance through modeling lessons, peer coaching, conferences, visitations, and other similar activities.
10. Maintains a current level of mathematics knowledge and evidence-based educational practices.
11. Demonstrates positive attitudes and uses effective skills in human relations with students, teachers, administrators, and members of the community.
12. Assists with the implementation of state and county-wide assessments.

### OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

POSITION DESCRIPTION  
Page 2 of 2  
Teacher Specialist - Mathematics

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Master's degree or equivalency from an accredited college or university.
- Hold or be eligible for an Advanced Professional Certificate.
- Five years of successful teaching and/or administrative experience.
- Working knowledge and understanding of Performance Matters.
- Demonstrated content mastery.
- Demonstrated leadership, management and organizational skills.
- Excellent oral and written communication skills.

Approved:   
Senior Manager of Human Resources

Date: 2-18-2020

---

Signature date of previous version:

N/A

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Teacher Specialist – Title I

REPORTS TO: Supervisor of Title I

DEPARTMENT: School-Based

### POSITION SUMMARY:

To provide, under the direction of the supervisor, direct assistance and support to all Title I classroom teachers, family liaisons, and paraprofessionals in implementing the curriculum using appropriate strategies to meet the needs of a diverse at risk student population. Teacher Specialists work one additional hour per day beyond the teacher schedule.

### ESSENTIAL FUNCTIONS:

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Assists the Principal in coordinating, planning, and implementing long-range goals and objectives for students, teachers, and paraprofessionals in the Title I program.
2. Assists in the implementation of both county and state curriculum.
3. Assists teachers in the development of appropriate instructional activities, including assessments
4. Assists in assessing the needs of students and teachers by analyzing data.
5. Assists teachers in analyzing and interpreting data to identify instructional implications.
6. Generates data reports for the Title I office and Instructional Leadership Teams to inform members of students' progress, including intervention programs.
7. Facilitates data analysis and reporting meetings with the Instructional Leadership Teams.
8. Utilizes data results to determine the focus of site-based specific needs for professional development.
9. Confers regularly with administrators, teachers, and paraprofessionals to recommend materials and/or model instructional strategies to meet the needs of students in the Title I program.
10. In collaboration with the building administrators, instructional facilitators, and content supervisors, provides staff development activities which are designed to increase the knowledge of teachers in the content areas, and effective teaching and learning practices.
11. Demonstrates positive attitude and uses effective skills in human relations with students, teachers, administrators, and members of the community.
12. Participates as a member of the Instructional Leadership Team in an assigned school.
13. Demonstrates active leadership and good judgment in working with teachers, students, parents, paraprofessionals, and Instructional Leadership Teams.
14. Responsible for Parent Involvement at the assigned school to include coordination of parent activities, parent meeting.
15. Provides technical assistance through peer coaching, conferences, visitations, and similar activities.
16. Maintains appropriate recordkeeping forms to document student progress and Title I program effectiveness.
17. Responsible for the coordination and documentation of all Title I compliance components.
18. Assists the Title I Office with regional Title I initiatives.

### OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.



EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Master's degree or equivalency from an accredited college or university.
- Must hold, or be eligible for, an Advanced Professional Certificate with endorsement in Early Childhood Education or Elementary Education.
- Five years of successful teaching experience.
- Demonstrated leadership skills.
- Excellent oral and written communication skills.

Approved: \_\_\_\_\_



Senior Manager of Human Resources

Date: \_\_\_\_\_

5-15-20

---

Signature date of previous version:

3/26/2018

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Teacher Specialist – Title I

REPORTS TO: Supervisor of Title I

DEPARTMENT: School-Based

### POSITION SUMMARY:

To provide, under the direction of the supervisor, direct assistance and support to all Title I classroom teachers, family liaisons, and paraprofessionals in implementing the curriculum using appropriate strategies to meet the needs of a diverse at risk student population. Teacher Specialists work one additional hour per day beyond the teacher schedule.

### ESSENTIAL FUNCTIONS:

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Assists the Principal in coordinating, planning, and implementing long-range goals and objectives for students, teachers, and paraprofessionals in the Title I program.
2. Assists in the implementation of both county and state curriculum.
3. Assists teachers in the development of appropriate instructional activities, including assessments
4. Assists in assessing the needs of students and teachers by analyzing data.
5. Assists teachers in analyzing and interpreting data to identify instructional implications.
6. Generates data reports for the Title I office and Instructional Leadership Teams to inform members of students' progress, including intervention programs.
7. Facilitates data analysis and reporting meetings with the Instructional Leadership Teams.
8. Utilizes data results to determine the focus of site-based specific needs for professional development.
9. Confers regularly with administrators, teachers, and paraprofessionals to recommend materials and/or model instructional strategies to meet the needs of students in the Title I program.
10. In collaboration with the building administrators, instructional facilitators, and content supervisors, provides staff development activities which are designed to increase the knowledge of teachers in the content areas, and effective teaching and learning practices.
11. Demonstrates positive attitude and uses effective skills in human relations with students, teachers, administrators, and members of the community.
12. Participates as a member of the Instructional Leadership Team in an assigned school.
13. Demonstrates active leadership and good judgment in working with teachers, students, parents, paraprofessionals, and Instructional Leadership Teams.
14. Responsible for Parent Involvement at the assigned school to include coordination of parent activities, parent meeting.
15. Provides technical assistance through peer coaching, conferences, visitations, and similar activities.
16. Maintains appropriate recordkeeping forms to document student progress and Title I program effectiveness.
17. Responsible for the coordination and documentation of all Title I compliance components.
18. Assists the Title I Office with regional Title I initiatives.

### OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Master's degree or equivalency from an accredited college or university.
- Must hold, or be eligible for, an Advanced Professional Certificate with endorsement in Early Childhood Education or Elementary Education.
- Five years of successful teaching experience.
- Demonstrated leadership skills.
- Excellent oral and written communication skills.

Approved: \_\_\_\_\_



Senior Manager of Human Resources

Date: \_\_\_\_\_

5-15-20

---

Signature date of previous version:

3/26/2018

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Paraeducator  
REPORTS TO: School Administrator or Designee

### POSITION SUMMARY:

To assist school staff with instructional programs, activities, and personal needs of students.

### ESSENTIAL FUNCTIONS:

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Provides support to students during instruction.
2. Implements teacher lesson plans with individuals or small groups of students.
3. Works under the direction of the teacher to provide instruction to individual or small groups of students.
4. Assists with data collection, testing, and student assessment.
5. Assists with the implementation of the Individual Education Programs (IEP) and Individualized Family Service Plans (IFSP) for students with special needs depending on placement.
6. Monitors student behavior and implements behavioral strategies and intervention plans.
7. Provides assistance with personal care needs of students including, but not limited to, lifting, transferring, feeding, toileting, and restraint as required.
8. Prepares instructional materials for students as directed.
9. Assists with school-wide duties including, but not limited to, field trips, school assemblies, class coverage, bus duty, and the computer lab.
10. Participates in professional development programs as assigned.

### OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

### EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- High school diploma or GED, and
  - associate of arts degree or higher from an accredited college or university; or
  - 48 college credits with grade "C" or higher; or
  - pass ParaPro Assessment with score of 455 or higher
- Possess strong verbal, written, and interpersonal skills.
- Able to be trained in and perform proper restraint techniques.
- Able to lift and transfer students weighing up to 40 pounds.
- Experience working with students with disabilities preferred.
- Possess specific skills as dictated by the needs of the students, e.g., sign language, ability to lift heavy objects, address medical needs, etc.

Approved: \_\_\_\_\_



Senior Manager of Human Resources

Date: \_\_\_\_\_



---

Signature date of previous version:

2/15/2013

# HARFORD COUNTY PUBLIC SCHOOLS

---

## POSITION DESCRIPTION

TITLE: Title I Therapeutic Counseling Interventionist

REPORTS TO: Supervisor of School Counseling

DEPARTMENT: Office of Student Support Services

### POSITION SUMMARY:

This position is responsible for providing therapeutic counseling to students in an effort to maximize their ability to achieve academic success.

### ESSENTIAL FUNCTIONS:

*These are intended only as examples of the various types of job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.*

1. Assists students with academic achievement through the use of therapeutic interventions both in-person sessions (normal school operations) as well as during virtual learning sessions when schools are operating in a distance learning manner due to public health and safety concerns.
2. Conducts individual and small group counseling sessions with students both in-person and virtually (as determined by HCPS Instructional delivery).
3. Helps students identify positive strategies for achieving academic success.
4. Uses therapeutic interventions to identify and address academic gaps for identified students.
5. Adheres to confidentiality guidelines and ethical standards governed by state and national counseling associations.
6. Fosters a positive and respectful climate within the school community, including direct contact with parents.
7. Reports health or safety concerns to appropriate central office staff, school teams, or community agencies when an individual's health or safety may be in jeopardy.
8. Meets with appropriate school staff to design therapeutic interventions that will address the student needs as indicated on the student's Individualized Education Program.
9. Completes and submits all appropriate paperwork (Title I documentation, Medical Assistance) in a timely manner as directed by the supervisor.
10. Completes and submits service logs in a timely manner to the assigned supervisor reflecting hours worked and students serviced.


### OTHER RESPONSIBILITIES:

- Performs other work-related duties as assigned.

### EDUCATION, EXPERIENCE AND SKILLS REQUIRED:

- Valid Licensed Clinical Professional Counselor and/or valid Maryland State license as a Licensed Masters Social Worker (MSW), Licensed Certified Social Worker (MS/LGSW), or Licensed Certified Social Worker-Clinical (MSW/LGSW).
- Minimum of 5 years' experience providing therapeutic services to children and adolescents. School-based experience is preferred.
- Must have knowledge in the area of Special Education and Individual Education Plans.
- Demonstrated leadership skills.
- Excellent interpersonal and oral/written communication skills.

- Exemplary planning and organizational skills.
- Proficient in the use of Microsoft Office software and other related computer technology.
- Must hold and maintain a valid class C driver's license.

Approved:   
*Senior Manager of Human Resources*

Date: 8/12/2020

**FY '21 Regular Title 1 Allocation - School-based Budget Narrative**

School: Bakerfield Elementary School

Title 1 FY '21 Allotment: **\$43,972.65**

as of June 2020

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Provide 1 full day sub per quarter for teachers to meet and plan instruction- 5 subs x \$100 / day x 4 days= <b>\$2,000.00</b> Substitute coverage to support School Improvement Process Data Analysis- 11 sub days x \$100 / day = <b>\$1,100.00</b> Inclusive of providing sub coverage for teachers to meet with ELL families to review WIDA scores 2 subs x \$100 / day = <b>\$200.00</b>	Planning with the Title 1 teacher will provide job embedded professional development and will help to support the creation and implementation of high quality lessons and units.	\$3,300.00	8%		
	Contracted Serv	05-02	52170 (Other)	Technology licenses to support engagement with families: Reading A to Z (Classroom reading support license \$200 x 3 classes= <b>\$600.00</b> ) Science A-Z (Classroom support license \$200 x 3 classes= <b>\$600.00</b> First in math \$9.00 / license x 240 students= <b>\$2,160.00</b> Animoto Subscription= <b>\$100.00</b> Digital resources for students to enhance virtual instruction for both reading and math = <b>\$5,600.00</b>	Online technology will be used to enhance school based instruction.	\$9,060.00	21%		
			52205 (Consultant)				\$0.00	0%	
	Supplies	04-02	53170 (Other)	Materials to support reading and math instruction (7 grade levels x ~\$1,420.38 / grade level = <b>\$9,942.60</b> )	Items will be used to support daily instruction	\$9,942.60	23%		
		04-02	53710 (PBIS-Other)	PBIS materials:wellness and mental health supports <b>\$1,000.00</b>	Materials will be used to increase engagement and support students as needed	\$1,000.00	2%		
	Other	05-02	54720 (Mileage)			\$0.00	0%		
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%		
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$23,302.60	
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00	

Staff Development	Salary	03-09	51170 (Other)	Before school or after school planning for teachers to plan for instruction of students each week (\$20 / hour x 1 hr / week x 14 teachers x 20 weeks = <b>\$5,600.00</b> ) Provide 12 hours of planning per teacher during the summer to prepare for upcoming school year. (14 teachers x 12 hours x \$20 / hour= <b>\$3,360.00</b> ) Provide Title 1 teachers 6 days of planning to prepare for instruction. (3 teachers x 6 days x 6 hours/day x \$20 / hour= <b>\$2,160.00</b> )	On-going, job-embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and work sessions align with School Improvement Plan	\$11,120.00	25%	
	Contracted Serv	05-09	52205 (Consultant)	Lucy Calkins - Teachers College Reading and Writing Professional Development partnership - <b>\$7,333.00</b>	TCRWP Staff developer will build teacher capacity to support the Lucy Calkins Reading and Writing Program	\$7,333.00	17%	
	Supplies	04-09	53170 (Other)	Professional resources to support goal teams in the development of PD. <b>\$1,000.00</b>	To help with professional development as we support teachers in creating classroom lessons.	\$1,000.00	2%	
			53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)			\$0.00	85%	\$19,453.00
Fixed Costs					\$1,217.05000	3%	\$1,217.05	
Total						100%	\$43,972.65	
Difference						\$0.00		

Parent Involvement Allocation = **\$5,825.40**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Supplies	04-01	53170 (Other)	Parent event mailings and supplies - <b>\$500.00</b> Materials to support home instruction- <b>\$3,927.00</b> Materials to build capacity of parents through training and family events- <b>\$1,398.40</b>	Building Instruction Capacity with families so they can better support their children's academic achievement.	\$5,825.40	100%	
			53710 (PBIS-Other)			\$0.00	0%	
	Other	05-01	54735 (Refreshments - Parent Support ONLY <b>25% Maximum</b> )			\$0.00	0%	
Total							100%	\$5,825.40
Difference						\$0.00		

Received via email: \_\_\_\_\_ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1  
Supervisor - Brad Palmer

\_\_\_\_\_ Date

Approval Signature, Tara Dedeaux,  
Principal, Bakerfield Elementary School

\_\_\_\_\_ Date



**FY '21 Regular Title 1 Allocation - School-based Budget Narrative**

School: Deerfield Elementary School

Title 1 FY '21 Allotment: **\$82,864.47**

as of June 2020

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)	Reading/Math July Summer Program - (6 teachers x 8 days x 3 hours/day x \$35/hour = <b>\$5,040.00</b> ) Supplemental Reading Planning for Grades K, 01, 02, 03, 04, 05 Title I specialists and reding specialist, and homeroom teachers to collaboratively plan before/after school . (Possible participants 1-2 teachers / grade level - Title I Specialists (3) - Title I Teacher Specialist - Reading Specialist = 7 people) (7 people * \$20 / hour * 12 hours = <b>\$1,680.00</b> ) Supplemental Math Planning for Grades K, 01, 02, 03, 04, 05 Title I specialists with co-teachers to collaboratively plan before/after school (Possible participants 1-2 teachers / grade level - Title I Specialists (3) - Title I Teacher Specialist - Reading Specialist = 7 people) (7 people * \$20 / hour * 12 hours = <b>\$1,680.00</b> ) Spring Before/After School Program for reading or math - (5 Teachers x 21 Days x 1 hours / day x \$35 / hour = <b>\$3,675.00</b> )	Title I students will have the opportunity to participate and enhance their academic skills through meaningful and well planned activities within the intervention programs. Meets school improvement goals with working with Title I students based on data. Teachers would have opportunities to meet with veteran teachers to plan great enagaging lessons in reading and math.	\$12,075.00	15%	
	Contracted Serv	05-02	52170 (Other)			\$0.00	0%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	School supplies for students in need like pencils, gluesticks, scissors, etc. <b>\$2,247.00</b> Supplemental In-school Reading, writing, and math instructional materials for students in grades K-5 to help support our curriculum and our new Lucy calkins reading program (\$1,400/grade level * 6 grades = <b>\$8,400.00</b> Materials for instruction for the summer reading and math program = <b>\$2,168.04</b> Spring before/afterschool reading/math program materials <b>\$500.00</b>	Provide additional, supplemental materials to increase student achievement and meet the School Improvement Plan goals for reading, math, and PBIS. To boost attendance rate through incentive idea in PBIS.	\$13,315.04	16%	
		04-02	53710 (PBIS-Other)	<b>PBIS incentives</b> or for hall lanyard system for the classroom as we tie reward system and hall structure into Class Dojo points or behavior system- 34 rooms x \$50/room = <b>\$1,700.00</b> Attendance for individual or class rewards for PBIS = <b>\$2,000.00</b> <b>PBIS Initiative:</b> PBIS Boy homeroom initiative in year 2 to get high interest books and supplies = <b>\$300.00</b>	To support our PBIS program as we positively support our studnets with behavior and attendance.	\$4,000.00	5%	\$17,315.04
	Other	05-02	54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$29,390.04
Student Transportation	Student Transportation	09-90	52300 (Buses)	Summer reading and math program - (\$200/day x 8 days = <b>\$1,600.00</b> ) Spring before/after schol reading and math program = \$200/day x 21 days = <b>\$4,200.00</b>	Busing would assist students coming to attend the before school program to enhance their reading or math skills.	\$5,800.00	7%	\$5,800.00

Staff Development	Salary	03-09	51170 (Other)	<p>PBIS Summer Program Planning (7 teachers x 3 days x 6 hours x \$20.00/hr = <b>\$2,520.00</b>)  Summer planning for teachers with math and reading (40 teachers x \$20.00/hr * 8 hrs = <b>\$6,400.00</b>)  School Performance Achievement Team Meetings (3 times x 4 hours x \$20.00/hr x 15 staff members = <b>\$3,600.00</b>)  Professional development afterschool in person or virtual for teachers in Reading, PBIS (related to Hacking School Culture book and race/equality), or Math (7 times x 40 teachers x \$20.00/hr = <b>\$5,600.00</b> Summer reading and math program planning (6 Teachers x 6 hours x \$20.00/hr = <b>\$720.00</b>)  Spring before school/after school reading or math program planning = 5 teachers x 5 hours x \$20/hour = <b>\$500.00</b></p>	Funds used for staff development to enhance math and reading lessons while backward mapping in the summer. Also, staff development to further skills in the areas of writing, reading, and math throughout the year. The PBIS team and SPA team will analyze data and surveys to make decisions for our students and staff to help out PBIS and all areas of the school.	\$19,340.00	23%	
	Contracted Serv	05-09	52205 (Consultant)	Lucy Calkins - Teachers College Reading and Writing Professional Development partnership - <b>\$7,333.00</b>	TCRWP Staff developer will build teacher capacity to support the Lucy Calkins Reading and Writing Program	\$7,333.00	9%	
	Supplies	04-09	53170 (Other)	Hacking School discipline books = 20 x \$20 = <b>\$400.00</b> Hacking School Culture books = 80 x \$20 = <b>\$1,600.00</b>	To increase the personal growth of teachers to build content knowledge, capacity, and to increase overall student achievement.	\$2,000.00	2%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	<p><b>[Tentatively Approved - No In-person conferences that can't be fully reimbursed (Conference Approval required, of course) or no registration for future in person conferences that can't be fully reimbursed.]</b></p> Saturday Reunion professional development opportunity hosted by the Teachers College in New York based on the Units of Study for Lucy Calkins in March 2021. (10 teachers & 3 admin for one night stay to attend conference x \$450.00 /person = <b>\$5,850.00</b> ) MD Common Ground conference for 5 teachers & 1 administrator (6 staff x \$650.00 per person = <b>\$3,900.00</b> ) Lucy reading and writing college winter, spring or summer professional development institutes virtually. 11 teachers @ \$600 a conference = <b>\$6,600</b>	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement, from well known organizations and presenters.	\$16,350.00	85%	\$45,023.00
Fixed Costs					\$2,651.43	3%	\$2,651.43	
Total						100%	\$82,864.47	
Difference						\$0.00		

Parent Involvement Allocation = **\$11,094.42**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Supplies	04-01	53170 (Other)	Parent training material for during and after school meetings to support classroom strategies and intervention = <b>\$10,594.42</b> Mailing costs for Title I families = <b>\$500.00</b>	Parent/families supplies will build capacity in our school community so that families can better support their children's academic achievement.	\$11,094.42	100%	
		04-01	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-01	54735 (Refreshments - Parent Support ONLY <b>25% Maximum</b> )					0%
Total							100%	\$11,094.42
Difference						<b>\$0.00</b>		

Received via email: \_\_\_\_\_ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor -  
Brad Palmer

\_\_\_\_\_ Date

Approval Signature, Gregory Lane, Principal, Deerfield  
Elementary School

\_\_\_\_\_ Date

### FY '21 Regular Title 1 Allocation - School-based Budget Narrative

School: Edgewood Elementary School

Title 1 FY '21 Allotment: \$47,911.50

as of June 2020

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Substitutes for K-5 teachers to perform testing, attend PD in core subject areas, attend academic review meetings in math and reading and plan instruction related to SPA goals and objectives. Subs for teacher testing (30 teachers x \$92.00 = <b>\$2,760.00</b> ) Subs for student academic review meetings-CFIP Pulse Check (3 teachers x 6 days / teacher x \$92.00 / sub day = <b>\$1,656.00</b> ) Subs for during day PD activities = (4 teachers x 1 day / teacher x \$92.00 / sub day = <b>\$368.00</b> )	Substitute teachers will be used to cover professional learning for certified staff, meetings to analyze student work and achievement and certified staff for benchmark assessments.	\$4,784.00	10%		
	Contracted Serv	05-02	52170 (Other)	Software programs and resources that will support the new digital learning environment initiative. (i.e.Lalilo,etc.) <b>\$4,500.00</b>	Instructional software and web resources will enhance student learning and integration of new devices	\$4,500.00	9%		
			52205 (Consultant)				\$0.00	0%	
	Supplies	04-02	53170 (Other)	Pk-5 Supplemental Instructional and technology materials, resources and supplies to support core content areas subjects (7 grade levels x ~\$3,195.10) = <b>\$22,365.71</b>	An effective instructional program provides student access to a wide variety of materials, technology peripherals, resources and supplies that will enhance teaching and learning.	\$22,365.71	47%		
		04-02	53710 (PBIS-Other)				\$0.00	0%	
	Other	05-02	54720 (Mileage)				\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)				\$0.00	0%	
	Equipment	05-02	55170 (Other)				\$0.00	0%	\$31,649.71
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00	

Staff Development	Salary	03-09	51170 (Other)	Summer / After-school SPA and ILT Meetings (15 teachers x 6 meetings x 2 hours / meeting x \$20.00 / hour) = <b>\$3,600.00</b> SPA Meetings Para( @15.00 x 2 paras x 6 meetings = <b>\$180.00</b> Summer/Before/After-school PBIS Meetings (5 Meetings x 6 teachers x 1 hour x \$20.00 / hour )= <b>\$600.00</b> PBIS Mtg Para@ \$15.00 x 5 meetings = <b>\$75.00</b> Summer/After-school ILT Meetings 2 meetings x 4 teachers x 4 hours / meeting x \$20.00 / hour = <b>\$640.00</b>	SPA team members will meet throughout the school year to analyze school performance data, student interventions, academic achievement and progress related to school goals and improvement plan.	\$5,095.00	11%	
	Contracted Serv	05-09	52205 (Consultant)	Teacher's College Reading and Writing Project (TCRWP) Professional Learning and Staff Development virtual courses online and in person (30 teachers x (1 course) = 30 courses x \$100.00 / online course = <b>\$3,000</b> ) Lucy Calkins - Teachers College Reading and Writing Professional Development partnership - <b>\$7,333.00</b>	TCRWP Staff developer will build teacher capacity to support the Lucy Calkins Reading and Writing Program	\$10,333.00	22%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)			\$0.00	85%	\$15,428.00
Fixed Costs					\$833.79	2%	\$833.79	
Total							100%	\$47,911.50
Difference						\$0.00		

Parent Involvement Allocation = **\$5,754.84**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Supplies	04-01	53170 (Other)	Supplies and resources to purchase items that will support events and activities sponsored by the school. Also, items will be purchased to support families with the new digital learning initiative and distance learning. Some of the parent activities include literacy and math nights, STEM Night, Wellness and Health Events, Back to School Night, FIT meetings, etc. <b>\$5,754.84</b>	Materials, supplies and resources will be secured to support family evening events and activities, which will support student learning at home. Items will also be purchased to support families with distance learning.	\$5,754.84	100%	
		04-01	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-01	54735 (Refreshments - Parent Support ONLY <b>25% Maximum</b> )					0%
Total							100%	\$5,754.84
Difference						\$0.00		

Received via email: \_\_\_\_\_ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor -  
Brad Palmer

Date

Approval Signature, Cynthia Womack, Principal, Edgewood  
Elementary School

Date

### FY '21 Regular Title 1 Allocation - School-based Budget Narrative

School: G. Lisby Elementary School @ Hillsdale

Title 1 FY '21 Allotment: \$41,190.09

as of June 2020

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)	Staff substitutes to provide classroom coverage and instructional support to students for staff members who are completing required assessments with students, participating in PD opportunities, school improvement activities, or other learning experiences and are not present to provide daily instruction (23 teachers x 2 days x \$100/day = <b>\$4,600.00</b> )	Substitutes will allow professional learning opportunities for staff to achieve and support school goals and initiatives.	\$4,600.00	11%	
	Contracted Serv	05-02	52170 (Other)				0%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Purchase supplemental materials of instruction to support all curricular areas, purchase supplementary materials (copy paper, ink cartridges, poster paper, laminating film, chart paper, etc) for daily instruction (7 grade levels x ~\$819.68/ grade level = <b>\$5,737.79</b> )	Provide additional supplemental materials to increase student achievement.	\$5,737.79	14%	
		04-02	53710 (PBIS-Other)	<b>PBIS Initiative</b> - funds to purchase additional materials to support PBIS initiatives related to daily behavior management, attendance, classroom instruction, character education, health and wellness, and school related activities to assist our efforts to promote positive student choices, decrease behavior referrals, and improve student achievement. (6 houses x \$1,000.00/house = <b>\$6,000.00</b> )	Supplementary materials for Positive Behavior Interventions and Supports. PBIS is a program in the SPA plan to improve behavior, social learning, and increase student achievement.	\$6,000.00	15%	
	Other	05-02	54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$16,337.79
Student Transportation	Student Transportation	09-90	52300 (Buses)				0%	\$0.00

Staff Development	Salary	03-09	51170 (Other)	Staff development funds for <b>Before/After school work</b> and/or <b>summer stipends</b> for work that supports curriculum/content knowledge, professional development, school improvement, and increased student achievement (26 teachers x 3 days x \$120/day = <b>\$9,360.00</b> ) <b>PBIS Summer planning</b> (13 staff x 4 days x \$120/day) = <b>\$6,240.00</b> School improvement/data review analysis (11 staff x 2 days x \$120/day) = <b>\$2,640.00</b> <b>Team Planning</b> - Goal teams, Grade level teams, grade level chair meetings, PBIS Committee planning, and work on school improvement initiatives. (18 teachers x 3 hours x \$20/hrx 4 quarters = <b>\$4,320.00</b> )	Teachers will provide students with high quality instruction using the knowledge and strategies gained through professional development resulting in increased student achievement.	\$22,560.00	55%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)			\$0.00	85%	\$22,560.00
Fixed Costs					\$2,292.3000	6%	\$2,292.30	
Total						100%	\$41,190.09	
Difference						\$0.00		

Parent Involvement Allocation = **\$5,401.41**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																								
Reg Programs	Supplies	04-01	53170 (Other)	Student Agenda Books - \$3.00 x 450 planners = <b>\$1,350.00</b> Instructional supplies and materials for family events. (examples include "Good Start" events/Back to School 2021-2022 SY) and family virtual learning kits = <b>\$3,226.41</b>	Building instructional capacity with families so they can better support their child's academic achievement.	\$4,576.41	0%																									
		04-01	53710 (PBIS-Other)	PBIS Parent Incentives - Printing costs of RISE rewards, BRRs/Referrals, copies of which are sent home for communication of student behavior - <b>\$350.00</b>	Building positive relationships and having continual communication with families contributes to higher attendance and increased student behavior and achievement.	\$350.00	6%																									
	Other	05-01	54735 (Refreshments - Parent Support ONLY <b>25% Maximum</b> )	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Good Start Event</td> <td>175</td> <td>\$1.00</td> <td>2</td> <td>\$350.00</td> </tr> <tr> <td>Back to School</td> <td>250</td> <td>\$0.50</td> <td>1</td> <td>\$125.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$475.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Good Start Event	175	\$1.00	2	\$350.00	Back to School	250	\$0.50	1	\$125.00	Total				\$475.00	The family events and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our SPA Plan, Parent Involvement Plan, and the benefits of attending a Title 1 school.	\$475.00	9%
Parent Involvement Events																																
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																												
Good Start Event	175	\$1.00	2	\$350.00																												
Back to School	250	\$0.50	1	\$125.00																												
Total				\$475.00																												
Total							100%	\$5,401.41																								
Difference						\$0.00																										

Received via email: \_\_\_\_\_ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Christine Langrehr, Principal, G. Lisby Elementary School @ Hillsdale

Date

**FY '21 Regular Title 1 Allocation - School-based Budget Narrative**

School: Havre de Grace Elementary School

Title 1 FY '21 Allotment: **\$44,266.88**

as of June 2020

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)			\$0.00	0%	
	Contracted Serv	05-02	52170 (Other)			\$0.00	0%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Purchase supplemental instructional materials to support grade level curriculum. This is to include both online and hard copy reading level text and hands on materials to support science, social studies, math, reading concepts and skills and mental health. 7 grade levels (PK-5) x \$2000.00 per grade level = <b>\$14,000.00</b> .	Student learning materials will enhance student achievement and motivate students to want to learn.	\$14,000.00	32%	
		04-02	53710 (PBIS-Other)	Take home academic materials for quarterly academic achievement events = <b>\$4,028.70</b> Provide supplies for two supplemental SIP initiatives (PBIS initiative and Ron Clark initiative) to assist in our efforts to promote positive student choices, decrease behavior referrals and increase student achievement. 7 grade levels (PK-5) x \$1,000.00 per grade level = <b>\$7,000.00</b>	Student incentives will enhance student achievement and motivate students to want to learn. Positive attitudes about school increase student performance. Supplemental student materials will support the Ron Clark Academy House Initiative & PBIS, both (included in the SIP); both are 8 year long initiatives linked to student	\$11,028.70	25%	
	Other	05-02	54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$25,028.70
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00
Staff Development	Salary	03-09	51170 (Other)	Summer/After School – School Improvement Planning/Meetings: (1 full day x 16 teachers/para educator x \$120 per day = <b>\$1,920.00</b> ) (5 full days x 5 teachers x \$120 per day = <b>\$3,000.00</b> )  Summer PBIS Team Planning/Meeting: (1 full day x 13 teachers/para educator x \$120 per day = <b>\$1,560.00</b> )  House Team Planning (3 full days x 6 teachers x \$120 per day = <b>\$2,160.00</b> )  Long Range Planning (2 full days x 35 teachers x \$120 per day = <b>\$8,400.00</b> )	Ongoing, job embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and trainings will align with School Improvement Initiatives.	\$17,040.00	38%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)	Supplemental professional book: Essential Truths for Teachers 38 books x \$20 = <b>\$760.00</b>	Professional literature for ongoing, job embedded professional development aligned with our schoolwide high leverage strategy of intellectual engagement. The literature will build staff capacity and increase student achievement. The literature will also support the Ron Clark Academy House Initiative & PBIS, both (included in the SPA); both are 8 year long initiatives linked to student achievement.	\$760.00	2%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	



	Other	05-09	54750 (Conferences - must be approved first)			\$0.00	85%	\$17,800.00
Fixed Costs						\$1,438.18	3%	\$1,438.18
Total							100%	\$44,266.88
						Difference		\$0.00

Parent Involvement Allocation = \$5,685.47

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Reg Programs	Supplies	04-01	53170 (Other)	Instructional supplies and materials for family grade level events either in person or virtually. <b>(\$1,500.00)</b> Core Content Family event materials (such as books, cards, interactive writing journals, calculators and other instructional manipulatives) <b>(\$1,500.00)</b>	Building instructional capacity with families so they can better support their children's academic achievement.	\$3,000.00	53%		
		04-01	53710 (PBIS-Other)	PBIS Initiative - Parent Incentives to help show pride in student work. <b>(\$2,685.47)</b>	Building positive relationships with families contribute to higher attendance and increased student behavior and achievement.	\$2,685.47	47%		
	Other	05-01	54735 (Refreshments - Parent Support ONLY <b>25% Maximum</b> )			\$0.00	0%		
						Total		100%	\$5,685.47
						Difference		\$0.00	

Received via email: \_\_\_\_\_ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor -  
Brad Palmer

Date

Approval Signature, Ronald Wooden, Principal, Havre de  
Grace Elementary School

Date

### FY '21 Regular Title 1 Allocation - School-based Budget Narrative

School: Hall's Cross Roads Elementary School

Title 1 FY '21 Allotment: \$66,701.40

as of June 2020

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Long Term Substitute for a window of 100 consecutive days during the 2020-21 School Year - 100 days x \$140.79 = <b>\$14,079.00</b> ; Rotating daily substitutes to support teacher professional development, teacher planning, SPA Meetings, Data Meetings, and SST Meetings - 100 days x \$102.48 / day = <b>\$10,248.00</b>	Providing additional opportunities to work toward proficiency in reading, math, writing, and science with support of our highly qualified Title I Resource Teachers accelerates student achievement.	\$24,327.00	36%		
	Contracted Serv	05-02	52170 (Other)	Reading A-Z School Subscription - <b>\$550.00</b> ; I- Station unlimited Seats - <b>\$1500.00</b> Fountas and Pinnell Leveling Website - 8 subscriptions x \$25.00 = <b>\$200.00</b>	Students will increase their knowledge of identified grade level content and increase engagement through the use of approved technology programs. Students will utilized approved technology based interventions for reading and math before, during, and after the school day. Students will be supported with appropriate leveled text to support reading and phonics development.	\$2,250.00	3%		
			52205 (Consultant)				\$0.00	0%	
	Supplies	04-02	53170 (Other)	Grade Level Classroom Supplies and Instructional Materials - 7 grade levels x ~\$1,736.92 / grade level = <b>\$12,158.40</b>	Increase opportunities and expereinces in reading, writing, math, science, and technology.	\$12,158.40	18%		
		04-02	53710 (PBIS-Other)	<b>PBIS Initiative</b> - Student materials to support PBIS initiatives in 2020-21 PBIS Plan - <b>\$2,500.00</b>	Supplementary materials for Positive Behavior Interventions and Supports (PBIS). PBIS is a program in the SPA plan to improve behavior, student engagement, and student achievement.	\$2,500.00	4%		
	Other	05-02	54720 (Mileage)			\$0.00	0%		
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%		
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$41,235.40	
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00	
Staff Development	Salary	03-09	51170 (Other)	Before School, After School and/or Summer, Professional Development, Data Meetings, SPA Meetings in support of SPA initiatives, co teaching partnerships, and meeting the instructional needs of students - 100 days x \$120.00 = <b>\$12,000.00</b>	Teachers will provide students with high quality instruction using knowledge and strategies gained through professional development resulting in increased student achievement.	\$12,000.00	18%		
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%		
	Supplies	04-09	53170 (Other)			\$0.00	0%		
		04-09	53710 (PBIS-Other)			\$0.00	0%		

Other	05-09	54750 (Conferences - must be approved first)	<p>[Tentatively Approved - No In-person conferences that can't be fully reimbursed (Conference Approval required, of course) or no registration for future in person conferences that can't be fully reimbursed.]</p> <p>NCTM Annual Meeting and Exposition in St. Louis April 21-24, 2021 for 2 Math Teacher Specialists - <b>\$4,000.00</b></p> <p><b>Virtual Conferences (Occuring Fall and Spring):</b>  PreK Institute \$650.00 x 2 teachers = <b>\$1,300.00</b>  Teaching Empathy through Character Studies and Read Aloud (Primary teachers) \$650.00 x 2 teachers = <b>\$1,300.00</b>  Digital Literacy (Intermediate teachers) \$650.00 x 2 teachers = <b>\$1,300.00</b>  Reading and Writing Project/Institute (Primary and Intermediate) \$300.00 x 4 teachers = <b>\$1,200.00</b>  Dyslexia and Reading Workshop (Special Educators) \$650.00 x 2 teachers = <b>\$1,300.00</b></p>	Increase professional development opportunities for faculty to build capacity for effective leadership and increasing student achievement school-wide specifically in the areas of reading and mathematics.	\$10,400.00	85%	\$22,400.00
Fixed Costs					\$3,066.00	5%	\$3,066.00
Total						100%	\$66,701.40
Difference					\$0.00		

Parent Involvement Allocation = **\$8,177.60**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																		
Reg Programs	Supplies	04-01	53170 (Other)	Student Planners for students in grades 1 thru 5 to support effective communication between home and school and support organizational skills. 550 students x \$5.00 = <b>\$2,750.00</b> Home and School Weekly Communication Folder for students in grades PK thru 5 to support effective communication of student work and school initiatives. 550 students x \$2.00 = <b>\$1,100.00</b> ; Families will receive instructional manipulatives which will enhance student success in math, science, reading, and writing. These materials will be available throughout the year and during parent events. <b>\$2,340.10</b>	Create and maintain open communication between home and school. Foster and improve student organizational skills.	\$6,190.10	76%																																			
			53710 (PBIS-Other)			\$0.00	0%																																			
	Other	05-01	54735 (Refreshments - Parent Support ONLY <b>25% Maximum</b> )	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>FIT Meetings</td> <td>30</td> <td>\$2.00</td> <td>5</td> <td>\$300.00</td> </tr> <tr> <td>Math Learn w/Me</td> <td>250</td> <td>\$2.25</td> <td>1</td> <td>\$562.50</td> </tr> <tr> <td>RELA Learn w/Me</td> <td>250</td> <td>\$2.25</td> <td>1</td> <td>\$562.50</td> </tr> <tr> <td>Excellence Fair</td> <td>250</td> <td>\$2.25</td> <td>1</td> <td>\$562.50</td> </tr> <tr> <td><b>Total:</b></td> <td></td> <td></td> <td></td> <td><b>\$1,987.50</b></td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	FIT Meetings	30	\$2.00	5	\$300.00	Math Learn w/Me	250	\$2.25	1	\$562.50	RELA Learn w/Me	250	\$2.25	1	\$562.50	Excellence Fair	250	\$2.25	1	\$562.50	<b>Total:</b>				<b>\$1,987.50</b>	Help build strong parent and community relationships and foster a better understanding of curriculum and school-wide initiatives. <b>Events to take place after January 1, 2021.</b>	\$1,987.50	24%
Parent Involvement Events																																										
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																						
FIT Meetings	30	\$2.00	5	\$300.00																																						
Math Learn w/Me	250	\$2.25	1	\$562.50																																						
RELA Learn w/Me	250	\$2.25	1	\$562.50																																						
Excellence Fair	250	\$2.25	1	\$562.50																																						
<b>Total:</b>				<b>\$1,987.50</b>																																						
Total							100%	\$8,177.60																																		
Difference						\$0.00																																				

Received via email: \_\_\_\_\_ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Christina Douglas, Principal, Hall's Cross Roads Elementary School

Date

### FY '21 Regular Title 1 Allocation - School-based Budget Narrative

School: Magnolia Elementary School

Title 1 FY '21 Allotment: \$78,106.40

as of June 2020

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Special Programs	Salary	03-02	51170 (Other)	Substitutes for K-5 teachers to perform testing, attend PD in core subject areas, attend academic review meetings in math and reading and plan instruction related to SPA goals and objectives. Subs for teacher testing with students & academic review meetings (14 teachers x 1 days / teacher x \$100.00 / sub day) = <b>\$1,400.00</b>	Providing additional opportunities to work toward proficiency in reading and mathematics with the support of our highly qualified teachers accelerates student achievement.	\$1,400.00	2%	
	Contracted Serv	05-02	52170 (Other)	Reading A-Z Licenses (14 classroom licenses for 14 classrooms x \$104.95/license = <b>1,469.30</b> ) Newsela -(Schoolwide License - <b>\$6,000</b> )	All computer-based resources will provide supplemental support for content areas during daily instruction across grade levels	\$7,469.30	10%	
			52205 (Consultant)			\$0.00	0%	
	Supplies	04-02	53170 (Other)	Purchase supplemental instructional materials to support grade level curriculum and grade level thematic unit initiative. Additional resources that align with each of our science, social studies, math, reading and writing units - to include multiple informational reading leveled text and hands on materials to support science, math, and reading concepts and skills. (7 grade levels x \$3,692.47 / grade level ) = <b>\$25,847.29</b> Book/Classroom Libraries and Supplemental Lucy Calkins reading materials (7 grade levels x ~\$2,678.1 / grade level = <b>\$18,746.67</b> )	This will afford students the opportunity to access needed resources to supplement those provided by the county. Students get the opportunity to expand their experiences with supplemental materials.	\$44,593.96	57%	
				53710 (PBIS-Other)	<b>PBIS Initiative</b> - Take home materials for quarterly academic achievement events= <b>\$2,000.00</b> <b>PBIS Initiative</b> - Provide supplies for supplemental SPA initiative (PBIS) to assist in our efforts to promote positive student choice, decrease behavior referrals and increase student achievement. (7 grade levels (PK-5) X 800.00 / grade level = <b>\$5,600.00</b> )	Recognizing Students for PBIS positive behaviors (responsibility, respect, perseverance, encouragement, and cooperation) establishes pride in their school and reduces distractions in learning resulting in increased academic achievement.	\$7,600.00	10%
	Other	05-02	54720 (Mileage)	Mileage for Title 1 Social Worker to conduct home/community visits = <b>\$550.00</b>	Home/community visits will help to develop relationships with families and the community while providing parents with supports to work with their child.	\$550.00	1%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$61,613.26
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00

Staff Development	Salary	03-09	51170 (Other)	Provide funds to pay teachers for additional planning/data analysis in reading, writing, mathematics and technology (39 teachers x 2 days x \$120/day = <b>\$9,360.00</b> )	Teachers will provide students with high quality instruction using the knowledge and strategies gained through collaboratively planning resulting in increased student achievement	\$9,360.00	12%	
	Contracted Serv	05-09	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)	Provide teachers with resources to implement the professional development. Professional development will be differentiated based on grade level needs. Our entire school will engage in professional development in the content areas of mathematics, social emotional health, reading and writing. (7 grade levels approximately \$500.00 per grade level = <b>\$3,500.00</b> )	Provide the needed materials to implement high quality professional development.	\$3,500.00	4%	
			53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)	Payment for registration fees for virtual online conferences.Lucy Calkins Online Institute (2 staff members x \$800.00= <b>\$1,600.00</b> ) Lucy Calkin's Online Conference (5 teachers x \$225.00= <b>\$1,125.00</b> )	Increase personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school wide. The principal will choose sessions that align with School Improvement goals.	\$2,725.00	85%	\$15,585.00
Fixed Costs					\$908.1400	1%	\$908.14	
Total							100%	\$78,106.40
						Difference	\$0.00	

Parent Involvement Allocation = **\$9,478.50**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																							
Reg Programs	Supplies	04-01	53170 (Other)	The funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break. <b>\$5,663.50</b>	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, the benefits of attending a Title 1 school and be more involved in decisions.	\$5,663.50	60%																																								
			53710 (PBIS-Other)	<b>PBIS Incentive</b> - Parent Incentives to help show pride in student work and in the school <b>\$1,500.00</b>	Building positive relationships wth families contribute to higher attendance and increased student behavior and achievement.	\$1,500.00	16%																																								
	Other	05-01	54735 (Refreshments - Parent Support ONLY <b>25% Maximum</b> )	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Literacy Event</td> <td>60</td> <td>\$4.00</td> <td>1</td> <td>\$240.00</td> </tr> <tr> <td>Academic Achievement Events</td> <td>40</td> <td>\$2.50</td> <td>3</td> <td>\$300.00</td> </tr> <tr> <td>Math Wellness Night</td> <td>200</td> <td>\$2.50</td> <td>1</td> <td>\$500.00</td> </tr> <tr> <td>STREAM Night</td> <td>125</td> <td>\$3.00</td> <td>1</td> <td>\$375.00</td> </tr> <tr> <td>PreK Transition to K Night</td> <td>300</td> <td>\$3.00</td> <td>1</td> <td>\$900.00</td> </tr> <tr> <td><b>Total:</b></td> <td></td> <td></td> <td></td> <td><b>\$2,315.00</b></td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Literacy Event	60	\$4.00	1	\$240.00	Academic Achievement Events	40	\$2.50	3	\$300.00	Math Wellness Night	200	\$2.50	1	\$500.00	STREAM Night	125	\$3.00	1	\$375.00	PreK Transition to K Night	300	\$3.00	1	\$900.00	<b>Total:</b>				<b>\$2,315.00</b>	The parent workshops, family nights and increased volunteerism, increases parental involvement wch inceases student acheivement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan and the benefits of attending a Title 1 school.	\$2,315.00	24%
Parent Involvement Events																																															
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																											
Literacy Event	60	\$4.00	1	\$240.00																																											
Academic Achievement Events	40	\$2.50	3	\$300.00																																											
Math Wellness Night	200	\$2.50	1	\$500.00																																											
STREAM Night	125	\$3.00	1	\$375.00																																											
PreK Transition to K Night	300	\$3.00	1	\$900.00																																											
<b>Total:</b>				<b>\$2,315.00</b>																																											
						Total		100%	\$9,478.50																																						
						Difference	\$0.00																																								

by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Audrey Vohs, Principal, Magnolia Elementary School

Date

**FY '21 Regular Title 1 Allocation - School-based Budget Narrative**

School: Riverside Elementary School

Title 1 FY '21 Allotment: **\$40,416.12**

as of June 2020

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Supplemental Reading Planning (1 hour per week for 30 weeks) for Teachers of Target Students in Grades 01, 04, 05 (1-4 teachers / grade level + Reading Specialist + Title 1 Teacher Specialist Literacy = 11 people) (10 paid staff * \$20 / hour * 30 hours = <b>\$6,000.00</b> ) Supplemental Math Planning for Teachers of Target Students in Grades 03, 04, 05 (1-3 teachers / grade level + 1 Teacher Specialist - Math + 1 Teacher Specialist - Title I = 10 people) (8 paid staff * \$20 / hour * 30 hours = <b>\$4,800.00</b> ) Virtual Before/After School Program - (3 Teachers * 20 Days * 1 hours / day * \$35 / hour = <b>\$2,100.00</b> )	Teachers will provide high quality instruction using the knowledge and strategies gained through the supplemental planning, resulting in increased student achievement. Teachers will increase the quantity of instruction by providing additional assistance in the identified area to accelerate student achievement.	\$12,900.00	32%		
	Contracted Serv	05-02	52170 (Other)	Supplemental intervention materials/programs for target students. Reading intervention/resources to be determined. <b>\$400.00</b> Dreambox math intervention/resources for 20 students x \$20 per seat = <b>\$400.00</b>	Increase the quality and quantity of instruction by providing additional assistance in math to accelerate student achievement.	\$800.00	2%		
				52205 (Consultant)				0%	
	Supplies	04-02	53170 (Other)	Purchase supplemental instructional materials to support grade level and curriculum initiatives, including technology for teachers of target students. The additional resources align with our reading, math, writing, phonics, science, and social studies units. Money amounts will be determined by the grade level needs throughout the year. (TAS Reading - 3 identified TAS grade levels x \$1,404.84 / grade level = <b>\$4,214.52</b> ) TAS Math - 3 identified TAS grade levels x ~\$1,404.83 / grade level = <b>\$4,214.48</b> )	This will afford students the opportunity to access needed resources to supplement those provided by the county.	\$8,429.00	39%		
		04-02		53710 (PBIS-Other)			\$0.00	0%	
	Other	05-02		54720 (Mileage)			\$0.00	0%	
				54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$22,129.00	
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00	
Staff Development	Salary	03-09	51170 (Other)	Provide funds to pay teachers to review data and use the data to guide decisions and instruction to increase student achievement through family engagement and effective teaching practices, including SPA TAS Team, ILT, Scheduling Team, and other goal teams. (10 teachers x 4 days per teacher x 6 hour days @ \$20 per hour = <b>\$4,800.00</b> )	Teachers will provide students with high quality instruction and experiences that align with the needs assessment, resulting in increased student achievement.	\$4,800.00	12%		
	Contracted Serv	05-09	52205 (Consultant)	Lucy Calkins - Teachers College Reading and Writing Professional Development partnership - <b>\$7,333.00</b>	TCRWP Staff developer will build teacher capacity to support the Lucy Calkins Reading and Writing Program	\$7,333.00	18%		

Supplies	04-09	53170 (Other)	Provide teachers with resources to grow and implement their professional learning. <b>\$760.24</b>	Provide needed materials to implement high quality professional development for teachers of target students.	\$760.24	2%	
	04-09	53710 (PBIS-Other)			\$0.00	0%	
Other	05-09	54750 (Conferences - must be approved first)	Virtual Conferences. Teachers College Conferences or Institute. (6 teachers x \$650 per person = <b>\$3,900.00</b> )	Virtual conferences planned for teacher capacity building. Increase personal growth opportunities to enhance content knowledge, build capacity, and increase student achievement	\$3,900.00	10%	\$16,793.24
Fixed Costs					\$1,493.88	4%	\$1,493.88
Total						100%	\$40,416.12
					Difference		\$0.00

Parent Involvement Allocation = **\$5,242.62**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																		
Reg Programs	Supplies	04-01	53170 (Other)	The funds will be used to provide opportunities to build capacity for parents to work with their children at home to increase academic achievement through family engagement events, such as Literacy FIT meetings, Math FIT meetings, parent workshops, and Parent Café meetings. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break. <b>\$3,434.62</b> Mailing costs at <b>\$500.00</b>	Increase parental capacity to work with their child at home. Parents will become more informed about the School Performance and Assessment Plan, Parent Engagement Plan, School Compact, the benefits of attending a Targeted Assistance Title I school, and be more involved in decisions.	\$3,934.62	75%																																			
						\$0.00	0%																																			
	Other	05-01	54735 (Refreshments - Parent Support ONLY <b>25% Maximum</b> )	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Literacy Event FIT</td> <td>40</td> <td>\$5.45</td> <td>2</td> <td>\$436.00</td> </tr> <tr> <td>Math Event FIT</td> <td>40</td> <td>\$5.45</td> <td>2</td> <td>\$436.00</td> </tr> <tr> <td>Parent Café</td> <td>40</td> <td>\$5.45</td> <td>1</td> <td>\$218.00</td> </tr> <tr> <td>Parent Workshop</td> <td>40</td> <td>\$5.45</td> <td>1</td> <td>\$218.00</td> </tr> <tr> <td><b>Total:</b></td> <td></td> <td></td> <td></td> <td><b>\$1,308.00</b></td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Literacy Event FIT	40	\$5.45	2	\$436.00	Math Event FIT	40	\$5.45	2	\$436.00	Parent Café	40	\$5.45	1	\$218.00	Parent Workshop	40	\$5.45	1	\$218.00	<b>Total:</b>				<b>\$1,308.00</b>	Provide assistance to parents/families in understanding academic assessments, academic standards, how to monitor child's progress, and how to work with educators to improve the academic achievement of their child. Parents will receive materials and training to help work with their children to improve academic achievement, such as literacy and using technology.	\$1,308.00	25%
Parent Involvement Events																																										
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																						
Literacy Event FIT	40	\$5.45	2	\$436.00																																						
Math Event FIT	40	\$5.45	2	\$436.00																																						
Parent Café	40	\$5.45	1	\$218.00																																						
Parent Workshop	40	\$5.45	1	\$218.00																																						
<b>Total:</b>				<b>\$1,308.00</b>																																						
						Total	100%	\$5,242.62																																		
						Difference		\$0.00																																		

Received via email: \_\_\_\_\_ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - \_\_\_\_\_

Date \_\_\_\_\_

Approval Signature, Christopher Yancone, Principal, \_\_\_\_\_

Date \_\_\_\_\_

### FY '21 Regular Title 1 Allocation - School-based Budget Narrative

School: William Paca / Old Post Road Elementary School

Title 1 FY '21 Allotment: \$96,704.48

as of June 2020

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Special Programs	Salary	03-02	51170 (Other)	Supplemental Administrative Support (46.5 hours/ month x 10 months x ~\$15.06/hour = <b>\$7,000.00</b> )  PBIS Initiative - Penguin Star Camp Summer 2021 Program (8 days x 6 teachers x 2 hours/day x \$35.00/hour = <b>\$3,360.00</b> )	Additional administrative support to allow lead secretary time to effectively manage the Title I budget. This support is only provided and approved for the large HCPS Title I Schools over 800 enrolled students. Only one school qualifies: William Paca/Old Post Road Elementary.  Teachers working with kindergarten, 1st and 2nd grade students on pre-school readiness behaviors expectations within an elementary school.	\$10,360.00	11%		
	Contracted Serv	05-02	52170 (Other)	Brain Pop Licenses (School-Wide License for 880 students) = <b>\$2,500.00</b> Reading A-Z Licenses (12 classroom licenses for 350 students x \$41.66/license = <b>\$500.00</b> ) RAZZ Kids Licences (12 classroom licences for 350 students x \$58.33/license = <b>\$700.00</b> ) Starfall License (1 classroom license for 20 students x \$150.00/license = <b>\$150.00</b> )	All computer-based resources will provide supplemental support for content areas during daily instruction across grade levels.	\$3,850.00	4%		
				52205 (Consultant)	Digital duplicating machines purchased with Title I funds to support family involvement center (previous purchase of equipment) - annual service contract 2 machines @ \$397.00 = <b>\$794.00</b>	Maintenance of Title I purchased machines provide parents volunteers with opportunities for family involvement.	\$794.00	1%	
	Supplies	04-02	53170 (Other)	Student School Supplies (7 grade levels x ~\$4,285.72 / grade level = <b>\$30,000.00</b> )  Book/Classroom Libraries and Supplemental Lucy Calkins reading materials (7 grade levels x ~\$2,935.24 / grade level = <b>\$20,546.64</b> )	Provide additional, supplemental materials to increase student achievement.	\$50,546.64	52%		
		04-02	53710 (PBIS-Other)	<b>PBIS Initiative</b> - PARCC Assessment Incentives = <b>\$500.00</b> <b>PBIS Initiative</b> - Flexible Seating (7 grade levels = <b>\$2,667.00</b> )	Provide additional, supplemental materials to increase student achievement.  Provide optional flexible seating to support the social/emotional wellness of students in all school settings.	\$3,167.00	3%		
	Other	05-02	54720 (Mileage)			\$0.00	0%		
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%		
	Equipment	05-02	55170 (Other)			\$0.00	0%	\$68,717.64	
Student Transportation	Student Transportation	09-90	52300 (Buses)			\$0.00	0%	\$0.00	



Staff Development	Salary	03-09	51170 (Other)	RTI/SST Substitutes (9 months x 5 per month x ~\$93.33/day = <b>\$4,200.00</b> ) Scheduling Team to Finalize Master Schedule (12 hours x 2 teachers x \$20.00/hour = <b>\$480.00</b> ) SPA/Achievement Team Meetings (22 hours x 21 teachers x \$20.00/hour = <b>\$9,240.00</b> ) - 2 hours every other month of the school year and 12 hours for summer planning PBIS Initiative - Penguin Star Camp 2021 Program (6 teachers x 20 planning hours x \$20.00 per hour = <b>\$2,400.00</b> ) Whole Child CFIP Planning (8 hours x 12 teachers x \$20.00/hour = <b>\$1,920.00</b> ) (2 hour meeting each quarter)	Will provide professional development opportunities for staff to achieve and support school goals and initiatives.			
	Contracted Serv	05-09	52205 (Consultant)	Lucy Calkins - Teachers College Reading and Writing Professional Development	This Lucy Calkins PD will increase personal growth opportunities will enhance content knowledge, build capacity and increase student achievement schoolwide.	\$18,240.00	19%	
	Supplies	04-09	53170 (Other)			\$7,333.00	8%	
		04-09	53710 (PBIS-Other)			\$0.00	0%	
	Other	05-09	54750 (Conferences - must be approved first)			\$0.00	0%	
						\$0.00	85%	\$25,573.00
Fixed Costs						\$2,413.84	2%	\$2,413.84
Total							100%	\$96,704.48
						Difference	\$0.00	

Parent Involvement Allocation = **\$13,064.62**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Supplies	04-01	53170 (Other)	Word Work HomeLinks (supporting Family Engagement Event) = <b>\$1,200.00</b> Home Support Book Bags = <b>\$1,000.00</b>	The funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break.	\$2,200.00	17%	
		04-01	53710 (PBIS-Other)	PBIS Initiative - Summer Home Resources for students that attend the Star Penguin Camp = <b>\$3,000.00</b> PBIS Initiative - Attendance/Social-Emotional Incentives = <b>\$7,864.62</b>	The funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break.	\$10,864.62	83%	
	Other	05-01	54735 (Refreshments - Parent Support ONLY <b>25% Maximum</b> )					0%
						Total	100%	\$13,064.62
						Difference	\$0.00	

Received via email: \_\_\_\_\_ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Tammy Bosley, Principal, William Paca / Old Post Road Elementary School

Date

# HARFORD COUNTY PUBLIC SCHOOLS IS NOT AWARDED TITLE I, PART D FUNDS

## Title I, Part D – Subpart 2 Application



## Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

**APPENDIX D**

**Revised April 2020**



**Title II, Part A**

**Systems of Support for Excellent Teaching and Leading**

**Local School System: Harford County Public Schools**

**Fiscal Year: 2020-2021**

**Title II-A Coordinator: Jacqueline Tarbert**

**Telephone: 410-273-5621**

**E-mail: [Jaqueline.tarbert@hcps.org](mailto:Jaqueline.tarbert@hcps.org)**

# Title II, Part A

## Systems of Support for Excellent Teaching and Leading

**Local School System: Harford County Public Schools**

**Fiscal Year: 2020-2021**

**Title II-A Coordinator: Jacqueline Tarbert**

**Telephone: 410-273-5621**

**E-mail: [Jaqueline.tarbert@hcps.org](mailto:Jaqueline.tarbert@hcps.org)**

139

### **Title II, Part A Application**

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs
- Identified Priorities

1.0: Targeted Supports and Consultation (**Required**)

2.0: Administrative Costs (Allowable)

3.0: Ensuring Equitable Access (**Required**)

4.0: Systems of Professional Growth (Allowable)

5.0: Alignment to Challenging State Academic Standards (**Required**)

6.0: Private School Services (**Required**)

7.0: Assurances (**Required**)

**The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—**

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

**To be eligible to receive a subgrant, a local school system shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:**

- (A) Activities to be carried out by the local school system and how these activities will be aligned with challenging State academic standards.
- (B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. 140
- (C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.
- (D) Use of data and ongoing consultation to continually update and improve activities
- (E) Provide equitable services and timely consultation to private school children and teachers

**Consultation: In developing the application a local school system will:**

- (A) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title IIA.
- (B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LSS activities to meet the purpose of the title

(C) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(D) Required consultation cannot interfere with the timely submission of the application

## 1.0 TARGETED SUPPORTS AND CONSULTATION – Required

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

### Prioritizing Resources:

- The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business, and has approved a Strategic Plan that aligns with the HCPS Bridge to Excellence Master Plan. HCPS believes all students can meet high standards. To that end, HCPS commits to preparing all students to be college and career ready.
- Supporting the transition to enhanced standards and high-quality assessments;
- Using data to improve instruction;
- Supporting great teachers and great leaders; and
- Turning around HCPS lowest-achieving schools.

### BOE Strategic Plan Goals:

**Goal 1:**To prepare every student for success in postsecondary education and a career.

**Goal 2:**To engage families and the community to be partners in the education of our students.

**Goal 3:**To hire and support highly skilled staff who are committed to building their own professional capacity in order to increase student achievement.

**Goal 4:**To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.

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

The HCPS Central School Performance and Achievement Team Process and the HCPS Local Accountability Model will strongly impact overall achievement in all 54 schools. HCPS ensures the implementation of aligned, evidence-based practices through a centralized school performance and achievement process. The Central School Performance and Achievement Team (CSPA) comprised of central office directors, supervisors and coordinators, meets to analyze

individual school data and school performance goals and objectives. The Central SPA reviews instructional programming and data for all HCPS schools including: academic data, attendance data, discipline data, school climate/culture survey results and student motivation survey data and looks for a direct correlation between the data and the strategies listed in the schools' School Performance and Achievement Plans (SPAs). The Central SPA will support schools in ESSA Accountability measures as they work with the ESSA Framework. Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. Student group data is analyzed and focused on. It is required that each school set specific benchmarks for student groups that are not meeting state standards. Careful attention is paid to our special education and ELL student groups.

In addition to needs regarding student achievement on state and local standardized tests, several schools have a higher number of first-year teachers in need of instructional and behavioral management support. This is a support model where schools identified will receive additional resources and supports that are aligned with identified school-based needs. School SPA teams work to identify the root causes of students and teachers' needs, developing interventions that are evidence-based strategies and aligned with identified needs and school performance funding for research-based before and after school programs and additional teacher paid planning opportunities with their school performance and achievement teams. The levels of support vary based upon the individualized needs as identified through the data and interventions developed at the school-based level.

Each HCPS school is required to identify potential root causes or the "story behind the data" as to why certain groups of students may struggle. Schools gather academic data, attendance data, discipline data, and school climate/culture survey results and student motivation survey data. The Central Office SPA reviews each school's plan, looking for a direct correlation between the data and the strategies listed in the schools' School Performance and Achievement Plans (SPAs). The Central SPA team reviews these identified local needs, summarizes their findings and shares this information with each school principal. Afterwards, the Superintendent and members of the Executive Leadership Team visit each school. During the visit, school-based leadership teams respond to questions posed about their instructional program and its connection to the Board Strategic Plan, their school culture and climate and their data analysis processes and protocols. Follow-ups occur based on these Superintendent visits. Specific content supervisors/coordinators are asked to work with the school to support their efforts.

*Schools with Highest Numbers of Children living in Low Income Families - Title I Schools:*

The schools with the highest percentage of children in Harford County are identified as Title I elementary schools (at least 49% Free and Reduced Meals). In addition to the resources provided through the Central SPA and school-based SPA plans, Title I schools receive prioritized funding through additional personnel resources including, instructional coaches; resource teachers; teacher specialists; and school social workers. Instructional supports included are new teacher training, additional planning time throughout the school year and regional mandatory and voluntary professional development.

If a school is identified as TSI/CSI or on a watch list, a formal meeting is set up between the school leadership and appropriate Central Office leadership such as the Supervisor of Accountability. During that time, participants review pertinent data and determine structured ways to incorporate pertinent student groups in the School Performance and



Achievement Plan. Additional support from content office or specialized programs (ELL, Title I, Special Education, etc.) is planned and implemented. Specific benchmarks are identified by the school and central leadership.

As an additional layer of support to teachers at any school identified as TSI or CSI, an Instructional Coach is assigned. Instructional Coaches have monthly opportunities to collaborate with other specialists such as the ESOL Teacher Specialist and Title I Teacher Specialists to align their support of teachers and ensure it meets the unique needs of identified student groups.

There are 3 additional specialist positions for the 2020-2021 school year at our middle schools with the highest FARMs rates and evidence of disproportionality. These positions were developed specifically to support the collection of data for and the implementation of strategies within the SPA plans for Aberdeen Middle School, Edgewood Middle School, and Magnolia Middle School. As noted, these SPA plans must include targeted activities to meet identified gaps within student groups. These new specialists are also provided monthly time to collaborate with the Instructional Coaches and other specialists to align work and receive training relevant to identified student groups.

Please provide a description of how the local school system meaningfully consults with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.

Consultation:

In developing Title II, Part A, and the entire HCPS Master Plan, HCPS central office and school-based administrators continuously solicit input from a variety of stakeholders including teachers, principals, and other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, students, and higher education. The ideas, beliefs, perceptions, and recommendations of representatives of the various groups were collected and assimilated into Title II-A. HCPS personnel will continue to communicate and collaborate with the stakeholders with regard to implementation of the plan and progress towards achieving the goals set forth by the HCPS Board of Education, including presentations to the Board of Education regarding professional development activities and Human Resources recruitment efforts presentations are televised on the local Harford Cable Network.

In addition, the list below identifies the variety of forums utilized to gather data from and communicate with stakeholders:

- Town meetings open to all citizens;
- Harford County Regional Association of Student Councils town meeting with Superintendent and Leadership Team;
- Board of Education's Citizen Advisory Committees;
- Harford County Business Roundtable;
- Harford County Council of PTA's presentations;
- Harford County Council of PTA's monthly meetings with Superintendent;
- Superintendent's meetings with HCPS unions representing teachers, support staff, non-certified

administrative staff, and administrators;

- Superintendent and Board of Education’s meetings with Harford Community College Board of Directors;
- Superintendent’s meetings with state delegates and senators;
- Superintendent’s monthly meetings with County Executive;
- Superintendent’s weekly leadership meetings;
- Departmental Citizen Advisory meetings; and
- HCPS Website - Internet feedback forum.
- The Superintendent’s Cultural Proficiency Council
- Superintendent’s Student Council
- HCPS Professional Development Advisory Council (PDAC)
- HCPS Customer Service Task Force
- HCPS Family and Community Partnerships – Parent Academy

The HCPS Professional Development Advisory Council (PDAC) comprised of the fifteen system-level leaders work to identify school-based and system professional learning needs. PDAC utilizes a variety of data to inform decisions including teacher and principal evaluation data, system professional development surveys, and school climate/culture surveys. The work of the PDAC is to plan, lead the professional development for all leadership meet and receive feedback on the needs of staff via the HCPS unions representing teachers, support staff, non-certified administrative staff, and administrators. PDAC periodically reports out to HCPS Senior Staff. In addition, the PDAC focuses on coordinating activities with other related strategies, programs, and activities, ensuring all use of Title II-A funds are used effectively and decisions about resource allocation are fully informed through meaningful consultation with all stakeholders.

*Organizations and Partners with Expertise:* HCPS administrators consult with numerous partners and seek advice from stakeholders regarding how to best improve all professional development activities, including Title II A. Organizations partnering with HCPS including the Teachers College Reading and Writing Project, New Teacher Center, the Maryland State Department of Education, and numerous area University partners, especially Goucher College and Towson University. In addition, to address the increasing challenges of social and emotional health of HCPS students and the challenges that could be presented for new teachers, numerous partners are assisting in professional development support including: the Harford County Health Department; Social Services; Harford County Child Advocacy Center; the Harford County Office on Mental Health; and the Harford County Local Management Board, Office of Community Services.

Please provide a description of how the local school system will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

Title II-A activities have been developed in response to the needs assessed through the HCPS Central School Performance and Achievement Team Process and the HCPS Local Accountability Model. HCPS ensures the implementation of aligned, evidence-based practices through a centralized school performance and achievement process. The Central School Performance and Achievement Team (SPA) comprised of central office directors, supervisors and coordinators, meets to analyze individual school data and school performance goals and objectives. Central SPA reviews instructional programming and data for all HCPS schools. The Central SPA reviews academic data, attendance data, discipline data, school climate/culture survey results and student motivation survey data and

looks for a direct correlation between the data and the strategies listed in the schools' School Performance and Achievement Plans (SPAs). Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. Student group data is analyzed and focused on. It is required that each school set specific benchmarks for student groups that are not meeting state standards. The team summarizes their findings and shares this information with each school principal. Specific schools on our CSI and TSI list have individual consultation with appropriate CSPA members to support targeted growth areas including but not limited to Student with Disabilities and English Language Learners. Afterwards, the Superintendent and members of the Executive Leadership Team visit each school. During the visits, school-based leadership teams respond to questions posed about their instructional program and its connection to the Board Strategic Plan, their school culture and climate and their data analysis processes and protocols. Priorities and supports needed in teacher professional development are identified at the school level. Follow-ups occur based on these Superintendent visits. Specific content supervisors/coordinators are asked to work with the school to support their efforts, and Title II-A grant activities have been identified and shared through these school visits.

Included in the School Performance and Achievement planning process, schools are required to identify the number of new teacher and non-tenured staff as well as the professional development strategies that they will use to provide support for new teachers.

Title II activities are ultimately monitored for impact by Executive Leadership. Once HCPS leadership has identified systemic needs relative to the focus areas for Title II, appropriate offices and personnel are contacted to collaborate on an intentional plan to meet the identified needs. Specific activities are determined and then a strategic plan is developed that includes the activity or activities, the person(s) responsible, and the evaluation plan.

Departments responsible for activities work alongside Executive Leadership to determine the outcomes and the evaluation plans. Departments return to Executive Leadership to share outcome evaluation data and determine necessary steps to improve the program. The timing of these check-ins is driven by the activities and evaluation plans themselves. For example, data on the impact of Instructional Coaches is shared multiple times throughout the year with a final culminating report shared in early summer. That culminating report includes data compiled from the entire school year as well as recommendations for program adjustments.

In HCPS, the bulk of Title II funds are used to cover the human cost of the Instructional Coaching program. Coaches are deployed across multiple buildings, so in addition to Executive Leadership having access to outcome evaluation data, Principals have on-going access to it, as well. Principals with Instructional Coaches have many opportunities to reflect on the data and collaborate with the Office of Organizational Development to adjust individual Coach work to ensure movement towards intended outcomes is occurring. Principals also participate in the formal observation and evaluation process of Instructional Coaches which provides a unique opportunity for input on necessary programmatic adjustments.

To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

<b>2.0 ADMINISTRATIVE COSTS - Allowable</b>			
Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures			
Item	Line Item	Description	Public School Costs
2.1	Indirect Costs	HCPS Indirect fee charged for grant administration [2.59% of direct costs of \$780,420]	\$20,213
2.2			
2.3			
2.4			
		Total for section 2.0	\$20,213

To ensure that every student has access to excellent educators, SEAs and LSSs must work together to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students' greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LSSs are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers. (ESEA sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)).

### **3.0 ENSURING EQUITABLE ACCESS – Required**

Based on the review of equitable access data, which equity gaps are current priorities for your LSS? Cite specific data points.

Based on the review of the tenured and non-tenured teachers in HCPS and HCPS teacher county evaluation results, there are a higher number of first year teachers in HCPS low-income and high minority schools. In order to address these discrepancies, ten Instructional Coaches will provide instructional and behavioral management support to first year teachers. Instructional coaches work to support these teachers and ensure individualized job-embedded professional development. Instructional coaches provide non-tenured teachers with professional dialogue around the Danielson Framework and the use of data to drive differentiated student instruction. Instructional coaches are members of the Department of Curriculum, Instruction, and Assessment and receive ongoing curriculum updates. Each instructional coach is assigned to work with a specific curriculum content office to support the design and implementation of high quality professional development. Instructional coaches are supervised by the Supervisor of Teacher Retention and Professional Development in the HCPS Office of Organizational Development and Continuous Learning.

Based on the review of the tenured and non-tenured teachers in HCPS and HCPS teacher county evaluation results, there are a higher number of inexperienced teachers in HCPS low-income and high minority schools. There is not a higher number of ineffective teachers at low-income and high minority schools.

- Ineffective teachers are addressed through the annual HCPS Memorandum concerning ineffective teachers.
- Out-of-field teachers are addressed through the HCPS Title I Certification and Licensure Process Document that prevents out of field teachers from being employed at low-income, Title I schools.
- The Supervisor of Teacher Retention and Professional Development will allocate resources for professional development for second- and third-year teachers. Intentional design, resource allocation, and scheduling are considerations in determining high quality targeted professional development.
- Inexperienced teachers (new teachers) in Title I schools are also given a multitude of resources. Inexperienced teachers receive supports at both the LEA level and the Title I school level in the following areas: teacher mentors, instructional coaches, resource teachers, and teacher specialists.
- The HCPS Supervisor of Equity and Cultural Proficiency works closely with the Superintendent of Schools and Executive Directors and Human Resources to ensure all students have access to effective teachers. The Office of Equity and Cultural Proficiency supports the schools with high minority and high poverty populations to ensure the staff has capacity to reach diverse learners.

### Recruitment Plan

#### Objectives:

- Continue to decrease critical shortage area vacancies prior to the start of the school year.
- Continue to increase the number of teacher of color hires within Harford County Public Schools.
- Study current workforce subgroups to determine if there are other strategies not currently utilized that will increase the overall retention rate of the HCPS workforce.

A comprehensive recruitment plan is used to attract effective teachers to HCPS. The plan focusses efforts among local and regional colleges and universities as well as planned visitation to locations where the pool of candidates further supports attraction to difficult-to-fill positions. HCPS participates in over fifty (50) offsite recruitment events around Maryland, Pennsylvania, New Jersey, Delaware, Virginia, and West Virginia. Advertising through targeted websites and social media have been used to attract viable instructional and support candidates. HCPS accepts unsolicited applications year-round to fill known and anticipated teacher vacancies. Attracting and recruiting a diverse workforce is important for HCPS. The Supervisor of Equity and Cultural Diversity is overseeing this recruiting process. Eight (8) of the fifty (50) planned off-site recruiting events specifically targeted historically black colleges and universities (HBCU) and minority recruitment expos. HCPS Human resource personnel met with a diverse group of thirty-one educators as part of a retention focus group. Findings from the retention focus group indicate salary and benefits as top components of retention, along with the type and depth of intentional support and professional network and social opportunities.

Evaluation: Here is a link to the required Yearly Report to Board of Education which monitors progress:

<https://www.hcps.org/boe/BoeAgendaExhibits.aspx?MeetingID=2140>

**4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required**

If the school system is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.

Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> <li>● anticipated outcomes</li> <li>● implementation plan</li> <li>● intended audience</li> <li>● specific timeline</li> <li>● plan for evaluation</li> </ul>	Cite: <ul style="list-style-type: none"> <li>● the level of evidence</li> <li>● study or studies that support this activity/series</li> <li>● the rationale for your rating</li> </ul>	Total Public School Costs
<b>1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals</b>				
1.1	<p>Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).</p> <p>The LSS may develop initiatives that provide:</p>			
1.1.1	expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)	N/A		

1.1.2	<p>ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems</p> <p><i>*Note: Because the purpose of Title II Part A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</i></p>	N/A		
1.1.3	<p>teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; [Section 2103](b)(3)(B)(iii)</p>	<p>HCPS has developed ten Leadership Competencies to guide the work of all leaders across the system: including leadership development. These competencies reflect the skills, beliefs, and attitudes inherent in the Board of Education goals and the HCPS Vision and Mission. In order to build the knowledge of all current and aspiring HCPS leaders around these competencies, two initiatives have been developed:</p> <ul style="list-style-type: none"> <li>• a 1-year Masterclass for aspiring teacher leaders and</li> <li>• a 2-year Masterclass for aspiring administrator leaders.</li> </ul> <p>The 2020-2021 school year will be a planning year where HCPS will:</p> <ul style="list-style-type: none"> <li>• Build the syllabi for each course;</li> <li>• Identify teacher leaders and current leadership to teach the courses;</li> </ul>	<p><b>Resources which informed this effort include:</b></p> <p><u><a href="#">An Everyone Culture: Becoming a Deliberately Developmental Organization</a></u> by Robert Kegan and Lisa Laskow Lahey.</p> <p><u><a href="#">Superbosses. How Exceptional Leaders Master the Flow of Talent.</a></u> By Sydney Finkelstein</p> <p><b>Articles:</b></p> <p><u><a href="https://hbr.org/2016/03/the-most-important-leadership-competencies-according-to-leaders-around-the-world">https://hbr.org/2016/03/the-most-important-leadership-competencies-according-to-leaders-around-the-world</a></u></p> <p><u><a href="https://files.eric.ed.gov/fulltext/EJ797568.pdf">https://files.eric.ed.gov/fulltext/EJ797568.pdf</a></u></p>	<p><b>Resources included in this program include</b></p> <p><b>Salaries</b></p> <ul style="list-style-type: none"> <li>• 6 Teacher Leaders to serve on the planning team to design Masterclass. \$3,096</li> <li>• 6 Teacher Leaders to serve as instructors/facilitators \$4,128</li> <li>• Stipends for teacher participants \$20,800</li> </ul>



		<ul style="list-style-type: none"> <li>• Qualitative and quantitative evaluation measures for each course based on Evaluating Professional Learning (Guskey, 1999).</li> </ul> <p>The first cohort of students will engage with Masterclass 1 &amp; 2 during the 2021-2022 school year. Evaluations will be used to enhance the program for subsequent participants.</p> <p><b>Anticipated Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased participation by teacher leaders and Assistant Principals in systemic projects and initiatives</li> <li>• Higher self-reported knowledge of the HCPS leadership competencies</li> <li>• Increased evidence of teacher leader and Assistant Principal ability to apply HCPS leadership competencies within their job duties</li> <li>• Greater number of successful, internal applicants for teacher leadership roles, the Assistant Principal pool and Principal pool</li> <li>• Increased retention rates of teachers and administrators</li> <li>• Elevated ratings on 1<sup>st</sup> and 2<sup>nd</sup> Year Assistant Principal and Principal formal evaluations</li> </ul> <p><b>Evaluation Plan:</b></p> <p>There are several methods of evaluating the effectiveness of this plan:</p> <ol style="list-style-type: none"> <li>1. Review of application data and the outcome of each applicant – A collaborative data analysis between the Office of Organizational Development and Human Resources</li> </ol>	<p>Masterclass is a level 4 program. While no empirical studies have been conducted for Masterclass, there is a rationale that Leadership Development Programs are likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	<ul style="list-style-type: none"> <li>• <b>Fixed Charges</b> 8.44% x total salaries of \$28,024 = \$2,365</li> </ul> <p><b>Materials</b></p> <p><u>Books:</u> \$7,441</p> <p><b>Other Charges</b></p> <p><u>Professional Dues</u> \$19,809</p>
--	--	--	---	---

		<ol style="list-style-type: none"> <li>2. Review of retention data including exit interview information</li> <li>3. Review of new Assistant Principal evaluation data</li> <li>4. Qualitative perception data collected after each semester of Masterclass through a required meeting between a representative of Office of Organizational Development and each participant</li> <li>5. Feedback from the unique team assigned to each 2<sup>nd</sup> year Assistant Principal to support his/her growth as well as the evidence the Assistant Principal gathers throughout the year relative to their work</li> </ol> <p><b>Books:</b></p> <p><u>Strengths based Leadership</u> by Tom Rath (\$18.99 each)</p> <p><u>Dare to Lead</u> by Brene Brown (\$13.85 each)</p> <p><u>Fierce Conversations</u> by Susan Scott (\$13.96)</p> <p><u>Radical Candor</u> by Kim Scott (\$26.09)</p> <p><u>Lemons to Lemonade</u> by Garmston and Wellman (\$24.95)</p> <p><u>Coaching for Equity</u> by Elena Aguilar (\$33.20)</p> <p><u>Membership to professional organizations</u></p> <ul style="list-style-type: none"> <li>• Learning Forward Membership</li> <li>• Harvard Business Review</li> <li>• National Association Elementary School Principals</li> <li>• National Association Secondary School Principals</li> <li>• ASCD</li> </ul>		
1.2	Recruiting qualified individuals from other fields to become teachers,	N/A		

	principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;			
1.3	Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers	N/A		
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:	N/A		
<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>				
2.1	Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is			

	<p><b>focused on improving teaching and student learning and achievement.</b></p> <p><b>The LSS may develop initiatives that:</b></p>			
2.1.1	help all students develop the skills essential for learning readiness and academic success;	N/A		
2.1.2	use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;	N/A		
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;	N/A		
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);	N/A		
2.1.5	provide opportunities for experiential learning through observation	N/A		
2.1.6	provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative	N/A		

	assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate)			
2.1.7	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science	N/A		
2.2	<p><b>Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards</b></p> <p><b>The LSS may develop initiatives that increase:</b></p>			

2.2.1	the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing;	N/A		
2.2.2	the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;	N/A		
2.2.3	use of techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of, mental illness	N/A		
2.2.4	the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism	N/A		
2.2.5	the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate	N/A		

2.2.6	providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students	N/A		
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	N/A		
2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate)	N/A		
2.2.9	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:	N/A		

**3. Strategies and Activities to Retain and Provide Support to Effective Educators**

3.1	<b>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</b>			
-----	--	--	--	--

	The LSS may develop initiatives that:			
3.1.1	provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders	<p>HCPS will hire six (6) instructional coaches</p> <p>7/1/20 – 6/30/21</p> <p>Both qualitative survey data and quantitative observation/evaluation data indicated that the Title IIA funded Instructional Coach program provided meaningful, applicable support to identified teachers which increased their professional practice and the performance of their students. Based on the data, HCPS added two additional Instructional Coach positions to the 2019-2020 operating budget and six in the 2020-2021 operating budget.</p> <p>Coaches work across identified schools to provide instructional and behavioral management support to teachers collaboratively identified by the appraisal team and the Instructional Coach. These identified teachers include those who are non-tenured, those who are new to their content area, those who have been reassigned schools, and those who have been placed on a Plan for Professional Growth (PPG). The schools are identified based on two main factors: the percentage of staff non-tenured, new to content and/or building, and/or on a PPG; and achievement gaps among student groups. Through a coordinated effort between the Office of Curriculum, Instruction, and Assessment and the Student Services Office, teachers in buildings that do not receive the services of an Instructional Coach are supported by other specialists. The</p>	<p>Coaching: A Strategy for Developing Instructional Capacity Promises and Practicalities</p> <p><a href="https://www.annenberginstitute.org/sites/default/files/product/268/files/Coaching.pdf">https://www.annenberginstitute.org/sites/default/files/product/268/files/Coaching.pdf</a></p> <p>Focusing on Teacher Learning Opportunities to Identify Potentially Productive Coaching Activities</p> <p><a href="http://journals.sagepub.com/doi/pdf/10.1177/02248711702579">http://journals.sagepub.com/doi/pdf/10.1177/02248711702579</a></p> <p>Instructional Coaching is a level 4 program. While no empirical studies have been conducted for Instructional Coaches, there is a rationale that Instructional Coaches are likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	<p>Projected Salaries for 6 FTE Instructional Coaches</p> <p>\$498,750</p> <p>Projected Fixed Costs (FICA @ 7.65%, Workers' Comp @ 0.79%, as well as projected costs for employee health, life, dental and retirement)</p> <p>\$224,031</p>



		<p>Supervisor of Teacher Retention and Professional Development meets with all specialists monthly to ensure support and assistance is provided to all identified teachers in an efficient and effective manner.</p> <p>The Instructional Coaches provide job-embedded support to identified teachers through demonstration lessons, co-teaching, co-planning, data collection, reflective conversations, and structured visits to master teachers' classrooms. In addition, the Instructional Coaches assist in the creation and implantation of an orientation conference, afterschool workshops for targeted content areas and certification types, opportunities to observe model classrooms, and collaboration with the Principal in order to use formal observation and evaluation feedback as areas for practical growth.</p> <p>Instructional Coaches implement best practices based on research conducted by the MSDE sponsored New Teacher Center. The following is a list of activities available systemwide and designed to support non-tenured teachers:</p> <ul style="list-style-type: none"> <li>• Instructional Coaches – Coaches are selected after a rigorous application and screening process and then provided bi-weekly support through the Office of Organizational Development and Continuous Learning to use best mentoring practices such as those associated with cognitive coaching and adult learning theory. Coaches are deployed to schools with the highest percentages of non-tenured teachers and the greatest gaps in student</li> </ul>		
--	--	--	--	--

		<p>groups' achievement. Coaches provide job-embedded professional development directly in the teacher's classroom by working side-by-side on daily and unit planning, classroom organization, using standards and curriculum materials, giving students meaningful feedback, teaching diverse learners, and understanding the school community. Coaches have found effective manners to work with teachers in a virtual environment to ensure teachers are supported.</p> <ul style="list-style-type: none"> <li>• Content Supervisors – Supervisors provide curriculum guides, content specific professional development, supported planning sessions, and targeted work with Department Chairpersons in order to directly support their new teachers. Each Instructional Coach is attached to one particular content office to support and align efforts in providing content specific professional development and content specific feedback to new teachers.</li> <li>• Content Curriculum Specialists – This group of highly skilled specialists engage in formal and informal observation and evaluations of new teachers, guide the use of curricula and materials of instruction for middle school teachers, support the planning and implementation of content standards and curricular materials, and provide additional professional development on specific</li> </ul>		
--	--	--	--	--

		<p>content-related topics.</p> <ul style="list-style-type: none"> <li>• Teacher Specialists – Specialists in the Office of Special Education, the Office of Technology, and the Title I Office provide individualized support to teachers as well as provide school-based or systemic professional development on working with students exhibiting both high and low incidence disabilities, utilizing instructional technology effectively, and other topics that arise based on teacher needs.</li> <li>• Professional Development – A wide variety of opportunities are offered throughout the year for HCPS staff. An orientation conference, technology workshops, supported planning workshops, CPD courses, planning clinics, systemwide conferences, and attendance at state-of-the-art conferences and trainings held outside of Harford County are available for teachers.</li> <li>• Professional Learning Communities – Teachers new to Advanced Placement courses are provided with structured learning communities that include access to a content specific mentor and College Board training.</li> </ul> <p>Evaluation:</p> <p>The work of the Instructional Coach was measured after the 2018-2019 school year, which was the first year this program was implemented. A review of select samples were reviewed from the following sources: student data, formal teacher</p>		
--	--	---	--	--

		<p>observation data, informal teacher observation data, student work samples, Instructional Coach logs, Principal anecdotal feedback, discipline data, retention data, and teacher Student Learning Objective (SLO) data. The purpose of reviewing this data was to determine if the work Instructional Coaches engaged in with individual teachers had a positive impact on teacher practice and student learning and behavior. Positive findings included a decrease in the percentage of new hires leaving the system after one year, marked growth from early informal data collections to later data collections on the same tool, positive formal observation ratings, and a plethora of positive anecdotal feedback by both Principals and teachers. Data collection for the 2019-2020 school year was impacted by the COVID closure. Initial data collection suggested a positive correlation between student achievement and Instructional Coach support.</p> <p>Data collection for 2020-2021 school year will continue to seek connections between student performance and Instructional Coach/teacher collaboration.</p> <p><b>2020-2021 Anticipated Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Teachers assigned an Instructional Coach will have retention rates equal to or higher than their veteran counterparts assigned to the same school(s)</li> <li>• Teachers assigned an Instructional Coach will have student achievement rates equal to or greater than student achievement rates of veteran teachers at the same school</li> <li>• Teachers assigned an Instructional Coach will</li> </ul>		
--	--	--	--	--

		<p>either raise or maintain their professional practice ratings in each of the 8 components evaluated in the 2020-2021</p> <ul style="list-style-type: none"> <li>• Teachers will perceive that the Instructional Coach program helped them to grow in their professional practice and connection to HCPS</li> <li>• Instructional Coaches will provide research based best mentoring and coaching practices with non-tenured teachers at their assigned schools</li> </ul> <p><b>Evaluation Plan:</b></p> <ul style="list-style-type: none"> <li>• Survey of teacher perception; a comparison of data from non-tenured teachers assigned a Coach and those not assigned a Coach</li> <li>• Number of non-tenured teachers without an assigned Coach who seek out Coaching support our Request Form</li> <li>• Student achievement data will be collected during structured Coaching cycles.</li> <li>• Teacher observation and evaluation data</li> <li>• Instructional Coach observation and evaluation data</li> <li>• Retention data included that collected during exit interviews</li> <li>• A review of Instructional Coach Outlook Calendars and Logs</li> </ul>		
3.1.2	provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about	N/A		

	professional development, improvement strategies, and personnel decisions.			
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve academic success	N/A		
3.1.4	include teacher advancement initiatives to promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, instructional coach, or teacher leader) and pay differentiation.	N/A		
3.1.5	support the instructional services provided by effective school library programs	N/A		
3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback	N/A		
3.1.7	provide common planning time to help prepare students for postsecondary education and the workforce	N/A		
3.1.8	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:			

--	--	--	--	--

**4. Use of Funds to Improve Equitable Access to Effective Educators To All Students**

4.1	If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose.	N/A		
-----	---	-----	--	--

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

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

## 5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required

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

The HCPS Division of Curriculum, Instruction, and Assessment is comprised of instructional supervisory offices representing: accelerated learning; business education, career and technical education, early childhood programs, Fine Arts, health education, intervention, library/media, mathematics, personalized learning, physical education, Reading, English and Language Arts, science, social studies, technology education, and world language. In addition to the content offices, the Offices of Leadership and Professional Development and Accountability, and the Office of Special Education assist and support the development and implementation of system-wide initiatives.

The Division of Curriculum, Instruction, and Assessment provides support and assistance for all instruction in HCPS. CIA staff have been working to ensure all HCPS content guides, materials, and assessments align to the Maryland College and Career Readiness Standards for English, Mathematics, the Next Generation Science Standards for Math, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Specifically, HCPS content supervisors, with support from the Office of Leadership and Professional Development, work to ensure professional learning services are aligned with Learning Forward Standards for professional learning. Professional Learning activities outlined in section 4.0 support teachers, principals, and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

Curriculum guides and resources are the primary tools used by teachers to provide an educational experience for students that:

- Is aligned with national, state, and local educational goals
- Is relevant, authentic, and judged against challenging State academic standards
- Is designed to meet the unique learning needs of all students
- Is appropriately diversified across disciplines and subject areas
- Embodies the common principles of teaching and learning
- Is rigorous, relevant, and promotes and builds student success

Content supervisors utilize countywide professional development days, department chairperson meetings, school-based content professional learning communities, and summer sessions to train teachers regarding the implementation and evaluation of all curricular materials.



## 6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

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

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.

Non-public schools were invited to participate along with HCPS in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified by using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consulting meeting. At that meeting, factors affecting funding were discussed, possible programs outlined and discussed as well as questions and comments were addressed. The meeting occurred prior to the development of the Title II program. (See meeting agenda, sign-in sheet, and signed affirmation of consultation on the following pages.) During April, May, and early June several non-public schools were again contacted via email and the telephone to encourage their participation in grant-funded activities. Additionally, throughout the school year, as needed, nonpublic schools are contacted via either email and/or telephone to discuss program and funding issues.

Continuing to provide consultation and support, The Office of Organizational Development will offer periodic meeting with representatives from the private schools to review on-going professional learning/student needs. Content representatives from HCPS will be on-hand to assist in identification of content-specific professional learning resources.

HCPS has a procedure in place for ensuring prompt resolution of complaints of violations of Title I, Part A. Complaints of violations of Title II, Part A will follow a similar process. The complaint shall be in writing and addressed to the HCPS Director of Organizational Development. All pertinent information will be collected and maintained for tracking purposes. The Director of Organizational Development will respond to the complaint within thirty (30) working days upon receipt of the complaint. Individuals not satisfied with the written decision of the HCPS Director of Organizational Development may appeal the complaint in writing to the HCPS Executive Director of Curriculum, Instruction, and Assessment. The appeal shall be filed in writing and received within fifteen (15) calendar days of the HCPS Director of Organizational Development's decision. The HCPS Executive Director of Curriculum, Instruction, and Assessment will fully investigate the matter and provide a written response to the complainant. Further appeals may be made with the HCPS Superintendent of Schools and then the HCPS Board of Education.

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

Professional development needs of private school teachers and other staff were determined by the administration and staff of individual schools. Formal evaluations, classroom observations, surveys and accreditation requirements were used to determine need. Professional staffs from private schools were informed of designated programs within the HCPS System. Subsequently, they were afforded the opportunity to either participate in the school system's programs or design their own professional development sessions thereby meeting their specific needs. Several non-public school administrators indicated that they identified the staff's professional development needs through surveys.

Each non-public school participating Title II funding develops a proposal and submits a simple plan for using Title II funds based on their needs assessment. In order to determine need, non-public schools used surveys; others used faculty suggestions to determine specific needs. The plans which were reviewed by HCPS Central Office staff will be used to direct the non-public schools' grant related activities.



## 7.0 ASSURANCES- **Required**

Each application shall include assurances that the local educational agency, or consortium of such agencies, will -

(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

**(i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;**

**(ii) have the highest percentages or numbers of children counted under section 1124(c);**

**(iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);**

**(iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or**

**(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;**

(B) coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

(C) comply with section 8501 (regarding equitable participation by private school children and teachers);

(i) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable.

(ii) the LSS expenditures, when providing educational services and other benefits to eligible private school children, their teachers, and other educational personnel serving those children, shall be equal, taking into account the number and educational needs of the children to be served.

(iii) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, be secular, neutral, and non-ideological.

## Private Schools - Federal Non-Public School Meeting 2020-2021

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	1/16/20	2/4/20	Accept, but unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Title IV Part A	Contact me when HCPS applies for other grants	
Publicly Funded	Arrow Center for Education Riverside	1370 Brass Mill Rd	Belcamp	MD	21017		12/11/2019	✓											
Church-Exempt	Bethel Christian Academy	21 North Earlington Rd	Havre de Grace	MD	21078		12/11/2019	✓											
Non-Public	Bridges Montessori of Towson, Inc.	2529 Conowingo Road	Bel Air	MD	21015		12/11/2019	✓											
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		12/11/2019												
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015	**	12/11/2019	**											
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		12/11/2019	✓											
Non-Public	Friends School of Harford	2230 Rock Spring Rd	Forest Hill	MD	21050		12/11/2019												
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		12/11/2019	✓					✓						
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		12/11/2019	✓											
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		12/11/2019	✓											
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		12/11/2019												
Church-Exempt	Great Commission Christian Academy	3 North Earlington Road Ext.	Havre de Grace	MD	21078		12/11/2019	✓											
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		12/11/2019												
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		12/11/2019												
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlington Rd	Havre de Grace	MD	21078		12/11/2019	✓											
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		12/11/2019	✓											
Publicly Funded	High Road School of Harford County	1250 Brass Mill Road	Belcamp	MD	21017		12/11/2019	✓											
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		12/11/2019	✓											
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I - for MaryBeth	12/11/2019		✓	✓					✓	✓	✓		
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		12/11/2019	✓					✓						
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		12/11/2019	✓											
Non-Public	Oak Grove Classical Christian School	2416 Creswell Road	Bel Air	MD	21015		12/11/2019	✓	✓	✓					✓		✓	✓	✓
Church-Exempt	Open Arms Family Learning Center	1810 Nuttall Avenue	Edgewood	MD	21040		12/11/2019												
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		12/11/2019												
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		12/11/2019	✓	✓	✓				✓	✓	✓	✓	✓	✓
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		12/11/2019	✓	✓		✓				✓	✓	✓	✓	✓
Church-Exempt	St. Matthew PreSchool	1200 Churchville Rd	Bel Air	MD	21014		12/11/2019												
Non-Public	Sterling East - Chesapeake Campus	900 Trimble Road	Joppa	MD	21085		12/11/2019												
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		12/11/2019	✓											
Non-Public	Trinity Lutheran Christian School	1100 Philadelphia Rd	Joppa	MD	21085		12/11/2019	✓	✓	✓				✓	✓		✓	✓	✓
Must ask all non Church-Exempt schools and all Publicly Funded Private Schools: Do you have a 501(c)3 that states you are a non-profit?																			

TBW NOTES - Non-Respondents

Christ Our King Coop Nursery (410-836-0141)
** Emmorton Baptist Academy (410-569-0585) - TBW called on 1/8/2020 and a generic Verizon voicemail came on and said that phone number was not valid. TBW called on 1/3/2019 left message & asked if they were still in operation as a school. (410-569-0585),TBW called on 1/10/2019 - Spoke with an unidentified person. They stated the pastor/principal was only in the office Mondays - Wednesdays, I asked to email the pastor/principal a copy of the meeting invitation. She stated that I should call back and leave a message as the VMs are checked regularly. I called back and left a second message asking if they had received the letter from USPS and if I could email them a copy of the letter if needed. I gave both my cell and office numbers and requested they call back. 1/11/2019 - TBW received email from Emmorton Baptist Academy stating that they received the invitation. Received certified letter back from USPS "Return to Sender - No Such Street - Unable to Forward" on 1/24/19
** Friends School of Harford (443-640-6300) - TBW called on 1/3/2019, recording states the phone number is no longer in service. Also Listed as Permanently Closed on Google. (443-640-6300)
Grace Cooperative Nursery (410-272-8900)
Harford Christian School (410-939-3170)
** Harford Day School (410-879-2350) - TBW called on 1/3/2019 and left a message requesting a call back. (410-838-4848). 1/4/2019 - Ashley Wilkes called back and stated that she received the letter and that she didn't have any Title I Students. 1/7/19 - TBW called Ashley and explained that she could still come and listen to additional information about Title II, III, & IV.
Open Arms Family Learning Center (410-676-4847) - TBW called on 1/8/2020, Inquiring if the received the letter or if the school was open? Requested a call back.... On 1/3/2019 0 Pastor Warlick stated the school was closed. (410-830-0342)
St. Francis de Sales Preschool (410-676-1870)
** St. Matthew PreSchool (301-838-3178) - TBW called on 1/3/2019 and left a message requesting a call back. 1/3/2018 PM - Mary Ann called back and stated that the school had received the letter. (410-838-3178)
Sterling East - Chesapeake Campus (410-676-1138)



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

December 11, 2019

St. Joan of Arc School  
Attn: School Principal  
230 S. Law Street  
Aberdeen, MD 21001

Dear Sir/Madam:

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Supporting Effective Instruction; Title III, Part A: Language Instruction for English Learners and Migrant Students; and Title IV: Student Support and Academic Enrichment Grants. In order to offer your school, the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2021/School Year 2020-2021, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, January 16, 2020  
Time: 10:00 a.m. – 11:30 a.m.  
Place: Harford County Public Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Curriculum Conference Room 215 – 2<sup>nd</sup> Floor

OR

Date: Tuesday, February 4, 2020  
Time: 1:30 p.m. – 3:00 p.m.  
Place: Harford County Public Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Curriculum Conference Room 215 – 2<sup>nd</sup> Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Friday, January 10, 2020. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded Every Student Succeeds Act (ESSA) provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

(over)

A letter of this nature cannot begin to describe the scope of the Every Student Succeeds Act (ESSA), Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2019-2020 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary  
Edgewood Elementary  
Havre de Grace Elementary  
Magnolia Elementary

Deerfield Elementary  
George D. Lisby Elementary at Hillsdale  
Hall's Cross Roads Elementary  
William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2020-2021 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Friday, January 10, 2020.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Friday, January 10, 2020. Failure to return this form by Friday, January 10, 2020, indicates that your school does not want to participate in the federal grants program for the 2020-2021 School Year.

Sincerely,

*Mary Beth Stapleton*

Mary Beth Stapleton  
Coordinator of Grants

*Thomas Webber*

Thomas Webber  
Assistant Supervisor – Title I

Enclosures



**Attachment A**

HARFORD COUNTY PUBLIC SCHOOLS  
102 S. Hickory Avenue  
Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: \_\_\_\_\_

Address of School: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

Principal/Director: \_\_\_\_\_

- Title I income eligible students by grade residing in these attendance areas:

<b><i>Title I Public Schools*</i></b>	<b><i>K</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>	<b><i>5</i></b>	<b><i>Total</i></b>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

\*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number \_\_\_\_\_

Math: Number \_\_\_\_\_

Both: Number \_\_\_\_\_

4. Principal/Director:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Attachment B**

Harford County Public Schools  
Federal Education Programs Intent to Participate Form  
2020-2021 School Year

***Please type or print all information.***

School: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

***Check (✓) the appropriate line.***

- Either I or a representative will attend the HCPS meeting on Thursday, January 16, 2020.
- Either I or a representative will attend the HCPS meeting on Tuesday, February 4, 2020.
- I am unable to attend neither of the two HCPS meetings on Thursday, January 16, 2020 nor Tuesday, February, 4 2020. However, my school plans to participate in federal grants during the 2020-21 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

- Title I, Part A – Improving Basic Programs Operated by LEAs**  
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.
- Title II, Part A – Supporting Effective Instruction**
- Title III, Part A – Language Instruction for English Learners and Migrant Students**
- Title IV, Part A – Student Support and Academic Enrichment Grants**
- Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.
- I decline participation in all federal grant programs during the 2020-2021 school year.

**Please return this form to, in the enclosed self-addressed stamped envelope to Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.**

Failure to return this form by Friday, January 10, 2020, indicates that your school does not want to participate in the federal grants program for the 2020-2021 School Year.

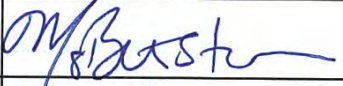

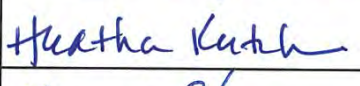
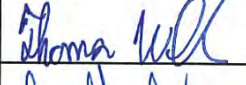
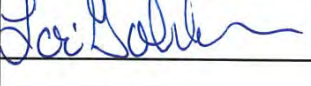
# Non-Public School Meeting


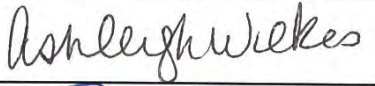

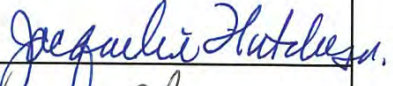
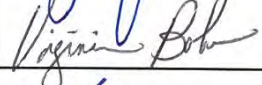

Thursday, January 16, 2020

10:00 - 11:30 a.m.

Curriculum Conference Room #215 - 2nd Floor

## PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Manager - Family and Community Partnerships	
CEO	Erin Steelman	Curriculum Specialist	
Central	Heather Kutcher	Coordinator of Teacher Induction	
Central	Thomas Webber	Assistant Supervisor - Title I	
CEO	Lori Gohlinghorst		

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	Heather Flosser	teacher	
Harford Day School	Ashleigh Wilkes	<del>Teacher</del> Lower School Head	
John Carroll School	Tom Dvornik	Principal	
Oak Grove Classical Christian School	Jacqueline Hutcheson	Administrative Director	
St. Joan of Arc School	Virginia Baker	Principal	
Trinity Lutheran Christian School	April Blahut	Ed Director	

## FEDERAL EDUCATION PROGRAMS MEETING

Thursday, January 16, 2020

10:00 a.m. - 11:30 a.m.

Harford County Public Schools  
102 S. Hickory Avenue  
Curriculum Conference Room #, 2<sup>nd</sup> Floor  
Bel Air, MD 21014

### AGENDA

Welcome/Introductions                      Thomas Webber

Discussions:

Title I, Part A                                      Thomas Webber

Title II, Part A                                     Heather Kutcher

Title III, Part A                                   Erin Steelman

Title IV, Part A                                   Mary Beth Stapleton

Questions                                         All participants

Adjournment

Harford County Public Schools  
Office of Title I


January 16, 2020

Providing Services to Eligible  
Private School Children

1

**Title I in Harford County Public Schools  
Mission Statement**

The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.



2

Harford County Public Schools –Title I Schools –SY 2019–2020

<b>Bakerfield Elementary School</b> 36 Baker Street Aberdeen, MD 21001 410-273-5518 Principal- Mrs. Tara Dedeaux	<b>George D. Lisho Elementary School at Hillsdale</b> 810 Edmund Street Aberdeen, MD 21001 410-273-5530 Principal- Mrs. Christine Langrehr
<b>Edgewood Elementary</b> 2100 Cedar Drive Edgewood, MD 21040 410-612-1540 Principal- Mrs. Cynthia Ross	<b>Hall's Cross Roads Elementary School</b> 203 East Bel Air Avenue Aberdeen, MD 21001 410-273-5524 Principal- Mrs. Christina Douglas
<b>Dorfield Elementary</b> Willoughby Beach Road Edgewood, MD 21040 410-612-1535 Principal- Mr. Gregory Lane	

3

Harford County Public Schools –Title I Schools –SY 2019–2020

**Havre de Grace Elementary School**  
600 Juniata Street  
Havre de Grace, MD 21078  
410-939-6616  
Principal- Mr. Ronald C. Wooden

**Magnolia Elementary School**  
901 Trimble Road  
Joppa, MD 21085  
410-612-1553  
Principal- Mrs. Audrey Vohs

**William Paca/Old Post Road Elementars School**  
2708 Old Philadelphia Road  
Aberington, MD 21009  
410-612-2033  
Principal- Mrs. Tammy Bosley

4

**Title I, Part A  
General Regulations**

Each participating Local Education Agency (LEA) is required to provide eligible\* private school children, their families, and their teachers with Title I educational services or other benefits that are equitable to those provided to eligible\* public school children, their families, and their teachers.

\* Academically at-risk

5

**Title I, Part A  
General Regulations**

The Title I program provides supplemental educational services for academically at-risk public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments\*.

\*Or other more appropriate standards and/or assessments for private school Title I students as determined in consultation.

6

**Title I, Part A  
Public Schools Served**

A LEA annually ranks its eligible public schools based on poverty rate and selects the schools that the LEA will serve by determining an annual poverty rate cut-off.

The LEA must serve schools that exceed 75% poverty in rank order and may serve lower ranked areas by grade-span grouping.

HCPS currently serves elementary grades (K-5) only.

7

**Title I, Part A  
Allocating Funds – Off the Top**

The LEA **must** allocate funds to a participating public school attendance area on the basis of the **total** number of children from low-income families, **including** low-income children attending private schools who reside in an existing Title I school's attendance area.

8

**Title I, Part A  
Allocating Funds – Off the Top**

Under Section 1117(a) private school funding must come off the top of the allocation before any district set asides are allowed. The LEA must determine the proportionate amount of Title I funds received by an LEA prior to any other allowable expenditures for funds.

9

### Title I, Part A Allocating Funds – Off the Top

The LEA must determine the total number of low-income eligible Private School students. This number is divided by the total number of eligible Public and Private school low-income students. The percentage is multiplied with the LEA's total Title I allocation and used to determine private school's proportionate amount.

10

### Title I, Part A Private Schools Generate vs. Receive

**Private School Eligibility Requirements:**  
Low-income student(s) of a private school must reside in an existing LEA's public Title I school's attendance area on September 30<sup>th</sup> in order for the private school to be eligible for Title I services the following school year.

a. Private school students **"generate"** Title I funds to be used to service academically at-risk students at the private school if they meet all of the following criteria:

- 1) Attend the Private School
- 2) Reside (proof of address required) in an existing Title I Public School enrollment area
- 3) Be identified as low-income;

11

### Title I, Part A Private Schools Generate vs. Receive

Private School Eligibility Requirements – Continued

b. Private school students may **"receive"** Title I services if they meet all of the following criteria:

- 1) Attend the Private School
- 2) Reside (proof of address required) in an existing Title I Public School enrollment area
- 3) Be identified as academically failing or at-risk of failing to meet the state's standards

12

### Title I, Part A Use of Funds

Title I funding allocated for servicing eligible private school children depends solely on the number of low-income private school children who reside in an existing Title I school's attendance area (as of September 30<sup>th</sup> of each year for use during the FOLLOWING school year).

The funds generated by these children are used only for **Instructional services** to eligible, academically at-risk students at the private school.

13

### Title I, Part A Program Services

Academically at-risk private school children that receive Title I services are those who are failing or are most at risk of failing to meet Maryland State Assessment Standards.

*Or other more appropriate standards for private school Title I Students*

14

### Title I, Part A Program Services

Title I services must be supplemental and may not replace or supplant services that would ordinarily be provided by private schools to academically at-risk private school children.

15

### Title I, Part A Program Services

**Types of Services:**

- ▶ Instruction outside the regular classroom
  - Extended learning time (before and after school) focus on reading and math, literacy programs, or early childhood (grades K-1)
- ▶ *Combination of services listed above*
- ▶ Services may be provided by a Third-Party vendor.

16

### Title I, Part A Consultation

- ▶ The LEA makes the final decisions with respect to Title I services that are provided to eligible private school students.
- ▶ Appropriate consultation with private school officials is often the key to ensuring that a LEA's program for equitable participation is a success.

17

### Title I, Part A Consultation

- ▶ Timely – occurs before decisions are made that affect opportunities of eligible private school students.
- ▶ Meaningful – LEA must consider comments of private school officials.

18

**Title I, Part A  
Parental Involvement**

Private school parents of Title I students must be offered the opportunity to participate equitably in parental involvement activities.

The LEA must consult with private school officials and parents of participating private school students regarding parental involvement activities.

19

19

**Title I, Part A  
Professional Development**

The LEA must consult with private school officials and teachers in designing professional development to increase the teachers' skills and knowledge in providing instruction to Title I students.

20

20

**HCPS Title I Office  
Contact Information**

Thomas Webber  
Assistant Supervisor – HCPS Title I Office  
410-809-6062  
[Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

21

21



## **Title II, Part A**

### **PROGRAM NARRATIVE**

A program narrative must be completed for Title II, Part A proposed programs. Non-Public schools participating in Title II, Part A grant funded programs must submit a completed narrative for approval by the Harford County Public School (HCPS) System prior to receiving grant funding. Programs must fall within the FEDERAL PRIORITIES outlined in the program description pages (see Attachment A.1) and address your schools' NEED as outlined on Form 3 – Results of Needs Assessment (see Attachment B.) It is possible to have more than one program addressing a particular need. Provide information for each category listed below. Use the category headings and provide the information in the order indicated. Please limit the information to no more than 2 pages per program. Use no less than one-inch margins and a 12-point font.

#### **Part I – Priority Being Addressed by this Program**

- State allowable activity being addressed or check activity and attach allowable activity page to narrative.
- Describe the proposed program as related to the priorities outlined in the program description pages (Attachment A.1).

#### **Part II – Results of Needs Assessment**

- Identify the need that will be addressed through this program.
- If available, cite relevant data that supports the need.
- State how the needs were identified.

#### **Part III – Plan of Operation**

- State your goal for this program.
- List the objectives for the program with supporting activities.
- List targeted dates for the activities within the program.
- Identify the person responsible for this program.

#### **Part IV – Budget Narrative**

- As closely as possible, state the amount of funds to be used for each aspect of the program.
- Briefly explain how the funds will be used in this program.

#### **Part V – The Evaluation**

- Explain how you will evaluate this program.
- Explain how student achievement will be improved as a result of this program.
  - Cite the data sources that will be used to determine student achievement.



# MEMO

**To:** Representatives of non-public Schools  
**From:** Chandra Krantz, Supervisor of World Languages and ELL  
**CC:** Mary Beth Stapleton, Manager of Family and Community Partnerships  
Thomas Webber, Grant Assistant Supervisor Title I  
Juraj Duracka, ELL Curriculum Specialist  
**Date:** January 9, 2020  
**Re:** Title III Part A

The Office of World Languages and ELL will, upon request, offer suggestions to non-public school officials and teachers as it relates to the identification and instruction of English language learners. In addition, as professional development sessions are offered during the 2020-2021 school year to HCPS personnel, non-public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the non-public schools in this geographical area for preview and/or use.

HCPS

## Harford County Public Schools

FY21 Title IV, Part A  
Non-Public/Private School  
Consultation Meeting  
January 16, 2020

1

### Purpose of Title IV, Part A

- ☞ The Every Student Succeeds Act (ESSA) was signed into law in December 2015.
- ☞ Newly authorized under Subpart 1 of Title IV, Part A of the ESSA, is the **Student Support Academic and Enrichment Grant (SSAE)** program.
  - Program is intended to meet the commitment of equity and opportunity for all students.

HCPS

2

### Purpose continued...

- ☞ The goal of the Student Support and Academic Enrichment program is to:
  - Provide all students with access to a well-rounded education;
  - Improve school conditions for student learning; and,
  - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

HCPS

3

### Equitable Participation

- ☞ Services and other benefits to private school students must be:
  - Secular, neutral, and non-ideological
  - Provided in a timely manner
  - Equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel

4

### Equitable Services continued...

- ☞ Participating Private Schools and Services must provide:
  - Information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services

5

### Allowable Use of Funds – Samples (Slide Source: MSDE)

Well-Rounded Educational Opportunities	Safe and Healthy Students	Effective Use of Technology
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM subjects)	Promoting community and parent involvement in schools	Carrying out blended learning projects
Supporting college and career counseling, including providing information on opportunities for financial aid	Implementing re-entry programs and transitions services for justice involved youth	Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools	Creating child sexual abuse awareness and prevention programs	Building technological capacity and infrastructure
Improving access to foreign language instruction, arts, and music education	Promoting school readiness and academic success	Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

6

### Activities to Support Well-Rounded Educational Opportunities

Well Rounded Educational Opportunities
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM subjects)
Supporting college and career counseling including providing information on opportunities for financial aid
Promoting access to accelerated learning opportunities including AP and IB programs, dual or concurrent enrollment programs and early college schools
Improving access to foreign language instruction, arts and music education
Strengthening instruction in American history, civics, economics, geography, government education and environment education.

7

### Activities to Support Effective Use of Technology

Effective Use of Technology
Carrying out Blended Learning projects.
Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities
Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

8

### Activities to Support Safe and Healthy Students

Safe and Healthy Students
Promoting community and parent involvement in schools
Implementing re-entry programs and transitions services for justice involved youth
Creating child sexual abuse awareness and prevention programs
Promoting school readiness and academic success
Providing school-based mental health services and counseling

9

**HCPS** .....  
**Activities to Support Effective Use of Technology**

**Effective Use of Technology**

Carrying out Blended Learning projects.

Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities

Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

10

**HCPS** .....  
**Proposed School Level FY21 Plan**

- ☐ Brief description of specific services to be provided and how they are coordinated or integrated with other programs, strategies and/or activities in place to improve outcomes for students (Cite evidence-based studies that support the strategy/activity)
- ☐ Explain how the funds will be used for activities that will occur no later than 6/30/21 to support disadvantaged students

11

**HCPS** .....  
**Questions?**

Contact:  
Mary Beth Stapleton, Manager of Family & Community Partnerships  
[Marybeth.Stapleton@hcps.org](mailto:Marybeth.Stapleton@hcps.org)  
(410) 588-5263

12

## Contacts for Federal Programs

**Title I, Part A:** Improving Basic Programs Operated by Local Educational Agencies  
Thomas Webber (410) 809-6062 [Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

**Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals  
Jackie Tarbert (410) 273-5621 [Jacqueline.Tarbert@hcps.org](mailto:Jacqueline.Tarbert@hcps.org)

**Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement  
Chandra Krantz (410) 588-5218 [Chandra.Krantz@hcps.org](mailto:Chandra.Krantz@hcps.org)

**Title IV, Part A:** Student Support and Academic Enrichment  
Mary Beth Stapleton (410) 588-5263 [MaryBeth.Stapleton@hcps.org](mailto:MaryBeth.Stapleton@hcps.org)

### Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc School School,  
a non-public school within attendance area boundaries of the Harford County Public School (HCPS)  
System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and  
St. Joan of Arc School engaged in consultation about  
the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating</b> <b>for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, St. Joan of Arc School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Virginia Bahr  
Signature of Non-Public School Representative

January 16, 2020  
Date

Virginia Bahr  
Name (please print)

410-272-1387  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Trinity Lutheran Christian School School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

April Blehert  
Signature of Non-Public School Representative

1/16/20  
Date

April Blehert  
Name (please print)

410-679-4000 x102  
Telephone Number



### Affirmation of Consultation

I am an administrator/representative of The John Carroll School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and The John Carroll school School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	✓	
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	✓	✓
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	✓	✓
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	✓	✓

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, The John Carroll School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

  
\_\_\_\_\_  
Signature of Non-Public School Representative

Kimberly Streett Zarzycki  
\_\_\_\_\_  
Name (please print)

1-16-2020  
\_\_\_\_\_  
Date

443-243-9086  
\_\_\_\_\_  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Harford Day School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Harford Day School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, Harford Day School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Ashleigh Wilkes  
Signature of Non-Public School Representative

1/16/2020  
Date

Ashleigh Wilkes  
Name (please print)

410-838-4848  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Oak Grove Classical Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Oak Grove Classical Christian School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, \_\_\_\_\_ School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Jacqueline J. Hutcherson  
Signature of Non-Public School Representative

Jacqueline J. Hutcherson  
Name (please print)

1/16/2020  
Date

443-617-2126  
Telephone Number

## Affirmation of Consultation

I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<u>Federal Programs</u>	Check each program the <u>consultation has covered</u> ("X")	Check if your school is <u>interested in participating for the 2020-2021 SY</u> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	

### Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Bethel Christian Academy School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

  
 \_\_\_\_\_  
 Signature of Non-Public School Representative

1-16-2020  
 \_\_\_\_\_  
 Date

Heather Fiosser  
 \_\_\_\_\_  
 Name (please print)

(410) 939-4060  
 \_\_\_\_\_  
 Telephone Number


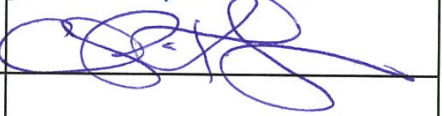
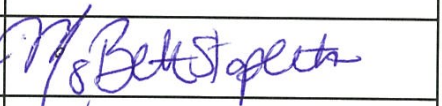
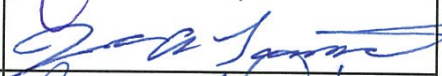


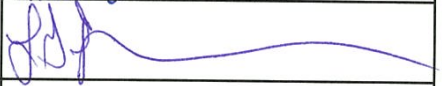


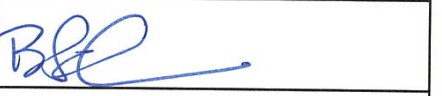
# Non-Public School Meeting

Tuesday, February 4, 2020

1:30 - 3:00 p.m.

Curriculum Conference Room #215 - 2nd Floor

## PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
HCPS - Central	Sara Harvey	Purchasing Agent	
HCPS - Central	Chandra Krantz	Supervisor - English Language Learners and World Language	
MSDE	Barb Scherr	Ombudsman for Equitable Services	
HCPS - Central	Mary Beth Stapleton	Manager - Family and Community Partnerships	
HCPS - CEO	Jackie Tarbert	Coordinator - Leadership and Professional Development	
HCPS - Central	<del>Bobbie</del> Bobbie Tolston	Supervisor - Purchasing	
HCPS - Central	Thomas Webber	Assistant Supervisor - Title I	
	Lori Cochran	P.D	
<del>HCPS - Central</del>	<del>Bobbie Tolston</del>		
Non-Public Schools			
School	Name (please print)	Job Title	Signature
St. Margaret School	Peggy Messers	SMS Counselor	
John Carroll	Leanna Salyer	Accountant	
MSDE	Barbara Scherr	<sup>Tr/FE</sup> Ombudsman	

## **FEDERAL EDUCATION PROGRAMS MEETING**

Tuesday, February 4, 2020

1:30 – 3:00 p.m.

Harford County Public Schools  
102 S. Hickory Avenue  
Curriculum Conference Room #215, 2<sup>nd</sup> Floor  
Bel Air, MD 21014

### **AGENDA**

Welcome/Introductions                      Thomas Webber

Discussions:

Title I, Part A                                      Thomas Webber

Title II, Part A                                     Jackie Tarbert


Title III, Part A                                   Chandra Krantz

Title IV, Part A                                   Mary Beth Stapleton

Questions                                        All participants

Adjournment



**Harford County Public Schools**  
**Office of Title I**  
  
**February 4, 2020**  
  
**Providing Services to Eligible**  
**Private School Children**



1

**Title I in Harford County Public Schools**  
**Mission Statement**


The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.

2

Harford County Public Schools –Title I Schools –SY 2020–2021


<p><b><u>Bakerfield Elementary School</u></b>          36 Baker Street          Aberdeen, MD 21001          410-273-5518          Principal- Mrs. Tara Dedeaux</p>	<p><b><u>George D. Lisby Elementary School at Hillsdale</u></b>          810 Edmund Street          Aberdeen, MD 21001          410-273-5530          Principal- Mrs. Christine Langrehr</p>
<p><b><u>Edgewood Elementary</u></b>          2100 Cedar Drive          Edgewood, MD 21040          410-612-1540          Principal- Mrs. Cynthia Ross</p>	<p><b><u>Hall's Cross Roads Elementary School</u></b>          203 East Bel Air Avenue          Aberdeen, MD 21001          410-273-5524          Principal- Mrs. Christina Douglas</p>
<p><b><u>Deerfield Elementary</u></b>          Willoughby Beach Road          Edgewood, MD 21040          410-612-1535          Principal- Mr. Gregory Lane</p>	



3

Harford County Public Schools –Title I Schools –SY 2020–2021

<p><b><u>Havre de Grace Elementary School</u></b>          600 Juniata Street          Havre de Grace, MD 21078          410-939-6616          Principal- Mr. Ronald C. Wooden</p>	<p><b><u>Riverside Elementary School</u></b>          211 Stillmeadow Drive          Joppa, MD 21085          410-612-1559          Principal- Mr. Christopher Yancone</p>
<p><b><u>Magnolia Elementary School</u></b>          901 Trimble Road          Joppa, MD 21085          410-612-1553          Principal- Mrs. Audrey Vohs</p>	<p><b><u>William Paca/Old Post Road Elementary School</u></b>          2706 Old Philadelphia Road          Abingdon, MD 21009          410-612-2033          Principal- Mrs. Tammy Bosley</p>




4

**Title I, Part A**  
**General Regulations**

Each participating Local Education Agency (LEA) is required to provide eligible\* private school children, their families, and their teachers with Title I educational services or other benefits that are equitable to those provided to eligible\* public school children, their families, and their teachers.

\* Academically at-risk




5

**Title I, Part A**  
**General Regulations**

The Title I program provides supplemental educational services for academically at-risk public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments\*.

\*Or other more appropriate standards and/or assessments for private school Title I students as determined in consultation.



6

### Title I, Part A Public Schools Served

A LEA annually ranks its eligible public schools based on poverty rate and selects the schools that the LEA will serve by determining an annual poverty rate cut-off.

The LEA must serve schools that exceed 75% poverty in rank order and may serve lower ranked areas by grade-span grouping.

HCPS currently serves elementary grades (K-5) only.

7

### Title I, Part A Allocating Funds – Off the Top

Under Section 1117(a) private school funding must come off the top of the allocation before any district set asides are allowed. The LEA must determine the proportionate amount of Title I funds received by an LEA prior to any other allowable expenditures for funds.

Total # of Private School eligible Title I Students	÷	Total # of Public & Private School eligible Title I Students	=	Private School Ratio
Harford's Total Title I Allocation	×	Private School Ratio	=	Total Amount Set Aside for Private Schools

8

### Title I, Part A Private Schools Generate vs. Receive

**Private School Eligibility Requirements:**  
Low-income student(s) of a private school must reside in an existing LEA's public Title I school's attendance area on September 30<sup>th</sup> in order for the private school to be eligible for Title I services the following school year.

a. Private school students "**generate**" Title I funds to be used to service academically at-risk students at the private school if they meet all of the following criteria:

- 1) Attend the Private School
- 2) Reside (proof of address required) in an existing Title I Public School enrollment area
- 3) Be identified as low-income;

9

### Title I, Part A Private Schools Generate vs. Receive

**Private School Eligibility Requirements – Continued**

b. Private school students may "**receive**" Title I services if they meet all of the following criteria:

- 1) Attend the Private School
- 2) Reside (proof of address required) in an existing Title I Public School enrollment area
- 3) Be identified as academically failing or at-risk of failing to meet the state's standards

10

### Title I, Part A Use of Funds

Title I funding allocated for servicing eligible private school children depends solely on the number of low-income private school children who reside in an existing Title I school's attendance area (as of September 30<sup>th</sup> of each year for use during the FOLLOWING school year).

The funds generated by these children are used only for **instructional services** to eligible, academically at-risk students at the private school.

11

### Title I, Part A Program Services

Title I services must be supplemental and may not replace or supplant services that would ordinarily be provided by private schools to academically at-risk private school children.

12



## Title I, Part A Program Services

### Types of Services:

- ▶ Instruction outside the regular classroom
  - Extended learning time (before and after school) focus on reading and math, literacy programs, or early childhood (grades K-1)
- ▶ *Combination of services listed above*
- ▶ Services may be provided by a Third-Party vendor.

13

13

## Title I, Part A Consultation

- ▶ Timely – occurs before decisions are made that affect opportunities of eligible private school students.
- ▶ Meaningful – LEA must consider comments of private school officials.

14

14

## Title I, Part A Consultation

- ▶ Appropriate consultation with private school officials is often the key to ensuring that a LEA's program for equitable participation is a success.
- ▶ The LEA makes the final decisions with respect to Title I services that are provided to eligible private school students.

15

15

## Title I, Part A Parental Involvement

Private school parents of Title I students must be offered the opportunity to participate equitably in parental involvement activities.

The LEA must consult with private school officials and parents of participating private school students regarding parental involvement activities.

16

16

## Title I, Part A Professional Development

The LEA must consult with private school officials and teachers in designing professional development to increase the teachers' skills and knowledge in providing instruction to Title I students.

17

17

## HCPS Title I Office Contact Information

Thomas Webber  
Assistant Supervisor – HCPS Title I Office  
410-809-6062  
[Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

18

18

## **Title II, Part A**

### **PROGRAM NARRATIVE**

A program narrative must be completed for Title II, Part A proposed programs. Non-Public schools participating in Title II, Part A grant funded programs must submit a completed narrative for approval by the Harford County Public School (HCPS) System prior to receiving grant funding. Programs must fall within the FEDERAL PRIORITIES outlined in the program description pages (see Attachment A.1) and address your schools' NEED as outlined on Form 3 – Results of Needs Assessment (see Attachment B.) It is possible to have more than one program addressing a particular need. Provide information for each category listed below. Use the category headings and provide the information in the order indicated. Please limit the information to no more than 2 pages per program. Use no less than one-inch margins and a 12-point font.

#### **Part I – Priority Being Addressed by this Program**

- State allowable activity being addressed or check activity and attach allowable activity page to narrative.
- Describe the proposed program as related to the priorities outlined in the program description pages (Attachment A.1).

#### **Part II – Results of Needs Assessment**

- Identify the need that will be addressed through this program.
- If available, cite relevant data that supports the need.
- State how the needs were identified.

#### **Part III – Plan of Operation**

- State your goal for this program.
- List the objectives for the program with supporting activities.
- List targeted dates for the activities within the program.
- Identify the person responsible for this program.

#### **Part IV – Budget Narrative**

- As closely as possible, state the amount of funds to be used for each aspect of the program.
- Briefly explain how the funds will be used in this program.

#### **Part V – The Evaluation**

- Explain how you will evaluate this program.
- Explain how student achievement will be improved as a result of this program.
  - Cite the data sources that will be used to determine student achievement.

## RESULTS OF NEEDS ASSESSMENT

**Note:** All requested information below must be included in order for a proposal to be considered for funding. The needs assessment should be used to identify students' needs and teachers' needs – in particular, those needs that must be addressed to ensure that all teachers are highly qualified.

1. When and how was the needs assessment conducted?
  
2. Specifically, how were teachers and principals involved in the needs assessment?
  
3. Complete the chart below for the identified needs of your school and the data that supports those needs as a priority:

State of Need	Supporting Data	Source of Data
1.		
2.		
3.		
4.		

(Add additional rows as needed.)

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

**ALLOWABLE ACTIVITIES**

<b>Strategies and Activities to Improve the Quality of the Teaching Force</b>	
<p><b>1.</b> Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p style="margin-left: 40px;"><b>(a) Content knowledge.</b> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p style="margin-left: 40px;"><b>(b) Classroom practices.</b> Providing training to improve teaching practices and student academic achievement through:</p> <p style="margin-left: 80px;">(1) effective instructional strategies, methods, and skills;</p> <p style="margin-left: 80px;">(2) The use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a) (3) (A)].</p>	
<p><b>2.</b> Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <p style="margin-left: 40px;">2.1 Involve collaborative groups of teachers and administrators;</p> <p style="margin-left: 40px;">2.2 Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p style="margin-left: 40px;">2.3 Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</p> <p style="margin-left: 40px;">2.4 Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</p> <p style="margin-left: 40px;">2.5 Provide training on how to use data and assessments to improve classroom practice and student learning. [Section 2123(a) (3) (B)].</p>	
<p><b>3.</b> Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders. [Section 2123(a) (6)].</p>	

**PROFESSIONAL DEVELOPMENT** - The term ‘professional development’ -

- (A) includes activities that -
- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
  - (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
  - (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
  - (iv) improve classroom management skills;
  - (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and  
(II) are not 1-day or short-term workshops or conferences;
  - (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

- (vii) advance teacher understanding of effective instructional strategies that are
    - (I) based on scientifically based research (except that this sub-clause shall not apply to activities carried out under part D of title II); and
    - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
  - (viii) are aligned with and directly related to -
    - (I) State academic content standards, student academic achievement standards, and assessments; and
    - (II) the curricula and programs tied to the standards described in sub-clause (I) except that this sub-clause shall not apply to activities described in clauses (ii) and (iii) of Section 2123(3) (B);
  - (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
  - (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
  - (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
  - (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
  - (xiii) provide instruction in methods of teaching children with special needs;
  - (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
  - (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that -
- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
  - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
  - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

# MEMO

**To:** Representatives of non-public Schools  
**From:** Chandra Krantz, Supervisor of World Languages and ELL  
**CC:** Mary Beth Stapleton, Manager of Family and Community Partnerships  
Thomas Webber, Grant Assistant Supervisor Title I  
Juraj Duracka, ELL Curriculum Specialist  
**Date:** January 9, 2020  
**Re:** Title III Part A

The Office of World Languages and ELL will, upon request, offer suggestions to non-public school officials and teachers as it relates to the identification and instruction of English language learners. In addition, as professional development sessions are offered during the 2020-2021 school year to HCPS personnel, non-public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the non-public schools in this geographical area for preview and/or use.

HOPS

## Harford County Public Schools

### FY21 Title IV, Part A Non-Public/Private School Consultation Meeting February 4, 2020

1

### Purpose of Title IV, Part A

- ☺ The Every Student Succeeds Act (ESSA) was signed into law in December 2015.
- ☺ Newly authorized under Subpart 1 of Title IV, Part A of the ESEA, is the **Student Support Academic and Enrichment Grant (SSAE)** program.
  - Program is intended to meet the commitment of equity and opportunity for all students.

HOPS

2

### Purpose continued...

- ☺ The goal of the Student Support and Academic Enrichment program is to:
  - Provide all students with access to a well-rounded education;
  - Improve school conditions for student learning; and,
  - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

HOPS

3

### Equitable Participation

- ☺ Services and other benefits to private school students must be:
  - Secular, neutral, and non-ideological
  - Provided in a timely manner
  - Equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel

4

### Equitable Services continued...

- ☺ Participating Private Schools and Services must provide:
  - Information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services

5

### Allowable Use of Funds – Samples (Slide Source: MSDE)

Well-Rounded Educational Opportunities	Safe and Healthy Students	Effective Use of Technology
Improving instruction and student engagement in science, technology, engineering, and mathematics, and computer science (STEM subjects)	Promoting community and parent involvement in schools	Carrying out blended learning projects
Supporting college and career counseling, including providing information on opportunities for financial aid	Implementing re-entry programs and transitions services for justice involved youth	Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools	Creating child sexual abuse awareness and prevention programs	Building technological capacity and infrastructure
Improving access to foreign language instruction arts, and music education	Promoting school readiness and academic success	Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

6

**HOPS** .....  
**Activities to Support Well-Rounded Educational Opportunities**

**Well Rounded Educational Opportunities**

- Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM subjects)
- Supporting college and career counseling including providing information on opportunities for financial aid
- Promoting access to accelerated learning opportunities including AP and IB programs, dual or concurrent enrollment programs and early college schools
- Improving access to foreign language instruction, arts and music education
- Strengthening instruction in American history, civics, economics, geography, government education and environment education.

7

**HOPS** .....  
**Activities to Support Effective Use of Technology**

**Effective Use of Technology**

- Carrying out Blended Learning projects.
- Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities
- Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

8

**HOPS** .....  
**Activities to Support Safe and Healthy Students**

**Safe and Healthy Students**

- Promoting community and parent involvement in schools
- Implementing re-entry programs and transitions services for justice involved youth
- Creating child sexual abuse awareness and prevention programs
- Promoting school readiness and academic success
- Providing school-based mental health services and counseling

9

**HOPS** .....  
**Activities to Support Effective Use of Technology**

**Effective Use of Technology**

- Carrying out Blended Learning projects.
- Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities
- Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

10

**HOPS** .....  
**Proposed School Level FY21 Plan**

- Brief description of specific services to be provided and how they are coordinated or integrated with other programs, strategies and/or activities in place to improve outcomes for students (Cite evidence-based studies that support the strategy/activity)
- Explain how the funds will be used for activities that will occur no later than 6/30/21 to support disadvantaged students

11

**HOPS** .....  
**Questions?**

Contact:  
 Mary Beth Stapleton, Manager of Family & Community Partnerships  
[Marybeth.Stapleton@hcps.org](mailto:Marybeth.Stapleton@hcps.org)  
 (410) 588-5263

12





Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

## Contacts for Federal Programs

**Title I, Part A:** Improving Basic Programs Operated by Local Educational Agencies  
Thomas Webber (410) 809-6062 [Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

**Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals  
Jackie Tarbert (410) 273-5621 [Jacqueline.Tarbert@hcps.org](mailto:Jacqueline.Tarbert@hcps.org)

**Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement  
Chandra Krantz (410) 588-5218 [Chandra.Krantz@hcps.org](mailto:Chandra.Krantz@hcps.org)

**Title IV, Part A:** Student Support and Academic Enrichment  
Mary Beth Stapleton (410) 588-5263 [MaryBeth.Stapleton@hcps.org](mailto:MaryBeth.Stapleton@hcps.org)

## Affirmation of Consultation

I am an administrator/representative of St. Margaret School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 4, 2020, the HCPS System and St. Margaret School School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
<b>Title IV-A:</b> Student Support and Academic Enrichment	X	X

### Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Margaret School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Peggy A Messaris  
Signature of Non-Public School Representative

2/4/20  
Date

Peggy Messaris  
Name (please print)

410-875-1113  
Telephone Number



**Harford County Public Schools  
Title II, Part A**

Line Item	Calculation	Requested	In-Kind	Total
<b>Salaries &amp; Wages</b>				
Instructional Coaches	projected salaries	498,750		498,750
Masterclass Professional Development - planning and design	6 teachers x 12 hrs x \$43/hr	3,096		3,096
Masterclass Professional Development - instructors/facilitators	6 teachers x 16 hrs x \$43/hr	4,128		4,128
Masterclass Professional Development - teacher participants	65 participants x 16 hours x \$20/hr	20,800		20,800
				0
<b>Total Salaries &amp; Wages</b>		<b>526,774</b>	<b>0</b>	<b>526,774</b>
<b>Contracted Services</b>				
				0
				0
<b>Total Contracted Services</b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>Supplies and Materials</b>				
Books	75 participants x \$99.21/ea	7,441		7,441
				0
				0
<b>Total Supplies and Materials</b>		<b>7,441</b>	<b>0</b>	<b>7,441</b>
<b>Other Charges</b>				
FICA at 7.65% and Workers' Comp at 0.79%	FTE Proj Sal x 8.44%	42,095		42,095
FICA at 7.65% and Workers' Comp at 0.79%	Teacher Stipends x 8.44%	2,365		2,365
Health, Life, Dental and Retirement	Projected costs	181,936		181,936
Professional Dues	71 teachers x \$279/ea	19,809		19,809
				0
<b>Total Other Charges</b>		<b>246,205</b>	<b>0</b>	<b>246,205</b>
<b>Equipment</b>				
				0
				0
<b>Total Equipment</b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>Transfers</b>				
Equitable Services		40,619		40,619
				0
<b>Total Transfers</b>		<b>40,619</b>	<b>0</b>	<b>40,619</b>
Total Direct Costs		821,039	0	821,039
Indirect Costs (2.59% of direct costs less Equitable Services)		20,213		20,213
<b>TOTAL Requested</b>		<b>841,252</b>	<b>0</b>	<b>841,252</b>

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

ORIGINAL GRANT BUDGET	\$841,252.00	AMENDED BUDGET #	00	REQUEST DATE	10/14/20
GRANT NAME	Title II, Part A	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	210850-01	RECIPIENT GRANT #	22421		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	TBD	GRANT PERIOD	07/01/20	06/30/22	

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						20,213.00	20,213.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							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.	526,774.00		7,441.00			40,619.00	574,834.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				246,205.00			246,205.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	526,774.00	0.00	7,441.00	246,205.00	0.00	60,832.00	841,252.00

Finance Official Approval	Jennifer Birkelien	 Jennifer Birkelien (Nov 12, 2020 13:57 EST)	10/14/20	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Sean W. Bulson	 Sean Bulson (Nov 12, 2020 14:00 EST)	10/14/20	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #







# LEA12 Harford Title IIA FY21 C125 2020.10.15.xlsx

Final Audit Report

2020-11-12

Created:	2020-11-12
By:	Jennifer Birkelien (jennifer.birkelien@hcps.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAABxsvyD82wMloQ-TvUobl9w2pPxa0kUM5

## "LEA12 Harford Title IIA FY21 C125 2020.10.15.xlsx" History

-  Document created by Jennifer Birkelien (jennifer.birkelien@hcps.org)  
2020-11-12 - 6:57:00 PM GMT - IP address: 71.179.252.22
-  Document e-signed by Jennifer Birkelien (jennifer.birkelien@hcps.org)  
Signature Date: 2020-11-12 - 6:57:38 PM GMT - Time Source: server- IP address: 71.179.252.22
-  Document emailed to Sean Bulson (Sean.Bulson@hcps.org) for signature  
2020-11-12 - 6:57:39 PM GMT
-  Email viewed by Sean Bulson (Sean.Bulson@hcps.org)  
2020-11-12 - 7:00:06 PM GMT - IP address: 104.47.58.254
-  Document e-signed by Sean Bulson (Sean.Bulson@hcps.org)  
Signature Date: 2020-11-12 - 7:00:23 PM GMT - Time Source: server- IP address: 38.124.151.4
-  Agreement completed.  
2020-11-12 - 7:00:23 PM GMT



Appendix E

**Title III, Part A Grant Application**  
**English Language Acquisition, Language Enhancement,**  
**and Academic Achievement**



**Office of English Learner/Title III**

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Harford County Public Schools Fiscal Year 2021

*SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

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

<b>1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)]</b>			
Required Activities	Descriptions	Public School Costs	Private School Costs
1.1. Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)]	<p>Please address each item (a-c) in your required activity descriptions.</p> <p>a) Outcomes and brief description of the services <u>including evidence level when appropriate</u></p> <p>b) Timelines or target dates</p> <p>c) Services to private schools</p> <p><b>ACTIVITY 1</b></p> <p>a) Continue to provide additional academic and content supplemental tutorial services to ELs in grades K-12 in Reading/Language Arts, Math, Social Studies and Science with emphasis on language use to ultimately increase their reading, writing, listening and speaking proficiency levels as well as content area achievement. This tutoring may occur during, before or after school based upon the students' needs.</p> <p>b) 9/30/2021 – 9/30/2022</p>	<p><b>ACT. 1</b></p> <p>\$23,721</p>	<p><b>ACT. 1</b></p> <p>\$0.00</p>

	<p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p> <p><b>ACTIVITY 2</b></p> <p>a) Continue to provide supplemental Learning A-Z site- bundle plus Enhanced Reading Solutions educational software for Els in grades K-12 to increase their reading, writing, listening and speaking proficiency levels. This will reflect 15 licenses.</p> <p>b) 9/30/2020 –9/30/21 and 9/30/21- 9/30/2022</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p> <p><b>ACTIVITY 3</b></p> <p>a) Provide a summer learning experience for ELs in grades K-12. This 5-day summer experience will include meaningful authentic experiences focused on English language development and building academic skills in Reading/Language Arts, Math, Social Studies and Science via hands-on, outdoor activities, performances, and projects. The summer experiences will take place in the HCPS Environmental Center or comparable setting.</p> <p>b) 7/1/2021 – 7/31/2021 and 7/1/2021-7/1/2022</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p>	<p><b>ACT. 2</b></p> <p>\$6,113</p> <p><b>ACT. 3</b></p> <p>\$24,188</p> <p><b>ACT. 4</b></p>	<p><b>ACT. 2</b></p> <p>\$0.00</p> <p><b>ACT. 3</b></p> <p>\$0.00</p> <p><b>ACT. 4</b></p>
--	---	---	--



	<p><b>ACTIVITY 4</b></p> <p>a) Supply supplemental curricular materials to teachers and students to support the content areas of instruction for ELs and teachers of ELs. This will be based on individual school needs and requests. These materials may include but are not limited to bilingual word-to-word dictionaries, leveled readers, ACCESS student workbooks, teacher books, etc. These materials will support the content areas of instruction for ELs and teachers of ELs and contribute to increasing the reading, writing, listening, and speaking proficiency levels of ELs.</p> <p>b) 9/30/2021 – 9/30/2022</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p>	\$3,642	\$0.00
<p><b>2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)]</b></p>			
<p>Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].</p>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)]</p>	<p><b>ACTIVITY 1</b></p> <p>a) Attend the M.E.L.L.F.I.N. conference to gather information and resources that will support ELL families living in Maryland. Participants' survey responses will be used to determine the effectiveness and relevance of the conference. Following the conference, participants will meet to plan presentations which they will subsequently share with their colleagues, PTA representatives and school administrators.</p>	<p><b>ACT.1</b></p> <p>\$3,819</p>	<p><b>ACT.1</b></p> <p>\$0.00</p>

	<p>b) May 2021</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p>		
<p>2.2 Providing for professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs [section 3115(c)(2)(B)].</p>	<p><b>ACTIVITY 1</b></p> <p>a) Provide newly hired ELL teachers and selected classroom teachers of ELs with online and in-person professional development workshops on the SIOP MODEL to increase their knowledge and understanding of instructional strategies and techniques for making content more accessible to ELs. The integration of oral and written English language instruction into the content areas supports Evidence Level 1 as indicated by What Works Clearinghouse in their Practice Guide for <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> retrieved from:  <a href="http://ies.ed.gov/ncee/wwc/publications_reviews.aspx">http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</a></p> <p>Participants will learn and implement the eight research-based components of sheltered instruction. They will reflect on and share experiences, student work samples and lesson ideas related to the course content. Participants will share information with their grade level teams and/or departments. This activity supports Evidence Level 1.</p> <p>b) 2/1/2022 – 6/1/2022</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p>	<p><b>ACT. 1</b></p> <p>\$23,919</p>	<p><b>ACT.1</b></p> <p>\$0.00</p>
<p>2.3 Providing for professional development effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and</p>	<p>a)</p> <p>b)</p> <p>c)</p>		

teaching skills of teachers of ELs [section 3115(c)(2)(C)].			
<b>3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)]</b>			
3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [section 3115(c)(3)].	<p><b>ACTIVITY 1</b></p> <p>a) Provide EL Nights (both students and parents) led by staff throughout the school year to assist with school policies, procedures, and expectations. WIDA, ESSA and Maryland College and Career Readiness standards aligned to strategies that will enable parents/families to support their students' academic progress and improvement with English literacy. Light refreshments will be provided for these events. Outreach flyers, sign-in sheets, agendas, and participant feedback will be collected to document participation.</p> <p>b) 1/2021, 9/2021, 1/2022, 5/2022</p> <p>c) Non-public schools will not receive funding for direct services. They will receive professional development, consultation, and instructional resources upon request.</p>	<p><b>ACT.1</b></p> <p>\$3,003</p>	<p><b>ACT.1</b></p> <p>\$0.00</p>

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: \_\_\_\_\_ Harford County Public Schools \_\_\_\_\_ Fiscal Year 2021

*SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

**B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]:** An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)]			
Authorized Activities	Descriptions	Public School Costs	Private School Costs
	Please address each item (a-c) in your authorized activity descriptions. a) Outcomes and brief description of the services <u>including evidence level when appropriate</u> b) Timelines or target dates c) Services to private schools		
4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	a) b) c)		
4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and	a) b) c)		

assessment procedures [section 3115(d)(2)].			
4.3 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].	a) b) c)		
4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].	a) b) c)		
4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 3115(d)(7)].	a) b) c)		
4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(8)].	a) b) c)		
<b>5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)].</b>			

5.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].	a) b) c)		
5.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	a) b) c)		
6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i> [section 3115(d)(9)].			
6.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(9)].	a) b) c)		

**C. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]:** Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

7. Administrative Expenses		Public School Costs	Private School Costs
7.1 Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%.		\$0	\$0.00

**D. INDIRECT COSTS:** To calculate the indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

8. Indirect Costs		Public School Costs
8.1 Costs associated with compensation for grant coordinators and their clerical support, such as accounting, auditing, budgeting disbursement services, management information systems, and purchasing. If indirect costs are charged, use the approved local school system indirect cost rate to calculate.	2.59% of direct costs of \$88,405	\$2,290
<b>Total Title III, Part A English Language Acquisition Funding</b>		<b>\$90,695</b>

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: \_\_\_\_\_ Harford County Public Schools \_\_\_\_\_ Fiscal Year 2021

**E. EQUITABLE SERVICES TO ENGLISH LEARNERS (ELs) IN PRIVATE SCHOOLS:**

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

1. All school systems must submit the following documents in Appendix H.

- Consultation timeline for each program
- Signed Affirmation of Consultation
- Complaint procedures/dispute resolution process for covered programs under ESSA
- Total number of participating ELs in private schools

2. Describe the school system's process to invite private schools to the initial meeting, and on-going consultation meetings [Sec. 8501(c)(1)(3)].

*Non-public schools were invited to participate along with HCPS in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified by using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consulting meeting. At that meeting, factors affecting funding were discussed, possible programs outlined and discussed as well as questions and comments were addressed. The meeting was held prior to the development of the Title III program.*

**Complete numbers 3 to 5 if services are provided to ELs in private schools.**



3. Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil that will benefit from Title III services in the Attachment H Equitable Services Table [Sec. 8501 (a)(4)(C)]. *\*See attached\**

**Total Amount for Private School Transfers: \$0.00**

4. Describe below the school system's process for providing equitable services to students in private schools [Sec. 8501(c)].

- a. How services, location of services, and grade levels or areas of services for students and teachers were decided and agreed upon.

*The basis for determining the needs of private school ELs and their teachers; and English language acquisition, language enhancement and academic achievement needs of private school teachers and other staff are determined by the administration and staff to individual schools in conjunction with representatives of Harford County Public Schools ELL staff. Professional staffs from private schools were informed of the designated programs with the HCPS system. Subsequently, they were afforded the opportunity to either participate in the school system's programs or design their own sessions thereby meeting their specific needs. Each non-public school participating in Title III funding meets with Harford County Public Schools ELL Office staff to determine specific needs.*

- b. How services were monitored.

*Sign-in sheets document participation.*

5. Each local school system (LSS) shall provide assurances that it complies with the section 8501 regarding equitable services for private school students and teachers:

- (a) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable under section 8501(d)(1);
- (b) the LSS expenditures, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
- (c) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

#### **F. RECIPIENT ASSURANCES**

Attach the signed recipient assurances form with the final submission.

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: \_\_\_\_\_ Harford County Public Schools \_\_\_\_\_ Fiscal Year 2021

G. BUDGET NARRATIVE

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

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

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

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

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

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

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

**Personnel Costs:**

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating

full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

#### **Contracted Services**

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

#### **Supplies and Materials**

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

#### **Other Charges**

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

#### **Equipment**

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

#### **Transfers**

- Transfers are payments to other LSSs, Private Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LSS to the project.

#### **Indirect Costs**

- To calculate indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

**Title III Budget Narrative**

<b>Category # – Program #</b>	<b>Budget Obj. #</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In- Kind</b>	<b>Total</b>
<b>Activity 1.1</b>						
203-205 – 02 Special Prog.	01-Salaries & Wages	Content supplemental tutorial services	\$25/hour x 35 weeks x 25 hours/week	\$21,875.00		\$21,875.00
212 Fixed Charges	04 Other Charges	FICA at 7.65% & Workers Comp. at 0.79%	8.440%	\$1,846.00		\$1,846.00
203-205 – 02 Special Prog.	02-Contract Services	Learning A-Z site bundle plus Enhanced ELL Reading Solutions	15 teacher accounts x \$407.53/account	\$6,113.00		\$6,113.00
203-205 – 02 Special Prog.	01-Salaries & Wages	Summer Learning Experiences for ELs Teacher salaries	10 teachers x 8/hours/day x 5 days x 75% rate (estimated at \$40/hour)	\$16,000.00		\$16,000.00
212 Fixed Charges	04-Other Charges	FICA at 7.65% & Workers Comp. at 0.79%	8.440%	\$1,350.00		\$1,350.00
203-205 – 02 Special Prog.	01-Salaries & Wages	Summer Learning Experiences for ELs Teacher Planning	10 teachers x 20 hours x \$20/hour	\$4,000.00		\$4,000.00
212 Fixed Charges	04-Other Charges	FICA at 7.65% & Workers Comp. at 0.79%	8.440%	\$338.00		\$338.00
203-205 – 02 Special Prog.	03- Supplies & Materials	Summer Learning Experiences for ELs-Supplies & Materials	\$50 per student x 50 students	\$2,500.00		\$2,500.00
203-205 – 02 Special Prog.	03- Supplies & Materials	Supplemental instructional materials: bilingual word-to-word dictionaries, leveled readers, student workbooks, teacher books to support the content areas of instruction for ELs and teachers of ELs.	Vendor Estimate	\$3,642.00		\$3,642.00
				<b>Total:</b>		<b>\$57,664.00</b>

Activity 2.1						
203-205-09 Instruction Staff Dev.	04- Other Charges	M.E.L.L.F.I.N. conference registrations	20 participants x \$100 registration	\$2,000.00		\$2,000.00
203-205-09 Instruction Staff Dev.	04- Other Charges	M.E.L.L.F.I.N. conference mileage	7 drivers x 100 miles round trip x \$0.58	\$406.00		\$406.00
203-205-09 Instruction Staff Dev.	01-Salaries & Wages	Payment to M.E.L.L.F.I.N. conference participants for post conference planning meeting attendance	\$20/hour x 3hours x 20 participants x 1 meeting	\$1,200.00		\$1,200.00
212 Fixed Charges	04- Other Charges	FICA at 7.65% & Workers Comp. at 0.79%	8.440%	\$101.00		\$101.00
203-205-09 Instruction Staff Dev.	04- Other Charges	M.E.L.L.F.I.N. conference tolls	7 drivers x 2 tolls x \$8/toll	\$112.00		\$112.00
				<b>Total:</b>		<b>\$3,819.00</b>



Activity 2.2						
203-205-09 Instruction Staff Dev.	02-Contract Services	SIOP TOT Foundation-CAL workshop registration fee	\$1,300.00 per registration x 6 participants	\$7,800.00		\$7,800.00
203-205-09 Instruction Staff Dev.	02- Contract Services	SIOP online courses - CAL- registration fees	\$150 per seat x 45 participants	\$6,750.00		\$6,750.00
203-205-09 Instruction Staff Dev.	01-Salaries & Wages	Payment to participants for attending SIOP TOT Foundation	\$20/hour x 27 hours x 6 teachers	\$3,240.00		\$3,240.00
212 Fixed Charges	04-Other Charges	FICA at 7.65% & Workers Comp. at 0.79%	8.440%	\$273.00		\$273.00
203-205-09 Instruction Staff Dev.	01-Salaries & Wages	Payment to participants for SIOP online courses- CAL	\$20/hour x 6 hours x 45 participants	\$5,400.00		\$5,400.00
212 Fixed Charges	04-Other Charges	FICA at 7.65% & Workers Comp. at 0.79%	8.440%	\$456.00		\$456.00
				<b>Total:</b>		<b>\$23,919.00</b>

Activity 3.1						
203-205 – 02 Special Prog.	03-Supplies & Materials	Light refreshments for ELL Parent/Student Nights	\$50/offering x 8 offerings	\$400.00		\$400.00
203-205 – 02 Special Prog.	01-Salaries & Wages	Payment to HCPS ELL teachers for providing ELL Parent/Student Nights	\$20/hour x 3 hours x 5 teachers x 8 offerings	\$2,400.00		\$2,400.00
212 Fixed Charges	04-Other Charges	FICA at 7.65% & Workers Comp. at 0.79%	8.440%	\$203.00		\$203.00
				<b>Total:</b>		<b>\$3,003.00</b>
Activity 8.1						
201 – 22 Business Support	08-Transfer	Indirect Costs	2.59% of Direct Costs of \$88,405	\$2,290.00		\$2,290.00
				<b>Total:</b>		<b>\$2,290.00</b>
<b>Total Title III Grant:</b>						<b>\$90,695.00</b>

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

ORIGINAL GRANT BUDGET	\$90,695.00	AMENDED BUDGET #	00	REQUEST DATE	10/09/20
GRANT NAME	English Language Acquisition Grant; State Formula Grant Program	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	210471-01	RECIPIENT GRANT #	22871		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	6941	GRANT PERIOD	07/01/20	09/30/22	

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						2,290.00	2,290.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	44,275.00	6,113.00	6,542.00				56,930.00
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.	9,840.00	14,550.00		2,518.00			26,908.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				4,567.00			4,567.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodelling							0.00
<b>Total Expenditures By Object</b>	<b>54,115.00</b>	<b>20,663.00</b>	<b>6,542.00</b>	<b>7,085.00</b>	<b>0.00</b>	<b>2,290.00</b>	<b>90,695.00</b>

Finance Official Approval	Jennifer Birkellen 	10/09/20	410.809.6055
	Name: Jennifer Birkellen (Oct 9, 2020 13:37 EDT)	Signature	Telephone #
Supt./Agency Head Approval	Dr. Sean W. Bulson 	10/09/20	410.838.7300
	Name: Sean Bulson (Oct 9, 2020 13:39 EDT)	Signature	Telephone #
MSDE Grant Manager Approval			
	Name	Signature	Telephone #

# Private Schools - Federal Non-Public School Meeting 2020-2021

Publicly Funded	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accepted but unable to attend and	Accepted but unable to attend and	Accepted but unable to attend and	Accepted but unable to attend and	Accepted but unable to attend and	Accepted but unable to attend and	Accepted but unable to attend and	Accepted but unable to attend and
Church-Exempt	Arrow Center for Education Riverside	1370 Brass Mill Rd	Belcamp	MD	21017		12/11/2019	✓								
Church-Exempt	Bethel Christian Academy	21 North Earlton Rd	Have de Grace	MD	21078		12/11/2019	✓								
Non-Public	Bridges Montessori of Towson, Inc.	2929 Conowingo Road	Bel Air	MD	21015		12/11/2019	✓								
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		12/11/2019	✓								
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015	**	12/11/2019	✓								
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		12/11/2019	✓								
Non-Public	Phenix School of Harford	2230 Rock Spring Rd	Forest Hill	MD	21050		12/11/2019									
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		12/11/2019	✓								
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		12/11/2019	✓								
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		12/11/2019	✓								
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		12/11/2019									
Church-Exempt	Great Commission Christian Academy	3 North Earlton Road Ext	Have de Grace	MD	21078		12/11/2019	✓								
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		12/11/2019									
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		12/11/2019									
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlton Rd	Have de Grace	MD	21078		12/11/2019	✓								
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		12/11/2019	✓								
Publicly Funded	High Road School of Harford County	1250 Brass Mill Road	Belcamp	MD	21017		12/11/2019	✓								
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		12/11/2019	✓								
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not part- of the school	12/11/2019									
Non-Public	Mararch Montessori School	6 Ashbury Rd	Churchville	MD	21028		12/11/2019	✓								
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		12/11/2019	✓								
Non-Public	Oak Grove Classical Christian School	2416 Creswell Road	Bel Air	MD	21015		12/11/2019	✓								
Church-Exempt	Open Arms Family Learning Center	1810 Nuttal Avenue	Edgewood	MD	21040		12/11/2019									
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		12/11/2019									
Church-Exempt	St. Joan of Arc School	230 S. Lay Street	Aberdeen	MD	21001		12/11/2019	✓								
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		12/11/2019	✓								
Church-Exempt	St. Matthew Preschool	1200 Churchville Rd	Bel Air	MD	21014		12/11/2019	✓								
Non-Public	Sterling East - Chesapeake Campus	900 Trimble Road	Joppa	MD	21085		12/11/2019	✓								
Church-Exempt	Thy Ty School	21 Linwood Avenue	Bel Air	MD	21014		12/11/2019	✓								
Non-Public	Trinity Lutheran Christian School	1100 Philadelphia Rd	Joppa	MD	21085		12/11/2019	✓								

Must ask all non Church-Exempt schools and all Publicly Funded Private Schools: Do you have a 501(c)(3) that states you are a non-profit?



Christ Our King Coop Nursery (410-836-0141)	
**Binnorton Baptist Academy (410-569-0585) - TBW called on 1/9/2020 and a generic Verizon voicemail came on and said the phone number was not valid. TBW called on 1/3/2019 and left message & asked if they were still in operation as a school. (410-569-0585) TBW called on 1/10/2019. Spoke with an unidentified person. They stated the pastor/principal was only in the office Monday. Wednesday I asked to email the pastor/principal a copy of the meeting invitation. She stated that I should call back and leave a message as the YMs are checked regularly. I called back and left a second message asking if they had received the letter from USPS and if I could email them a copy of the letter if needed. I gave both my cell and office number and requested they call back. 1/11/2019 - TBW received email from Binnorton Baptist Academy stating that they received the invitation. Received certified letter back from USPS. Return to Sender - No Such Street - Unable to Forward on 1/24/19	
**Friends School of Harford (443-640-6300) - TBW called on 1/3/2019, recording states the phone number is no longer in service. Also listed as Permanently closed on Google. (443-640-6300)	
Grace Cooperative Nursery (410-272-8900)	
Harford Christian School (410-939-3170)	
**Harford Day School (410-879-2350) - TBW called on 1/3/2019 and left a message requesting a call back. (410-838-4848) - 1/4/2019 - Ashley Willis called back and stated that she received the letter and that she didn't have any Title I Students. 1/7/19 - TBW called Ashley and explained that she could still come and listen to additional information about Title I. N.Y.	
Open Arms Family Learning Center (410-676-6147) - TBW called on 1/9/2020 and received the letter from the school via email on 1/28/2020. On 1/8/2019 I left a message for the school and was asked to call back. (410-830-0312)	
St. Francis de Sales Preschool (410-676-1870)	
**St. Matthew Preschool (301-938-3170) - TBW called on 1/3/2019 and left a message requesting a call back. 1/3/2019 8 PM - Mary Ann called back and stated that the school had received the letter. (410-838-9178)	
Spelling Bee - Chesapeake Campus (410-676-1138)	



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

December 11, 2019

St. Joan of Arc School  
Attn: School Principal  
230 S. Law Street  
Aberdeen, MD 21001

Dear Sir/Madam:

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Supporting Effective Instruction; Title III, Part A: Language Instruction for English Learners and Migrant Students; and Title IV: Student Support and Academic Enrichment Grants. In order to offer your school, the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2021/School Year 2020-2021, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, January 16, 2020  
Time: 10:00 a.m. – 11:30 a.m.  
Place: Harford County Public Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Curriculum Conference Room 215 – 2<sup>nd</sup> Floor

OR

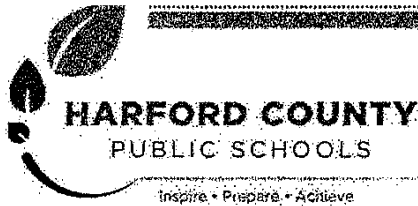
Date: Tuesday, February 4, 2020  
Time: 1:30 p.m. – 3:00 p.m.  
Place: Harford County Public Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Curriculum Conference Room 215 – 2<sup>nd</sup> Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Friday, January 10, 2020. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded Every Student Succeeds Act (ESSA) provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

(over)



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

A letter of this nature cannot begin to describe the scope of the Every Student Succeeds Act (ESSA), Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2019-2020 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary  
Edgewood Elementary  
Havre de Grace Elementary  
Magnolia Elementary

Deerfield Elementary  
George D. Lisby Elementary at Hillsideale  
Hall's Cross Roads Elementary  
William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2020-2021 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Friday, January 10, 2020.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Friday, January 10, 2020. Failure to return this form by Friday, January 10, 2020, indicates that your school does not want to participate in the federal grants program for the 2020-2021 School Year.

Sincerely,

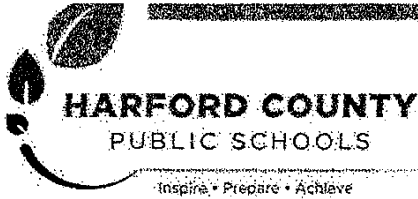
*Mary Beth Stapleton*

Mary Beth Stapleton  
Coordinator of Grants

*Thomas Webber*

Thomas Webber  
Assistant Supervisor – Title I

Enclosures



Sean W. Bulson, Ed.D., Superintendent of Schools  
 102 S. Hickory Avenue, Bel Air, Maryland 21014  
 Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

**Attachment A**

HARFORD COUNTY PUBLIC SCHOOLS  
 102 S. Hickory Avenue  
 Bel Air, MD 21014

**PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I**

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: \_\_\_\_\_

Address of School: \_\_\_\_\_  
 \_\_\_\_\_

Phone Number: \_\_\_\_\_

Principal/Director: \_\_\_\_\_

- Title I income eligible students by grade residing in these attendance areas:

<i>Title I Public Schools*</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

\*School child would attend if enrolled Harford County Public Schools.

(over)



2. Please describe what, if any, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number \_\_\_\_\_

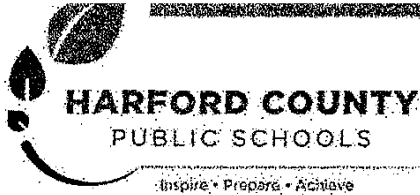
Math: Number \_\_\_\_\_

Both: Number \_\_\_\_\_

4. Principal/Director:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

**Attachment B**

Harford County Public Schools  
Federal Education Programs Intent to Participate Form  
2020-2021 School Year

*Please type or print all information.*

School: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

**Check (✓) the appropriate line.**

\_\_\_\_\_ Either I or a representative will attend the HCPS meeting on Thursday, January 16, 2020.

\_\_\_\_\_ Either I or a representative will attend the HCPS meeting on Tuesday, February 4, 2020.

\_\_\_\_\_ I am unable to attend neither of the two HCPS meetings on Thursday, January 16, 2020 nor Tuesday, February, 4 2020. However, my school plans to participate in federal grants during the 2020-21 school year.

*Please place a check next to all programs in which your school would like to participate. (Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

\_\_\_\_\_ **Title I, Part A – Improving Basic Programs Operated by LEAs**

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

\_\_\_\_\_ **Title II, Part A – Supporting Effective Instruction**

\_\_\_\_\_ **Title III, Part A – Language Instruction for English Learners and Migrant Students**

\_\_\_\_\_ **Title IV, Part A – Student Support and Academic Enrichment Grants**

\_\_\_\_\_ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

\_\_\_\_\_ I decline participation in all federal grant programs during the 2020-2021 school year.

**Please return this form to, in the enclosed self-addressed stamped envelope to Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.**

**Failure to return this form by Friday, January 10, 2020, indicates that your school does not want to participate in the federal grants program for the 2020-2021 School Year.**



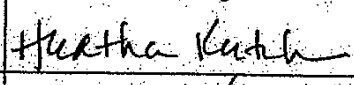
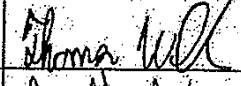
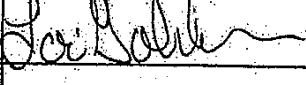
# Non-Public School Meeting


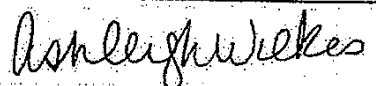

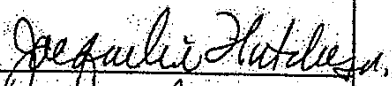
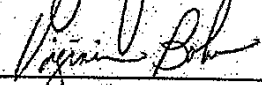
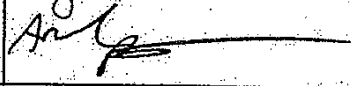
Thursday, January 16, 2020

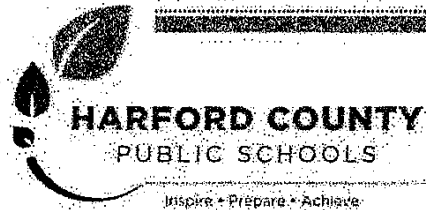
10:00 - 11:30 a.m.

Curriculum Conference Room #215 - 2nd Floor

## PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Manager - Family and Community Partnerships	
CEO	Erin Steelman	Curriculum Specialist	
Central	Heather Kutcher	Coordinator of Teacher Induction	
Central	Thomas Webber	Assistant Supervisor - Title I	
CEO	Lori Gohlinghorst		

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	Heather Flosser	teacher	
Harford Day School	Ashleigh Wilkes	<del>Teacher</del> Lower School Head	
John Carroll School	Tom Duckin	Principal	
Oak Grove Classical Christian School	Jaqueline Hutcherson	Administrative Director	
St. Joan of Arc School	Virginia Baker	Principal	
Trinity Lutheran Christian School	April Blahut	Ed Director	



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

## FEDERAL EDUCATION PROGRAMS MEETING

Thursday, January 16, 2020

10:00 a.m. - 11:30 a.m.

Harford County Public Schools  
102 S. Hickory Avenue  
Curriculum Conference Room #, 2<sup>nd</sup> Floor  
Bel Air, MD 21014

### AGENDA

Welcome/Introductions                      Thomas Webber

Discussions:

Title I, Part A                                      Thomas Webber

Title II, Part A                                     Heather Kutcher

Title III, Part A                                  Erin Steelman

Title IV, Part A                                  Mary Beth Stapleton

Questions                                         All participants

Adjournment



Harford County Public Schools  
Office of Title I


January 16, 2020

Providing Services to Eligible  
Private School Children

1

**Title I in Harford County Public Schools  
Mission Statement**

The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.



2

Harford County Public Schools - Title I Schools - SY 2019-2020

<b>Hobbsfield Elementary School</b> 36 Baker Street Abingdon, MD 21001 410-372-5118 Principal- Mrs. Tara Dedean	<b>George D. Lahr Elementary School at Thibault</b> 210 Edmund Street Abingdon, MD 21001 410-372-6539 Principal- Mrs. Christine Langley
<b>Edgewood Elementary</b> 2100 Cedar Drive Edgewood, MD 21040 410-412-1990 Principal- Mrs. Cynthia Ross	<b>Hal's Cross Roads Elementary School</b> 202 East Bel Air Avenue Abingdon, MD 21001 410-372-5024 Principal- Mrs. Christina Douglas
<b>Deerfield Elementary</b> Willoughby Beach Road Edgewood, MD 21040 410-412-1537 Principal- Mr. Gregory Lane	

3

Harford County Public Schools - Title I Schools - SY 2019-2020

<b>Harford County Elementary School</b> 600 Jambina Street Elaves de Grace, MD 21078 410-939-6616 Principal- Mr. Ronald C. Woodin
<b>Mt. Airy Elementary School</b> 901 Trimbler Road Joppa, MD 21085 410-412-1555 Principal- Mrs. Audrey Mabe
<b>William Fawcett Park Road Elementary School</b> 2704 Old Pittsburgh Road Abingdon, MD 21009 410-412-2033 Principal- Mrs. Thelma Dooly

4

**Title I, Part A  
General Regulations**

Each participating Local Education Agency (LEA) is required to provide eligible\* private school children, their families, and their teachers with Title I educational services or other benefits that are equitable to those provided to eligible\* public school children, their families, and their teachers.

\* Academically at-risk

5

**Title I, Part A  
General Regulations**

The Title I program provides supplemental educational services for academically at-risk public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments\*.

\*Or other more appropriate standards and/or assessments for private school Title I students as determined in consultation.

6

**Title I, Part A  
Public Schools Served**

A LEA annually ranks its eligible public schools based on poverty rate and selects the schools that the LEA will serve by determining an annual poverty rate cut-off.

The LEA must serve schools that exceed 75% poverty in rank order and may serve lower ranked areas by grade-span grouping.

HCPS currently serves elementary grades (K-5) only.

7

**Title I, Part A  
Allocating Funds - Off the Top**

The LEA must allocate funds to a participating public school attendance area on the basis of the total number of children from low-income families, including low-income children attending private schools who reside in an existing Title I school's attendance area.

8

**Title I, Part A  
Allocating Funds - Off the Top**

Under Section 1117(a) private school funding must come off the top of the allocation before any district set asides are allowed. The LEA must determine the proportionate amount of Title I funds received by an LEA prior to any other allowable expenditures for funds.

9

**Title I, Part A  
Allocating Funds – Off the Top**

The LEA must determine the total number of low-income eligible Private School students. This number is divided by the total number of eligible Public and Private school low-income students. The percentage is multiplied with the LEA's total Title I allocation and used to determine private school's proportionate amount.

10

**Title I, Part A  
Private Schools  
Generate vs. Receive**

**Private School Eligibility Requirements:**  
Low-income student(s) of a private school must reside in an existing LEA's public Title I school's attendance area on September 30<sup>th</sup> in order for the private school to be eligible for Title I services the following school year.

a. Private school students "generate" Title I funds to be used to service academically at-risk students at the private school if they meet all of the following criteria:

- 1) Attend the Private School
- 2) Reside (proof of address required) in an existing Title I Public School enrollment area
- 3) Be identified as low-income;

11

**Title I, Part A  
Private Schools  
Generate vs. Receive**

**Private School Eligibility Requirements – Continued**

b. Private school students may "receive" Title I services if they meet all of the following criteria:

- 1) Attend the Private School
- 2) Reside (proof of address required) in an existing Title I Public School enrollment area
- 3) Be identified as academically falling or at-risk of failing to meet the state's standards

12

**Title I, Part A  
Use of Funds**

Title I funding allocated for servicing eligible private school children depends solely on the number of low-income private school children who reside in an existing Title I school's attendance area (as of September 30<sup>th</sup> of each year for use during the FOLLOWING school year).

The funds generated by these children are used only for **Instructional services** to eligible, academically at-risk students at the private school.

13

**Title I, Part A  
Program Services**

Academically at-risk private school children that receive Title I services are those who are falling or are most at risk of failing to meet Maryland State Assessment Standards.

*Or other more appropriate standards for private school Title I Students*

14

**Title I, Part A  
Program Services**

Title I services must be supplemental and may not replace or supplant services that would ordinarily be provided by private schools to academically at-risk private school children.

15

**Title I, Part A  
Program Services**

**Types of Services:**

- Instruction outside the regular classroom
- Extended learning time (before and after school) focus on reading and math, literacy programs, or early childhood (grades K-1)
- *Combination of services listed above*
- Services may be provided by a Third-Party vendor.

16

**Title I, Part A  
Consultation**

- The LEA makes the final decisions with respect to Title I services that are provided to eligible private school students.
- Appropriate consultation with private school officials is often the key to ensuring that a LEA's program for equitable participation is a success.

17

**Title I, Part A  
Consultation**

- **Timely** - occurs before decisions are made that affect opportunities of eligible private school students.
- **Meaningful** - LEA must consider comments of private school officials.

18

**Title I, Part A  
Parental Involvement**

Private school parents of Title I students must be offered the opportunity to participate equitably in parental involvement activities.

The LEA must consult with private school officials and parents of participating private school students regarding parental involvement activities.

19

**Title I, Part A  
Professional Development**

The LEA must consult with private school officials and teachers in designing professional development to increase the teachers' skills and knowledge in providing instruction to Title I students.

20

**HCPS Title I Office  
Contact Information**

Thomas Webber  
Assistant Supervisor - HCPS Title I Office  
410-809-6062  
[Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

21

## **Title II, Part A**

### **PROGRAM NARRATIVE**

A program narrative must be completed for Title II, Part A proposed programs. Non-Public schools participating in Title II, Part A grant funded programs must submit a completed narrative for approval by the Harford County Public School (HCPS) System prior to receiving grant funding. Programs must fall within the FEDERAL PRIORITIES outlined in the program description pages (see Attachment A.1) and address your schools' NEED as outlined on Form 3 – Results of Needs Assessment (see Attachment B.) It is possible to have more than one program addressing a particular need. Provide information for each category listed below. Use the category headings and provide the information in the order indicated. Please limit the information to no more than 2 pages per program. Use no less than one-inch margins and a 12-point font.

#### **Part I – Priority Being Addressed by this Program**

- State allowable activity being addressed or check activity and attach allowable activity page to narrative.
- Describe the proposed program as related to the priorities outlined in the program description pages (Attachment A.1).

#### **Part II – Results of Needs Assessment**

- Identify the need that will be addressed through this program.
- If available, cite relevant data that supports the need.
- State how the needs were identified.

#### **Part III – Plan of Operation**

- State your goal for this program.
- List the objectives for the program with supporting activities.
- List targeted dates for the activities within the program.
- Identify the person responsible for this program.

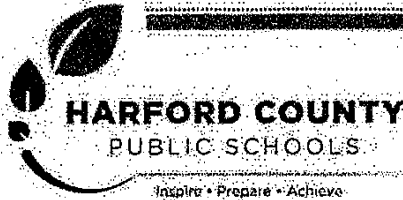
#### **Part IV – Budget Narrative**

- As closely as possible, state the amount of funds to be used for each aspect of the program.
- Briefly explain how the funds will be used in this program.

#### **Part V – The Evaluation**

- Explain how you will evaluate this program.
- Explain how student achievement will be improved as a result of this program.
  - Cite the data sources that will be used to determine student achievement.





Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

# MEMO

**To:** Representatives of non-public Schools  
**From:** Chandra Krantz, Supervisor of World Languages and ELL  
**CC:** Mary Beth Stapleton, Manager of Family and Community Partnerships  
Thomas Webber, Grant Assistant Supervisor Title I  
Juraj Duracka, ELL Curriculum Specialist  
**Date:** January 9, 2020  
**Re:** Title III Part A

The Office of World Languages and ELL will, upon request, offer suggestions to non-public school officials and teachers as it relates to the identification and instruction of English language learners. In addition, as professional development sessions are offered during the 2020-2021 school year to HCPS personnel, non-public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the non-public schools in this geographical area for preview and/or use.

HCPS

**Harford County  
Public Schools**

FY21 Title IV, Part A  
Non-Public/Private School  
Consultation Meeting  
January 16, 2020

1

**Purpose of Title IV, Part A**

- ☐ The Every Student Succeeds Act (ESSA) was signed into law in December 2015.
- ☐ Newly authorized under Subpart 1 of Title IV, Part A of the ESEA, is the Student Support Academic and Enrichment Grant (SSAE) program.
  - Program is intended to meet the commitment of equity and opportunity for all students.

HCPS

2

**Purpose continued...**

- ☐ The goal of the Student Support and Academic Enrichment program is to:
  - Provide all students with access to a well-rounded education;
  - Improve school conditions for student learning; and,
  - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

HCPS

3

HCPS

**Equitable Participation**

- ☐ Services and other benefits to private school students must be:
  - Secular, neutral, and non-ideological
  - Provided in a timely manner
  - Equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel

4

HCPS

**Equitable Services continued...**

- ☐ Participating Private Schools and Services must provide:
  - Information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services

5

HCPS

**Allowable Use of Funds – Samples  
(Slide Source: MSDE)**

Well-Rounded Educational Opportunities	Safe and Healthy Students	Effective Use of Technology
<ul style="list-style-type: none"> <li>• Providing instruction and student engagement in science, technology, engineering, and mathematics (STEM) subjects</li> <li>• Supporting college and career counseling including providing information on opportunities for financial aid</li> <li>• Promoting access to accelerated learning opportunities including AP and IB programs, dual or concurrent enrollment programs, and early college schools</li> <li>• Improving access to foreign language instruction, arts and music education</li> <li>• Strengthening instruction in American history, civics, economics, geography, government education and environment education</li> </ul>	<ul style="list-style-type: none"> <li>• Providing community and parent involvement in schools</li> <li>• Implementing re-entry programs and transitional services for justice-involved youth</li> <li>• Creating child sexual abuse awareness and prevention programs</li> <li>• Promoting school readiness and academic success</li> <li>• Providing school-based mental health services and counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out blended learning projects</li> <li>• Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities</li> <li>• Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement</li> </ul>

6

HCPS

**Activities to Support Well-Rounded Educational Opportunities**

**Well-Rounded Educational Opportunities**

- Providing instruction and student engagement in science, technology, engineering, and mathematics (STEM) subjects
- Supporting college and career counseling including providing information on opportunities for financial aid
- Promoting access to accelerated learning opportunities including AP and IB programs, dual or concurrent enrollment programs, and early college schools
- Improving access to foreign language instruction, arts and music education
- Strengthening instruction in American history, civics, economics, geography, government education and environment education

7

HCPS

**Activities to Support Effective Use of Technology**

**Effective Use of Technology**

- Carrying out blended learning projects
- Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities
- Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

8

HCPS

**Activities to Support Safe and Healthy Students**

**Safe and Healthy Students**

- Providing community and parent involvement in schools
- Implementing re-entry programs and transitional services for justice-involved youth
- Creating child sexual abuse awareness and prevention programs
- Promoting school readiness and academic success
- Providing school-based mental health services and counseling

9

**HCPS**

**Activities to Support Effective Use of Technology**

**Effective Use of Technology**

Carrying out blended learning projects

Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities

Providing the staff of underserved schools with the resources to improve their instruction and personalize learning

Providing the staff of underserved schools with the resources to improve their instruction and personalize learning

Providing the staff of underserved schools with the resources to improve their instruction and personalize learning

10

**HCPS**

**Proposed School Level FY21 Plan**

- ❑ Brief description of specific services to be provided and how they are coordinated or integrated with other programs, strategies and/or activities in place to improve outcomes for students (Cite evidence-based studies that support the strategy/activity)
- ❑ Explain how the funds will be used for activities that will occur no later than 6/30/21 to support disadvantaged students

11

**HCPS**

**Questions?**

Contact:  
Mary Beth Stapleton, Manager of Family & Community Partnerships  
[Marybeth.Stapleton@hcps.org](mailto:Marybeth.Stapleton@hcps.org)  
(410) 588-5263

12





**HARFORD COUNTY**  
**PUBLIC SCHOOLS**

Inspire • Prepare • Achieve

Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • [www.hcps.org](http://www.hcps.org) • fax: 410-893-2478

## Contacts for Federal Programs

**Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies**  
Thomas Webber (410) 809-6062 [Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

**Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals**  
Jackie Tarbert (410) 273-5621 [Jacqueline.Tarbert@hcps.org](mailto:Jacqueline.Tarbert@hcps.org)

**Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement**  
Chandra Krantz (410) 588-5218 [Chandra.Krantz@hcps.org](mailto:Chandra.Krantz@hcps.org)

**Title IV, Part A: Student Support and Academic Enrichment**  
Mary Beth Stapleton (410) 588-5263 [MaryBeth.Stapleton@hcps.org](mailto:MaryBeth.Stapleton@hcps.org)



### Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc School School,  
a non-public school within attendance area boundaries of the Harford County Public School (HCPS)  
System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and  
St. Joan of Arc School engaged in consultation about  
the following federally funded programs for the 2020-2021 school year.

<u>Federal Programs</u>	Check each program the <u>consultation has covered</u> ("X")	Check if your school is <u>interested in participating</u> <u>for the 2020-2021 SY</u> ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	X	X
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
Title IV, Part A: Student Support and Academic Enrichment	X	X

#### Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Joan of Arc  
School agrees to provide all information necessary to comply with program requirements, including program plans  
along with the method of identifying students' and teachers' needs, related to federally funded grant programs.  
Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds  
on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the  
programs in which participation occurs.

Virginia Bahr  
Signature of Non-Public School Representative

January 16, 2020  
Date

Virginia Bahr  
Name (please print)

410-272-1387  
Telephone Number



### Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Trinity Lutheran Christian School School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<u>Federal Programs</u>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	X	X
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
Title IV, Part A: Student Support and Academic Enrichment	X	X

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

April Blehert  
Signature of Non-Public School Representative

1/16/20  
Date

April Blehert  
Name (please print)

410-679-4000 x102  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Harford Day School,  
a non-public school within attendance area boundaries of the Harford County Public School (HCPS)  
System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and  
Harford Day School engaged in consultation about  
the following federally funded programs for the 2020-2021 school year.

<u>Federal Programs</u>	Check each program the <u>consultation has covered</u> ("X")	Check if your school is <u>interested in participating</u> <u>for the 2020-2021 SY</u> ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	X	
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	X	
Title IV, Part A: Student Support and Academic Enrichment	X	X

#### Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Harford Day  
School agrees to provide all information necessary to comply with program requirements, including program plans  
along with the method of identifying students' and teachers' needs, related to federally funded grant programs.  
Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds  
on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the  
programs in which participation occurs.

Ashtleigh Wilkes  
Signature of Non-Public School Representative

1/16/2020  
Date

Ashtleigh Wilkes  
Name (please print)

410-838-4848  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Oak Grove Classical Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Oak Grove Classical Christian School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<u>Federal Programs</u>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY. ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	X	
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	X	
Title IV, Part A: Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, \_\_\_\_\_ School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Jacqueline J. Hutcherson  
Signature of Non-Public School Representative  
Jacqueline J. Hutcherson  
Name (please print)

1/16/2020  
Date  
443-617-2126  
Telephone Number

## Affirmation of Consultation

I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<u>Federal Programs</u>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY. ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	X	X
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	X	
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	X	
Title IV, Part A: Student Support and Academic Enrichment	X	

### Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Bethel Christian Academy School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

1-16-2020

Date

Heather Fioscar

Name (please print)

(410) 939-4040

Telephone Number

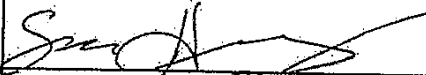
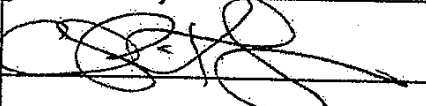
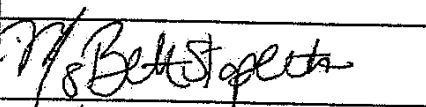
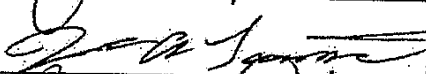


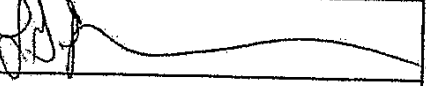
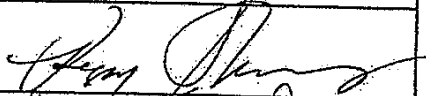
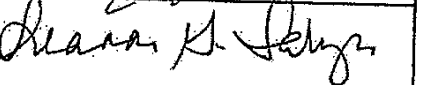
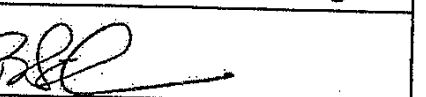
# Non-Public School Meeting

Tuesday, February 4, 2020

1:30 - 3:00 p.m.

Curriculum Conference Room #215 - 2nd Floor

**PLEASE SIGN IN**

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
HCPS - Central	Sara Harvey	Purchasing Agent	
HCPS - Central	Chandra Krantz	Supervisor - English Language Learners and World Language	
MSDE	Barb Scherr	Ombudsman for Equitable Services	
HCPS - Central	Mary Beth Stapleton	Manager - Family and Community Partnerships	
HCPS - CEO	Jackie Tarbert	Coordinator - Leadership and Professional Development	
HCPS - Central	<del>Bobbi</del> Bobbi Tolston	Supervisor - Purchasing	
HCPS - Central	Thomas Webber	Assistant Supervisor - Title I	
	Lori Cochlingher	P.D	
<del>HCPS - Central</del>	<del>Bobbi Tolston</del>		
<b>Non-Public Schools</b>			
School	Name (please print)	Job Title	Signature
St. Margaret School	Peggy Messers	SMS Counselor	
John Carroll	Leanne Saylor	Accountant	
MSDE	Barbara Scherr	<del>Pr/FE</del> Ombudsman	



## **FEDERAL EDUCATION PROGRAMS MEETING**

Tuesday, February 4, 2020

1:30 – 3:00 p.m.

Harford County Public Schools  
102 S. Hickory Avenue  
Curriculum Conference Room #215, 2<sup>nd</sup> Floor  
Bel Air, MD 21014

### **AGENDA**

Welcome/Introductions	Thomas Webber
Discussions:	
Title I, Part A	Thomas Webber
Title II, Part A	Jackie Tarbert
Title III, Part A	Chandra Krantz
Title IV, Part A	Mary Beth Stapleton
Questions	All participants
Adjournment	



Harford County Public Schools  
Office of Title I


February 4, 2020

Providing Services to Eligible  
Private School Children

1

**Title I in Harford County Public Schools  
Mission Statement**

The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.



2

Harford County Public Schools –Title I Schools –SY 2020-2021

<p><u>Bakerfield Elementary School</u> 36 Baker Street Aberdeen, MD 21001 410-273-5518 Principal- Mrs. Tara Dodeaux</p>	<p><u>George D. Lisby Elementary School at Hillsdale</u> 810 Edmund Street Aberdeen, MD 21001 410-273-5530 Principal- Mrs. Christine Langehr</p>
<p><u>Edgewood Elementary</u> 2100 Cedar Drive Edgewood, MD 21040 410-612-1540 Principal- Mrs. Cynthia Ross</p>	<p><u>Hall's Cross Roads Elementary School</u> 203 East Bel Air Avenue Aberdeen, MD 21001 410-273-5524 Principal- Mrs. Christina Douglas</p>
<p><u>Deerfield Elementary</u> Willoughby Beach Road Edgewood, MD 21040 410-612-1535 Principal- Mr. Gregory Lane</p>	

3

Harford County Public Schools –Title I Schools –SY 2020-2021

<p><u>Havre de Grace Elementary School</u> 600 Juniata Street Havre de Grace, MD 21078 410-939-6616 Principal- Mr. Ronald C. Wooden</p>	<p><u>Riverside Elementary School</u> 211 Stillmeadow Drive Joppa, MD 21085 410-612-1559 Principal- Mr. Christopher Yancoe</p>
<p><u>Magnolia Elementary School</u> 901 Trimble Road Joppa, MD 21085 410-612-1553 Principal- Mrs. Audrey Vohs</p>	<p><u>William Paca/Old Post Road Elementary School</u> 2706 Old Philadelphia Road Abingdon, MD 21009 410-612-2033 Principal- Mrs. Tammy Bosley</p>

4

**Title I, Part A  
General Regulations**

Each participating Local Education Agency (LEA) is required to provide eligible\* private school children, their families, and their teachers with Title I educational services or other benefits that are equitable to those provided to eligible\* public school children, their families, and their teachers.

\* Academically at-risk

5

**Title I, Part A  
General Regulations**

The Title I program provides supplemental educational services for academically at-risk public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments\*.

\*Or other more appropriate standards and/or assessments for private school Title I students as determined in consultation.

6

### Title I, Part A Public Schools Served

A LEA annually ranks its eligible public schools based on poverty rate and selects the schools that the LEA will serve by determining an annual poverty rate cut-off.

The LEA must serve schools that exceed 75% poverty in rank order and may serve lower ranked areas by grade-span grouping.

HCPS currently serves elementary grades (K-5) only.

7

### Title I, Part A Allocating Funds – Off the Top

Under Section 1117(a) private school funding must come off the top of the allocation before any district set asides are allowed. The LEA must determine the proportionate amount of Title I funds received by an LEA prior to any other allowable expenditures for funds.

Total # of Private School eligible Title I Students:	÷	Total # of Public Private School eligible Title I Students:	=	Private School Ratio:
Harford's Total Title I Allocation:	×	Private School Ratio:	=	Total Amount Set Aside for Private Schools

8

### Title I, Part A Private Schools Generate vs. Receive

#### Private School Eligibility Requirements:

Low-income student(s) of a private school must reside in an existing LEA's public Title I school's attendance area on September 30<sup>th</sup> in order for the private school to be eligible for Title I services the following school year.

- a. Private school students "generate" Title I funds to be used to service academically at-risk students at the private school if they meet all of the following criteria:
  - 1) Attend the Private School
  - 2) Reside (proof of address required) in an existing Title I Public School enrollment area
  - 3) Be identified as low-income;

9

### Title I, Part A Private Schools Generate vs. Receive

#### Private School Eligibility Requirements – Continued

- b. Private school students may "receive" Title I services if they meet all of the following criteria:
  - 1) Attend the Private School
  - 2) Reside (proof of address required) in an existing Title I Public School enrollment area
  - 3) Be identified as academically failing or at-risk of failing to meet the state's standards

10

### Title I, Part A Use of Funds

Title I funding allocated for servicing eligible private school children depends solely on the number of low-income private school children who reside in an existing Title I school's attendance area (as of September 30<sup>th</sup> of each year for use during the FOLLOWING school year).

The funds generated by these children are used only for instructional services to eligible, academically at-risk students at the private school.

11

### Title I, Part A Program Services

Title I services must be supplemental and may not replace or supplant services that would ordinarily be provided by private schools to academically at-risk private school children.

12

## Title I, Part A Program Services

### Types of Services:

- › Instruction outside the regular classroom
  - Extended learning time (before and after school) focus on reading and math, literacy programs, or early childhood (grades K-1)
- › *Combination of services listed above*
- › Services may be provided by a Third-Party vendor.

13

## Title I, Part A Consultation

- › Timely – occurs before decisions are made that affect opportunities of eligible private school students.
- › Meaningful – LEA must consider comments of private school officials.

14

## Title I, Part A Consultation

- › Appropriate consultation with private school officials is often the key to ensuring that a LEA's program for equitable participation is a success.
- › The LEA makes the final decisions with respect to Title I services that are provided to eligible private school students.

15

## Title I, Part A Parental Involvement

Private school parents of Title I students must be offered the opportunity to participate equitably in parental involvement activities.

The LEA must consult with private school officials and parents of participating private school students regarding parental involvement activities.

16

## Title I, Part A Professional Development

The LEA must consult with private school officials and teachers in designing professional development to increase the teachers' skills and knowledge in providing instruction to Title I students.

17

## HCPS Title I Office Contact Information

Thomas Webber  
Assistant Supervisor – HCPS Title I Office  
410-809-6062  
[Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

18

## **Title II, Part A**

### **PROGRAM NARRATIVE**

A program narrative must be completed for Title II, Part A proposed programs. Non-Public schools participating in Title II, Part A grant funded programs must submit a completed narrative for approval by the Harford County Public School (HCPS) System prior to receiving grant funding. Programs must fall within the FEDERAL PRIORITIES outlined in the program description pages (see Attachment A.1) and address your schools' NEED as outlined on Form 3 – Results of Needs Assessment (see Attachment B.) It is possible to have more than one program addressing a particular need. Provide information for each category listed below. Use the category headings and provide the information in the order indicated. Please limit the information to no more than 2 pages per program. Use no less than one-inch margins and a 12-point font.

#### **Part I – Priority Being Addressed by this Program**

- State allowable activity being addressed or check activity and attach allowable activity page to narrative.
- Describe the proposed program as related to the priorities outlined in the program description pages (Attachment A.1).

#### **Part II – Results of Needs Assessment**

- Identify the need that will be addressed through this program.
- If available, cite relevant data that supports the need.
- State how the needs were identified.

#### **Part III – Plan of Operation**

- State your goal for this program.
- List the objectives for the program with supporting activities.
- List targeted dates for the activities within the program.
- Identify the person responsible for this program.

#### **Part IV – Budget Narrative**

- As closely as possible, state the amount of funds to be used for each aspect of the program.
- Briefly explain how the funds will be used in this program.

#### **Part V – The Evaluation**

- Explain how you will evaluate this program.
- Explain how student achievement will be improved as a result of this program.
  - Cite the data sources that will be used to determine student achievement.



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

**ALLOWABLE ACTIVITIES**

<b>Strategies and Activities to Improve the Quality of the Teaching Force</b>	
<p><b>1.</b> Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p style="margin-left: 40px;"><b>(a) Content knowledge.</b> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p style="margin-left: 40px;"><b>(b) Classroom practices.</b> Providing training to improve teaching practices and student academic achievement through:</p> <p style="margin-left: 80px;">(1) effective instructional strategies, methods, and skills;</p> <p style="margin-left: 80px;">(2) The use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a) (3) (A)].</p>	
<p><b>2.</b> Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <p style="margin-left: 40px;">2.1 Involve collaborative groups of teachers and administrators;</p> <p style="margin-left: 40px;">2.2 Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p style="margin-left: 40px;">2.3 Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</p> <p style="margin-left: 40px;">2.4 Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</p> <p style="margin-left: 40px;">2.5 Provide training on how to use data and assessments to improve classroom practice and student learning. [Section 2123(a) (3) (B)].</p>	
<p><b>3.</b> Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders. [Section 2123(a) (6)].</p>	

**PROFESSIONAL DEVELOPMENT** - The term ‘professional development’ -

(A) includes activities that -

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and  
(II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

- (vii) advance teacher understanding of effective instructional strategies that are
    - (I) based on scientifically based research (except that this sub-clause shall not apply to activities carried out under part D of title II); and
    - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
  - (viii) are aligned with and directly related to -
    - (I) State academic content standards, student academic achievement standards, and assessments; and
    - (II) the curricula and programs tied to the standards described in sub-clause (I) except that this sub-clause shall not apply to activities described in clauses (ii) and (iii) of Section 2123(3) (B);
  - (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
  - (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
  - (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
  - (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
  - (xiii) provide instruction in methods of teaching children with special needs;
  - (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
  - (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that -
- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
  - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
  - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

# MEMO

**To:** Representatives of non-public Schools  
**From:** Chandra Krantz, Supervisor of World Languages and ELL  
**CC:** Mary Beth Stapleton, Manager of Family and Community Partnerships  
Thomas Webber, Grant Assistant Supervisor Title I  
Juraj Duracka, ELL Curriculum Specialist  
**Date:** January 9, 2020  
**Re:** Title III Part A

The Office of World Languages and ELL will, upon request, offer suggestions to non-public school officials and teachers as it relates to the identification and instruction of English language learners. In addition, as professional development sessions are offered during the 2020-2021 school year to HCPS personnel, non-public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the non-public schools in this geographical area for preview and/or use.



HCPS

**Harford County  
Public Schools**

**FY21 Title IV, Part A  
Non-Public/Private School  
Consultation Meeting  
February 4, 2020**

1

**Purpose of Title IV, Part A**

- ☞ The Every Student Succeeds Act (ESSA) was signed into law in December 2015.
- ☞ Newly authorized under Subpart 1 of Title IV, Part A of the ESEA, is the **Student Support Academic and Enrichment Grant (SSAE)** program.
  - Program is intended to meet the commitment of equity and opportunity for all students.

HCPS

2

**Purpose continued...**

- ☞ The goal of the Student Support and Academic Enrichment program is to:
  - Provide all students with access to a well-rounded education;
  - Improve school conditions for student learning; and,
  - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

HCPS

3

**Equitable Participation**

- ☞ Services and other benefits to private school students must be:
  - Secular, neutral, and non-ideological
  - Provided in a timely manner
  - Equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel

HCPS

4

**Equitable Services continued...**

- ☞ Participating Private Schools and Services must provide:
  - Information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services

HCPS

5

**Allowable Use of Funds – Samples  
(Slide Source: MSDE)**

Well-Rounded Educational Opportunities	Safe and Healthy Students	Effective Use of Technology
Improving instruction and student engagement in science, technology, engineering, and mathematics, and computer science (STEM subjects)	Promoting community and parent involvement in schools	Carrying out blended learning projects
Supporting career and career counseling, including providing information on opportunities for financial aid	Implementing career programs and transition services for justice involved youth	Carrying out blended learning projects and integrated with the resources to benefit from high-quality digital learning opportunities
Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools	Creating child sexual abuse awareness and prevention programs	Building technological capacity and infrastructure
Improving access to foreign language instruction, arts, and music education	Promoting school readiness and academic success	Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

HCPS

6

### Affirmation of Consultation

I am an administrator/representative of St. Margaret School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 4, 2020, the HCPS System and St. Margaret School School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<u>Federal Programs</u>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY ("X")
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	X	X
Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
Title IV-A: Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, St. Margaret School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Peggy A Messaris  
Signature of Non-Public School Representative

2/4/20  
Date

Peggy Messaris  
Name (please print)

410-879-1113  
Telephone Number







# LEA12 Harford Title III Part A Grant Application 2020.10.15.PDF

Final Audit Report

2020-10-09

Created:	2020-10-09
By:	Jennifer Birkelien (jennifer.birkelien@hcps.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAUUh81JTCWLRhQCvCsqU_cxIhm8i7gNZ7

## "LEA12 Harford Title III Part A Grant Application 2020.10.15.PDF" History

-  Document created by Jennifer Birkelien (jennifer.birkelien@hcps.org)  
2020-10-09 - 5:36:34 PM GMT- IP address: 38.124.151.125
-  Document e-signed by Jennifer Birkelien (jennifer.birkelien@hcps.org)  
Signature Date: 2020-10-09 - 5:37:41 PM GMT - Time Source: server- IP address: 38.124.151.125
-  Document emailed to Sean Bulson (Sean.Bulson@hcps.org) for signature  
2020-10-09 - 5:37:42 PM GMT
-  Email viewed by Sean Bulson (Sean.Bulson@hcps.org)  
2020-10-09 - 5:38:12 PM GMT- IP address: 104.47.58.254
-  Document e-signed by Sean Bulson (Sean.Bulson@hcps.org)  
Signature Date: 2020-10-09 - 5:39:37 PM GMT - Time Source: server- IP address: 100.15.173.7
-  Agreement completed.  
2020-10-09 - 5:39:37 PM GMT

**Appendix F: FY 2021 (July 1, 2020 – June 30, 2022)**

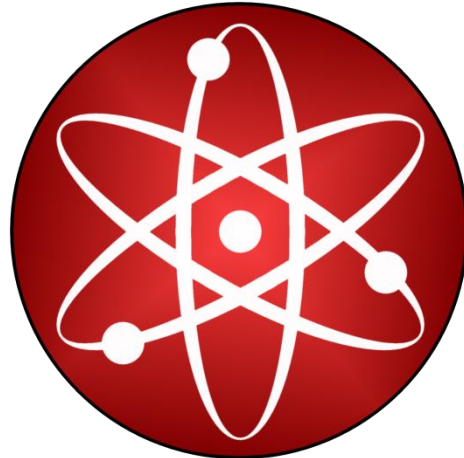
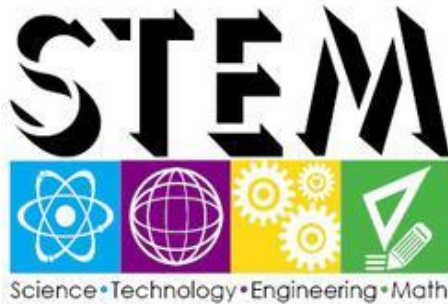
**Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**

**Local Educational Agency (LEA):** Harford County Public Schools    **Grant Year:** FY 2021  
(use drop down)

**Title IV-A Point of Contact:** Mary Beth Stapleton

**Telephone:** (410) 588-5263

**E-mail:** marybeth.stapleton@hcps.org



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

**Appendix F**

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

**Table of Contents**

Title IV, Part A Application: Overview..... 2

1.0 CONSULTATION - Required..... 4

2.0 ADMINISTRATIVE COST – Allowable ..... 9

3.0 NEEDS ASSESSMENT- Required ..... 10

    Prioritizing Funds to School- Required ..... 14

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)] ..... 15

    Activity Key for Well-Rounded Education Opportunities ..... 16

**4.0 Well-Rounded Education Activities** ..... 19

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108] ..... 25

    Activity Key for Safe and Healthy Students..... 26

**5.0 Safe & Healthy Students’ Activities** ..... 30

6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109] ..... 34

    Activity Key for Effective Use of Technology ..... 34

**6.0 Effective Use of Technology Activities** ..... 36

7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:..... 38

8.0 Assurances [ESEA, Section 4106(E)(2)]:..... 41

9.0 INTERNET SAFETY [ESEA, Section 4121]: ..... 42

10.0 BUDGET NARRATIVE: ..... 43

11.0 C-1-25 ..... 46

## Appendix F

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

<b>Local Educational Agency (LEA):</b> <u>Harford County Public Schools</u> (use drop down)	<b>Grant Year: FY 2021</b>
<b>Title IV-A Point of Contact:</b> <u>Mary Beth Stapleton</u>	
<b>Telephone:</b> <u>(410) 588-5263</u>	<b>E-mail:</b> <u>marybeth.stapleton@hcps.org</u> _____
<b>Title IV, Part A Application: Overview</b>	
<ul style="list-style-type: none"><li>• Data Profile (Data should be part of the needs assessment to identify local priorities.)</li><li>• Identified needs through a needs assessment</li></ul> <ol style="list-style-type: none"><li>1.0: Consultation (Required)</li><li>2.0: Administrative Costs (Allowable)</li><li>3.0: Needs Assessment (Required)</li><li>4.0: Activities to Support Well-Rounded Educational Opportunities (Required)</li><li>5.0: Activities to Support Safe and Healthy Students (Required)</li><li>6.0: Activities to Support the Effective Use of Technology (Required)</li><li>7.0: Equitable Services (Required)</li><li>8.0: Assurances (Required)</li><li>9.0: Internet Safety (Required)</li><li>10.0: Budget Narrative</li></ol>	
<b>The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:</b>	
<ol style="list-style-type: none"><li>1) provide all students with access to a well-rounded education;</li><li>2) improve school conditions for student learning; and</li><li>3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.</li></ol>	

## Appendix F

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

**The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:**

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

**Consultation: In developing the application an LEA will:**

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

## Appendix F

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

<b>Local Educational Agency: <u>Harford County Public Schools</u></b> (use drop down)	<b>Grant Year: FY 2021</b>
<b>1.0 CONSULTATION - Required</b>	
Please provide a description of how the LEA <i>meaningfully consulted</i> with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).	
<b><u>District Level Consultation</u></b> Harford County Public Schools (HCPS) is a diverse jurisdiction serving just over 38,000 students in 34 elementary schools, nine middle schools, nine high schools, one technical/vocational high school, a school for students with disabilities, and an alternative education school.  The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business and approved Strategic Plan that aligns with the HCPS Local ESSA Consolidated State Strategic Plan (LECS Plan). The BOE is comprised of business and community leaders, parents, and student leaders representing Harford County. This plan was created in consultation with parents, teachers, school leaders, and other key community stakeholders <sup>1</sup> .  <b>Vision:</b> We will <b>inspire</b> and <b>prepare</b> each student to <b>achieve</b> success in college and career.  <b>Mission:</b> Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.  <b>Core Values:</b> <ul style="list-style-type: none"><li>• We empower each student to achieve academic excellence.</li><li>• We create reciprocal relationships with families and members of the community.</li><li>• We attract and retain highly skilled personnel.</li><li>• We assure an efficient and effective organization.</li><li>• We provide a safe and secure environment.</li></ul> <b>Long Term Goals:</b> <b>Goal 1:</b> Prepare every student for success in postsecondary education and career. <b>Goal 2:</b> Engage families and the community to be partners in the education of our students. <b>Goal 3:</b> Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement. <b>Goal 4:</b> Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation. <i>We believe the strategic plan guides our practice and is the foundation for continuous systemic growth and achievement. Our core values are constant, non-negotiable, and reflect our systemic beliefs. The plan is</i>	

<sup>1</sup> Each year, the HCPS Superintendent requests feedback from community members and parents regarding budget priorities. In future planning, the process will include specific information requests on the use of Title IV A funding.



## Appendix F

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

*reviewed annually by the Board of Education of Harford County. The components of the plan will be reflected in the Harford County Local ESSA Consolidated State Strategic Plan, the Board of Education Budget, and the respective School Performance and Achievement Plans.*

#### **North Star**

In addition to ensuring that schools are meeting or exceeding state standards on the Maryland Accountability framework, Superintendent Sean Bulson implemented the North Star initiative. After visiting HCPS graduations during his first year, Dr. Bulson noticed that some but not all students were asked to stand and be honored for certain accomplishments. To that end, North Star is designed to ensure that all HCPS graduates are proficient or advanced in reading and writing, critical problem solvers, emotionally and physically healthy, and employable. HCPS will be setting milestone measures at each grade band to ensure that a student is on track to be a North Star graduate and that “everybody stands” at graduation. These milestone measures will set baseline data for all 54 schools and the district to establish targets for future years. It is the intention of this pathway that all future graduates will leave HCPS with enrollment in at least one Advanced Placement or International Baccalaureate course, completed at least one credit-bearing college course, or earned a technical certification in a specialized program.

North Star Committees representing leadership from HCPS and Harford Community Collegae are unpacking the data and determining the story behind the reasons why some students do not participate in AP, IB, college courses and/or technical certification programs. Leaders from both Harford County Public Schools and Harford Community College are pointing to the need to increase preparation and access for English Language learners, students with special needs and students living in higher poverty communities and neighborhoods.

#### **COVID-19 Recovery Planning**

In late March/early April 2020, when staff began teaching from home, and students began learning virtually because of the COVID crisis, there was a concern among all staff that more vulnerable students (with special needs, English Language Learners, and lower family income) may fall behind academically. From late March through early June, over 3,000 phone calls and emails from parents were received to the COVID email and hotline, mostly from disconnected parents, looking for help and support for their children. In response to every phone call or email, administrators, teachers, and student services staff reached out to each parent, connecting them with teachers. All calls were documented and used to report on a weekly basis to senior staff. Senior staff and other key decision makers used the information from the calls to identify student and families’ needs.

On April 28, 2020, the Office of North Star Research and Program Evaluation launched the Digital Learning and COVID-19 Survey on behalf of the superintendent of HCPS. This survey aimed to collect perspectives from parents, guardians, students, instructional staff (e.g., teacher, special educator), non-instructional staff (e.g., nurse, secretary, bus driver), school administrators (e.g., principal, assistant principal), central office staff, central office administrators and community members regarding how well-supported they felt since the closure of the district’s schools due to COVID-19, which began in March of 2020.

The survey asked stakeholders and survey respondents about multiple factors, including but not limited to: access to tools and technology, technology infrastructure and devices, social and emotional needs, academic needs, access to basic resources, concerns about digital learning, and communications, which, when analyzed, reveal what the stakeholders think about digital learning, and allocation of all **HCPS resources which would include Title IV Part A**. Stakeholders provided valuable data that will helped to inform decisions on digital

## **Appendix F**

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

teaching and learning and allow the Board of Education, HCPS senior staff, school administrators, teachers, and staff to identify best practices to support students and parents.

Of notable concern from the survey results is that digital learning negatively impacts students' ability to socialize and make academic progress, especially our more vulnerable students. Many respondents (41%) believe learning is an inherently social activity and that digital learning may have a negative impact. Slightly more respondents (44%) are concerned that students will not have social interaction with other students causing their growth and development to be delayed.

Stakeholders also worry that personal circumstances of students and their families may hinder digital implementation. Approximately 40% of respondents rank the concern that "students will benefit differently depending on their personal circumstances and those of their school" among their top three concerns. Those students with the least positive experience are the priority of HCPS.

#### **Key Foundations**

In response to this needs assessment, the foundation of all planning and allocation of resources moving forward, including Title IV Part A, is the commitment on the part of HCPS that the following four key elements are fully addressed:

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

#### **Recovery Teams and Focus Groups**

Due to the challenges of the learning environments this school year, recovery teams and focus groups have been comprised of HCPS staff, community members, parents, and other key stakeholders. These teams, listed below, meet regularly to work through the different stages of this school year. These teams work collaboratively to seek input from various stakeholders in a variety of means such as direct feedback and surveys. Members of the HCPS equity team work with each recovery group using the Mid-Atlantic Equity Consortium (MAEC) audit checklist to review all plans.

- Coronavirus Task Force
- Digital Teaching and Learning Teams
- North Star Teams

---

<sup>2</sup> Stakeholder input was requested for the use of all HCPS operating and restricted funding. In future years, stakeholder will be specifically requested for use of Title IV A funding.

## Appendix F

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

- Continuity of Learning Advisory Group
- Teacher Recovery Focus Groups
- Parent Focus Group

#### Community Support

Throughout the COVID crisis, numerous community agencies have come together to address the needs of families in Harford County. Ongoing planning meetings designed to address food and child care access included representatives from Healthy Harford, the United Way, the Harford County Local Management Board, under the direction of Office of Community Services, the Health Department, Upper Chesapeake Health, State's Attorney's Office, Sheriff's Office, Harford Community College, Public Library, Faith Communities, Social Services, Local Non-Profits, Local political leaders, parents, and students. Since March 2020, the groups have been meeting to assess families' immediate needs and work together to ensure all families, including our most vulnerable families have access to services.

#### *English Language Learners – Well-Rounded Education:*

HCPS school administrators are noting that challenges are evident and increasing in Harford County for our ELL students. Consultation with community-based organizations supporting newly arrived families to the United States affirms the need for additional supports for ELL students and their families. Due to the unexpected closure of schools as a result of COVID-19, the EL students progress was impacted.

Technology, tutoring, 1:1 instruction as well as socialization and practice with English were inhibited and negatively impacted the progress in proficiency that had been made. Parents, students and teachers indicated a marked decline in student virtual engagement due to comfort with technology, access to technology as well as technology working with a language barrier. However, there are currently only two ESOL teachers to support twenty secondary schools in HCPS. Teachers, school-based administrators, and local non-profit organizations serving non-native families all agree extra time and individualized attention is needed to address the specific supports needed to ensure all ELL students are fully prepared for college and career.

#### *Support of Safe and Healthy Students:*

In addition to ongoing central office and school-based administrator review of indicators, there are numerous Harford County community-based organizations and government partners working together to assess needs and implement strategies to ensure all children are safe, healthy, and successful in school. Through this consultation, the escalating needs of children's mental health are apparent to HCPS and all community stakeholders.

Community Services is tracking juvenile delinquency data, and the highest number of referrals to Harford County DJS in 2019 was misdemeanor assaults (268) with the highest frequency being in Edgewood. The zip code areas with the greatest number of referrals during 2019 were Edgewood (167), Aberdeen (108), and Bel Air (98). In 2019, between January and June, there were 255 referrals where 124 were assaults. The zip codes with the greatest number of referrals were Edgewood (85), and Aberdeen (35). All stakeholders are in agreement that alignment of resources, including Title IV, and support for children and youth in these communities continues to be a priority.

## Appendix F

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

#### *Parent, Family and Community Engagement*

In September 2020, a parent survey was disseminated to all HCPS families, asking parents what information and topics parents would want to learn about to support their children's learning. With over 2,500 parents responding, stating that they needed more support and information on: childrens' use of social media and video games; academic support in the home; and college and career readiness, especially for struggling students.

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

The Office of Family and Community Partnerships oversees the Title IV A grant funding working in partnership with the Office of Student Services, and the Curriculum, Instruction, and Assessment Office. Meetings occur quarterly to review progress on Title IVA activities. The OFCP is under the direction of the Chief of Administration, working to support HCPS school leaders, administrators, and community partners both at the district level and at school level to ensure resources and support are available for students, especially those in need of supports. Specifically, academic data, attendance data, discipline data, staff survey results, parent survey results, and student motivation survey data guide planning for improving and enhancing local activities. The Office of Family and Community Partnerships works with school staff and central leadership to identify community partners with the potential to accelerate student performance and support school based and central office initiatives.

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

Within HCPS, the Office of Family and Community Partnerships oversees a newly formed Work Group, Parent and Community Engagement Workgroup, representing Harford County internal departments providing programming centrally for Family Engagement including: Title I, Student Services, Equity, and Special Education that can create collective ownership and eliminating silos, planning activities to support schools with one goal.

Community outreach and input is also monitored, through the Local Management Board and the United Way, and the Manager of Family and Community Partnerships represents the Superintendent on both of these boards. At the County level, the Harford County Local Management Board, interagency council for children and youth, continues to monitor child well-being results and indicators, closely tracking the progress of our most vulnerable students in Harford County. Community partners work together, including HCPS Student Support Services and HCPS Partnerships Office, to track needs in the community and partner together to offer activities that will accelerate student progress and performance.

## Appendix F

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

<b>Local Educational Agency: <u>Harford County Public Schools</u></b> (use drop down)			<b>Grant Year: FY 2021</b>
<p>LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base.</p> <p><b>Administrative Costs:</b> Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE- <b>DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE &amp; HEALTHY STUDENTS</b>)</p>			
<b>2.0 ADMINISTRATIVE COST – Allowable</b>			
Item	Line Item	Description	Public School Costs
2.1			
2.2			
2.3			
2.4			
		Total for Section 2.0	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency: <u>Harford County Public Schools</u></b>		<b>Grant Year: FY 2021</b>		
<b>(use drop down)</b>				
<p>ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:</p> <ul style="list-style-type: none"> <li>• Access to, and opportunities for, a well-rounded education for all students;</li> <li>• School conditions for student learning to create a healthy and safe school environment; and</li> <li>• Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.</li> </ul> <p>Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).</p>				
<b>3.0 NEEDS ASSESSMENT- Required</b>				
Guiding Questions		Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
3.1	What local needs have stakeholders identified?	<p>HCPS Continuity of Learning Plan: Recovery teams and focus groups, comprised of HCPS staff, community members, parents, and key stakeholders, met regularly since March 2020 to work through differing stages for the 2020-2021 school year and have identified the following local needs:</p> <ul style="list-style-type: none"> <li>• A strategic focus on equity within each planning element and consistently evaluate progress toward equitable outcomes. (Source: COL Plan)</li> <li>• Equitable resources and use instructional strategies that support academic achievement for all students. (Source: COL Plan)</li> <li>• Intentional supports and plans for meeting student learning needs for targeted student populations (ELL, special needs, and students receiving free and reduced meals)</li> </ul>	<p>HCPS Continuity of Learning Plan: Recovery teams and focus groups, comprised of HCPS staff, community members, parents, and key stakeholders, met regularly since March 2020 to work through differing stages for the 2020-2021 school year and have identified the following local needs:</p> <ul style="list-style-type: none"> <li>• Provide purposeful strategies and activities to support students as they reacclimate to the school environment and to recover social/emotional skills that have been lost due to the prolonged closure.</li> <li>• Work to ensure that students have increased access to mental health supports and resources.</li> <li>• Provide support to students both in person and virtually. In addition, the Emotional Recovery Team has put together a vast resource of activities</li> </ul>	<p>Based on Digital Learning Survey results (14,000 responses) every student needs equitable access to a device and internet access and teachers need professional development support to become proficient in teaching 100% virtual instruction.</p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<ul style="list-style-type: none"> <li>Additional in-person experiences, particularly for students with the greatest learning needs.</li> </ul> <p>Many respondents to the Digital Learning Survey believe learning is an inherently social activity and that digital learning may have a negative impact for vulnerable populations. (Source: HCPS Digital Learning Survey Results, June 2020)</p> <p>Technology, tutoring, 1:1 instruction as well as socialization and practice with English were inhibited and negatively impacted the progress in proficiency that had been made. (Source ELL parent focus group, and non-profit partners serving ELL community)</p> <p>Parents, students and teachers indicated a marked decline in student virtual engagement due to comfort with technology, access to technology as well as technology working with a language barrier (Source: HCPS Digital Learning Survey Results, June 2020)</p> <p>Continue seeking ways to incrementally provide additional in-person experiences, particularly for our students with the greatest learning needs.</p>	<p>that will support the social emotional well being.</p> <ul style="list-style-type: none"> <li>Provide family and community engagement and communication strategies designed to ensure families stay connected during virtual instruction.</li> <li>Intentional supports and plans for meeting student learning needs for targeted student populations (ELL, special needs, and students receiving free and reduced meals).</li> <li>Provide additional in-person experiences, particularly for students with the greatest learning needs.</li> </ul> <p>Respondents to the Digital Learning and COVID 19 survey (44%) concerned that students will not have social interaction with other students causing their growth and development to be delayed. (Source: Digital Learning Survey, June 2020)</p> <p>Improve systems for identifying and supporting students with mental health needs. Students, parents, and staff indicate that they are concerned about students' mental health during the crisis. Improve processes for regularly checking on student well-being and provide training to staff to identify when and how to escalate student mental health concerns to school counselors or others based on district protocols. Ensure that students know what resources are</p>	
--	--	---	--	--

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

			available to them and how to access those resources on their own. Work with staff to identify if this is a general concern or based on observed student actions, behaviors, or statements.	
3.2	What data support the identified local needs?	<p>Members of the HCPS equity team work with each recovery work group using the Mid-Atlantic Equity Consortium (MAEC) audit checklist to review all plans moving forward</p> <ul style="list-style-type: none"> <li>• Attendance (virtually)</li> <li>• Graduation rate</li> <li>• Behavioral referrals</li> <li>• Digital Learning and COVID-19 Survey Results (June 2020)</li> <li>• Recovery teams and focus groups, comprised of HCPS staff, community members, parents, and key stakeholders</li> <li>• Harford County Local Management Board Community Plan (includes all child well- being results)</li> </ul>	<p>Members of the HCPS equity team work with each recovery work group using the Mid-Atlantic Equity Consortium (MAEC) audit checklist to review all plans moving forward</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Graduation rate</li> <li>• Behavioral referrals</li> <li>• Digital Learning and COVID-19 Survey Results (June 2020)</li> <li>• Recovery teams and focus groups, comprised of HCPS staff, community members, parents, and key stakeholders</li> <li>• Harford County Local Management Board Community Plan (includes all child well- being results)</li> </ul>	<p>On April 28, 2020, the Office of North Star Research and Program Evaluation launched the Digital Learning and COVID-19 Survey on behalf of the superintendent of HCPS. This survey aimed to collect perspectives from parents, guardians, students, instructional staff (e.g., teacher, special educator), non-instructional staff (e.g., nurse, secretary, bus driver), school administrators (e.g., principal, assistant principal), central office staff, central office administrators and community members regarding how well-supported they felt since the closure of the district’s schools due to COVID-19, which began in March of 2020. Over 14,000 responses were received.</p>
3.3	What are the hardest to serve student groups?	<ul style="list-style-type: none"> <li>• English language learners</li> <li>• Students who have parents with limited access to reliable technology/internet</li> <li>• Students receiving free and reduced meals</li> </ul>	<ul style="list-style-type: none"> <li>• English language learners</li> <li>• Students who have parents with limited access to reliable technology/internet</li> <li>• Students receiving free and reduced meals</li> </ul>	<p>Stakeholders response in the survey shared that personal circumstances of students and their families may hinder digital learning implementation. Approximately 40% of respondents rank the concern that “students will benefit differently depending on their personal circumstances and those of their school” among their top three concerns. Students with special needs, English language learners, homeless students, and students receiving Free and Reduced Meals are mentioned as needing extra technology support.</p>



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

3.4	<p>What inequities inherent in the system are driving some of the local needs?</p>	<ul style="list-style-type: none"> <li>• Every student needs equitable access to a device and internet access</li> <li>• Rural areas without any access to internet</li> <li>• Lack of child care and parents' work schedules inhibit ability to provide support for virtual learning</li> </ul>	<ul style="list-style-type: none"> <li>• Every student needs equitable access to a device and internet access</li> <li>• Rural areas without any access to internet</li> <li>• Lack of child care and parents' work schedules inhibit ability to provide support for virtual learning</li> </ul>	<p>When the COVID crisis began, not all students had access to devices or the internet. Teachers worked to engage w/students who were struggling, not on grade level, no access to internet, have anxiety/depression, SWD, ELL, etc; As of October 2020, all students will have been given a device and provided internet access.</p>
3.5	<p>How are the identified needs being prioritized when several significant needs are identified?</p>	<p>Identified needs are prioritized and allocated by senior staff, depending on available resources to support students most in need.</p>	<p>Identified needs are prioritized and allocated by senior staff, depending on available resources to support students most in need.</p>	<p>Identified needs are prioritized and allocated by senior staff, depending on available resources to support students most in need. To that end, HCPS adjusted the budget to provide devices for all staff and students.</p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency: <u>Harford County Public Schools</u></b> (use drop down)		<b>Grant Year: FY 2021</b>
ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA:		
<ul style="list-style-type: none"> <li>i. are among the schools with the greatest needs, as determined by such LEA;</li> <li>ii. have the highest percentages or numbers of children counted under section 1124(c);</li> <li>iii. are identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i);</li> <li>iv. are implementing targeted support and improvement (TSI) plans as described in section 1111(d)(2); or</li> <li>v. are identified as a persistently dangerous public elementary school or secondary school under section 8532.</li> </ul>		
<b>Prioritizing Funds to School- Required</b>		
<b>In rank order, i.e., first choice = highest priority, using the Federal examples above, select the LEA's priorities for distributing funds to schools. Select all that apply using the drop down menu.</b>	<b>Provide a statement explaining how and why the LEA prioritized funds for the selected schools. If selected, please define "school with the greatest need".</b>	
1. Are among the schools with the greatest needs, as determined by the LEA	Throughout the COVID-19 recovery planning process and needs assessments, it is evident that all HCPS schools have students and families in need of supports. Data is being used and resources identified to focus on provide intentional supports and plans for meeting student learning needs for targeted student populations within each school, including English Language Learners, and students receiving free and reduced meals.	
2. Are identified for comprehensive support and improvement under sec. 1111(c)(4)(D)(i)	The middle schools identified for the VAST program have been identified for comprehensive support and improvement. The Ripken STEM Center will be housed in an elementary school struggling with lower math and science assessment scores.	
3. Have the highest percentages/numbers of children counted under sec.1124(c)	Funds were prioritized to support schools with the highest percentage of children counted under section 1124 K-12.	
4. Are implementing targeted support and improvement (TSI) plans as described in sec. 1111(d)(2)	NA	
5. Are identified as persistently dangerous public elementary school or secondary school under sec. 8832	NA	
<b>Additional Comments:</b>		

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency: <u>Harford County Public Schools</u></b> (use drop down)		<b>Grant Year: FY 2021</b>
To ensure that every student has access to a well-rounded education, LEAs must work to develop activities that foster connections among students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.  One goal of Title IV, Part A is to ensure that each LEA, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA that has received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C) and 4107(a)). <b>(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION).</b>  <b>Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.</b>		
<b>4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]</b>		
4.1	(1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)	All activities will be implemented and coordinated within HCPS through the Office of Family and Community Partnerships with direct access to the HCPS Chief of Administration in ongoing coordination with agencies serving Harford County's most vulnerable populations, including mental health, Local Management Board, Susquehanna Workforce Network, Mental Health, Sheriff's Office, Juvenile Delinquency Probation Office, Harford Community College and the United Way.
4.2	(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity <b>with a demonstrated record of success in implementing activities</b> ; [Section 4107](a)(2)	The Summer Youth Employment Program will be implemented in partnership with the Susquehanna Workforce Network. The Ripken STEM Center will be implemented in partnership with the Cal Ripken Sr. Foundation, with proven programs throughout the country on the impact of hands-on STEM programming.

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Activity Key for Well-Rounded Education Opportunities</b>	
<p>The table shown below details the Federal activity examples from the statute located in ESEA §4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. <b>For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.</b></p>	
<b>Well Rounded Education: Federal Examples ESEA §4107</b>	<b>Abbreviated Name</b>
College and career guidance and counseling programs, such as—(i) postsecondary education and career awareness and exploration activities	Providing postsecondary education and career awareness and exploration activities
College and career guidance and counseling programs, such as—(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning	Training counselors to effectively use labor market information to assist students with college and career planning
College and career guidance and counseling programs, such as—(iii) financial literacy and federal financial aid awareness activities	Financial literacy and federal financial aid awareness activities
Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution	Music and arts programs or activities
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as—(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses	Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects	Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))]	Supporting the creation and enhancement of STEM-focused specialty schools

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Activity Key for Well-Rounded Education Opportunities</b>	
<p>The table shown below details the Federal activity examples from the statute located in ESEA §4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. <b>For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.</b></p>	
<b>Well Rounded Education: Federal Examples ESEA §4107</b>	<b>Abbreviated Name</b>
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects	Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education	Integrating other academic subjects into STEM subject programs
Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations	Reimbursing low-income students for accelerated learning examination fees
Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses	Increasing access to accelerated learning courses and dual or concurrent enrollment programs
Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education	Activities to promote the instruction of American history, social studies, economics, geography, or government education
Foreign language instruction	World language instruction
Environmental education	Environmental education
Programs and activities that promote volunteerism and community involvement	Volunteerism and community involvement programs or activities

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Activity Key for Well-Rounded Education Opportunities</b>	
<p>The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. <b>For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.</b></p>	
<b>Well Rounded Education: Federal Examples ESEA§4107</b>	<b>Abbreviated Name</b>
Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics	Multiple discipline integration programs or activities
Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>4.1 Well-Rounded Education Activities</b>	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation $\geq$ \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
<b>Focus Area:</b> Academic Achievement in English Language Arts/Literacy	
<b>Proposed Well-Rounded Activity 4.1: (Title) Support for ESOL students</b>	
<b>Activity Implementation: (How will the activity operate and over what duration?)</b> During the 2020-2021 school year, the ESOL Resource Teacher Specialist will work with school- based teachers to ensure all ELL students are progressing, especially during the COVID 19 crisis. The ESOL Teacher Specialist will provide support for teachers on academic instruction virtually for students and working with partners to identify other supports needed. Understanding that some of the supports needed for ELL students may be beyond academics, the ELL Resource Teacher will have access to the Pupil Personnel Worker and community based non-profit organizations working to support families recently arriving to the United States and Harford County (established MOU with community-based organization serving non-native families).	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? <span style="color: red;">(Check all that apply; add more as needed)</span>	What Title IV-A strategies align to the proposed activity? <span style="color: red;">(Use Drop Down Menus)</span>
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> Students  <input type="checkbox"/> Educators  <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.  <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.  <b>What are the desired changes?</b>	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences  Level III - Promising Evidence  <b>Provide a link or citation below to support the Level of Evidence:</b>  <a href="https://cedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf">https://cedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf</a>
Evaluation	
How and when will the listed outcomes be measured for success? <span style="color: red;">(Add more as needed)</span>	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<p><b>Outcome 1 :</b> By June 2022, 50% of the ELL students' grades will improve one letter grade as compared with the 4<sup>th</sup> quarter of 2020</p> <p><b>Outcome 2:</b> By June 2022, 50% of the ELL students' English proficiency will improve as measured by the TOFEL assessment.</p>	<p><b>Evaluation for Outcome 1:</b> By June 2022, 50% of the ELL students' grades will improve one letter grade as compared with the 4<sup>th</sup> quarter of 2020.</p> <p><b>Evaluation for Outcome 2:</b> By June 2022, 50% of the ELL students' English proficiency will improve as measured by the TOFEL assessment.</p>
<b>Use of Funds:</b>	<b>Provide a <i>total</i> dollar amount per activity.</b>	<b>\$77,427</b>



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>4.2 Well-Rounded Education Activities</b>	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation $\geq$ \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Readiness for Post-Secondary Success	
Proposed Well-Rounded Activity 4.2: (Title) Summer Youth Employment	
<p><b>Activity Implementation: (How will the activity operate and over what duration:</b> In partnership with local businesses and the Susquehanna Workforce Investment Board, the summer youth employment program will provide 30 students with mentors to support and coach 30 youth from the Joppa and Edgewood communities in summer work activities. Students will participate for four weeks starting July 2021 working 24 hours per week. In addition to the work experience, staff will set aside time each day to debrief with the participants, providing guidance on “soft work skills” including teamwork, communication, problem solving, flexibility, positive work ethic, attitude, and dependability. Staff will guide students on identifying strengths and areas of career interest, helping students to map a pathway of education needed to achieve their goals. Staff will also invite community speakers and leaders to work with the students reinforcing their real- world learning experiences each day.</p>	
<b>Outcomes</b>	<b>Strategies:</b> <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p><b>Who benefits from this activity?</b>  <input checked="" type="checkbox"/> <b>Students</b>  <input type="checkbox"/> <b>Educators</b>  <input type="checkbox"/> <b>Other Stakeholders:</b>                  Click or tap here to enter text.  <input type="checkbox"/> <b>Other Stakeholders:</b>                  Click or tap here to enter text.  <b>What are the desired changes?</b>                  (Address all beneficiaries selected above; add more as needed)</p>	<p>Providing postsecondary education and career awareness and exploration activities                   Level III - Promising Evidence   <b>Provide a link or citation below to support the Level of Evidence:</b>   <a href="https://www.nber.org/papers/w21470">https://www.nber.org/papers/w21470</a>                   Making Summer Matter: The Impact of Youth Employment on Academic Performance</p>
	<p><b>Evaluation</b>                  How and when will the listed outcomes be measured for success? (Add more as needed)</p>
<p><b>Outcome 1:</b>                  By June 2022, 80% of the students that participate in summer learning will improve their performance on standardized tests by 10 points.</p>	<p><b>Evaluation for Outcome 1:</b>                  By June 2022, 80% of the students that participate in summer learning will improve their performance on standardized tests by 10 points.</p>
<p><b>Outcome 2:</b>                  Employers, staff and parents will provide feedback on students’ work skills and individual student growth via survey</p>	<p><b>Evaluation for Outcome 2:</b>                  Employers, staff and parents will provide feedback on students’ work skills and individual student growth via survey.</p>
<p><b>Outcome 3:</b>                  Students will create an individual career pathway plan</p>	<p><b>Evaluation for Outcome 3:</b>                  Students will create an individualized career/education plan with support of staff.</p>
<p><b>Use of Funds:</b> <b>Provide a total dollar amount per activity.</b></p>	<p><b>\$44,989</b></p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>4.3 Well-Rounded Education Activities</b>	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation $\geq$ \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. <b>ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</b>	
<b>LECS Plan Focus Area:</b> Readiness for Post-Secondary Success	
<b>Proposed Well-Rounded Activity 4.3: (Title) CAL Ripken Sr. STEM Center Initiative @ Hall's Cross Roads Elementary School:</b>	
<b>Activity Implementation: (How will the activity operate and over what duration?)</b> Located in Aberdeen, Maryland, Hall's Cross Roads Elementary School (HXES) staff work every day to support over 420 families struggling with poverty (80%), living in unstable housing, are homeless, or transient moving in and out of the attendance area depending on available housing. Through the School Performance planning process, HXES administrators, staff, and parents recognized the urgent need for student inquiry and engagement through student-guided questions and planned investigations, focusing on increasing mathematic and science assessment scores. (2019: 16.9% math proficiency and 13.0 Maryland Science Assessment score) A priority for the Cal Ripken Sr. Foundation is giving underserved students in disadvantaged neighborhoods the opportunity to participate in STEM programs. The Ripken Foundation will partner with HCPS to provide training, curriculum, and software products (Bee Bot, Code Hopper, Makey Makey, etc.) offering students interactive and engaging STEM activities with the potential of participating in STEM competitions with other Ripken STEM Centers. The STEM Center will be built during the fall of 2020, with the goal to open the center for students and families in the spring of 2021.	
<b>Outcomes</b>	<b>Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a></b>
What specific changes will occur as a result of the activity and who will benefit? <b>(Check all that apply; add more as needed)</b>	What Title IV-A strategies align to the proposed activity? <b>(Use Drop Down Menus)</b>
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> <b>Students</b>  <input type="checkbox"/> <b>Educators</b>  <input type="checkbox"/> <b>Other Stakeholders:</b> Click or tap here to enter text.  <input type="checkbox"/> <b>Other Stakeholders:</b> Click or tap here to enter text.	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects  Level I - Strong Evidence  <b>Provide a link or citation below to support the Level of Evidence:</b> <a href="https://www.ripkenfoundation.org/programs/stem">https://www.ripkenfoundation.org/programs/stem</a>
<b>Evaluation</b>	
How and when will the listed outcomes be measured for success? <b>(Add more as needed)</b>	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p><b>What are the desired changes?</b>          (Address all beneficiaries selected above; add more as needed)</p> <p><b>Outcome 1:</b>          By June 2022, staff will observe increased student engagement in STEM activities as compared to a baseline staff survey/assessment in the spring of 2021.</p> <p><b>Outcome 2:</b>          By June 2022, fifth grade students' MISA scores will increase from the baseline of 13% proficiency in spring 2019 (most recent assessment pre-COVID) to 30% proficiency in the spring of 2022.</p> <p><b>Outcome 3:</b>          By June 2022, 5<sup>th</sup> grade students will express increased interest in STEM careers as compared to 5<sup>th</sup> grades students in the fall of 2020, as measured by a pre-post program student survey.</p>	<p><b>Evaluation for Outcome 1:</b>          By June 2022, staff will observe increased student engagement in STEM activities as compared to a baseline staff survey/assessment in the spring of 2021.</p> <p><b>Evaluation for Outcome 2:</b>          By June 2022, fifth grade students' MISA scores will increase from the baseline of 13% proficiency in spring 2019 (most recent assessment pre-COVID) to 30% proficiency in the spring of 2022.</p> <p><b>Evaluation for Outcome 3:</b>          By June 2022, 5<sup>th</sup> grade students will express increased interest in STEM careers as compared to 5<sup>th</sup> grades students in the fall of 2020, as measured by a pre-post program student survey.</p>
<p><b>Use of Funds:</b> <b>Provide a total dollar amount per activity.</b></p>	<p><b>\$15,540</b></p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency: <u>Harford County Public Schools</u></b> (use drop down)		<b>Grant Year: FY 2021</b>
To guarantee the safety and well-being of every student, LEAs must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108. <b>(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)</b>  It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).  <b>Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.</b>		
<b>5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]</b>		
(5.1) Coordinated with other schools and community-based services and programs; [Section 4108](1)]	The HCPS PACE Program will be developed in coordination with all 54 schools, working under the guidance of a newly formed HCPS PACE Work Group representing: Title I, Special Education, Curriculum & Instruction; and Student Services. PACE staff will share best practices and potential community partners and programs as they work together to align efforts and resources to support family engagement, especially in the virtual learning environment for families most in need. The VAST program will coordinate after school programming for three high need (TSI) middle schools, working with the Office of Family and Community Partnerships to identify community partners and support.	
(5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]	The VAST After School Program will work in coordination with community partners to ensure vulnerable students “of promise” are provided with academic support and a safe, healthy nurturing environment.	
(5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)]	HCPS Parent Academy will provide a forum for parents to receive information about how to support their child in successfully completing school fully prepared for college and career, by supporting a Parent and Community Engagement (PACE) liaison in each HCPS school. In October 2020, over 2,500 parents responded to a survey on how to use Title IV funding, stating that they needed more support and information on: COVID-19 and health related safety concerns; behavior management at home; children’s screen time; academic support in the virtual learning environment ; talking with children about racism; communicating with your child’s teacher during virtual learning. PACE staff will work with community partners and experts to ensure all families have the tools and resources that they need to ensure their children are successful in school. Workshops, events, and resources are being planned to support families and schools in promoting student achievement. HCPS will build the capacity of Parent and Community Engagement (PACE) liaisons to become proficient in evidence-based family	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	engagement strategies using national PTA standards and support from the National Association of Family, School, and Community Engagement.
(5.4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]	HCPS PACE will be implemented in close partnership with Harford Community College, the United Way, Office of Community Services, the Local Management Board, and other community-based partners. The VAST programs will partner with community-based organizations with expertise in high-quality youth development programming.

### Activity Key for Safe and Healthy Students

**The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.**

Safe and Healthy Students: Federal Examples ESEA§4108	Abbreviated Name
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes	Evidence-based drug and violence prevention activities and programs
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention	Evidence-based professional development and training to prevent drug use and violence
In accordance with sections 4001 and 4111—(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers	School-based mental health services, including early identification of mental health symptoms, drug use, and violence
In accordance with sections 4001 and 4111—(ii) school-based mental health services partnership programs that—(I) are conducted in partnership with a public or private mental health entity or health care entity; and (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (cc) provided	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Activity Key for Safe and Healthy Students</b>	
<b>The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.</b>	
<b>Safe and Healthy Students: Federal Examples ESEA§4108</b>	<b>Abbreviated Name</b>
by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise	
Programs or activities that—(i) integrate health and safety practices into school or athletic programs	Programs or activities that integrate health and safety practices in schools or athletic programs
Programs or activities that—(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students	Healthy, active lifestyle programs and activities
Programs or activities that—(iii) help prevent bullying and harassment	Bullying and harassment prevention programs or activities
Programs or activities that—(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse
Programs or activities that—(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse	Mentoring and school counseling programs and activities
Programs or activities that—(vi) establish or improve school dropout and reentry programs	School dropout prevention and reentry programs
Programs or activities that—(vii) establish learning environments and enhance students’ effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports	Providing safe and healthy learning environments, such as integrated systems of student and family supports
High-quality training for school personnel, including specialized instructional support personnel, related to—(i) suicide prevention	Suicide prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(ii) effective and trauma-informed practices in classroom management	High-quality training for school personnel related to effective and trauma-informed practices in classroom management
High-quality training for school personnel, including specialized instructional support personnel, related to—(iii) crisis management and conflict resolution techniques	High-quality training for school personnel related to crisis management and conflict resolution techniques

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Activity Key for Safe and Healthy Students</b>	
<b>The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.</b>	
<b>Safe and Healthy Students: Federal Examples ESEA§4108</b>	<b>Abbreviated Name</b>
High-quality training for school personnel, including specialized instructional support personnel, related to—(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102))	Human trafficking training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(v) school-based violence prevention strategies	High-quality training for school personnel related to school-based violence prevention strategies
High-quality training for school personnel, including specialized instructional support personnel, related to—(vi) drug abuse prevention, including educating children facing substance abuse at home	Drug abuse prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(vii) bullying and harassment prevention	Bullying and harassment prevention training for school personnel
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse	Age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child	Providing information to parents and guardians of students about child sexual abuse awareness and prevention
Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—(i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”	Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools
Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning	Implementing schoolwide PBIS
Designating a site resource coordinator at a school or LEA to provide a variety of services, such as—(i) establishing partnerships within the community to provide resources and support for schools;(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and(iii) strengthening relationships between schools and communities	Designating a school or district site resource coordinator
Pay for success initiatives [or “a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and	Aligned Pay for success initiative



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Activity Key for Safe and Healthy Students</b>	
<b>The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.</b>	
<b>Safe and Healthy Students: Federal Examples ESEA§4108</b>	<b>Abbreviated Name</b>
direct cost savings or cost avoidance to the public sector” (ESEA § 8101(40)] aligned with the purposes of this section	

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>5.1 Safe &amp; Healthy Students' Activities</b>			
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation $\geq$ \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.			
<b>LECS Plan Focus Area:</b> Readiness for Post-Secondary Success; and English Language Arts			
<b>Proposed Safe &amp; Healthy Student Activity 5.1: (Title) VAST After School Programming</b>			
<b>Activity Implementation: (How will the activity operate and over what duration?)</b> Vulnerable students at Magnolia, Aberdeen, and Edgewood Middle Schools will participate in an after school program during the 2021-2022 school year, designed to address any lagging student performance post-COVID, improve academic achievement and demonstrate healthy development including physical, social, and emotional health. Staff will work with parents and community partners to ensure there is an integrated focus on academics, health and social services, youth and community development, and community engagement leading to improved student learning, stronger families, and healthier communities.			
<b>Outcomes</b>	<b>Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a></b>		
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>		
<b>Who benefits from this activity?</b> <input checked="" type="checkbox"/> <b>Students</b>  <input type="checkbox"/> <b>Educators</b>  <input type="checkbox"/> <b>Other Stakeholders:</b> Click or tap here to enter text.  <input type="checkbox"/> <b>Other Stakeholders:</b> Click or tap here to enter text.	Providing safe and healthy learning environments, such as integrated systems of student and family supports  <i>Level II - Moderate Evidence</i>  <b>Provide a link or citation below to support the Level of Evidence:</b>  Vandell, D., Reisner, E. R., & Pierce, K. M. (2007). <i>Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs</i> . Washington, D.C.: Policy Studies Associates.  Research Spotlight on Community Schools Model <a href="http://www.nea.org/tools/31861.htm">http://www.nea.org/tools/31861.htm</a>		
<b>What are the desired changes?</b> <i>(Address all beneficiaries selected above; add more as needed)</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: left; padding: 5px;"><b>Evaluation</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></td> </tr> </tbody> </table>	<b>Evaluation</b>	How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
<b>Evaluation</b>			
How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>			

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p><b>Outcome 1:</b> By June 2022, 80% of the students that participate in the program will increase academic performance in ELA and math by at least one letter grade.</p>	<p><b>Evaluation for Outcome 1:</b> By June 2022, 80% of the students that participate in the program will increase academic performance in ELA and math by at least one letter grade.</p>
<p><b>Outcome 2:</b> By June 2022, 80% of the students that participate in the program will not be referred to the office for discipline.</p>	<p><b>Evaluation for Outcome 2:</b> By June 2022, 80% of the students that participate in the program will not be referred to the office for discipline.</p>
<p><b>Outcome 3:</b> By June 2022, 80% of the students that participate in the program will exhibit increased social, emotional and behavioral health as measured by pre/post program parent survey.</p>	<p><b>Evaluation for Outcome 3:</b> By June 2022, 80% of the students that participate in the program will exhibit increased social, emotional and behavioral health as measured by pre/post program parent survey.</p>
<p><b>Use of Funds:</b> <b>Provide a total dollar amount per activity.</b></p>	<p><b>\$119,579</b></p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>5.2 Safe &amp; Healthy Students' Activities</b>	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
<b>LECS Plan Focus Area:</b> Readiness for Post-Secondary Success	
<b>Proposed Safe &amp; Healthy Student Activity 5.2: (Title) Parent and Community Engagement (PACE) Liaisons</b>	
<b>Activity Implementation: (How will the activity operate and over what duration?)</b> Throughout the 2021-2022 school year, the HCPS Parent and Community Engagement (PACE) liaisons in each HCPS school will serve as a resource coordinator to establish partnerships within the community and will support parents, focusing on parent engagement. In October 2020, over 2,500 parents responded to a survey stating that they needed more support and information on: COVID-19 and health related safety concerns; behavior management at home; children's screen time; academic support in the virtual learning environment; talking with children about racism; and communicating with your child's teacher during virtual learning. The HCPS Office of Family and Community Partnerships will work with each PACE stipend staff member (extra duty for a teacher or paraeducator) providing a forum to share best practices and strategies on family engagement between schools and via national organizations such as the National PTA Family-School Partnership standards and the National Association of Family, School, and Community Engagement (NAFSCE).	
<b>Outcomes</b>	<b>Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a></b>
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
<b>Who benefits from this activity?</b> <input type="checkbox"/> Students <input type="checkbox"/> Educators <input checked="" type="checkbox"/> <b>Other Stakeholders:</b> parents <input type="checkbox"/> <b>Other Stakeholders:</b>  Click or tap here to enter text.	Designating a school or district site resource coordinator  Level II - Moderate Evidence  <b>Provide a link or citation below to support the Level of Evidence:</b>  Research Spotlight on Community Schools Model <a href="http://www.nea.org/tools/31861.htm">http://www.nea.org/tools/31861.htm</a>
<b>What are the desired changes?</b> <i>(Address all beneficiaries selected above; add more as needed)</i>	<b>Evaluation</b> How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p><b>Outcome 1:</b>                  PACE staff and administrators will use PTA Standards rubric to measure improvement from emerging (level 1) to excelling (level 3). By June 2022, 80% of the schools will show improvement on PTA family engagement standards.</p>	<p><b>Evaluation for Outcome 1:</b>                  PACE staff and administrators will use PTA Standards rubric to measure improvement from emerging (level 1) to excelling (level 3). By June 2022, 80% of the schools will show improvement on PTA family engagement standards.</p>
<p><b>Use of Funds:</b> <b>Provide a <i>total</i> dollar amount per activity.</b></p>	<p><b>\$125,115</b></p>

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Local Educational Agency: <u>Harford County Public Schools</u></b> (use drop down)	<b>Grant Year: FY 2021</b>
<b>6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]</b>	
To increase access to personalized, rigorous learning experiences supported by technology, LEAs must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.	
It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)). <b>(THE 15% RULE INCLUDES NONPUBLIC SPENDING) Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.</b>	
<b>Activity Key for Effective Use of Technology</b>	
<b>The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.</b>	
<b>Effective Use of Technology Federal Examples ESEA§4109</b>	<b>Abbreviated Name</b>
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(A) personalize learning to improve student academic achievement.	Providing professional learning resources to personalize learning
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(B) discover, adapt, and share relevant high-quality educational resources.	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies.	Providing professional learning resources to use technology effectively in the classroom
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning	Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
Building technological capacity and infrastructure, which may include—(A) procuring content and ensuring content quality	Procuring technological content and ensuring content quality

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>Activity Key for the Effective Use of Technology</b>	
<b>The table shown below details the Federal activity examples from the statute located in ESEA § 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.</b>	
Building technological capacity and infrastructure, which may include—(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls	Technology infrastructure: Purchasing devices, equipment, and software applications
Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology	Delivering specialized or rigorous academic courses and curricula through the use of technology
Carrying out blended learning projects, which shall include—(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities	Technology infrastructure: Carrying out blended learning projects and planning activities
Carrying out blended learning projects, which shall include—(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project	Ongoing professional development to support blended learning project implementation and academic success
Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science	Providing professional development in the use of technology to enable educators to increase STEM achievement
Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	Providing high-quality digital learning experiences to students in rural, remote, and underserved areas

## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<b>6.1 Effective Use of Technology Activities</b>	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the <b>drop down menu</b> that will support the proposed activity. Please remember that any allocation $\geq$ \$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
<b>LECS Plan Focus Area:</b> Readiness for Post-Secondary Success	
<b>Proposed Safe &amp; Healthy Student Activity 6.1:</b>	
<p><b>Activity Implementation:</b> (How will the activity operate and over what duration?) Located in Aberdeen, Maryland, Hall’s Cross Roads Elementary School (HXES) staff work every day to support over 420 families struggling with poverty (80%), living in unstable housing, are homeless, or transient moving in and out of the attendance area depending on available housing. Through the School Performance planning process, HXES administrators, staff, and parents recognized the urgent need for student inquiry and engagement through student-guided questions and planned investigations, focusing on increasing mathematic and science assessment scores. (2019: 16.9% math proficiency and 13.0 Maryland Science Assessment score) A priority for the Cal Ripken Sr. Foundation is giving underserved students in disadvantaged neighborhoods the opportunity to participate in STEM programs. The Ripken Foundation will partner with HCPS to provide training, curriculum, and software products (Bee Bot, Code Hopper, Makey Makey, etc.) offering students interactive and engaging STEM activities with the potential of participating in STEM competitions with other Ripken STEM Centers. The STEM Center will be built during the fall of 2020, with the goal to open the center for students and families in the spring of 2021.</p>	
Outcomes	Strategies: <a href="#">(see definitions #21 for Evidence-Based ESEA Section 8101)</a>
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
<p><b>Who benefits from this activity?</b></p> <p><input checked="" type="checkbox"/> Students</p> <p><input type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p>	<p>Providing high-quality digital learning experiences to students in rural, remote, and underserved areas</p> <p>Level I - Strong Evidence</p> <p><b>Provide a link or citation below to support the Level of Evidence:</b> <a href="https://www.ripkenfoundation.org/programs/stem">https://www.ripkenfoundation.org/programs/stem</a></p>
Evaluation	
How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>	



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p><b>What are the desired changes?</b>          (Address all beneficiaries selected above; add more as needed)</p> <p><b>Outcome 1:</b>          By June 2022, staff will observe increased student engagement in STEM activities as compared to a baseline staff survey/assessment in the spring of 2021</p> <p><b>Outcome 2:</b>          By June 2022, 5<sup>th</sup> grade students' MISA scores will increase from the baseline of 13% proficiency in spring 2019 (most recent assessment pre-COVID) to 30% proficiency in the spring of 2022</p> <p><b>Outcome 3:</b>          By June 2022, 5<sup>th</sup> grade students will express increased interest in STEM careers as compared to 5<sup>th</sup> grades students in the fall of 2020, as measured by a pre-post program student survey.</p>	<p><b>Evaluation for Outcome 1:</b>          By June 2022, staff will observe increased student engagement in STEM activities as compared to a baseline staff survey/assessment in the spring of 2021.</p> <p><b>Evaluation for Outcome 2:</b>          By June 2022, fifth grade students' MISA scores will increase from the baseline of 13% proficiency in spring 2019 (most recent assessment pre-COVID) to 30% proficiency in the spring of 2022.</p> <p><b>Evaluation for Outcome 3:</b>          By June 2022, 5<sup>th</sup> grade students will express increased interest in STEM careers as compared to 5<sup>th</sup> grades students in the fall of 2020, as measured by a pre-post program student survey.</p>
<b>Use of Funds:</b>	<b>Provide a total dollar amount per activity.</b>
	<b>\$6,540</b>

**Appendix F**

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

Local Educational Agency: <u>Harford County Public Schools</u> (use drop down)		Grant Year: FY 2021	
<b>7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:</b>			
<b>Equitable Services:</b> Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).			
Participating Private Schools and Services: Provide information regarding <i>the names of participating private schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.</i> (Include below or as an attachment)			
<b>Formula to Determine Amount for Title IV, Part A Equitable Expenditures</b>			
<b>A. Number of Students</b>			
A1: LEA Enrollment	as of:	09/30/19	38,429
A2: Participating Private Schools Enrollment	as of:	09/01/20	1,950
A3: Total Enrollment [A1 + A2]			40,379
<b>B. Title II, Part A Allocation</b>			
B1: Total LEA Allocation			419,532.00
B2: Administrative Costs			0.00
B3: LEA Allocation Minus Admin Costs [B1-B2]			419,532.00
<b>C. Per Pupil Rate</b>			
C1: [B3 / A3]			<b>\$10.39</b>
<b>D. Equitable Services</b>			
Amount LEA must reserve for equitable services for private school teachers and other educational personnel [A2 x C1]			<b>20,262.00</b>
<b>HCPS Funds to Spend</b>			<b>399,270.00</b>
<b>Participating Private Schools</b>	<b>Enroll</b>	<b>Allocation</b>	
Harford Day	251	2,608.00	
John Carroll	722	7,502.00	
Grace Classical Acad (Oak Grove)	86	894.00	
St. Joan of Arc	197	2,047.00	
St. Margaret's	481	4,998.00	

**Appendix F**

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

Trinity	213	2,213.00	
<b>Total</b>	<b>1,950</b>	<b>20,262.00</b>	
Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.			
<b>Initial Consultation:</b>	<p>Non-public schools are invited to participate in the Title IV-A grant program along with the HCPS System. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consultation meeting. At that meeting factors affecting funding were discussed, possible programs outlined and discussed, and comments and questions addressed. The meeting occurred prior to the development of the Title IV-A program. (See meeting agenda, sign-in sheet, and signed affirmation of consultation on the following pages.)</p>		
<b>On-Going Consultation:</b>	<p>During April, May, and early June several non-public schools were again contacted via email and the telephone to encourage their participation in grant-funded activities. Additionally, throughout the school year, as needed, nonpublic schools are contacted via either email and/or telephone to discuss program and funding issues.</p>		
<b>Managing Disputes/Complaints:</b>	<p>HCPS Title I, Part A complaint procedure will be utilized to ensure all issues or concerns are attempted to be resolved.</p>		
Describe the school system's <i>process for providing equitable participation</i> to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)			
<b>Needs Assessment:</b>	<p>Each non-public school participating in Title IV-A funding develops a proposal and submits a sample plan (see nonpublic attachments) for using Title IV-A funds based on their need's assessment. To determine need, non-public schools used surveys; others used faculty suggestions to determine specific needs. The plans which were reviewed by HCPS Central Office staff will be used to direct the non-public schools' grant related activities.</p>		
<b>Monitoring:</b>	<p>Harford County Public Schools Office of Family and Community Partnerships supports non-public partners on a weekly, sometimes daily, basis. Non-public partners submit a plan based on needs assessment and Title IV allowable activities. After review and approval, non-public administrators work with the Family and Community Partnership Office for support.</p>		

**Appendix F**

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

<b>Professional Development Plan:</b>	Non-public partners submit requests for approved purchases using Title IV funds to the Office of Family and Community Partnerships. Staff of Family and Community Partnerships will purchase the items for the non-public partners. Each non-public partner is required to submit a final report to ensure activities were implemented as planned.
<b>Total Amount for Non-Public Transfers:</b>	<b>\$20,262</b>
<b>REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.</b>	

## Appendix F

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

Local Educational Agency: <u>Harford County Public Schools</u> (use drop down)	Grant Year: FY 2021
<b>8.0 Assurances [ESEA, Section 4106(E)(2)]:</b> <b>EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL—</b>	
<p><input checked="" type="checkbox"/> (A) prioritize the distribution of funds to schools served by the LEA that—</p> <ul style="list-style-type: none"><li>(i) are among the schools with the greatest needs, as determined by such LEA;</li><li>(ii) have the highest percentages or numbers of children counted under section 1124(c);</li><li>(iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);</li><li>(iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or</li><li>(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;</li></ul> <p><input checked="" type="checkbox"/> (B) comply with section 8501 (regarding equitable participation by private school children and teachers);</p> <ul style="list-style-type: none"><li>(i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1);</li><li>(ii) the LEA <b>expenditures</b>, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and</li><li>(iii) the LEA assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).</li></ul> <p><input checked="" type="checkbox"/> (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;</p> <p><input checked="" type="checkbox"/> (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;</p> <p><input checked="" type="checkbox"/> (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the LEA will comply with section 4109(b); and</p> <p><input checked="" type="checkbox"/> (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).</p> <p>(f) SPECIAL RULE.—Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)</p>	

**Appendix F**

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

<b>Local Educational Agency: <u>Harford County Public Schools</u></b> (use drop down)	<b>Grant Year: FY 2021</b>
<b>9.0 INTERNET SAFETY [ESEA, Section 4121]:</b>	
No funds made available under this part to a LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school both— (1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are— (i) obscene; (ii) child pornography; or (iii) harmful to minors; and (B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and (2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are— (i) obscene; or (ii) child pornography; and (B) is enforcing the operation of such technology protection measure during any use of such computers.	
<b>(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—</b> A LEA with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.	
<input checked="" type="checkbox"/> By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.	

**Appendix F**

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

Local Educational Agency: <u>Harford County Public Schools</u> (use drop down)	Grant Year: FY 2021
<b>10.0 BUDGET NARRATIVE:</b>	

**LEA12 Harford County Public Schools - Title IV FY21**

Activity	Cat / Prg / Obj	Line Item	Calculation	Amount	In-Kind	Total
4.1	203-205 / 02 / 01	ESOL Resource Teacher Salary	projected annual salary	62,217		62,217
4.1	212 / 00 / 04	FICA at 7.65% and Workers' Compensation at 0.79%	8.44% of ESOL Resource Teacher Salary	5,251		5,251
4.1	212 / 00 / 04	Health, Life, Dental and Retirement	projected annual costs	9,959		9,959
				<b>Total:</b>		<b>77,427</b>
4.2	203-205 / 01 / 01	Summer Work Program - Director and Assistant Director Salary	Dir 4 wks x 4 days/wk x 6 hrs/day x \$30/hr  Asst Dir 4 wks x 4 days/wk x 6 hrs/day x \$22/hr	4,992		4,992
4.2	212 / 00 / 04	FICA at 7.65% and Workers' Compensation at 0.79%	8.44% of Summer Work Program - Director and Assistant Director Salary	421		421
4.2	209 / 00 / 02	Daily bus transportation for Summer Work Program (Note: HCPS does not plan to offer a middle school summer school program that the summer work program could utilize).	4 wks x 4 days/wk x \$180/day	2,880		2,880
4.2	203-205 / 01 / 01	Summer Work Program - Student Workers' Wages	30 students x 4 wks x 4 days/wk x 6 hrs/day x \$11.75/hr	33,840		33,840
4.2	212 / 00 / 04	FICA at 7.65% and Workers' Compensation at 0.79%	8.44% of Summer Work Program - Student Workers' Wages	2,856		2,856
				<b>Total:</b>		<b>44,989</b>
4.3	203-205 / 02 / 01	Stipends for teachers to attend professional development	10 Teachers x 16 Hrs x \$20/hr	3,200		3,200
4.3	203-205 / 02 / 02	Training for teachers	vendor estimate	6,500		6,500
4.3	203-205 / 02 / 05	Furniture for Halls Cross Roads STEM Center	Seven 4-top tables and 28 chairs plus shipping	5,840		5,840
				<b>Total:</b>		<b>15,540</b>
5.1	203-205 / 01 / 01	Middle School After School Program - Program Coordinators' Stipends	3 schools x 1 Coord/sch x 14 wks x 14 hrs/wk x \$34/hr	19,992		19,992
5.1	212 / 00 / 04	FICA at 7.65% and Workers' Compensation at 0.79%	8.44% of Middle School After School Program - Program Coordinators' Stipends	1,687		1,687
5.1	203-205 / 01 / 01	Middle School After School Program Teacher Stipends	3 schools x 2 teachers/sch x 14 wks x 8 hrs/wk x \$34/hr	22,848		22,848



**LEA12 Harford County Public Schools - Title IV FY21**

<b>Activity</b>	<b>Cat / Prg / Obj</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
5.1	212 / 00 / 04	FICA at 7.65% and Workers' Compensation at 0.79%	8.44% of Middle School After School Program Teacher Stipends (Program)	1,928		1,928
5.1	203-205 / 01 / 01	Middle School After School Program Teacher Stipends (Planning)	3 schools x 2 teachers/sch x 14 wks x 2 hrs/wk x \$20/hr	3,360		3,360
5.1	212 / 00 / 04	FICA at 7.65% and Workers' Compensation at 0.79%	8.44% of Middle School After School Program Teacher Stipends (Planning)	284		284
5.1	209 / 00 / 02	Daily bus transportation for Middle School After School Program	3 schools x 2 buses/sch x 14 wks x 4 days/wk x \$180/day	60,480		60,480
5.1	203-205 / 01 / 02	Consultants to provide supplemental (entrepreneurial/arts integration/health & wellness) workshops for students	3 schools x 6 sessions/sch x \$500/session	9,000		9,000
				<b>Total:</b>		<b>119,579</b>
5.2	203-205 / 02 / 01	Parent and Community Engagement (PACE) Specialist Stipends	54 schools x 1 PACE Spec/sch x approximately \$2,000/specialist	108,000		108,000
5.2	212 / 00 / 04	FICA at 7.65% and Workers' Compensation at 0.79%	8.44% of Parent and Community Engagement (PACE) Specialist Stipends	9,115		9,115
5.2	203-205 / 02 / 02	Training to support PACE Specialists	3 days of training x \$2,667/day	8,000		8,000
				<b>Total:</b>		<b>125,115</b>
6.1	203-205 / 02 / 03	Instructional supplies and materials for the Halls Cross Roads STEM Center	littleBits, Makey Makey, Ozobot, Snap Circuits, Squishy Circuits, Bee-Bot, etc. including shipping	6,687		6,687
				<b>Total:</b>		<b>6,687</b>
7.0	203-205 / 01 / 08	Transfers for Equitable Services	Private Schools: 1,950 students x \$10.39/pupil	20,262		20,262
				<b>Total:</b>		<b>20,262</b>
N/A	201 / 22 / 08	Indirect Costs at 2.59% Base = \$419,532 - 5,840 [equip] - 20,262 [transfers] = \$393,430	(\$393,430) - ((\$393,430) / 1.0259)	9,933		9,933
				<b>Total:</b>		<b>9,933</b>
				<b>Grand Total:</b>		<b>419,532</b>

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

ORIGINAL GRANT BUDGET	\$419,532.00	AMENDED BUDGET #	00	REQUEST DATE	11/13/20
GRANT NAME	Title IV, Part A Student Support and Academic Enrichment	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	TBD	RECIPIENT GRANT #	23701		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	TBD	GRANT PERIOD	07/01/20	06/30/22	

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						9,933.00	9,933.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	85,032.00	9,000.00					94,032.00
Prog. 02 Special Prog.	173,417.00	14,500.00	6,687.00		5,840.00		200,444.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						20,262.00	20,262.00
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>		63,360.00					63,360.00
<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>				31,501.00			31,501.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	258,449.00	86,860.00	6,687.00	31,501.00	5,840.00	30,195.00	419,532.00

Finance Official Approval	<u>Jennifer Birkelien</u> Name	<u>Jennifer Birkelien (Nov 13, 2020 07:33 EST)</u> Signature	11/13/20 Date	410.809.6055 Telephone #
Supt./Agency Head Approval	<u>Dr. Sean W. Bulson</u> Name	<u>Sean Bulson</u> Signature	11/13/20 Date	410.838.7300 Telephone #
MSDE Grant Manager Approval	 Name	 Signature	 Date	 Telephone #

**ATTACHMENTS**

**EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS**

## Private Schools - Federal Non-Public School Meeting 2020-2021

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	1/16/20	2/4/20	Accept, but unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Title IV Part A	Contact me when HCPS applies for other grants	
Publicly Funded	Arrow Center for Education Riverside	1370 Brass Mill Rd	Belcamp	MD	21017		12/11/2019	✓											
Church-Exempt	Bethel Christian Academy	21 North Earlton Rd	Havre de Grace	MD	21078		12/11/2019	✓											
Non-Public	Bridges Montessori of Towson, Inc.	2529 Conowingo Road	Bel Air	MD	21015		12/11/2019	✓											
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		12/11/2019												
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015	**	12/11/2019	**											
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		12/11/2019	✓											
Non-Public	Friends School of Harford	2230 Rock Spring Rd	Forest Hill	MD	21050		12/11/2019												
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		12/11/2019	✓					✓						
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		12/11/2019	✓											
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		12/11/2019	✓											
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		12/11/2019												
Church-Exempt	Great Commission Christian Academy	3 North Earlton Road Ext.	Havre de Grace	MD	21078		12/11/2019	✓											
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		12/11/2019												
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		12/11/2019												
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlton Rd	Havre de Grace	MD	21078		12/11/2019	✓											
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		12/11/2019	✓											
Publicly Funded	High Road School of Harford County	1250 Brass Mill Road	Belcamp	MD	21017		12/11/2019	✓											
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		12/11/2019	✓											
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I - for MaryBeth	12/11/2019		✓	✓					✓	✓	✓		
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		12/11/2019	✓					✓						
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		12/11/2019	✓											
Non-Public	Oak Grove Classical Christian School	2416 Creswell Road	Bel Air	MD	21015		12/11/2019	✓	✓	✓					✓		✓	✓	
Church-Exempt	Open Arms Family Learning Center	1810 Nuttal Avenue	Edgewood	MD	21040		12/11/2019												
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		12/11/2019												
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		12/11/2019	✓	✓	✓				✓	✓	✓	✓	✓	✓
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		12/11/2019	✓	✓		✓				✓	✓	✓	✓	✓
Church-Exempt	St. Matthew PreSchool	1200 Churchville Rd	Bel Air	MD	21014		12/11/2019												
Non-Public	Sterling East - Chesapeake Campus	900 Trimble Road	Joppa	MD	21085		12/11/2019												
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		12/11/2019	✓											
Non-Public	Trinity Lutheran Christian School	1100 Philadelphia Rd	Joppa	MD	21085		12/11/2019	✓	✓	✓				✓	✓		✓	✓	✓
Must ask all non Church-Exempt schools and all Publicly Funded Private Schools: Do you have a 501(c)3 that states you are a non-profit?																			

TBW NOTES - Non-Respondents

Christ Our King Coop Nursery (410-836-0141)
** Emmorton Baptist Academy (410-569-0585) - TBW called on 1/8/2020 and a generic Verizon voicemail came on and said that phone number was not valid. TBW called on 1/3/2019 left message & asked if they were still in operation as a school. (410-569-0585),TBW called on 1/10/2019 - Spoke with an unidentified person. They stated the pastor/principal was only in the office Mondays - Wednesdays, I asked to email the pastor/principal a copy of the meeting invitation. She stated that I should call back and leave a message as the VMs are checked regularly. I called back and left a second message asking if they had received the letter from USPS and if I could email them a copy of the letter if needed. I gave both my cell and office numbers and requested they call back. 1/11/2019 - TBW received email from Emmorton Baptist Academy stating that they received the invitation. Received certified letter back from USPS "Return to Sender - No Such Street - Unable to Forward" on 1/24/19
** Friends School of Harford (443-640-6300) - TBW called on 1/3/2019, recording states the phone number is no longer in service. Also Listed as Permanently Closed on Google. (443-640-6300)
Grace Cooperative Nursery (410-272-8900)
Harford Christian School (410-939-3170)
** Harford Day School (410-879-2350) - TBW called on 1/3/2019 and left a message requesting a call back. (410-838-4848). 1/4/2019 - Ashley Wilkes called back and stated that she received the letter and that she didn't have any Title I Students. 1/7/19 - TBW called Ashley and explained that she could still come and listen to additional information about Title II, III, & IV.
Open Arms Family Learning Center (410-676-4847) - TBW called on 1/8/2020, Inquiring if the received the letter or if the school was open? Requested a call back.... On 1/3/2019 0 Pastor Warlick stated the school was closed. (410-830-0342)
St. Francis de Sales Preschool (410-676-1870)
** St. Matthew PreSchool (301-838-3178) - TBW called on 1/3/2019 and left a message requesting a call back. 1/3/2018 PM - Mary Ann called back and stated that the school had received the letter. (410-838-3178)
Sterling East - Chesapeake Campus (410-676-1138)



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

December 11, 2019

St. Joan of Arc School  
Attn: School Principal  
230 S. Law Street  
Aberdeen, MD 21001

Dear Sir/Madam:

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Supporting Effective Instruction; Title III, Part A: Language Instruction for English Learners and Migrant Students; and Title IV: Student Support and Academic Enrichment Grants. In order to offer your school, the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2021/School Year 2020-2021, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, January 16, 2020  
Time: 10:00 a.m. – 11:30 a.m.  
Place: Harford County Public Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Curriculum Conference Room 215 – 2<sup>nd</sup> Floor

OR

Date: Tuesday, February 4, 2020  
Time: 1:30 p.m. – 3:00 p.m.  
Place: Harford County Public Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Curriculum Conference Room 215 – 2<sup>nd</sup> Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Friday, January 10, 2020. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded Every Student Succeeds Act (ESSA) provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

(over)

A letter of this nature cannot begin to describe the scope of the Every Student Succeeds Act (ESSA), Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2019-2020 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary  
Edgewood Elementary  
Havre de Grace Elementary  
Magnolia Elementary

Deerfield Elementary  
George D. Lisby Elementary at Hillsdale  
Hall's Cross Roads Elementary  
William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2020-2021 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Friday, January 10, 2020.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Friday, January 10, 2020. Failure to return this form by Friday, January 10, 2020, indicates that your school does not want to participate in the federal grants program for the 2020-2021 School Year.

Sincerely,

*Mary Beth Stapleton*

Mary Beth Stapleton  
Coordinator of Grants

*Thomas Webber*

Thomas Webber  
Assistant Supervisor – Title I

Enclosures

**Attachment A**

HARFORD COUNTY PUBLIC SCHOOLS  
102 S. Hickory Avenue  
Bel Air, MD 21014

**PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I**

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: \_\_\_\_\_

Address of School: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

Principal/Director: \_\_\_\_\_

- Title I income eligible students by grade residing in these attendance areas:

<b><i>Title I Public Schools*</i></b>	<b><i>K</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>	<b><i>5</i></b>	<b><i>Total</i></b>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

\*School child would attend if enrolled Harford County Public Schools.

(over)



2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number \_\_\_\_\_

Math: Number \_\_\_\_\_

Both: Number \_\_\_\_\_

4. Principal/Director:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Attachment B**

Harford County Public Schools  
Federal Education Programs Intent to Participate Form  
2020-2021 School Year

***Please type or print all information.***

School: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

***Check (✓) the appropriate line.***

\_\_\_\_\_ Either I or a representative will attend the HCPS meeting on Thursday, January 16, 2020.

\_\_\_\_\_ Either I or a representative will attend the HCPS meeting on Tuesday, February 4, 2020.

\_\_\_\_\_ I am unable to attend neither of the two HCPS meetings on Thursday, January 16, 2020 nor Tuesday, February, 4 2020. However, my school plans to participate in federal grants during the 2020-21 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

\_\_\_\_\_ **Title I, Part A – Improving Basic Programs Operated by LEAs**

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

\_\_\_\_\_ **Title II, Part A – Supporting Effective Instruction**

\_\_\_\_\_ **Title III, Part A – Language Instruction for English Learners and Migrant Students**

\_\_\_\_\_ **Title IV, Part A – Student Support and Academic Enrichment Grants**

\_\_\_\_\_ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

\_\_\_\_\_ I decline participation in all federal grant programs during the 2020-2021 school year.

**Please return this form to, in the enclosed self-addressed stamped envelope to Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.**

Failure to return this form by Friday, January 10, 2020, indicates that your school does not want to participate in the federal grants program for the 2020-2021 School Year.

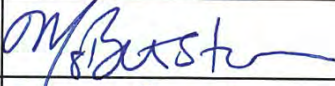

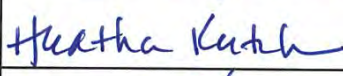
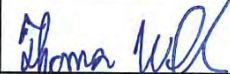
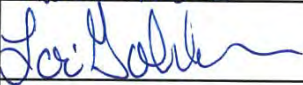
# Non-Public School Meeting


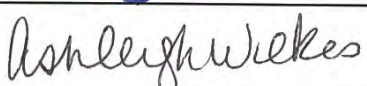

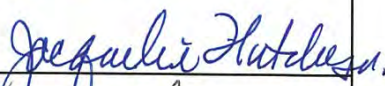
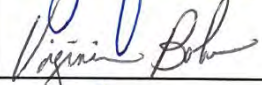

Thursday, January 16, 2020

10:00 - 11:30 a.m.

Curriculum Conference Room #215 - 2nd Floor

## PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Manager - Family and Community Partnerships	
CEO	Erin Steelman	Curriculum Specialist	
Central	Heather Kutcher	Coordinator of Teacher Induction	
Central	Thomas Webber	Assistant Supervisor - Title I	
CEO	Lori Gohlinghorst		

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	Heather Flosser	teacher	
Harford Day School	Ashleigh Wilkes	<del>Ed</del> Lower School Head	
John Carroll School	Tom Dvornik	Principal	
Oak Grove Classical Christian School	Jacqueline Hutcheson	Administrative Director	
St. Joan of Arc School	Virginia Baker	Principal	
Trinity Lutheran Christian School	April Blahut	Ed Director	

## FEDERAL EDUCATION PROGRAMS MEETING

Thursday, January 16, 2020

10:00 a.m. - 11:30 a.m.

Harford County Public Schools  
102 S. Hickory Avenue  
Curriculum Conference Room #, 2<sup>nd</sup> Floor  
Bel Air, MD 21014

### AGENDA

Welcome/Introductions                      Thomas Webber

Discussions:

Title I, Part A                                      Thomas Webber

Title II, Part A                                     Heather Kutcher

Title III, Part A                                  Erin Steelman

Title IV, Part A                                  Mary Beth Stapleton

Questions                                         All participants

Adjournment

Harford County Public Schools  
Office of Title I


January 16, 2020

Providing Services to Eligible  
Private School Children

1

**Title I in Harford County Public Schools  
Mission Statement**

The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.



2

Harford County Public Schools –Title I Schools –SY 2019–2020

<b>Bakerfield Elementary School</b> 36 Baker Street Aberdeen, MD 21001 410-273-5518 Principal- Mrs. Tara Dedeaux	<b>George D. Lisho Elementary School at Hillsdale</b> 810 Edmund Street Aberdeen, MD 21001 410-273-5530 Principal- Mrs. Christine Langrehr
<b>Edgewood Elementary</b> 2100 Cedar Drive Edgewood, MD 21040 410-612-1540 Principal- Mrs. Cynthia Ross	<b>Hall's Cross Roads Elementary School</b> 203 East Bel Air Avenue Aberdeen, MD 21001 410-273-5524 Principal- Mrs. Christina Douglas
<b>Dorfield Elementary</b> Willoughby Beach Road Edgewood, MD 21040 410-612-1535 Principal- Mr. Gregory Lane	

3

Harford County Public Schools –Title I Schools –SY 2019–2020

**Havre de Grace Elementary School**  
600 Juniata Street  
Havre de Grace, MD 21078  
410-939-6616  
Principal- Mr. Ronald C. Wooden

**Magnolia Elementary School**  
901 Trimble Road  
Joppa, MD 21085  
410-612-1553  
Principal- Mrs. Audrey Vohs

**William Paca/Old Post Road Elementars School**  
2708 Old Philadelphia Road  
Aberington, MD 21009  
410-612-2033  
Principal- Mrs. Tammy Bosley

4

**Title I, Part A  
General Regulations**

Each participating Local Education Agency (LEA) is required to provide eligible\* private school children, their families, and their teachers with Title I educational services or other benefits that are equitable to those provided to eligible\* public school children, their families, and their teachers.

\* Academically at-risk

5

**Title I, Part A  
General Regulations**

The Title I program provides supplemental educational services for academically at-risk public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments\*.

\*Or other more appropriate standards and/or assessments for private school Title I students as determined in consultation.

6

**Title I, Part A  
Public Schools Served**

A LEA annually ranks its eligible public schools based on poverty rate and selects the schools that the LEA will serve by determining an annual poverty rate cut-off.

The LEA must serve schools that exceed 75% poverty in rank order and may serve lower ranked areas by grade-span grouping.

HCPS currently serves elementary grades (K-5) only.

7

**Title I, Part A  
Allocating Funds – Off the Top**

The LEA **must** allocate funds to a participating public school attendance area on the basis of the **total** number of children from low-income families, **including** low-income children attending private schools who reside in an existing Title I school's attendance area.

8

**Title I, Part A  
Allocating Funds – Off the Top**

Under Section 1117(a) private school funding must come off the top of the allocation before any district set asides are allowed. The LEA must determine the proportionate amount of Title I funds received by an LEA prior to any other allowable expenditures for funds.

9

### Title I, Part A Allocating Funds – Off the Top

The LEA must determine the total number of low-income eligible Private School students. This number is divided by the total number of eligible Public and Private school low-income students. The percentage is multiplied with the LEA's total Title I allocation and used to determine private school's proportionate amount.

10

### Title I, Part A Private Schools Generate vs. Receive

**Private School Eligibility Requirements:**  
Low-income student(s) of a private school must reside in an existing LEA's public Title I school's attendance area on September 30<sup>th</sup> in order for the private school to be eligible for Title I services the following school year.

a. Private school students **"generate"** Title I funds to be used to service academically at-risk students at the private school if they meet all of the following criteria:

- 1) Attend the Private School
- 2) Reside (proof of address required) in an existing Title I Public School enrollment area
- 3) Be identified as low-income;

11

### Title I, Part A Private Schools Generate vs. Receive

**Private School Eligibility Requirements – Continued**

b. Private school students may **"receive"** Title I services if they meet all of the following criteria:

- 1) Attend the Private School
- 2) Reside (proof of address required) in an existing Title I Public School enrollment area
- 3) Be identified as academically failing or at-risk of failing to meet the state's standards

12

### Title I, Part A Use of Funds

Title I funding allocated for servicing eligible private school children depends solely on the number of low-income private school children who reside in an existing Title I school's attendance area (as of September 30<sup>th</sup> of each year for use during the FOLLOWING school year).

The funds generated by these children are used only for **Instructional services** to eligible, academically at-risk students at the private school.

13

### Title I, Part A Program Services

Academically at-risk private school children that receive Title I services are those who are failing or are most at risk of failing to meet Maryland State Assessment Standards.

*Or other more appropriate standards for private school Title I Students*

14

### Title I, Part A Program Services

Title I services must be supplemental and may not replace or supplant services that would ordinarily be provided by private schools to academically at-risk private school children.

15

### Title I, Part A Program Services

**Types of Services:**

- ▶ Instruction outside the regular classroom
  - Extended learning time (before and after school) focus on reading and math, literacy programs, or early childhood (grades K-1)
- ▶ *Combination of services listed above*
- ▶ Services may be provided by a Third-Party vendor.

16

### Title I, Part A Consultation

- ▶ The LEA makes the final decisions with respect to Title I services that are provided to eligible private school students.
- ▶ Appropriate consultation with private school officials is often the key to ensuring that a LEA's program for equitable participation is a success.

17

### Title I, Part A Consultation

- ▶ Timely – occurs before decisions are made that affect opportunities of eligible private school students.
- ▶ Meaningful – LEA must consider comments of private school officials.

18

**Title I, Part A  
Parental Involvement**

Private school parents of Title I students must be offered the opportunity to participate equitably in parental involvement activities.

The LEA must consult with private school officials and parents of participating private school students regarding parental involvement activities.

19

19

**Title I, Part A  
Professional Development**

The LEA must consult with private school officials and teachers in designing professional development to increase the teachers' skills and knowledge in providing instruction to Title I students.

20

20

**HCPS Title I Office  
Contact Information**

Thomas Webber  
Assistant Supervisor – HCPS Title I Office  
410-809-6062  
[Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

21

21

## **Title II, Part A**

### **PROGRAM NARRATIVE**

A program narrative must be completed for Title II, Part A proposed programs. Non-Public schools participating in Title II, Part A grant funded programs must submit a completed narrative for approval by the Harford County Public School (HCPS) System prior to receiving grant funding. Programs must fall within the FEDERAL PRIORITIES outlined in the program description pages (see Attachment A.1) and address your schools' NEED as outlined on Form 3 – Results of Needs Assessment (see Attachment B.) It is possible to have more than one program addressing a particular need. Provide information for each category listed below. Use the category headings and provide the information in the order indicated. Please limit the information to no more than 2 pages per program. Use no less than one-inch margins and a 12-point font.

#### **Part I – Priority Being Addressed by this Program**

- State allowable activity being addressed or check activity and attach allowable activity page to narrative.
- Describe the proposed program as related to the priorities outlined in the program description pages (Attachment A.1).

#### **Part II – Results of Needs Assessment**

- Identify the need that will be addressed through this program.
- If available, cite relevant data that supports the need.
- State how the needs were identified.

#### **Part III – Plan of Operation**

- State your goal for this program.
- List the objectives for the program with supporting activities.
- List targeted dates for the activities within the program.
- Identify the person responsible for this program.

#### **Part IV – Budget Narrative**

- As closely as possible, state the amount of funds to be used for each aspect of the program.
- Briefly explain how the funds will be used in this program.

#### **Part V – The Evaluation**

- Explain how you will evaluate this program.
- Explain how student achievement will be improved as a result of this program.
  - Cite the data sources that will be used to determine student achievement.





# MEMO

**To:** Representatives of non-public Schools  
**From:** Chandra Krantz, Supervisor of World Languages and ELL  
**CC:** Mary Beth Stapleton, Manager of Family and Community Partnerships  
Thomas Webber, Grant Assistant Supervisor Title I  
Juraj Duracka, ELL Curriculum Specialist  
**Date:** January 9, 2020  
**Re:** Title III Part A

The Office of World Languages and ELL will, upon request, offer suggestions to non-public school officials and teachers as it relates to the identification and instruction of English language learners. In addition, as professional development sessions are offered during the 2020-2021 school year to HCPS personnel, non-public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the non-public schools in this geographical area for preview and/or use.

HCPS

## Harford County Public Schools

FY21 Title IV, Part A  
Non-Public/Private School  
Consultation Meeting  
January 16, 2020

1

HCPS

### Purpose of Title IV, Part A

- The Every Student Succeeds Act (ESSA) was signed into law in December 2015.
- Newly authorized under Subpart 1 of Title IV, Part A of the ESSA, is the **Student Support Academic and Enrichment Grant (SSAE)** program.
  - Program is intended to meet the commitment of equity and opportunity for all students.

2

HCPS

### Purpose continued...

- The goal of the Student Support and Academic Enrichment program is to:
  - Provide all students with access to a well-rounded education;
  - Improve school conditions for student learning; and,
  - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

3

HCPS

### Equitable Participation

- Services and other benefits to private school students must be:
  - Secular, neutral, and non-ideological
  - Provided in a timely manner
  - Equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel

4

HCPS

### Equitable Services continued...

- Participating Private Schools and Services must provide:
  - Information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services

5

HCPS

### Allowable Use of Funds – Samples (Slide Source: MSDE)

Well-Rounded Educational Opportunities	Safe and Healthy Students	Effective Use of Technology
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM subjects)	Promoting community and parent involvement in schools	Carrying out blended learning projects
Supporting college and career counseling including providing information on opportunities for financial aid	Implementing re-entry programs and transitions services for justice involved youth	Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools	Creating child sexual abuse awareness and prevention programs	Building technological capacity and infrastructure
Improving access to foreign language instruction, arts, and music education	Promoting school readiness and academic success	Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

6

HCPS

### Activities to Support Well-Rounded Educational Opportunities

Well Rounded Educational Opportunities
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM subjects)
Supporting college and career counseling including providing information on opportunities for financial aid
Promoting access to accelerated learning opportunities including AP and IB programs, dual or concurrent enrollment programs and early college schools
Improving access to foreign language instruction, arts and music education
Strengthening instruction in American history, civics, economics, geography, government education and environment education.

7

HCPS

### Activities to Support Effective Use of Technology

Effective Use of Technology
Carrying out Blended Learning projects.
Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities
Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

8

HCPS

### Activities to Support Safe and Healthy Students

Safe and Healthy Students
Promoting community and parent involvement in schools
Implementing re-entry programs and transitions services for justice involved youth
Creating child sexual abuse awareness and prevention programs
Promoting school readiness and academic success
Providing school-based mental health services and counseling

9

**HCPS** .....  
**Activities to Support Effective Use of Technology**

**Effective Use of Technology**

Carrying out Blended Learning projects.

Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities

Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

10

**HCPS** .....  
**Proposed School Level FY21 Plan**

- ☐ Brief description of specific services to be provided and how they are coordinated or integrated with other programs, strategies and/or activities in place to improve outcomes for students (Cite evidence-based studies that support the strategy/activity)
- ☐ Explain how the funds will be used for activities that will occur no later than 6/30/21 to support disadvantaged students

11

**HCPS** .....  
**Questions?**

Contact:  
Mary Beth Stapleton, Manager of Family & Community Partnerships  
[Marybeth.Stapleton@hcps.org](mailto:Marybeth.Stapleton@hcps.org)  
(410) 588-5263

12



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

## Contacts for Federal Programs

**Title I, Part A:** Improving Basic Programs Operated by Local Educational Agencies  
Thomas Webber (410) 809-6062 [Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

**Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals  
Jackie Tarbert (410) 273-5621 [Jacqueline.Tarbert@hcps.org](mailto:Jacqueline.Tarbert@hcps.org)

**Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement  
Chandra Krantz (410) 588-5218 [Chandra.Krantz@hcps.org](mailto:Chandra.Krantz@hcps.org)

**Title IV, Part A:** Student Support and Academic Enrichment  
Mary Beth Stapleton (410) 588-5263 [MaryBeth.Stapleton@hcps.org](mailto:MaryBeth.Stapleton@hcps.org)

### Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc School School,  
a non-public school within attendance area boundaries of the Harford County Public School (HCPS)  
System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and  
St. Joan of Arc School engaged in consultation about  
the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating</b> <b>for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, St. Joan of Arc School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Virginia Bahr  
Signature of Non-Public School Representative

January 16, 2020  
Date

Virginia Bahr  
Name (please print)

410-272-1387  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Trinity Lutheran Christian School School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

April Blehert  
Signature of Non-Public School Representative

1/16/20  
Date

April Blehert  
Name (please print)

410-679-4000 x102  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of The John Carroll School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and The John Carroll school School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	✓	
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	✓	✓
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	✓	✓
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	✓	✓

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, The John Carroll School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

  
\_\_\_\_\_  
Signature of Non-Public School Representative

Kimberly Streett Zarzycki  
\_\_\_\_\_  
Name (please print)

1-16-2020  
\_\_\_\_\_  
Date

443-243-9086  
\_\_\_\_\_  
Telephone Number



### Affirmation of Consultation

I am an administrator/representative of Harford Day School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Harford Day School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, Harford Day School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Ashleigh Wilkes  
Signature of Non-Public School Representative

1/16/2020  
Date

Ashleigh Wilkes  
Name (please print)

410-838-4848  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Oak Grove Classical Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Oak Grove Classical Christian School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, \_\_\_\_\_ School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Jacqueline J. Hutcherson  
Signature of Non-Public School Representative

Jacqueline J. Hutcherson  
Name (please print)

1/16/2020  
Date

443-617-2126  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, Bethel Christian Academy School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

  
\_\_\_\_\_  
Signature of Non-Public School Representative

1-16-2020  
\_\_\_\_\_  
Date

Heather Fiosser  
\_\_\_\_\_  
Name (please print)

(410) 939-4060  
\_\_\_\_\_  
Telephone Number


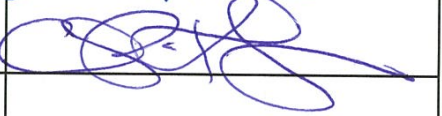
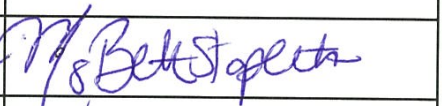
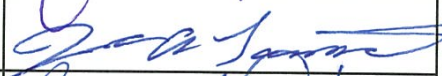


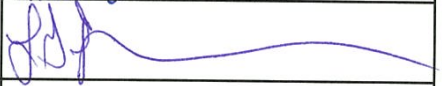


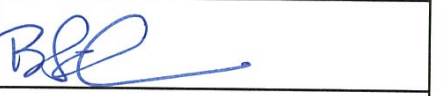
# Non-Public School Meeting

Tuesday, February 4, 2020

1:30 - 3:00 p.m.

Curriculum Conference Room #215 - 2nd Floor

## PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
HCPS - Central	Sara Harvey	Purchasing Agent	
HCPS - Central	Chandra Krantz	Supervisor - English Language Learners and World Language	
MSDE	Barb Scherr	Ombudsman for Equitable Services	
HCPS - Central	Mary Beth Stapleton	Manager - Family and Community Partnerships	
HCPS - CEO	Jackie Tarbert	Coordinator - Leadership and Professional Development	
HCPS - Central	<del>Bobbie</del> Bobbie Tolston	Supervisor - Purchasing	
HCPS - Central	Thomas Webber	Assistant Supervisor - Title I	
	Lori Cochran	P.D	
<del>HCPS - Central</del>	<del>Bobbie Tolston</del>		
Non-Public Schools			
School	Name (please print)	Job Title	Signature
St. Margaret School	Peggy Messers	SMS Counselor	
John Carroll	Leanna Saylor	Accountant	
MSDE	Barbara Scherr	<sup>Tr/FE</sup> Ombudsman	

## **FEDERAL EDUCATION PROGRAMS MEETING**

Tuesday, February 4, 2020

1:30 – 3:00 p.m.

Harford County Public Schools  
102 S. Hickory Avenue  
Curriculum Conference Room #215, 2<sup>nd</sup> Floor  
Bel Air, MD 21014

### **AGENDA**

Welcome/Introductions                      Thomas Webber

Discussions:

Title I, Part A                                      Thomas Webber

Title II, Part A                                     Jackie Tarbert


Title III, Part A                                  Chandra Krantz

Title IV, Part A                                  Mary Beth Stapleton

Questions                                        All participants

Adjournment



**Harford County Public Schools**  
**Office of Title I**  
  
**February 4, 2020**  
  
**Providing Services to Eligible**  
**Private School Children**



1

**Title I in Harford County Public Schools**  
**Mission Statement**


The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.

2

Harford County Public Schools –Title I Schools –SY 2020–2021


<p><b><u>Bakerfield Elementary School</u></b>          36 Baker Street          Aberdeen, MD 21001          410-273-5518          Principal- Mrs. Tara Dedeaux</p>	<p><b><u>George D. Lisby Elementary School at Hillsdale</u></b>          810 Edmund Street          Aberdeen, MD 21001          410-273-5530          Principal- Mrs. Christine Langrehr</p>
<p><b><u>Edgewood Elementary</u></b>          2100 Cedar Drive          Edgewood, MD 21040          410-612-1540          Principal- Mrs. Cynthia Ross</p>	<p><b><u>Hall's Cross Roads Elementary School</u></b>          203 East Bel Air Avenue          Aberdeen, MD 21001          410-273-5524          Principal- Mrs. Christina Douglas</p>
<p><b><u>Deerfield Elementary</u></b>          Willoughby Beach Road          Edgewood, MD 21040          410-612-1535          Principal- Mr. Gregory Lane</p>	



3

Harford County Public Schools –Title I Schools –SY 2020–2021

<p><b><u>Havre de Grace Elementary School</u></b>          600 Juniata Street          Havre de Grace, MD 21078          410-939-6616          Principal- Mr. Ronald C. Wooden</p>	<p><b><u>Riverside Elementary School</u></b>          211 Stillmeadow Drive          Joppa, MD 21085          410-612-1559          Principal- Mr. Christopher Yancone</p>
<p><b><u>Magnolia Elementary School</u></b>          901 Trimble Road          Joppa, MD 21085          410-612-1553          Principal- Mrs. Audrey Vohs</p>	<p><b><u>William Paca/Old Post Road Elementary School</u></b>          2706 Old Philadelphia Road          Abingdon, MD 21009          410-612-2033          Principal- Mrs. Tammy Bosley</p>




4

**Title I, Part A**  
**General Regulations**

Each participating Local Education Agency (LEA) is required to provide eligible\* private school children, their families, and their teachers with Title I educational services or other benefits that are equitable to those provided to eligible\* public school children, their families, and their teachers.

\* Academically at-risk




5

**Title I, Part A**  
**General Regulations**

The Title I program provides supplemental educational services for academically at-risk public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments\*.

\*Or other more appropriate standards and/or assessments for private school Title I students as determined in consultation.



6

### Title I, Part A Public Schools Served

A LEA annually ranks its eligible public schools based on poverty rate and selects the schools that the LEA will serve by determining an annual poverty rate cut-off.

The LEA must serve schools that exceed 75% poverty in rank order and may serve lower ranked areas by grade-span grouping.

HCPS currently serves elementary grades (K-5) only.

7

### Title I, Part A Allocating Funds – Off the Top

Under Section 1117(a) private school funding must come off the top of the allocation before any district set asides are allowed. The LEA must determine the proportionate amount of Title I funds received by an LEA prior to any other allowable expenditures for funds.

Total # of <u>Private</u> School eligible Title I Students	÷	Total # of <u>Public &amp; Private</u> School eligible Title I Students	=	Private School Ratio
Harford's Total Title I Allocation × Private School Ratio = Total Amount Set Aside for Private Schools				

8

### Title I, Part A Private Schools Generate vs. Receive

**Private School Eligibility Requirements:**  
Low-income student(s) of a private school must reside in an existing LEA's public Title I school's attendance area on September 30<sup>th</sup> in order for the private school to be eligible for Title I services the following school year.

a. Private school students "generate" Title I funds to be used to service academically at-risk students at the private school if they meet all of the following criteria:

- 1) Attend the Private School
- 2) Reside (proof of address required) in an existing Title I Public School enrollment area
- 3) Be identified as low-income;

9

### Title I, Part A Private Schools Generate vs. Receive

**Private School Eligibility Requirements – Continued**

b. Private school students may "receive" Title I services if they meet all of the following criteria:

- 1) Attend the Private School
- 2) Reside (proof of address required) in an existing Title I Public School enrollment area
- 3) Be identified as academically failing or at-risk of failing to meet the state's standards

10

### Title I, Part A Use of Funds

Title I funding allocated for servicing eligible private school children depends solely on the number of low-income private school children who reside in an existing Title I school's attendance area (as of September 30<sup>th</sup> of each year for use during the FOLLOWING school year).

The funds generated by these children are used only for instructional services to eligible, academically at-risk students at the private school.

11

### Title I, Part A Program Services

Title I services must be supplemental and may not replace or supplant services that would ordinarily be provided by private schools to academically at-risk private school children.

12

## Title I, Part A Program Services

### Types of Services:

- ▶ Instruction outside the regular classroom
  - Extended learning time (before and after school) focus on reading and math, literacy programs, or early childhood (grades K-1)
- ▶ *Combination of services listed above*
- ▶ Services may be provided by a Third-Party vendor.

13

13

## Title I, Part A Consultation

- ▶ Timely – occurs before decisions are made that affect opportunities of eligible private school students.
- ▶ Meaningful – LEA must consider comments of private school officials.

14

14

## Title I, Part A Consultation

- ▶ Appropriate consultation with private school officials is often the key to ensuring that a LEA's program for equitable participation is a success.
- ▶ The LEA makes the final decisions with respect to Title I services that are provided to eligible private school students.

15

15

## Title I, Part A Parental Involvement

Private school parents of Title I students must be offered the opportunity to participate equitably in parental involvement activities.

The LEA must consult with private school officials and parents of participating private school students regarding parental involvement activities.

16

16

## Title I, Part A Professional Development

The LEA must consult with private school officials and teachers in designing professional development to increase the teachers' skills and knowledge in providing instruction to Title I students.

17

17

## HCPS Title I Office Contact Information

Thomas Webber  
Assistant Supervisor – HCPS Title I Office  
410-809-6062  
[Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

18

18



## **Title II, Part A**

### **PROGRAM NARRATIVE**

A program narrative must be completed for Title II, Part A proposed programs. Non-Public schools participating in Title II, Part A grant funded programs must submit a completed narrative for approval by the Harford County Public School (HCPS) System prior to receiving grant funding. Programs must fall within the FEDERAL PRIORITIES outlined in the program description pages (see Attachment A.1) and address your schools' NEED as outlined on Form 3 – Results of Needs Assessment (see Attachment B.) It is possible to have more than one program addressing a particular need. Provide information for each category listed below. Use the category headings and provide the information in the order indicated. Please limit the information to no more than 2 pages per program. Use no less than one-inch margins and a 12-point font.

#### **Part I – Priority Being Addressed by this Program**

- State allowable activity being addressed or check activity and attach allowable activity page to narrative.
- Describe the proposed program as related to the priorities outlined in the program description pages (Attachment A.1).

#### **Part II – Results of Needs Assessment**

- Identify the need that will be addressed through this program.
- If available, cite relevant data that supports the need.
- State how the needs were identified.

#### **Part III – Plan of Operation**

- State your goal for this program.
- List the objectives for the program with supporting activities.
- List targeted dates for the activities within the program.
- Identify the person responsible for this program.

#### **Part IV – Budget Narrative**

- As closely as possible, state the amount of funds to be used for each aspect of the program.
- Briefly explain how the funds will be used in this program.

#### **Part V – The Evaluation**

- Explain how you will evaluate this program.
- Explain how student achievement will be improved as a result of this program.
  - Cite the data sources that will be used to determine student achievement.



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

**ALLOWABLE ACTIVITIES**

<b>Strategies and Activities to Improve the Quality of the Teaching Force</b>	
<p><b>1.</b> Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p style="margin-left: 40px;"><b>(a) Content knowledge.</b> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p style="margin-left: 40px;"><b>(b) Classroom practices.</b> Providing training to improve teaching practices and student academic achievement through:</p> <p style="margin-left: 80px;">(1) effective instructional strategies, methods, and skills;</p> <p style="margin-left: 80px;">(2) The use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a) (3) (A)].</p>	
<p><b>2.</b> Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <p style="margin-left: 40px;">2.1 Involve collaborative groups of teachers and administrators;</p> <p style="margin-left: 40px;">2.2 Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p style="margin-left: 40px;">2.3 Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</p> <p style="margin-left: 40px;">2.4 Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</p> <p style="margin-left: 40px;">2.5 Provide training on how to use data and assessments to improve classroom practice and student learning. [Section 2123(a) (3) (B)].</p>	
<p><b>3.</b> Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders. [Section 2123(a) (6)].</p>	

**PROFESSIONAL DEVELOPMENT** - The term ‘professional development’ -

- (A) includes activities that -
- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
  - (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
  - (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
  - (iv) improve classroom management skills;
  - (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and (II) are not 1-day or short-term workshops or conferences;
  - (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

- (vii) advance teacher understanding of effective instructional strategies that are
    - (I) based on scientifically based research (except that this sub-clause shall not apply to activities carried out under part D of title II); and
    - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
  - (viii) are aligned with and directly related to -
    - (I) State academic content standards, student academic achievement standards, and assessments; and
    - (II) the curricula and programs tied to the standards described in sub-clause (I) except that this sub-clause shall not apply to activities described in clauses (ii) and (iii) of Section 2123(3) (B);
  - (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
  - (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
  - (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
  - (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
  - (xiii) provide instruction in methods of teaching children with special needs;
  - (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
  - (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that -
- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
  - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
  - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

# MEMO

**To:** Representatives of non-public Schools  
**From:** Chandra Krantz, Supervisor of World Languages and ELL  
**CC:** Mary Beth Stapleton, Manager of Family and Community Partnerships  
Thomas Webber, Grant Assistant Supervisor Title I  
Juraj Duracka, ELL Curriculum Specialist  
**Date:** January 9, 2020  
**Re:** Title III Part A

The Office of World Languages and ELL will, upon request, offer suggestions to non-public school officials and teachers as it relates to the identification and instruction of English language learners. In addition, as professional development sessions are offered during the 2020-2021 school year to HCPS personnel, non-public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the non-public schools in this geographical area for preview and/or use.

HOPS

## Harford County Public Schools

FY21 Title IV, Part A  
Non-Public/Private School  
Consultation Meeting  
February 4, 2020

1

### Purpose of Title IV, Part A

- ☺ The Every Student Succeeds Act (ESSA) was signed into law in December 2015.
- ☺ Newly authorized under Subpart 1 of Title IV, Part A of the ESEA, is the **Student Support Academic and Enrichment Grant (SSAE)** program.
  - Program is intended to meet the commitment of equity and opportunity for all students.

HOPS

2

### Purpose continued...

- ☺ The goal of the Student Support and Academic Enrichment program is to:
  - Provide all students with access to a well-rounded education;
  - Improve school conditions for student learning; and,
  - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

HOPS

3

### Equitable Participation

- ☺ Services and other benefits to private school students must be:
  - Secular, neutral, and non-ideological
  - Provided in a timely manner
  - Equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel

4

### Equitable Services continued...

- ☺ Participating Private Schools and Services must provide:
  - Information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services

5

### Allowable Use of Funds – Samples (Slide Source: MSDE)

Well-Rounded Educational Opportunities	Safe and Healthy Students	Effective Use of Technology
Improving instruction and student engagement in science, technology, engineering, and mathematics, and computer science (STEM subjects)	Promoting community and parent involvement in schools	Carrying out blended learning projects
Supporting college and career counseling, including providing information on opportunities for financial aid	Implementing re-entry programs and transitions services for justice involved youth	Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools	Creating child sexual abuse awareness and prevention programs	Building technological capacity and infrastructure
Improving access to foreign language instruction arts, and music education	Promoting school readiness and academic success	Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

6

**HOPS** .....  
**Activities to Support Well-Rounded Educational Opportunities**

**Well Rounded Educational Opportunities**

- Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM subjects)
- Supporting college and career counseling including providing information on opportunities for financial aid
- Promoting access to accelerated learning opportunities including AP and IB programs, dual or concurrent enrollment programs and early college schools
- Improving access to foreign language instruction, arts and music education
- Strengthening instruction in American history, civics, economics, geography, government education and environment education.

7

**HOPS** .....  
**Activities to Support Effective Use of Technology**

**Effective Use of Technology**

- Carrying out Blended Learning projects.
- Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities
- Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

8

**HOPS** .....  
**Activities to Support Safe and Healthy Students**

**Safe and Healthy Students**

- Promoting community and parent involvement in schools
- Implementing re-entry programs and transitions services for justice involved youth
- Creating child sexual abuse awareness and prevention programs
- Promoting school readiness and academic success
- Providing school-based mental health services and counseling

9

**HOPS** .....  
**Activities to Support Effective Use of Technology**

**Effective Use of Technology**

- Carrying out Blended Learning projects.
- Providing students in underserved areas with the resources to benefit from high-quality digital learning opportunities
- Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement

10

**HOPS** .....  
**Proposed School Level FY21 Plan**

- Brief description of specific services to be provided and how they are coordinated or integrated with other programs, strategies and/or activities in place to improve outcomes for students (Cite evidence-based studies that support the strategy/activity)
- Explain how the funds will be used for activities that will occur no later than 6/30/21 to support disadvantaged students

11

**HOPS** .....  
**Questions?**

Contact:  
 Mary Beth Stapleton, Manager of Family & Community Partnerships  
[Marybeth.Stapleton@hcps.org](mailto:Marybeth.Stapleton@hcps.org)  
 (410) 588-5263

12



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

## Contacts for Federal Programs

**Title I, Part A:** Improving Basic Programs Operated by Local Educational Agencies  
Thomas Webber (410) 809-6062 [Thomas.Webber@hcps.org](mailto:Thomas.Webber@hcps.org)

**Title II, Part A:** Preparing, Training and Recruiting High-Quality Teachers and Principals  
Jackie Tarbert (410) 273-5621 [Jacqueline.Tarbert@hcps.org](mailto:Jacqueline.Tarbert@hcps.org)

**Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement  
Chandra Krantz (410) 588-5218 [Chandra.Krantz@hcps.org](mailto:Chandra.Krantz@hcps.org)

**Title IV, Part A:** Student Support and Academic Enrichment  
Mary Beth Stapleton (410) 588-5263 [MaryBeth.Stapleton@hcps.org](mailto:MaryBeth.Stapleton@hcps.org)



## Affirmation of Consultation

I am an administrator/representative of St. Margaret School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 4, 2020, the HCPS System and St. Margaret School School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<u>Federal Programs</u>	Check each program the <u>consultation has covered</u> ("X")	Check if your school is <u>interested in participating for the 2020-2021 SY</u> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
<b>Title IV-A:</b> Student Support and Academic Enrichment	X	X

### Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Margaret School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Peggy A Messaris  
Signature of Non-Public School Representative

2/4/20  
Date

Peggy Messaris  
Name (please print)

410-875-1113  
Telephone Number

**Appendix G**

**Fine Arts Initiative Grants Application**

Local school systems should provide a cohesive, stand-alone response to the prompts below.

1. Complete the chart below describing the **progress and challenges** in meeting the Programs in Fine Arts goals articulated in the system’s 2019-2020 Local ESSA Consolidated Strategic Plan. Identify the programs, practices, strategies, and resource allocations that are related to progress.

<b>2019-2020 Fine Arts</b>		
<b>Goals</b>	<b>Progress</b>	<b>Challenges</b>
Dance	<p>During SY 2019-2012, funding for the dance program supported teachers in the classroom through professional development and the purchasing of dance costumes to support all students in the dance programs.</p> <p>Transportation was provided for students to participate in county and state events.</p>	<p>The main challenge is that there continues to be an inconsistency in the offering of dance classes throughout HCPS. Currently, HCPS has two full time teachers and two part-time teachers. This is only at the high school level. The expansion of the program relies on the secondary principals and their choices in using their staffing allocation. Covid-19 stalled progress when students were pulled from schools on March 13, 2020.</p>
Media Arts	<p>During SY 2019-2020, funding for the media arts program supported teachers in the classroom through the purchasing of equipment and materials to support media arts classroom activities and events.</p>	<p>The media arts program is making minimal progress with a heightened awareness of goals and standards. With limited school staffing, we are working to build teacher capacity in growing our media arts program offerings. Covid-19 stalled progress when students</p>

Goals	Progress	Challenges
		were pulled from schools on March 13, 2020.
Music	<p>During SY 2019-2020, the music program supported teachers in the classroom through the purchase of needed resource materials and student instruments at all levels.</p> <p>The music program produced a highly successful All-County Performance groups season including middle and high school Chorus, Band, Orchestra, and Jazz Choir/Ensemble.</p>	<p>One of the challenges in the music department was the limited funds in the HCPS operating budget that are currently not sufficient to supply schools with much needed replacement instruments. Secondary chorus and orchestra students were able to participate in festival adjudication, but band was cancelled due to Covid-19 closures. Along with the closure, we were faced with the debut of virtual learning for performance based classes which proved to be a difficult task—one in which we are still challenged to find successful ways to move our students forward in their music education.</p>
Visual Arts	<p>During SY 2019-2020, funding for the visual arts program supported teachers in the classroom through the purchasing of equipment and materials to support classroom activities and events, including AP Share Day.</p>	<p>One of the challenges in the visual arts program is the limited funds in the HCPS operating budget. After the Covid-19 closure, we were unable to get equipment and supplies to schools due to buildings being closed and not accepting deliveries.</p>
Theatre	<p>During SY 2019-2020, the FAI supported the theatre program</p>	<p>Currently there are only three certified drama</p>

Goals	Progress	Challenges
	<p>through committed professional development for certified theatre teachers, and English teachers who teach drama, along with the purchasing of scripts and supplies needed for drama productions. Funding was not allocated for the North East Theatre Festival to be held at and organized by Bel Air High School due to staffing changes and Covid-19 closures.</p>	<p>teachers in HCPS. The remaining seven high schools have a combination of English teachers who teach drama as well. The professional development for the drama program is difficult to organize as the focus for many of the teachers is in the English department. Due to Covid-19 closures and staffing changed at BAHS, the North East Theatre Festival had to be cancelled.</p>

2. Complete the chart below outlining the system’s 2020-2021 goals to implement COMAR 13A.04.16 Programs in Fine Arts and the strategic targets (forecast to 2024 Fine Arts Certification) within each arts discipline. Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations regarding the implementation of fine arts instructional programming, development of curriculum, instructional planning, instructional delivery, material selection, and assessment.

Fine Arts	2020-2021 Goals	2023 Targets <i>Forecast to Fine Arts Certification in 2024</i>
Dance	<p>During SY 2020-2021, funding for the dance program will continue to be used to support teachers in the classroom through professional development and the purchasing of dance costumes to support all students in the dance programs.</p>	<ul style="list-style-type: none"> <li>• An expansion of the dance program teachers to increase our current 3 schools, to at least 5.</li> <li>• Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers</li> </ul>

Fine Arts	2020-2021 Goals	2023 Targets <i>Forecast to Fine Arts Certification in 2024</i>
	Transportation will be provided for students to participate in county and state events.	<ul style="list-style-type: none"> <li>• Increased funding to purchase supplies and equipment to support all students in the dance programs.</li> </ul>
Media Arts	During SY 2020-2021, funding for the media arts program will continue to be used to support teachers in the classroom through the purchasing of equipment and materials to support media arts classroom activities and events.	<ul style="list-style-type: none"> <li>• An expansion of the media arts program teachers</li> <li>• Curriculum development to support media arts instruction</li> <li>• Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers</li> <li>• Increased funding to purchase supplies and equipment to support all students in the media arts programs.</li> </ul>
Music	During SY 2020-2021, the music program will continue to support teachers in the classroom through the purchase of needed resource materials and student instruments at all levels. The music program will search for ways to continue the All-County Performance groups and Assessment programs while we are working through Covid-19 restrictions with virtual performances and assessments.	<ul style="list-style-type: none"> <li>• An expansion of the music program teachers to provide equality of instructional offerings in all 54 schools.</li> <li>• Increased funding for All-County Performance groups and Assessment programs to include the elementary level.</li> </ul>

Fine Arts	2020-2021 Goals	2023 Targets <i>Forecast to Fine Arts Certification in 2024</i>
Theatre	During SY 2020-2021, the FAI will continue to support the theatre program through committed professional development for certified theatre teachers, and English teachers who teach drama, along with the purchasing of scripts and supplies needed for drama productions. Funding will be allocated for an alternate Theatre Festival site as Bel Air High School is no longer available.	<ul style="list-style-type: none"> <li>• An expansion of certified theatre teachers in all high schools.</li> <li>• Additional funding to support the theatre program through the hiring of national theatre professionals for teacher professional development.</li> <li>• Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers.</li> </ul>
Visual Art	During SY 2020-2021, funding for the visual arts program will continue to be used to support teachers in the classroom through the purchasing of equipment and materials to support visual art classroom activities and events.	<ul style="list-style-type: none"> <li>• An expansion of the visual arts program teachers to provide equality of instructional offerings all 54 schools.</li> <li>• Additional funding to support the visual arts program through the hiring of visual arts professionals for teacher professional development.</li> <li>• Support teachers in the classroom through a partnership with neighboring counties to network professional development of our teachers.</li> </ul>

3. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to “Guidance for Completion of the Budget Narrative for the Fine Arts Initiative,” “Sample Fine Arts Budget,” and “Fine Arts Budget Categories” in the following

pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this 2020-2021 State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

### **Guidance for Completion of the Budget Narrative for the Fine Arts Initiative**

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

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

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in 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.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

### **Contracted Services**

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

### **Supplies and Materials**

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

### **Other Charges**

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

### **Equipment**

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.



## Transfers

- Transfers are payments to other LSSs, Non-Public Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.
- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity.

You should use the format as shown in the sample on the following page.

### Sample Fine Arts Budget

Discipline	Category	Line Item	Calculation	Amount	In-kind	Total
All	Instruction Staff Dev. 203-205-09	Stipends for Professional Development	100 Participants x \$120	\$12,000.00	\$4,000.00 (MSAC)	\$8,000.00
MUSIC	<b>209 Student Transportation</b>	Transportation for State-wide Music Festivals	6 Buses x \$450	\$2,700.00		\$2,700.00
	Special Prog. 203-205-02	Materials and Supplies: Instruments	Classroom Teacher Supplies	\$3,400.00		\$3,400.00
DANCE	Instruction Staff Dev. 203-205-09	Contracted Services for Annual Dance Secondary Showcase	10 Consultants x \$300	\$3,000.00		\$3,000.00
THEATRE	Remodeling 215-36	Upgrading the auditorium to build a Theatre Tech program	Quote by "Theatre Tech Inc."	\$14,000	\$10,000 (Income from ticket sales)	\$4,000.00
	Special Prog. 203-205-02	Annual Theatre Festival	Classroom Teacher Supplies	\$1,273.00		\$1,273.00

<b>Discipline</b>	<b>Category</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-kind</b>	<b>Total</b>
MEDIA ARTS	Instruction Staff Dev. 203-205-09	Conference fees for Media Arts Staff to further develop Media Arts Programing	2 staff members x \$340	\$680.00		\$680.00
VISUAL ARTS	Special Prog. 203-205-02	Curriculum Writing Stipends	2 writers x \$1000	\$2,000.00		\$2,000.00
	Regular Prog. 203- 205-01	Art Materials and Supplies		\$2,350.00		\$2,350.00
<b>TOTAL</b>				\$41,403.00	\$14,000.00	<b>\$27,403.00</b>

## Fine Arts Budget Categories

<b>C-125 Categories</b>	
<b>201 Administration</b>	<b>206 Special Education</b>
General Support 201-21	Public Sch Instr. Prog. 206-04
Business Support 201-22	Instruction Staff Dev. 206-09
Centralized Support 201-23	Office of the Principal 206-15
<b>202 Mid-Level Administration</b>	Inst. Admin & Superv. 206-16
Office of the Principal 202-15	<b>207 Student Personnel Serv.</b>
Inst. Admin. & Support 202-16	
<b>203-205 Instruction Categories</b>	<b>209 Student Transportation</b>
Regular Prog. 203-205-01	<b>210 Plant Operation</b>
Special Prog. 203-205-02	Warehousing & Distr. 210-30
Career & Tech Prog. 203-205-03	Operating Services 210-31
Gifted & Talented Prog. 203-205-04	<b>211 Plant Maintenance</b>
Transfers 203-205-07	<b>212 Fixed Charges</b>
School Library Media 203-205-08	<b>214 Community Services</b>
Instruction Staff Dev. 203-205-09	<b>215 Capital Outlay</b>
Guidance Services 203-205-10	Land & Improvements 215-34
Psychological Services 203-205-11	Buildings & Additions 215-35
Adult Education 203-205-12	



**HARFORD COUNTY PUBLIC SCHOOLS  
FINE ARTS BUDGET FORM FY21**

<b>Discipline</b>	<b>Category</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
MEDIA ARTS	Instructional 203-205/ Regular Program	Supplies and Material	Digital SLR Camera: 2 @ \$725 ea.	1450		1450
MEDIA ARTS	Instructional 203-205/ Regular Program	Supplies and Materials	Optical Zoom digital camera; 2 @ \$400.	800		800
VISUAL ARTS	Instructional 203-205/ Regular Program	Supplies and Material	Drying Racks: 2 @ \$175 ea.	350		350
ALL	Instructional 203-205/ Regular Program	Supplies and Materials	Technology needs in the classroom	4000		4000
DANCE	Instructional 203-205/ Regular Program	Supplies and Materials	Costumes and other supplies to support the Dance Program	3750		3750
MUSIC	Instructional 203-205/ Regular Program	Supplies and Materials	Music instruments to support music program 10 instruments @	10817		10817
THEATRE	Instructional 203-205/ Regular Program	Supplies and Materials	Purchase of scripts and supplies for theatre productions and other instructional materials 10 schools @ \$350 ea.	3500		3500
ALL	Admin 201/ Business Support	Transfers	Indirect Costs	765		765
<b>TOTAL</b>				25432	0	25432

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

ORIGINAL GRANT BUDGET	\$25,432.00	AMENDED BUDGET #	00	REQUEST DATE	10/08/20
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	TBD	RECIPIENT GRANT #	24061		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	1290	GRANT PERIOD	07/01/20	06/30/21	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						642.00	642.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.			24,790.00				24,790.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<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>							0.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	0.00	0.00	24,790.00	0.00	0.00	642.00	25,432.00

Finance Official Approval				
	Jennifer Birkelien	Jennifer Birkelien (Nov 24, 2020 12:43 EST)	10/08/20	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval				
	Dr. Sean W. Bulson	Sean Bulson (Nov 25, 2020 11:46 EST)	10/08/20	410.838.7300
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

## **Appendix H**

### **Equitable Services to Private Schools under ESSA Section**

#### **This section applies to Title I, Part A and programs covered Title VIII, including:**

- Title I, Part A (Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C Migrant Education Program)
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

To ensure equitable services and other benefits are being provided for eligible private school students, teachers, and other educational personnel, the Equitable Services State Ombudsman is responsible for monitoring and enforcing the requirements in the Every Student Succeeds Act (ESSA) under Title I and covered programs under Title VIII. **Please submit the following:**

- Consultation timeline for each program
- Signed Affirmation of Consultation
- Complaint procedures/dispute resolution process for covered programs under ESSA

In addition, the Maryland State Department of Education and local education agencies (LEA) must annually provide information to private school officials on the amount of funds allocated for equitable services under Title I and each of the covered programs under Title *VIII (Sections 1117(a)(4)(C) and 8501 (a)(4)(C))*.

**Please complete the Equitable Services Table for each program listed.** Provide information regarding the names of participating private schools, the number of private school participants, and proportionate share for equitable services.

Harford County Public Schools  
Component E: Equitable Services  
Internal Controls

The HCPS Title I Office is committed to providing equitable services to eligible private school students, teachers, and parents. These services and other benefits will be comparable to the services and other benefits provided to the public school children and teachers participating in Title I programs. The HCPS Title I Office will assess, address, and evaluate the needs of private school students and teachers. The system will spend the required proportional share ensure identified students receive services.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
End of Year / Affirmation of Consultation Meeting	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Initial consultation meeting. 1. Determine data source for counting eligible students. (Identifying pool of eligible students is private school responsibility.) 2. Identify multiple, educationally related criteria for choosing students. (LEA responsibility.) 3. Discuss academic goals of eligible students, appropriate assessments. 4. Solicit views on service delivery options, including “pooling” or consolidating funds option. 5. Discuss size and scope of services, the proportion of funds, and how the proportion will be determined 6. Determine services for parents and teachers of participating students. 7. Inform private school officials of the HCPS Title I, Part A, complaint procedure. 8. Collect signed affirmation form private school officials. 9. Determine equitable services amount based on number of eligible students and proportion of funds. 10. Identify students to participate (serviced).	End of 2020 School Year	various	5/26 – Trinity 5/26 – St. Joan 5/21 – Bethel – Denied Services for 2020-2021 School Year
Dispute Resolution	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	HCPS Title I, Part A complaint procedure will be utilized to ensure all issues or concerns are attempted to be resolved, before escalation to the State Ombudsman. HCPS Title I Office believes open, honest, and fair communication between private schools should occur at all times. HCPS Title I Office strives to ensure understanding and agreement with all private schools.	July – June, 2020/2021		This complaint procedure is shared with each private school during the Affirmation of Consultation meeting
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Work with other counties / states to sign MOU’s and exchange money for students who generated funds from the previous school year.	July – June, 2020/2021	Various	8/24 - CCPS TBD –BCPS 9/1 – BCityPS

Revised: July 6, 2020

Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Contact Finance Grants Accountant to ensure additional accounts are created to allow for the deposit of incoming out of county funds. Ensure Catapult is aware these costs must be broken out on the monthly invoices.	August 2020	On-going Will be set up when invoice is created.	HCPS is giving funds to CCPS (1 students). HCPS is receiving funds from CCPS (2 students).
Renew Third Party Contract	Sara Harvey, Purchasing Agent Catapult Learning	Sign Renewal of Third Party Contract if necessary. Discuss upcoming year's contract. Review any changes.	June 2020		N/A – Contract RFP for 2020 Year.
Discuss Third Party Contract	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Discuss upcoming year's contract. Review any changes. This meeting and the fact that the Affirmation of Consultation meetings have already taken place will ensure that services to private school students start at the beginning of the school year.	August 2020	August 10, 2020	8/10/20 - Review contract, discuss expect PPA amounts available for each private school for upcoming year.
Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber, Assistant Title I Assistant Supervisor	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan. The type of assessment used, and the expectations defined to measure the effectiveness of the Title I program will be included.	August 2020	August 10, 2020	8/10/20 - The annual progress rubric will be discussed & disseminated in our meeting.
Meet with Third Party vendor to discuss enhanced Fiscal Monitoring.	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Meet with Third Party Vendor in order to ensure additional information is included in invoices, including the need to break down all purchases.	August 2020	August 10. 2020	8/10/20 - Discuss Last Year's Results, Contract, Expectations, Implementation of Program, PD, Program Fees, administrative Fees, and enhanced Fiscal Monitoring.
Transmit Affirmation of Consultation Agreement to State Ombudsman	Thomas Webber, Assistant Title I Assistant Supervisor MSDE Title I State Ombudsman	Transmit Affirmation of Consultation Agreement to State Ombudsman. The signed Affirmation of Consultation will be transmitted to the Ombudsman before the start of the school year. If any issues or disagreements occur during the May/June Affirmation of Consultation meetings, HCPS Title I Office will work closely with Private Schools to de-escalate issues before state ombudsman is involved.	October 2020	October 15, 2020	The Affirmation of Consultation Agreements are sent with the HCPS Local ESSA Consolidated Strategic Plan



Revised: July 6, 2020

Check on Status of Program	Participating Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Speak with each of the administrators to ensure that services to private school students have started at the beginning of the school year.	Late August / Early September.	August 10, 2020	Will send out a welcome email & amount of funds generated after meeting with 3 <sup>rd</sup> Party Provider															
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor	Currently no Title I funds are used to purchase equipment. No Equipment is allowed to be purchased for use in Private Schools. Regardless, equipment inventory and audit will take place each year during school year.	Ongoing		Equipment Inventory check will take place during 1 <sup>st</sup> quarter meetings															
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	Any materials purchased by Catapult are reviewed by Title I Office to ensure Educational Supplies / Materials are appropriate and supplemental before payment is made. All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities.	Ongoing		Material Inventory as well as Title I Property labels are checked during quarterly meetings with private schools.															
Title I Storage of Equipment or Materials	Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning	All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities. If school are continuing services through the next year, during the 4 <sup>th</sup> quarter meeting, discussion are held as to how the materials should be stored, or if they should be picked up by Title I Office. At beginning of school year, materials are re-inventoried to ensure completeness.	Ongoing		Material Inventory are discussed during quarterly meetings with private schools.															
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Exchange Funds with Baltimore County, Baltimore City, and Cecil County (as applicable)	September, 2020 – June, 2021	Waiting on Final FY'21 Allocation amounts based upon email from																
		<table border="1"> <thead> <tr> <th colspan="3">Student Generator Information</th> </tr> <tr> <th>County</th> <th># of HCPS Students attending (Monies to be sent)</th> <th># of Out-of-County Students (Monies to receive)</th> </tr> </thead> <tbody> <tr> <td>Cecil County</td> <td>1</td> <td>2</td> </tr> <tr> <td>Baltimore City</td> <td>3</td> <td>0</td> </tr> <tr> <td>Baltimore County</td> <td>3</td> <td>0</td> </tr> </tbody> </table>	Student Generator Information			County	# of HCPS Students attending (Monies to be sent)	# of Out-of-County Students (Monies to receive)	Cecil County	1	2	Baltimore City	3	0	Baltimore County	3	0			
Student Generator Information																				
County	# of HCPS Students attending (Monies to be sent)	# of Out-of-County Students (Monies to receive)																		
Cecil County	1	2																		
Baltimore City	3	0																		
Baltimore County	3	0																		

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
<p>Communicate with Third Party vendor to develop the management plan.</p>	<p>Thomas Webber, Assistant Title I Assistant Supervisor Representative, Catapult Learning</p>	<p>The Third Party Vendor In consultation with HCPS, will implement the management plan that was developed for their program. The required elements of the plan include:</p> <ul style="list-style-type: none"> <li>A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting.</li> <li>B. Consulting with the HCPS Title I Office before proceeding with any changes to the program.</li> <li>C. A discussion of methods of quality control for products and general operational performance.</li> <li>D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff.</li> <li>E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information.</li> <li>F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included.</li> <li>G. Submission of a plan to assess annual progress using a HCPS generated rubric.</li> <li>H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide.</li> <li>I. Time for required Harford County Public Schools approval before initiating work on key events or tasks.</li> </ul> <p>Include plan to assess annual progress to HCPS for review and approval with October Management Plan.</p> <hr/> <p>HCPS Annual Evaluation Report</p>	<p>August – September</p>		<p>This discussion will take place during August 2020, 3<sup>rd</sup>-Party meeting along with various phone calls during the months of August and Early September.</p>

Revised: July 6, 2020

		<p>Develop the criteria for the annual evaluation which will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> <li>• surveys of teachers and parents of participating students,</li> <li>• input from students receiving services;</li> <li>• quantitative and qualitative results from assessments administered by the CONTRACTOR, and</li> <li>• other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards.</li> </ul>		
Identify students who will generate the funds	Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Private Schools will identify which students for the 2020-2021 School Year will generate the funding for the 2021-2022 School Year. Low-income status will be used to determine number of low-income families.	September, 30	Received 9/30 files by 10/07 Reviewing Family Income Survey Data for final generation list.
Parent Involvement Activities Plan	Representative, Catapult Learning	Third Party Vendor will develop a plan to provide parental involvement activities. This plan will be due to the HCPS Title I Office by October 1, 2020. The Title I Office will ensure the PI is meeting the needs of the Title I Participants and only serviced Title I students and their families are invited to participate.	October 1, 2020	10/?? – Received Management Plan with PI Activities Plan Included.
Professional Development Activities Plan	Representative, Catapult Learning	Third Party Vendor will submit a plan to develop a plan to provide Professional Development activities. This plan will be due to the HCPS Title I Office by October 1, 2020. The Title I Office will ensure the PD is meeting the needs of the Title I Participants and is not general in nature.	October 1, 2020	10/?? – Received Management Plan with PD Activities Plan Included.
Initial Management Plan	Representative, Catapult Learning	Third Party Vendor will prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables. This plan will be due to the HCPS Title I Office by October 1, 2020	October 1, 2020	10/?? – Received Initial Management Plan
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit the first of three Student Serviced List as well as the Teacher Schedules as per contract.	October 15, 2020	10/?? – Received Student Services List / Teachers Schedules.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Identify Student's Generating Funds for next year.	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other Maryland LEAs. Send letters to these LEAs and any surrounding LEA. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December	Ongoing -	
Alert other states about out of state students	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other states, not Maryland. Send letters to these state Title I Offices. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December	Ongoing -	
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> <li>• Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, and Review sample Correspondence between Private Schools and Families.</li> <li>• Evaluate program compliance</li> <li>• Review the evaluation results of the 2017-2018 Title I program. Explain to Private Schools the assessments which will be used to measure the effectiveness of the Title I program and what constitutes progress.</li> <li>• Review the address-eligible September 30<sup>th</sup> student list, discuss plan to determine student poverty rates.</li> <li>• Explain to Private Schools how the Title I program will be modified if expected standards/benchmarks have not been met. These measures will include; working with 3<sup>rd</sup> Party provider to examine student attendance and ensure students are receive necessary instruction. Re-working schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials.</li> <li>• Title I Materials – Schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times.</li> <li>• Review PD and PI Opportunities. All PD &amp; PI must meet the needs of the Title I participants and not be general in nature.</li> </ul>	Mid/Late October 2020	TLCS – 10/15 SJA – 10/15	

Revised: July 6, 2020

RFP	Thomas Webber, Title I Assistant Supervisor	Start RFP process for third party contractor when applicable	October/ November		RFP just completed. Year 1 of 5 year (Yearly Renewable RFP).
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	Attending Quarterly meeting at Private Schools <ul style="list-style-type: none"> <li>Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3<sup>rd</sup> Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials.</li> <li>Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families.</li> <li>Evaluate program compliance</li> <li>Discuss poverty data results with private school officials and estimated instructional funds generated based upon proportionality</li> <li>Yearly Equipment inventory – Currently no Title I funds are used to purchase equipment, but all schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times.</li> </ul>	Jan 2021	Scheduled: TLCS – TBD SJA – TBD	
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit, the second of three Student Serviced List as well as the Teacher Schedules as per contract.	January 15, 2021		TBD - Received 2 <sup>nd</sup> Student Services List
Federal HCPS Programs Consultation meetings	Representatives, HCPS Grant Leaders, Thomas Webber, Title I Assistant Supervisor	Invite eligible private schools to the federal programs informational meeting for upcoming school year	Mid-January, 2021	TBD - Letters sent out in December 2020. Two Meetings are scheduled. <ul style="list-style-type: none"> <li>January ??, 2021</li> <li>February ??, 2021</li> </ul>	
Parent, teacher, & administrator surveys	Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	Distribute parent, teacher, & administrator surveys for Title I program satisfaction/effectiveness	February / March 2021		

Revised: July 6, 2020

Meet with New, Interested Private Schools	Thomas Webber, Title I Assistant Supervisor	Identify private schools that indicated intent to participate in the program for the upcoming year	February / March 2021		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> <li>• Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3<sup>rd</sup> Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials.</li> <li>• Receive updates on Parent Involvement, Professional Development, Management Plan,</li> <li>• Review sample Correspondence between Private Schools and Families.</li> <li>• Evaluate program compliance</li> </ul>	March /April 2021	TLCS – TBD SJA – TBD	
Updated Student Services List / Teacher Schedules	Representative, Catapult Learning	Third Party Vendor will prepare and submit, the Final of three Student Serviced List as well as the Teacher Schedules as per contract.	April 15, 2020		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2020		Year 1 of 5 year (Yearly Renewable RFP).
End of School year Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Representative, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> <li>• Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3<sup>rd</sup> Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials.</li> <li>• Receive updates on Parent Involvement, Professional Development, Management Plan,</li> <li>• Review sample Correspondence between Private Schools and Families.</li> <li>• Evaluate program compliance</li> <li>• Conduct Initial consultation meeting for following school year if applicable.</li> </ul>	May / June 2020	TLCS – TBD SJA – TBD	

Revised: July 6, 2020

<p>End of Year Evaluation</p>	<p>Representative, Catapult Learning</p>	<p>Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:</p> <ul style="list-style-type: none"> <li>A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting the student academic achievement standards or the alternative standards.</li> <li>B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use.</li> <li>C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement.</li> <li>D. An evaluation of professional development activities conducted for eligible non-public school staff members.</li> <li>E. Special problems encountered and solutions applied or anticipated.</li> </ul>	<p>Mid-July, 2021</p>		
<p>HCPS Annual Evaluation Report</p>	<p>Thomas Webber</p>	<p>Title I Office will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> <li>• surveys of teachers and parents of participating students,</li> <li>• input from students receiving services;</li> <li>• quantitative and qualitative results from assessments administered by the CONTRACTOR, and</li> <li>• other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards.</li> </ul>	<p>Late July, 2021</p>		



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

December 11, 2019

St. Joan of Arc School  
Attn: School Principal  
230 S. Law Street  
Aberdeen, MD 21001

Dear Sir/Madam:

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Supporting Effective Instruction; Title III, Part A: Language Instruction for English Learners and Migrant Students; and Title IV: Student Support and Academic Enrichment Grants. In order to offer your school, the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2021/School Year 2020-2021, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, January 16, 2020  
Time: 10:00 a.m. – 11:30 a.m.  
Place: Harford County Public Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Curriculum Conference Room 215 – 2<sup>nd</sup> Floor

OR

Date: Tuesday, February 4, 2020  
Time: 1:30 p.m. – 3:00 p.m.  
Place: Harford County Public Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Curriculum Conference Room 215 – 2<sup>nd</sup> Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Friday, January 10, 2020. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded Every Student Succeeds Act (ESSA) provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

(over)



A letter of this nature cannot begin to describe the scope of the Every Student Succeeds Act (ESSA), Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2019-2020 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary	Deerfield Elementary
Edgewood Elementary	George D. Lisby Elementary at Hillsdale
Havre de Grace Elementary	Hall's Cross Roads Elementary
Magnolia Elementary	William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2020-2021 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Friday, January 10, 2020.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Friday, January 10, 2020. Failure to return this form by Friday, January 10, 2020, indicates that your school does not want to participate in the federal grants program for the 2020-2021 School Year.

Sincerely,

*Mary Beth Stapleton*

Mary Beth Stapleton  
Coordinator of Grants

*Thomas Webber*

Thomas Webber  
Assistant Supervisor – Title I

Enclosures

**Attachment A**

HARFORD COUNTY PUBLIC SCHOOLS  
102 S. Hickory Avenue  
Bel Air, MD 21014

**PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I**

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: \_\_\_\_\_

Address of School: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

Principal/Director: \_\_\_\_\_

- Title I income eligible students by grade residing in these attendance areas:

<b><i>Title I Public Schools*</i></b>	<b><i>K</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>	<b><i>5</i></b>	<b><i>Total</i></b>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

\*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number \_\_\_\_\_

Math: Number \_\_\_\_\_

Both: Number \_\_\_\_\_

4. Principal/Director:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Attachment B**

Harford County Public Schools  
Federal Education Programs Intent to Participate Form  
2020-2021 School Year

**Please type or print all information.**

School: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

**Check (✓) the appropriate line.**

Either I or a representative will attend the HCPS meeting on Thursday, January 16, 2020.

Either I or a representative will attend the HCPS meeting on Tuesday, February 4, 2020.

I am unable to attend neither of the two HCPS meetings on Thursday, January 16, 2020 nor Tuesday, February, 4 2020. However, my school plans to participate in federal grants during the 2020-21 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

**Title I, Part A – Improving Basic Programs Operated by LEAs**

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

**Title II, Part A – Supporting Effective Instruction**

**Title III, Part A – Language Instruction for English Learners and Migrant Students**

**Title IV, Part A – Student Support and Academic Enrichment Grants**

Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

I decline participation in all federal grant programs during the 2020-2021 school year.

**Please return this form to, in the enclosed self-addressed stamped envelope to Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.**

Failure to return this form by Friday, January 10, 2020, indicates that your school does not want to participate in the federal grants program for the 2020-2021 School Year.

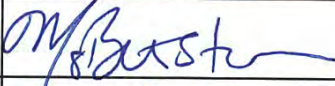


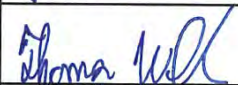
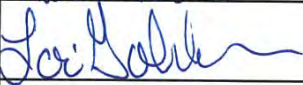
# Non-Public School Meeting


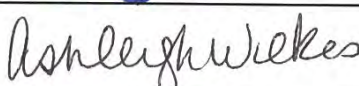

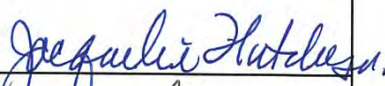
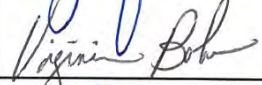

Thursday, January 16, 2020

10:00 - 11:30 a.m.

Curriculum Conference Room #215 - 2nd Floor

## PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Manager - Family and Community Partnerships	
CEO	Erin Steelman	Curriculum Specialist	
Central	Heather Kutcher	Coordinator of Teacher Induction	
Central	Thomas Webber	Assistant Supervisor - Title I	
CEO	Lori Gohlinghorst		

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	Heather Flosser	teacher	
Harford Day School	Ashleigh Wilkes	<del>Teacher</del> Lower School Head	
John Carroll School	Tom Dvornik	Principal	
Oak Grove Classical Christian School	Jackie Hutcheson	Administrative Director	
St. Joan of Arc School	Virginia Baker	Principal	
Trinity Lutheran Christian School	April Blahut	Ed Director	

## FEDERAL EDUCATION PROGRAMS MEETING

Thursday, January 16, 2020

10:00 a.m. - 11:30 a.m.

Harford County Public Schools  
102 S. Hickory Avenue  
Curriculum Conference Room #, 2<sup>nd</sup> Floor  
Bel Air, MD 21014

### AGENDA

Welcome/Introductions                      Thomas Webber

Discussions:

Title I, Part A                                      Thomas Webber

Title II, Part A                                     Heather Kutcher

Title III, Part A                                   Erin Steelman

Title IV, Part A                                   Mary Beth Stapleton

Questions                                         All participants

Adjournment

# MEMO

**To:** Representatives of non-public Schools  
**From:** Chandra Krantz, Supervisor of World Languages and ELL  
**CC:** Mary Beth Stapleton, Manager of Family and Community Partnerships  
Thomas Webber, Grant Assistant Supervisor Title I  
Juraj Duracka, ELL Curriculum Specialist  
**Date:** January 9, 2020  
**Re:** Title III Part A

The Office of World Languages and ELL will, upon request, offer suggestions to non-public school officials and teachers as it relates to the identification and instruction of English language learners. In addition, as professional development sessions are offered during the 2020-2021 school year to HCPS personnel, non-public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the non-public schools in this geographical area for preview and/or use.

### Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc School School,  
a non-public school within attendance area boundaries of the Harford County Public School (HCPS)  
System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and  
St. Joan of Arc School engaged in consultation about  
the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating</b> <b>for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, St. Joan of Arc School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Virginia Bahr  
Signature of Non-Public School Representative

January 16, 2020  
Date

Virginia Bahr  
Name (please print)

410-272-1387  
Telephone Number



### Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Trinity Lutheran Christian School School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

April Blehert  
Signature of Non-Public School Representative

1/16/20  
Date

April Blehert  
Name (please print)

410-679-4000 x102  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of The John Carroll School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and The John Carroll school School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	✓	
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	✓	✓
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	✓	✓
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	✓	✓

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, The John Carroll School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

  
\_\_\_\_\_  
Signature of Non-Public School Representative

1-16-2020  
\_\_\_\_\_  
Date

Kimberly Streett Zarzycki  
\_\_\_\_\_  
Name (please print)

443-243-9086  
\_\_\_\_\_  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Harford Day School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Harford Day School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, Harford Day School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Ashleigh Wilkes  
Signature of Non-Public School Representative

1/16/2020  
Date

Ashleigh Wilkes  
Name (please print)

410-838-4848  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Oak Grove Classical Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Oak Grove Classical Christian School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, \_\_\_\_\_ School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Jacqueline J. Hutcherson  
Signature of Non-Public School Representative

Jacqueline J. Hutcherson  
Name (please print)

1/16/2020  
Date

443-617-2126  
Telephone Number

### Affirmation of Consultation

I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on JANUARY 16, 2020, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the <b>consultation has covered</b> ("X")	Check if your school is <b>interested in participating for the 2020-2021 SY</b> ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	
<b>Title IV, Part A:</b> Student Support and Academic Enrichment	X	

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, Bethel Christian Academy School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

[Signature]  
Signature of Non-Public School Representative

1-16-2020  
Date

Heather Fiosser  
Name (please print)

(410) 939-4060  
Telephone Number



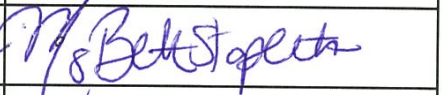
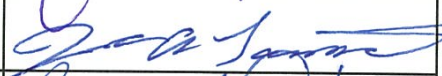


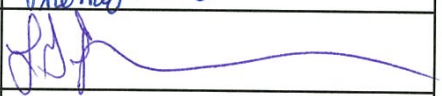

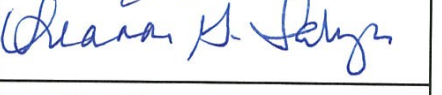
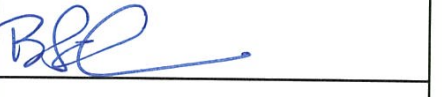
# Non-Public School Meeting

Tuesday, February 4, 2020

1:30 - 3:00 p.m.

Curriculum Conference Room #215 - 2nd Floor

## PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
HCPS - Central	Sara Harvey	Purchasing Agent	
HCPS - Central	Chandra Krantz	Supervisor - English Language Learners and World Language	
MSDE	Barb Scherr	Ombudsman for Equitable Services	
HCPS - Central	Mary Beth Stapleton	Manager - Family and Community Partnerships	
HCPS - CEO	Jackie Tarbert	Coordinator - Leadership and Professional Development	
HCPS - Central	<del>Bobbie</del> Bobbie Tolston	Supervisor - Purchasing	
HCPS - Central	Thomas Webber	Assistant Supervisor - Title I	
	Lori Cochran	P.D	
<del>HCPS - Central</del>	<del>Bobbie Tolston</del>		
Non-Public Schools			
School	Name (please print)	Job Title	Signature
St. Margaret School	Peggy Messers	SMS Counselor	
John Carroll	Leanna Saylor	Accountant	
MSDE	Barbara Scherr	<sup>Tr/FE</sup> Ombudsman	

## **FEDERAL EDUCATION PROGRAMS MEETING**

Tuesday, February 4, 2020  
1:30 – 3:00 p.m.

Harford County Public Schools  
102 S. Hickory Avenue  
Curriculum Conference Room #215, 2<sup>nd</sup> Floor  
Bel Air, MD 21014

### **AGENDA**

Welcome/Introductions                      Thomas Webber

Discussions:

Title I, Part A                                      Thomas Webber

Title II, Part A                                     Jackie Tarbert

Title III, Part A                                    Chandra Krantz

Title IV, Part A                                    Mary Beth Stapleton

Questions                                         All participants

Adjournment



Sean W. Bulson, Ed.D., Superintendent of Schools  
102 S. Hickory Avenue, Bel Air, Maryland 21014  
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

# MEMO

**To:** Representatives of non-public Schools  
**From:** Chandra Krantz, Supervisor of World Languages and ELL  
**CC:** Mary Beth Stapleton, Manager of Family and Community Partnerships  
Thomas Webber, Grant Assistant Supervisor Title I  
Juraj Duracka, ELL Curriculum Specialist  
**Date:** January 9, 2020  
**Re:** Title III Part A

The Office of World Languages and ELL will, upon request, offer suggestions to non-public school officials and teachers as it relates to the identification and instruction of English language learners. In addition, as professional development sessions are offered during the 2020-2021 school year to HCPS personnel, non-public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the non-public schools in this geographical area for preview and/or use.



### Affirmation of Consultation

I am an administrator/representative of St. Margaret School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 4, 2020, the HCPS System and St. Margaret School School engaged in consultation about the following federally funded programs for the 2020-2021 school year.

<b>Federal Programs</b>	Check each program the consultation has covered ("X")	Check if your school is interested in participating for the 2020-2021 SY ("X")
<b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies	X	X
<b>Title II, Part A:</b> Preparing, Training and Recruiting High-Quality Teachers and Principals	X	X
<b>Title III, Part A:</b> English Language Acquisition, Language Enhancement, and Academic Achievement	X	X
<b>Title IV-A:</b> Student Support and Academic Enrichment	X	X

**Cooperation by Non-Public School**

By choosing to participate in one or more of the programs listed above, St. Margaret School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Peggy A Messaris  
Signature of Non-Public School Representative

2/4/20  
Date

Peggy Messaris  
Name (please print)

410-875-1113  
Telephone Number

# PROCEDURE

Harford County Public Schools

PROCEDURE TITLE: <b>TITLE 1, PART A – COMPLAINT PROCEDURE</b>		
ADOPTION/EFFECTIVE DATE: <b>JULY 1, 2011</b>	MOST RECENTLY AMENDED: <b>JUNE 20, 2016</b>	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

## HCPS PROCEDURE FOR ENSURING PROMPT RESOLUTION OF COMPLAINTS OF VIOLATIONS OF TITLE 1, PART A

### I. Purpose

The purpose of this procedure is to adopt written criteria for the receipt and resolution of complaints alleging violations of Title 1, Part A in the administration of the program.

### II. Definitions

1. **Title 1** means 20 U.S. Code section 6311-6339.
2. **Complaint** means a statement which alleges a violation of Title I.

### III. Procedures

1. The complaint shall be in writing and addressed to the HCPS Title 1 Supervisor.
  - a. The complaint shall contain the following:
    - The name of the complainant and contact information
    - The nature of the complaint (the specific violation of the administration of the Title 1, Part A program).
2. The HCPS Title 1 Supervisor shall maintain a complaint log. The log shall include the following:
  - a. The name of the complainant
  - b. The receipt date of the complaint
  - c. The log-in number assigned to the complaint for tracking purposes

# PROCEDURE

## Harford County Public Schools

- d. The name of the staff member to whom the complaint shall be referred (if applicable).
  - e. The date of the response to the complaint.
3. The HCPS Title 1 Supervisor shall respond to the complaint within thirty (30) working days upon receipt of the complaint.
  4. The HCPS Title 1 Supervisor shall maintain a copy of the complaint, log, and response on file in the district office.

### Filing an Appeal with HCPS

1. Individuals not satisfied with the written decision of the HCPS Title 1 Supervisor or who have not received a reply to their formal complaint within the specified time period may appeal the complaint in writing to the HCPS Executive Director of Curriculum, Instruction and Assessment. The appeal shall be filed in writing and received within fifteen (15) calendar days of the HCPS Title 1 Supervisor's decision or the date when a response was to have been made.
2. The HCPS Executive Director of Curriculum, Instruction and Assessment shall respond to the appeal using a timeline and procedures similar to the procedures followed by the HCPS Title 1 Supervisor including: (a) the option of arranging a hearing within ten (10) business days of receipt of the appeal; and (b) providing a written decision within ten (10) business days following the appeal hearing, if held. When the issue appealed is unusually complicated, an additional twenty (20) business days may be taken by the HCPS Executive Director of Curriculum, Instruction and Assessment in order to fully investigate the matter. Upon reaching a decision, the HCPS Executive Director of Curriculum, Instruction and Assessment shall provide a written response to the complainant.
3. Individuals not satisfied with the written decision of the HCPS Executive Director of Curriculum, Instruction and Assessment may further appeal the complaint to the Superintendent. Once the decision of the HCPS Executive Director of Curriculum, Instruction and Assessment has been received, the appeal shall be filed in writing and received within fifteen (15) calendar days of that decision. The Superintendent shall research and evaluate the appeal and issue a written decision within twenty (20) business days.
4. Individuals not satisfied with the written decision of the Superintendent may further appeal the complaint to the Harford County Board of Education. The appeal shall be filed in writing and received within thirty (30) calendar days of the Superintendent's decision.

# PROCEDURE

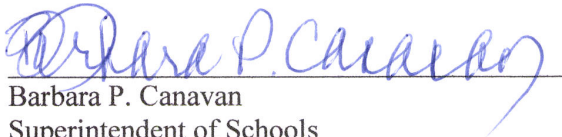
Harford County Public Schools

## Filing a Complaint with the Federal Government

1. Anyone who believes that an educational institution that received federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group. Complainants may file a complaint with the Office of Civil Rights (OCR) online at the following website: <http://www.ed.gov/ocr/complaintprocess.html>.

Complaint Procedures for Private Schools Participating in Title 1, Part A The Complaint Process for Participation of Private School children is the same process as listed above.

### Approved By:

  
Barbara P. Canavan  
Superintendent of Schools

  
Date

# PROCEDURE

Harford County Public Schools

Procedure Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE
Adopted 07/01/2011		
Revised 06/20/2016		

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: <b>Brad Palmer</b>	JOB POSITION OF LAST EDITOR/DRAFTER: <b>Supervisor – Title 1, Part A</b>
PERSON RESPONSIBLE: <b>Brad Palmer</b>	JOB POSITION OF PERSON RESPONSIBLE: <b>Supervisor – Title 1, Part A</b>
DESIGNEE NAME: <b>Thomas Webber</b>	DESIGNEE POSITION: <b>Assistant Supervisor – Title 1, Part A</b>
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

## LEGAL REFERENCES<sup>1</sup>

References are set forth in the Procedure.

---

<sup>1</sup> All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

**Local School System: Harford County Public Schools**

**Equitable Services Table**

<b>Participating Private School Name and Address</b>	<b>Title I-A</b>	<b>Title I-C</b>	<b>Title II-A</b>	<b>Title III-A</b>	<b>Title IV-A</b>	<b>Title IV-B</b>
<b>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. <a href="http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx">http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</a></b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Staff</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>
Grace Classical Academy (formerly Oak Grove) 2416 Creswell Road Bel Air, MD 21015	0	0	24	0	86	0
Harford Day School 715 Moores Mill Road Bel Air, MD 21014	0	0	61	0	251	0
John Carroll School 703 Churchville Road Bel Air, MD 21014	0	0	110	0	722	0
St. Joan of Arc 230 S. Law Street Aberdeen, MD 21001	3***	0	27	0	197	0
St. Margaret School 205 North Hickory Avenue Bel Air, MD 21014	0	0	70	0	481	0
Trinity Lutheran 1100 Philadelphia Road Joppa, MD 21085	2***	0	43	0	213	0
Baltimore County Public Schools Office of Title I Jefferson Building, 4th Floor 105 West Chesapeake Avenue Towson, MD 21204	3***	0	0	0	0	0
Baltimore City Public School System Department of Data Monitoring and Compliance Attn: Tiffany Thomas 200 East North Avenue, Room 201 Baltimore, MD 21202-5984	3***	0	0	0	0	0

Cecil County Public Schools 201 Booth Street Elkton, MD 21921	1***	0	0	0	0	0
<b>Total Allocation:</b>	<b>\$20,855.52</b>	<b>NA</b>	<b>\$40,619.00</b>	<b>\$</b>	<b>\$20,262.00</b>	<b>NA</b>

\*\*\* # of students generated funds for this year, but the number of students serviced may be higher or lower.

### **TRANSFERABILITY OF FUNDS CHART**

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

**TRANSFERABILITY OPTION WILL NOT BE UTILIZED**

Total FY 2021 Allocation	Funds Available for Transfer	\$ Amount to be transferred out of each program	Programs to which an LEA May Transfer Funds	\$ Amount to be transferred into the program
\$	<b>Title II, Part A</b> – Supporting effective instruction state grants		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs	
			<input type="checkbox"/> Title I, Part C – Education of migratory children	
			<input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
	\$		<input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants	
			<input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement	
			<input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants	
			<input type="checkbox"/> Title V, Part B – Rural education	
\$	<b>Title IV, Part A</b> – Student support and academic enrichment grants		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs	
			<input type="checkbox"/> Title I, Part C – Education of migratory children	
			<input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
			<input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants	
	\$		<input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement	
			<input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants	
			<input type="checkbox"/> Title V, Part B – Rural Education	



## **Appendix J- COMAR Requirements**

### **Code of Maryland Regulations (COMAR) Reporting Requirements Title 13A STATE BOARD OF EDUCATION**

#### **Subtitle 01 STATE SCHOOL ADMINISTRATION**

#### **Chapter 06 Educational Equity**

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

##### **.01 Purpose**

##### **.01 Purpose.**

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

- A. Each Maryland public school will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being;
- B. Each local school system's procedures and practices provide for educational equity and ensure that there are no obstacles to accessing educational opportunities for any student; and
- C. Achievement will improve for all Maryland students and achievement gaps will be eliminated.

##### **.02 Scope.**

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

##### **.03 Definitions.**

- A. In this chapter, the following terms have the meanings indicated.
- B. Terms Defined.

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

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

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

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

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

- (a) Ability (cognitive, social/emotional, and physical);
- (b) Ethnicity;
- (c) Family structure;
- (d) Gender identity and expression;
- (e) Language;
- (f) National origin;
- (g) Nationality;
- (h) Race;
- (i) Religion;
- (j) Sexual orientation; and
- (k) Socio-economic status.

##### **.04 Requirements — Educational Equity in Maryland.**

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

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

C. The policy and regulations shall:

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

## **.05 Monitoring and Reporting.**

A. Each local school system shall:

- (1) Address implementation of the equity policy through its Local ESSA Consolidated Strategic Plan;
- (2) Beginning September 1, 2019, include its equity initiatives as an integrated component of its Local ESSA Consolidated Strategic Plan; and
- (3) Beginning September 1, 2020, and every 3 years thereafter, in its Local ESSA Consolidated Strategic Plan, submit to the State Superintendent an analysis of the results of the accountability measures related to data collected on achieving equity goals and objectives that will be published and made accessible to the public.

B. The Maryland State Department of Education shall:

- (1) Conduct needs assessments for the Department and local school systems;
- (2) Convene the Network for Equity and Excellence in Education with representation from each local school system and other stakeholders to review Statewide progress and to develop implementation and peer review guidelines for this chapter;
- (3) Develop a guide for implementation of equity initiatives at the local level which includes sample components of high-quality equity policies, guidance around how to apply an equity lens within priority birth—age 21 focus areas as defined by the Department, and strategies on how to measure and evaluate the application of an equity lens; and
- (4) Review and assess progress of the Department and local school systems on implementing the requirements of this chapter.

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

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

## **Administrative History:**

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

The following DRAFT policy is in process, and has not been fully approved by the Harford County Public Schools Board of Education pending public comment.

POLICY TITLE: <b>EDUCATIONAL EQUITY</b>		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: EQUITY AND NON-DISCRIMINATION		

### I. Purpose

The purpose of this policy is to set forth the Board's commitment to provide educational equity for all students.

### II. Definitions

A. **Accountability Measures** – means those Maryland accountability framework indicators in place to guarantee oversight of opportunities, resources, and educational rigor that will lead to achievement for all students.

B. **Educational Equity** – means that every student has access to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being and to view each student's individual characteristics as valuable.

C. **Educational Opportunities** – means all students have access to rigorous, well-rounded academic programs and experiences that enrich their educational career and prepare them for academic and career success.

D. **Equity Lens** – means that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

E. **Individual Characteristics** – means the characteristics of each individual student, which include but are not limited to:

1. Ability (cognitive, social/emotional, and physical);
2. Ethnicity;
3. Family structure;
4. Gender identity and expression;
5. Language;
6. National origin;
7. Nationality;
8. Race;

9. Religion;
10. Sexual orientation; and,
11. Socio-economic status.

### **III. Statement of Policy**

- A. Environments for student learning, extra-curricular activities, and other school or school-sponsored activities, shall be designed by the school system so as to be equitable, fair, safe, diverse, and inclusive.
- B. School system resources shall be identified and utilized so as to provide equitable access to educational opportunities and services including, among other methods, the use of disaggregated student data to analyze trends and identify gaps and equitable solutions.
- C. The school system shall identify partnerships with the Maryland State Department of Education (“MSDE”), local government agencies, other agencies, and stakeholders to support educational equity.
- D. The school system shall provide professional development designed and differentiated to build capacity for cultural responsiveness to address identified areas of inequity.
- E. The school system shall ensure equitable access to effective teachers for all students.
- F. The school system shall use an equity lens in all staff recruiting, hiring, retention, and promotion processes.
- G. The school system shall use an equity lens in reviews of staff, curriculum pedagogy, professional learning, instructional material, and assessment design.
- H. The school system shall provide access and opportunity for all students to successfully read on level by the end of each grade.
- I. The school system shall address equity in the Local Every Student Succeeds Act (“ESSA”) Consolidated Strategic Plan.
- J. The school system shall identify a process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally responsive practices in each school.
- K. The school system shall identify a method of evaluation to measure the effect of equitable practices in the system and in schools.

- L. The Superintendent shall identify a system employee responsible for the facilitation, monitoring, and implementation of the system's equity initiatives within the Local ESSA Consolidated Strategic Plan.
- M. The Superintendent shall issue procedures which implement this policy.

**Board Approval Acknowledged By:**

---

Sean W. Bulson, Ed.D., Superintendent

DRAFT

Policy Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE
Adopted		

Responsibility for Policy Maintenance & References	
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer, Esquire	JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel
PERSON RESPONSIBLE: Dr. Paula Stanton	JOB POSITION OF PERSON RESPONSIBLE: Supervisor of Equity and Cultural Proficiency
DESIGNEE NAME:	JOB POSITION OF DESIGNEE:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005:	

### **LEGAL REFERENCES<sup>1</sup>**

COMAR 13A.01.06

---

<sup>1</sup> All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

HCPS’ process for analyzing data to develop goals, objectives, strategies, and timelines for implementation of equitable and culturally competent practices in each school include the following:

- Use the four focus areas identified in the MSDE Excellence and Equity Implementation Guide to develop goals, objectives, strategies, and timelines (Academic Growth, Leadership and Human Capital, School Culture and Climate Affecting School Success, Educator and Staff Capacity)
- The Equity Team meets biweekly to identify equity gaps based on existing data.
- Use essential equity questions before, during, and after decision-making. Revise essential equity questions, as necessary.
- Collect baseline data related the four focus areas (Academic Growth, Leadership and Human Capital, School Culture and Climate Affecting School Success, Educator and Staff Capacity) through stakeholder surveys and school leadership team data (School Performance and Achievement Team - SPA, PBIS, Instructional Leadership Team, Goal Teams/Committees, and Professional Learning Committees), community engagement feedback and other surveys
- Conduct root cause analyses and needs assessments to identify inequities, address barriers, and develop plans to solve problems of practice.
- Disaggregate individual school and district data such as demographic/student group data to understand any gaps between student groups.
- Analyze data to identify trends, successes, gaps, and failures to target specific goals and actions.
- Use survey feedback on countywide cultural proficiency professional development to develop future professional learning.
- Develop action plans that include goals, actions, resources, timelines, and persons responsible based on multiple data sources.

Essential Equity Questions during Decision-Making

MSDE Excellence and Equity Implementation Guide Focus Areas	Essential Equity Questions (developed by Equity Team workgroup)
Academic Achievement and Growth	<ul style="list-style-type: none"> <li>• How are we collecting data about students accessing online instruction (itslearning, Teams, email phone logs of teacher, etc.)</li> <li>• How might this decision/process impact the following groups?               <ul style="list-style-type: none"> <li>○ Students w/disabilities</li> <li>○ Students of Color (African American, Native American, Hispanic/Latinx, Asian,</li> </ul> </li> </ul>



	<p>American Indian/Alaskan Native, Hawaiian Pacific Islander, two of more races)</p> <ul style="list-style-type: none"> <li>○ Economically Disadvantaged</li> <li>○ English Language Learners</li> <li>○ LGBTQIA+2S</li> <li>○ Students living with multiple children in the home</li> <li>○ Students whose families have been directly impacted by COVID-19</li> <li>○ Students whose parents are working full time during the day.</li> <li>○ Families across multiple households</li> <li>○ Students with mental health challenges</li> </ul> <ul style="list-style-type: none"> <li>● Do any current and/or future barriers/factors that exist for all stakeholders? Are these barriers/factors preventing stakeholders (school staff, parents, students) from accessing resources/supports or creating gaps in equitable learning? How do we address supporting gaps and access?</li> <li>● Will this decision leave any student out/behind because of mitigating factors beyond their control?</li> <li>● How can we collect data on this decision?</li> </ul>
Leadership and Human Capital	<ul style="list-style-type: none"> <li>● How do we maintain our efforts to recruit and retain a diverse work force during a global pandemic?</li> <li>● What is our rigorous and innovative recruitment and retention plan for teachers of color as we end SY20 in a non-traditional way?</li> <li>● How can we be more deliberate and intentional with our leaders around being uncomfortable?</li> <li>● How can we collect data on this decision?</li> </ul>
School Culture and Climate Affecting School Success	<ul style="list-style-type: none"> <li>● In what ways are we addressing social and emotional learning (SEL)?</li> <li>● How are students and families feeling about equity and inclusion with the current process for implementation? What will students and families think and feel about equity and inclusion if this decision/process is implemented? Do we have a system in place to address their concerns?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can we collect data on this decision?</li> </ul>
Educator and Staff Capacity	<ul style="list-style-type: none"> <li>• How equipped are teachers, and how do teachers and staff feel addressing diversity/equity concerns that may arise from implementation/decision making? How can we support any needs?</li> <li>• What can we do to motivate teachers/staff to be proactive and solutions-oriented? Are we celebrating/showcasing accomplishments?</li> <li>• In what ways are we addressing social and emotional learning (SEL)?</li> <li>• How can we collect data on this decision?</li> </ul>

Identify the method of evaluation to measure the effect of equitable practices in the school system and schools; and

- Create monitoring tools such as the disproportionality excel workbooks for each individual school and for the district to evaluate progress toward decreasing and element.
- Use Mid-Atlantic Equity Consortium Equitable Audit documents to evaluate curriculum, classroom equitable practices, school/classroom environment, school policy, teacher behaviors, school policy, school organization and administration, and professional learning.
- Use PBIS/MTSS framework tools such as the Tiered Fidelity Inventory (TFI) and Implementation Phase Inventory (IPI) to determine effectiveness of framework.
- Review School Performance and Achievement (SPA) Plans (Interim Progress Reports)
- Disaggregate data from the Racism, Discrimination, and Implicit Bias Student Survey results.

Designate an individual responsible for the facilitation, monitoring, and implementation of the system equity initiatives within the Local ESSA Consolidated Strategic Plan.

Paula Stanton, Supervisor of Equity and Cultural Proficiency will be responsible for leading an equity team comprised of school administrators, district administrators, teacher specialists, student services, and smaller committees, including community stakeholders, teachers, and students to monitor the implementation of system equity initiatives within the Local ESSA Consolidated Strategic Plan.

**COMAR 13A.04.07 Gifted and Talented Education**

**COMAR 13A.04.07 Gifted and Talented Education**

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

<p><b>1) The process for identifying gifted and talented students</b></p> <p><i>Please see identification process outlined following the Goals.</i></p>		
<p><b>2) The number of gifted and talented students identified in each school*</b></p> <p>*The number of GT students in each school and local school system will be derived from 2019-20 Attendance Data Collections provided to the MSDE Office of Accountability.</p>		
<p><b>3) The percentage of gifted and talented students identified in the local school system in 2019-20*</b></p> <p>9.1% (This percentage was derived by the number of students identified as GT divided by the entire school population.)</p>		
<p><b>4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale in 2019-20</b></p> <p>John Archer School</p>		
<p><b>5) The continuum of programs and services</b></p> <p><i>Please see continuum of programs and services process outlined following the Goals.</i></p>		
<p><b>6) Data-informed goals, targets, strategies, and timelines for 2020-21</b></p>		
<p><b>Goal: Formalize the identification of middle school students taking CoGAT in Grade 6.</b></p>		
<p><b>Target(s)</b></p> <p>HCPS GT specialists will look at 100% of sixth grade students and provide recommendations for additional identification of students to middle school principals and counselors.</p>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. GT specialists will work in small groups to conduct blind analysis of data points for students in feeder middle schools.</li> <li>2. Using local norms and/or national norms, additional students will be identified and formally coded in e-school Plus.</li> <li>3. Provide professional learning for principals and/or counselors at the middle school level around identification and alignment of services.</li> </ol>	<p><b>Timeline(s)</b></p> <p>March 2021-June 2021</p>

<b>Goal: Build GT specialists' capacity to identify students using local norms and national norms.</b>		
<p><b>Target(s)</b> 100% of GT Specialists will be proficient in identifying students in grades 2-5 for potential GT services using local norms and national norms as well as other tools such as SAGES 3, TOMAGS, Hope Rating Scales and Slocumb-Payne.</p>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Provide an overview for identification of GT students during pre-school meetings.</li> <li>2. Formalize distance learning assessment protocols so GT specialists can still assess students for acceleration and/or identification.</li> <li>3. Meet in small groups throughout the school year to create communities of inquiry around the identification process. Share best practices and systematize them.</li> </ol>	<p><b>Timeline(s)</b> Ongoing, September 2020-June 2021</p>
<p><b>Target(s)</b> Update our identification process for the community.</p>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Update our website with pertinent content around identification and continuum of services.</li> <li>2. Update the Parent Handbook for GT services and share with the community.</li> </ol>	<p><b>Timeline(s)</b> September 2020-June 2020</p>

## **HCPS Identification Process and Continuum of Services**

### **Section Overview**

This purpose of this section is to:

- Review purposes and Maryland law for identification of gifted and talented students;
- Explain the assessment process used for identification for gifted and talented services; and
- Explain the procedure for student referral, evaluation, and eligibility for gifted and talented services in Harford County Public Schools.

### **Purpose of Identification**

The identification of students who are gifted and talented provides a platform by which the GT Specialist, in collaboration with the school-based ILT and classroom teachers, may differentiate programming to help meet students where they are so that they may reach their potential.

The development of ability or talent is a lifelong process. It can be evident in young children as exceptional performance on tests and/or other measures of ability, or as a rapid rate of learning, compared to other students the same age, or in actual achievement in a domain. (NAGC, 2010)

Differentiated programming provides students with an educational program that meets their academic, affective (social and emotional) and affinity (cognitive) needs. Barbara Clark (2013) notes,

In schools that use single-grade placement primarily determined by chronological age, use group instruction a majority of the time, and focus on getting every child to perform at grade level, identification of giftedness...and labeling is necessary to allow appropriate learning and academic and intellectual progress. (p.180).

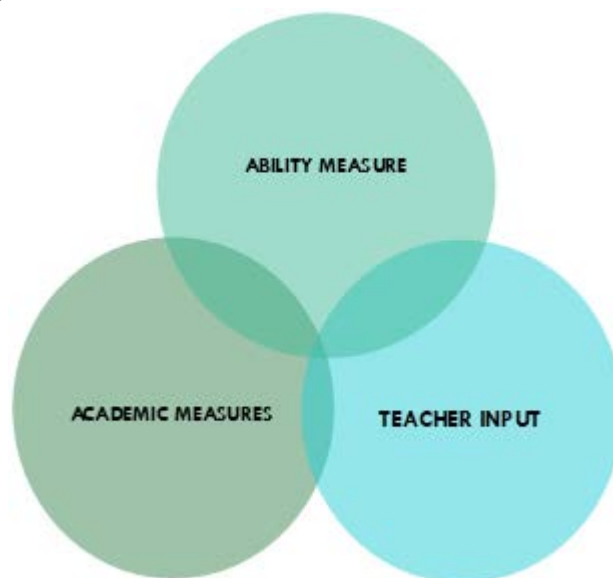
HCPS believes that giftedness and outstanding talent can be found in “children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor” (Jacob. K. Javits Gifted and Talented Education Act, 1998). HCPS has established a consistent process for identifying gifted and talented students as defined in the Maryland Educational Article § 8-201 [13A.04.07 §.02 (A)]. This process includes the use of qualitative and quantitative measures, which are nationally normed, valid, and reliable to ensure multiple measures for identification for advanced learning. Additionally, re-screening students for giftedness using available data after the initial universal screening process in second grade allows for talent development and multiple entry points over many grade levels into gifted and talented programming.

The assessment measures used in the identification process aligns with the types of services provided in the gifted and talented program. For example, the Test of Mathematical Abilities for Gifted Students (TOMAGS), an assessment of math aptitude, is used as a data source to identify students for advanced learning in mathematics, not reading.

The identification and eligibility of students for gifted and talented services is a four-step process that includes universal screening, evaluation, placement, and reevaluation.

### **Step 1: Universal Screening**

The process of universal screening requires that the population of students considered for identification includes all students. The graphic below depicts the assessments utilized. The overlap of elevated achievement in two out of the three assessment measures provides an opportunity for a specialist or team to screen further. The overlap of elevated achievement in all three assessment measures provides insight into a potentially gifted student.



- **Ability Measures** depict a student's potential for performance. Typically known as an "IQ Test", ability measures provide insight into the way a student thinks and the potential for which they can apply their thinking to other contexts.
- **Academic Measures** depict a student's actual performance on local or standardized assessments. In HCPS, a student's academic performance in reading and mathematics is analyzed.
- **Teacher Input** measures provide insight into the affective (social / emotional) side of learning. In HCPS, Primary Talent Development is used for initial identification.

**Step 2: Evaluation**

Using tools found in Performance Matters, the GT Specialist will assemble a cross-representational team consisting of an administrator, and representation of teachers from primary and intermediate grades to analyze performance data. Using the initial identification measures, the team may elect to use national norms and/or local norms; depending on the needs of the population they serve.

**National Norms:** Using the aggregate provided by CoGAT and taking the top performers based on national norms of 90% or higher. The following guidelines should be used:

<b>Ability Measure (CoGAT)</b>		<b>Academic Measure (enVision 2.0 and RI)</b>		<b>Teacher Input (Primary Talent Development)</b>	<b>ACTION</b>
9th stanine overall on the Cognitive Abilities Assessment (CoGAT)	AND	<ul style="list-style-type: none"> <li>• <math>\geq 90\%</math> on the Grade 2 enVision 2.0 Benchmark 1-12 AND/OR</li> <li>• Advanced on the Spring Administration of the Reading Inventory (RI) assessment</li> </ul>	AND	1 or more "Independent" ratings on Primary Talent Development	Code GT RELA and/or GT Math: Align with appropriate service
$\geq 8$ th stanine overall on CoGAT	AND	<ul style="list-style-type: none"> <li>• <math>\geq 90\%</math> on the Grade 2 enVision 2.0 Benchmark 1-12 AND/OR</li> <li>• Advanced on the Spring Administration of the RI assessment</li> </ul>	OR	1 or more "Independent" ratings on Primary Talent Development	Code: GT RELA and/or GT Math Consider for co-teaching services.
$\geq 8$ th stanine overall on CoGAT	OR	<ul style="list-style-type: none"> <li>• <math>\geq 90\%</math> on the Grade 2 enVision 2.0 Benchmark 1-12. AND/OR</li> <li>• Advanced on the Spring Administration of the RI assessment</li> </ul>	AND	1 or more "Independent" ratings on Primary Talent Development	Code: GT PBAL: Consider for pull out services.
9th stanine overall on the Cognitive Abilities Assessment (CoGAT) and coded as a Student with a Disability	AND	<ul style="list-style-type: none"> <li>• <math>\leq 50\%</math> on the Grade 2 enVision 2.0 Benchmark 1-12 AND/OR</li> <li>• Basic or Proficient on the RI assessment</li> </ul>	OR	1 or more "Independent" ratings on Primary Talent Development	Code: GT RELA, GT Math or GT PBAL Consider for 2E services.

**Local Norms:**

The guidelines outlined in the chart may continue to be used with the percentage of national norms on the CoGAT and local assessments being reflective of the top performers overall across the school. For example, if a GT specialist investigates the overall data and has a preponderance of students in the 8<sup>th</sup> or 7<sup>th</sup> stanine, and no students in the 9<sup>th</sup> stanine, they should begin with those students in the identification process.

Because HCPS provides direct services to GT students in grades 3-5, initial identification occurs in grade 2. In line with best practices, HCPS will use the following assessments for initial identification prior to the end of grade 2:

- a. Cognitive Abilities Test (CoGAT): All grade 2 students will take the CoGAT screener to measure a student's **ability**. Simply put, ability is a student's potential for performance overall. CoGAT measures a student's verbal reasoning, non-verbal reasoning, and quantitative reasoning.
- b. HCPS enVision 2.0 Mathematics Benchmark 1-12: Students scoring a 90% or higher on this assessment will be considered for potential mathematics services through co-teaching or pull-out (note: this percentage may be flexed if using local norms).
- c. Reading Inventory (RI): Students scoring in the advanced band on the Spring administration of the SRI.
- d. Primary Talent Development (PTD): Students who earn a rating of "Independent"

**Step 3: Placement**

The overall responsibility for the identification process rests with each school's Gifted and Talented Identification Committee, which is chaired by the gifted and talented resource teacher and an administrator and is comprised of a cross-section of the school. The GT Identification Committee reviews all pertinent data to recommend students for coding and for services.

**Service Codes:**

Once a student is identified as GT, the specialist should take the list of identified students to the administrative technician who handles attendance. The students will be entered into eSchool+ under one or more of the following codes:

GT: RELA	Students who qualify for RELA services (co-teaching with the GT Specialist);
GT Math	Students who qualify for mathematics services (co-teaching with the GT Specialist);
GT PBAL	Students who qualify for Project-Based Affective Learning services (usually pulled out with the GT Specialist); and
GT Acceleration	Students who, after engaging in the SST process, qualify for content-level and/or grade level acceleration.



The chart below depicts the typical programmatic elements in which students who qualify for accelerated learning services may be placed. The list of services is ever-changing and may be updated in conjunction with the Coordinator of Accelerated Learning and Intervention:

	<b>ADVANCED LEVEL</b>	<b>GT RELA (Academic)</b>	<b>GT MATH (Academic)</b>	<b>GT PBAL (Project-Based Effective Learning)</b>	<b>GT ACCEL (Acceleration Process)</b>
<b>ELEMENTARY SCHOOL</b>	<b>GIFTED</b>	Protected Book List Junior Great Books Jacob's Ladder Activities	Academic Acceleration Resources aligned to enVision Math 2.0	Primary Talent Development (Grades 1-2) Genius Hour Protocols Code.org Habitudes Destination Imagination Lego Leagues Kid's Guide to Gifted	SST Process Grade level or content level Math Assessments Iowa Acceleration Scales  Early Entrance Process PK-1)
	<b>HIGHLY ABLE</b>	Cluster Grouping Differentiated texts	Cluster Grouping Resources aligned to enVision Math 2.0	Destination Imagination Lego Leagues	SST Process Grade level or content level Math Assessments Iowa Acceleration Scales
<b>MIDDLE SCHOOL</b>	<b>GIFTED</b>	Cluster Grouping Parallel text aligned with units of study. Researching College Board Spring Board for Grades 6, 7, 8 (Identified students plus other criteria)	Cluster grouping according to course.	Before and after school clubs Greater exposure to the Arts Destination Imagination Lego Leagues	SST Process and Data review
	<b>HIGHLY ABLE</b>	Cluster Grouping Math course based on performance.	Course options	Before and after school clubs Greater exposure to the Arts Destination Imagination	SST Process and Data review

	<b>ADVANCED LEVEL</b>	<b>GT RELA (Academic)</b>	<b>GT MATH (Academic)</b>	<b>GT PBAL (Project-Based Effective Learning)</b>	<b>GT ACCEL (Acceleration Process)</b>
<b>HIGH SCHOOL</b>	<b>GIFTED</b>	Honors level coursework AP coursework	Honors level coursework AP coursework	Magnet Programming and Signature Programming Before/After school clubs Athletics Specialty programs (arts)	School counselor recommendation
	<b>HIGHLY ABLE</b>	Honors level coursework AP coursework	Honors level coursework AP coursework		School counselor recommendation.

**Step 4: Reevaluation**

Prior to exiting elementary school, each GT Specialist shall review the list of identified students to confirm that they continue to require services. Assessments will be administered to determine formal identification if appropriate.

Middle school students will undergo a reevaluation in sixth grade using affective, ability and academic measures. HCPS is in the process of formalizing this identification process and will expand this section once formalized.

## **COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring**

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

#### **.01 Scope.**

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

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

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

#### **.04 General Requirements.**

- A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.
- B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.

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

- (1) Before the school year begins, orientation programs for all teachers new to the local school system;
  - (2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
  - (3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
  - (4) Follow-up discussions of the observations and co-teaching experiences;
  - (5) Ongoing professional development designed to address new teacher needs and concerns; and
  - (6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.
- D. The district shall consider the need for staffing to:
    - (1) Plan and coordinate all induction activities;
    - (2) Supervise new teacher mentors;
    - (3) Communicate with principals and other school leaders about induction activities; and
    - (4) Oversee the evaluation of the comprehensive induction program.

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

**.05 Participation in the Comprehensive Induction Program.**

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

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

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

**Comprehensive Teacher Induction Program**

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

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

*Harford County Public Schools Comprehensive Induction Program:*

Harford County Public Schools provides a rich induction program designed to provide on-going support to non-tenured teachers beginning upon hiring. While the overall goal of the program is to ensure that every student in Harford County Public Schools has access to an effective teacher, other major goals are to build the instructional, classroom culture, and digital teaching skills of new teachers; support the countywide initiatives of HCPS; positively impact the emotional well-being of new instructional staff; and provide a risk free, welcoming culture for all staff.

Staffing and Oversight:

As a comprehensive program, every content office and building administration team is involved in the support of new hires through workshops, the deployment of various teacher specialists, the observation process, and job-embedded professional learning opportunities. This work is coordinated through the Office of Organizational Development and Continuous Learning via the Director of Organizational Development and Continuous Learning and the Supervisor of Teacher Preparation and Professional Development. In addition, twelve Instructional Coaches are deployed across multiple schools under the direction of the Organizational Development Office in conjunction with Principals.

Orientation Programs:

All newly hired Instructional Staff have several unique opportunities to engage in professional learning prior to the arrival of students. In the summer of 2020, upon a new hire's acceptance of employment within HCPS, he or she was invited to an asynchronous, virtual course through our Learning Management system focusing on HCPS's essential skills for digital teaching and learning. This self-paced course allowed new hires to see video-recorded lessons incorporating the HCPS-vetted and approved technology tools for use during distance and/or digital teaching. The course then provided in-depth information on utilizing these tools.

Any newly hired teacher holding a conditional certificate was also invited to attend a one-day virtual event focusing on key foundational skills such as creating a vision for teaching and learning, establishing a classroom culture, and applying the concept of backwards mapping to their specific content area(s).

All newly hired Instructional Staff are also invited to an optional multi-day orientation conference prior to students' opening day. This year's Orientation Conference took place on August 25<sup>th</sup> and August 26<sup>th</sup> through our virtual tools including Microsoft Teams and itslearning. This year's conference aimed to orient new hires to HCPS culture and expectations through work with content offices, sessions with the Office of Instructional Technology, small group sessions with Instructional Coaches, and a range of other choice sessions to meet the diverse backgrounds and needs of new hires in HCPS.

HCPS new hires are also contracted to work an additional two days. Following the optional Orientation Conference, this year's new hires had an official start date of August 27<sup>th</sup> and worked that day and August 28<sup>th</sup> on a variety of topics to help them prepare for the opening of school. For example, new hires had an opportunity to work with master teachers and Supervisors in their grade and/or content area, receive school specific professional development from their home school administrators, participate in cultural proficiency and equity workshops, and work on scenarios related to professional conduct and building appropriate relationships with students.

### Ongoing Professional Learning:

Non-tenured teachers are provided multiple opportunities through the year for ongoing professional learning. For example, elementary teachers will be offered virtual office hours with expert teachers and Instructional Coaches to help them prepare for pedagogical shifts required by various distance and hybrid models of teaching. Conditionally certified teachers are enrolled in a year-long virtual course that includes brief bi-weekly videos and resources on highly effective teaching strategies. Non-tenured special educators have unique opportunities such as a semester-long course on Social Emotional Development of Children. Some individual schools are hosting bi-weekly professional learning sessions for their newly hired teachers, coordinated by their assigned Instructional Coach. Although the opportunities vary, newly hired Instructional Staff have access to multiple before school, during school, and after school sessions geared towards growing their content knowledge and their skills in creating a positive classroom culture for all children. With the increase in use of digital tools such as Microsoft Teams, the frequency of these opportunities has increased.

### Organization and Schedules for Mentor/Mentee Meetings:

The twelve HCPS Instructional Coaches are physically deployed across twenty-seven schools to provide individualized support to non-tenured teachers. Schools have been identified using achievement and retention data. Coaches are assigned to schools located close to each other in order to maximize their time with teachers and to provide helpful insights across feeder systems from elementary to elementary and also from middle to high. The main focus of all Instructional Coach work is the individual, non-tenured teacher. Instructional Coaches have been released of all other teaching or school related duties so that nearly 100% of their time can be in activities that support non-tenured teachers.

The Instructional Coaches communicate regularly with their Principals to identify needs and create both short-term and long-term goals for individual teacher growth. Teacher needs drive the scheduling of time with them.

In addition, the non-tenured teachers at the elementary schools who have not been physically assigned an Instructional Coach have two avenues for seeking and receiving support. 1) Non-tenured teachers can utilize a Microsoft Forms to request support in a specific content area, grade level, or other aspect of teaching. 2) Non-tenured teachers can access weekly before and after Office Hours with an elementary-trained Instructional Coach. These hours are structured to not only allow the highly skilled Coaches to provide support, but also to create a community of learners who collaboratively work to solve each other's challenges and celebrate each other's successes. The chat feature of Microsoft Teams allows these Office Hours to continue well past their scheduled times with the flexibility of allowing people to engage with each other as they are available.

### Opportunities for Observation and Co-Teaching:

In the 2020-2021 school year, all newly hired instructional staff will be provided unique opportunities to observe veteran teachers at work or to access a library of brief, video recorded lesson snippets organized by tags such as content area, grade

level, pedagogical approach, technology connection, etc. Instructional Coaches are collaborating with the Office of Organizational Development and with Content Supervisors to create on-demand videos that can be self-selected for individual viewing or used by Instructional Coaches and others to target a teacher's particular area of need.

The need to shift in March 2020 to digital and distance means of teaching and communicating have opened up new possibilities for observing teachers. For example, Instructional Coaches are taking new teachers into other teachers' classrooms (that have been identified by Principals) to observe pieces of lessons delivered in an entirely distance format. As HCPS shifts to a hybrid model, this practice will continue to allow new teachers to virtually observe instructional possibilities by their colleagues. While there are hurdles, this practice has many affordances such as an elimination in the need for travel time, more flexibility in 'visiting' teachers across the county, and decreased need for substitute coverage. Teachers are also able to 'visit' for a brief period of time to see a targeted aspect of instruction rather than committing to an entire period or day out of their own classrooms.

Instructional Coaches continue to provide co-teaching opportunities for newly hired instructional staff as appropriate. During the 2020 school year, that co-teaching has included collaborating on pre-recorded videos for students to use to access instruction as well as traditional co-teaching via Microsoft Teams. As teachers are transitioning to a hybrid model of teaching, Instructional Coaches will continue to model both distance and in-person strategies in order to highlight the possibilities that come from merging highly effective technology, pedagogy, and content. In addition, the Curriculum, Instruction, and Assessment Office includes a teacher specialist in every content area. These specialists provide co-teaching opportunities to new hires as necessary and as requested by Principals and/or individual teachers.

#### Monitoring of New Teacher Needs, Concerns, Ongoing Supports, Formative Review, and Follow Up:

The close connection that Instructional Coaches have between their assigned schools and the Curriculum, Instruction, and Assessment Office allows the induction program to continually monitor new teacher needs and concerns, as well as provide flexible supports and follow up. Instructional Coaches attend regularly scheduled, weekly Curriculum, Instruction, and Assessment meetings and are each connected to a specific content office or to the Supervisor of Instructional Technology.

These intentional pairings of coaches with content areas allow the Instructional Coaches to dialogue regularly with content Supervisors about patterns of needs that they are seeing across their caseloads, as well as those that Principals are sharing with them about their school staff.

Instructional Coaches follow up with non-tenured teachers about content specific professional development that they are receiving in order to help facilitate their transfer of learning. As part of their job duties, Instructional Coaches support the professional development created and delivered by their assigned content office. This support gives them inside, current information on their assigned content area's

expectations, updates, and trends. Coaches share this inside information with each other through monthly Instructional Coach meetings and through an electronic notebook.

Instructional Coaches also sit on the Instructional Leadership Team at their school with the highest percentage of non-tenured teachers. This assignment allows Instructional Coaches to serve as the voice of new teachers with their administrators as well as to receive administrators' evaluative feedback on teacher practice connected to Danielson and school or districtwide initiatives. These meetings often result in coordinated efforts led by the Instructional Coach to provide small group or faculty wide professional learning as follow up to what administrators are noticing.

Instructional Coaches also follow up with individual teachers after their formal observation and evaluation process. This intentional alignment with Principal and Supervisor feedback allows Instructional Coaches to focus their work appropriately and help new teachers focus their efforts on appropriate areas.

#### Action Plans:

Non-tenured teachers who are placed on action plans (Plans for Professional Growth or PPG) in HCPS may have an Instructional Coach assigned to support them. This addition of a non-evaluative support person is intended to provide teachers with highly effective instructional support in a risk-free area for attempts and improvement. Schools that do not have an assigned Instructional Coach may assign the Coach connected with the teacher's specific content area as a layer of non-evaluative support.

#### Use of Relevant and Appropriate Data:

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

- A new teacher survey is sent twice each year, to collect perception data on professional learning opportunities and support provided. The second version of the survey which is given late spring allows teachers to indicate their reasons for remaining in the district or for leaving the district.
- Retention data is collected throughout the year and analyzed by school, content area, date of hire, and Instructional Coach services. A new position within HCPS, the Diversity Recruitment and Retention Specialist is shared by the Office of Organizational Development and the Human Resources Office. This position began mid-July 2020 and is currently creating plans for reviewing systemwide data, creating structures to support the retention of all teachers, and consulting on various professional development planning teams regarding her findings.
- Instructional Coaches utilize a coaching cycle approach to measure the impact their work with an individual teacher is having on student success. This collaborative cycle includes



pre-planning meetings with a teacher to determine student achievement goals and specific actions the coach and teacher will take together to reach these goals. Milestones and measurements along the way are tracked to see what collaborative work is the most effective.

- Instructional Coaches are provided the option of aligning their SMART goal to one of their caseload teacher's SLOs.
- Instructional Coaches maintain evidence of growth of their teachers through an electronic notebook. Evidence includes such artifacts as student work samples, photographs of lesson implementation, lesson plans, data collection sheets, etc.
- Instructional Coaches maintain logs of their work with each teacher on their caseload. These logs are reviewed periodically to analyze trends in task and time spent. Coaches also maintain their calendars through Outlook so other stakeholders can be aware of their work and efforts expended.

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

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

Training for New Mentors:

New mentors (Instructional Coaches in HCPS) were first provided with their own Instructional Coach. Paid meetings were held over the summer to help the new Instructional Coaches understand the role and expectations, and to prepare for their initial meetings with Principals. New Coaches have access to this assigned Coach throughout the course of the school year and will be provided with multiple shadowing day opportunities to learn by watching the more veteran Coach during the scope of their normal duties.

New Instructional Coaches also attend monthly meetings to continue to hone the skills necessary for success in this role. Topics include establishing trust, making a work plan, and measuring progress. General topics around adult learning theory and cognitive coaching are threaded throughout the monthly work, as well.

With the increased demand of technology knowledge, Instructional Coaches (and other specialists) are being provided with additional training in this area. Beginning in July 2020 and continuing through the school year, Instructional Coaches are invited to both required and optional training sessions on a variety of instructional technology tools. For example, early in the fall, Instructional Coaches had the option of attending four live events focused on building relationships with students during distance and hybrid teaching, effective lesson design in an age of digital tools, leveraging digital tools to enhance rigor, and tools for formatively assessing students in both a distance and hybrid model. Coaches attended these sessions to enhance their own skills in these areas as well as increase their ability to equip others with skills in these particular aspects of teaching.

#### Supervision of Mentors:

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

The cornerstone of the Instructional Coach evaluation is a deep dive into the evidence from the coaching cycles used with at least one teacher. Instructional Coaches prepare the ‘story’ of the teacher and his or her students based on each phase of the cycle. Coaches utilize the features of One Note to create a comprehensive repository of student work, notes from teacher planning sessions, reflection tools, etc. to document the work and measure the impact of their efforts on student achievement.

#### Training for School Administrators and School Staff as Described in .04E of the Regulation:

Each year, details about the optional orientation conference and mandatory days are shared with school administrators. In addition, time is devoted during new teacher mandatory days for school administrators to work with new teachers. With the addition of the Diversity Retention and Recruitment Specialist, increased collaboration with Principals in buildings with relatively high turnover rates has also begun.

HCPS developed Leadership Competencies that drive the onboarding of new administrators and their ongoing professional learning. Many of these competencies support the recommendations described in .04E of the regulation. For example, administrators focus on strategies that help build the talent of others, effectively allocate human resources, and support equity practices. Ongoing conversations about retention and teacher data are held during systemic leadership meetings.

Instructional Coaches also continue to use a template for regular communication with principals and share their logs and calendars in order to encourage ongoing communication around new teacher growth, needs, and strategies to meet those needs. The addition of an Instructional Coach to the Instructional Leadership Team of 11 of our schools with the highest turnover is another strategy to build the system's ability to elevate and retain new teachers.

Process Used to Measure the Effectiveness of the Induction/Mentoring and the Results of that Measurement:

The effectiveness of the induction program and the Instructional Coach program are measured in multiple ways:

- Survey given to new teachers twice per year regarding their perceptions of professional learning and coaching support
- New teacher observation/evaluation data
- Retention data
- Instructional Coach log data
- Instructional Coach observation/evaluation data and Principal input
- Data collected on student achievement based on the coaching cycle
- Surveys provided after professional learning sessions created and delivered for non-tenured teachers
- Evidence of teacher growth through pre- and post-assessments such as lesson plans submitted before and then again after a professional learning session

The result of last year's survey and data indicated several areas for celebration as well as areas to continue to grow:

Celebrations:

1. New Hire performance was overwhelmingly in the Effective and Highly Effective range.
2. New hires did not make up a disproportionate amount of separations.
3. Each of the 10 2019-2020 Instructional Coaches provided, on average, 900 hours of coaching to new hires during that school year. This hourly account does not include time spent in providing small or whole group professional learning, gathering resources, or collaborating with Content Supervisors.
4. With rare exception, new teachers in HCPS were satisfied with the support they received and felt it had an impact on their practices.
5. No teacher indicated that they were separating from HCPS due to a lack of support from Instructional Coaches.

Areas for Growth:

1. Survey responses from teachers who did not have a formally assigned coach consistently indicated that the level of support provided in these buildings varied widely and did not consistently address areas of new teachers such as SLO monitoring, evaluation conference preparation, or reaching diverse learners.
2. Secondary demonstration classroom visits were not consistent in their implementation or perceived effectiveness in supporting effective teacher practice.
3. Much of the data being collected during coaching cycles was negatively impacted by the school closures that began on March 16, 2020. Not a single cycle continued after the closures leaving this major area for measurement vague.

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

The number of probationary teachers.

Instructional Coaches provide support to specific groups of newly hired instructional staff. This group includes all classroom and special educators. This group does not include school counselors, school psychologists, related service providers, or social workers. These individuals are supported by veterans in that specific area. For example, each non-tenured school counselor is 'assigned' a veteran counselor who provides support. The staff members in these roles, even if they are in their first three years with HCPS, are not included in the data provided below.

162 First Year Teachers

107 Second Year Teachers

92 Third Year Teachers

Total = 361 Probationary Teachers

The number of mentors who have been assigned.

Harford County Public Schools has 12 Instructional Coaches for the 2020-2021 school year. All twelve have Instructional Coach as their full-time job.

HCPS is providing Instructional Coach services to 229 of the 361 total probationary teachers. In addition to these 229 teachers, Instructional Coaches are also supporting long-term substitutes, veteran teachers on Plans for Professional Growth, teachers reassigned school and/or content area during the 2018-2019 budget process, and other teachers identified by Principals and Content Supervisors across the district.

Instructional Coaches are also available to provide requested support to the 71 non-tenured elementary teachers in schools that have not been assigned a formal Coach. This support can be accessed in several ways:

- All elementary teachers have access to Instructional Coach office hours held before and after school daily.
- Elementary teachers without a formally assigned Coach may utilize a Microsoft Forms to request support in a specific area.
- All Principals can reach out to the Office of Organizational Development and Continuous Learning to request an individual receive non-evaluative support.

A breakdown of your mentors' roles in the district

(1) FULL-TIME MENTORS: Mentoring is their full-time job.

12 of 12 Instructional Coaches have this role as their full-time job.

(2) PART-TIME MENTORS: Mentoring is their part-time job.

We have no part-time mentors.

(3) RETIREES: Mentoring is done by retirees hired to mentor.

We have no retirees serving as Instructional Coaches.

(4) FULL-TIME TEACHERS: Teaching is their full-time job and they mentor.

We have no full-time teachers serving as Instructional Coaches.

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

The HCPS Instructional Coach program is being evaluated in multiple ways:

- A survey sent to first year teachers with questions targeting their professional learning experiences
- A comparison of surveys sent to teachers who had an Instructional Coach and to a survey sent to those who did not.
- Observation/Evaluation data from Instructional Coaches
- Analysis of Instructional Coach SMART goals which are aligned to a new teacher Student Learning Objective
- Teacher retention data with a comparison between schools that had Instructional Coach support and those that did not. This data must also be analyzed in light of overall retention at a particular location and other complexity factors that are correlated with higher teacher turnover.
- Formal evaluations of new teachers
- Data on student achievement and growth as measured periodically during formal coaching cycles.