SY 2016-2017 Title I Application

1st Submission: August 1, 2016

Final Submission: September 30, 2016

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Title I, Part A

Improving Basic Programs

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| LEA: |  | Submission Date: |  |

**FAIN # S010A160020**

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

**NARRATIVE: TITLE I, PART A**

**IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES**

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|  | **Local Educational Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Federal Fiscal Year 2017**  **Title I Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |

1. Describe the LEA’s strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure

to **address each lettered and/or bulleted item separately.** **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS**

**SECTION IV.**

*A. STAFF CREDENTIALS AND CERTIFICATION:*

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

* 1. ~~Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who does not meet Maryland’s State certification and licensure requirements.~~ Not Required (*Transitioning to the Every Student Succeeds Act* (ESSA) Updated May 4, 2016.

* 1. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).
	2. Describe how the LEA coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration (for a. **and** b. in this section).
	3. Describe how the LEA ensures the certification and licensure of teachers assigned to Title I schools is maintained.
1. **DOCUMENTATION: Include** sample copies of English and translated letters that will be used to meet the requirements (for **a.** and **b.**) in school year 2016-2017.

***B. SCHOOLWIDE PROGRAMS:***

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

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

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

 [ ]  Federal funds

 [ ]  Federal, State, local funds

 [ ]  Not Consolidating Funds

1. Describehow the system will assist schools in consolidating funds for schoolwide programs.
2. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.
	1. Describe the process to ensure that the *Components of a Schoolwide Program* are part of the development, peer review, implementation, and monitoring of Schoolwide School Plans.
	2. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.
	3. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.
	4. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.
	5. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.
3. **For LEAs with Priority Schools and schools that receive 1003g SIG funds:** Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools’ models/plans.

*C. TARGETED ASSISTANCE SCHOOLS:*

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

**1. DESCRIBE the step-by-step process including timelines/dates used to** identify eligible children most in need of services. Include in the description how students are **ranked using multiple selection (academic)** criteria. (**Note:** Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)

**2.** **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students.** ***(In Maryland, small group constitutes no more than 8 students to one teacher.)*** These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

* 1. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.
	2. Helping provide an accelerated, high-quality curriculum, including applied learning.
	3. Minimizing the removal of children from regular classroom instruction for additional services.

 **3.** **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.

**4.** **DESCRIBE** the process for developing, implementing, and monitoring targeted assistance requirements.

**5.** **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.

**6.** In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring** targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.

**7.** **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

**8.** If an LEA intends to transition a Title I school implementing a targeted assistance program in 2016-2017 to a schoolwide program in 2017-2018, the LEA must submit a formal letter to the Director of the Program Improvement and Family Support Branch, informing MSDE of its intent.

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

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

***D. PARENT INVOLVEMENT:***

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

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

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* 1. Date the current LEA Parent Involvement Policy/Plan was reviewed:
	2. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan. Describe any changes that have been made since the last Master Plan submission.
	3. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.
		1. **DOCUMENTATION:** Attach a copy of the LEA’s most current distributed Parent Involvement Policy/Plan.
		2. School Level Parent Involvement Plan Review
	4. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.
	5. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.
		1. **School-Parent Compact**
	6. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.
	7. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.
		1. **Monitoring Parent Involvement**

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

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

* + 1. **Distribution of Parent Involvement Funds**
1. Describe *how* the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.
2. Describe *how* the LEA ensures that Title I parents have input in the use of these funds at the district and school level.
3. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.
4. Does the LEA reserve more than 1% of its total allocation for parent involvement? [ ]  **Yes** [ ]  **No**
5. If yes, describe *how* these additional funds are used.
	* 1. **DOCUMENTATION:**  Attach a list of all Title I schools’ with their individual parent involvement allocations.

### *E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS*

###  *[Section 1120]:*

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.
2. **DESCRIBE** the LEA’s process for inviting private schools to participate in the Title I, Part A program.
3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.
4. **DOCUMENTATION**: Attach a timeline for consultation and affirmation meetings with private school officials.
5. **DELIVERY OF SERVICES**

a. Will LEA staff provide the services directly to the eligible private school students? [ ] **Yes** [ ]  **No**

 If yes, when will services begin? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? [ ]  **Yes** [ ]  **No**

 If yes, identify the LEA(s) involved and the **date the services** will begin.

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c. Will the LEA enter into a third party contract to provide services to eligible private school students? [ ]  **Yes** [ ]  **No**

 If yes, when will services begin? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **DOCUMENTATION:** Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]
2. **DESCRIBE** the LEA**’s** process to supervise and evaluate the Title I program serving private school students.

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

### *F. Support for Foster care students:*

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

### II. Tables and WORKSHEETS

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

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| **Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING** **THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES** A Local Educational Agency must use the same measure of poverty for:* 1. Identifying eligible Title I schools.
	2. Determining the ranking of each school.
	3. Determining the Title I allocation for each school.

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

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

**PRIVATE SCHOOLS:**A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. **According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data.** **CHECK (all that apply)** the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)  |
|  | A. | FARMS to identify low-income students. |
|  | B.  | Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families’ identify. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable. |
|  | C. | Comparable poverty data from a different source, such as scholarship applications. |
|  | D. | Proportionality (Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.) |
|  | E.  |  Equated measure of low-income correlated with the measure of low-income used to count public school children. |
|  | F.  | Community Eligibility Provision (CEP) |

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

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| **Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)**  |
| Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I, Part A. The following points summarize these requirements:1. The school system must **FIRST RANK** all of its schools by poverty based on the percentage of low-income children.
2. After schools have been **RANKED BY POVERTY**, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

**CHECK one** box below to indicate which method the school system is using to qualify attendance areas. [ ]  **Percentages --** schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**[ ]  **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**[ ]  **35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above 35%. **Complete Tables 7-3.**[ ]  **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**[ ]  **Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 4.****Note:** **Regarding Grade-Span Grouping:** The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.**Note: Baltimore City Schools, Baltimore County Public Schools, and Prince George’s County Public Schools:** The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.) MSDE requested and was approved for a waiver in order to permit its LEAs to serve a Title I eligible middle school that has been identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.) |

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

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| Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDRENThe LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2015 to complete this table along with the September 30, 2015 enrollment data.** *Pre-K should be included in these numbers***.** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Total Number of****Low-Income Children Attending ALL Public Schools****(October 31, 2015)** | **÷** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Total LEA****Student Enrollment****(September 30, 2015)** | **=** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****District-Wide Average (percentage)****of Low-Income Children** |

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| **Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME** **CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)**A school system’s organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.  |
| district-wide grade span poverty average calculations |
| Grade Span(Write Grade Spans in Spaces Below) | Total Grade Span Enrollment of Low Income Students. | ÷ | Total Grade Span Enrollment | District-wide grade span poverty average |
| Elementary (\_\_\_\_\_\_\_\_\_)  |  | ÷ |  |  |
| Middle (\_\_\_\_\_\_\_\_\_) |  | ÷ |  |  |
| High (\_\_\_\_\_\_\_\_\_) |  | ÷ |  |  |

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| **Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT**  **SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Local Educational Agency** **Title I-A Allocation** **(Taken from Table 7-10; Should match # on C-1-25)** | **÷** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Total Number Of Low-Income Public and Private Students****(Add the total public students presented above and the private student number presented on Table 7-9)**  | **=** | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Per Pupil Amount** |
| **Per-Pupil Amount $\_\_\_\_\_\_\_\_\_\_X 1.25 = Minimum Per Pupil Allocation $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****MULTIPLY** the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation. In order to serve schools below 35% poverty, the LEA’s districtwide average must be below 35%. |

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

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| Table 7-6.1 CONTINUED ELIGIBILITY  |
| Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. **LIST** below any school(s) that the school system will serve for one additional year. To qualify for continued eligibility, a school must have a lower poverty level than the district wide poverty average or fall below 35% poverty, per the LEA’s selection in Table 7-2. |
| **Name of School(s)** | **Preceding Fiscal Year** **Percent Poverty**  | **Current Fiscal Year****Percent Poverty** |
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| **Table 7-6.2 ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS** **ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS**  |
| The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served. MSDE also requested and received a waiver in order to permit its LEAs to serve a Title I eligible middle school that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served |
| **Name of Priority High School** | **MSDE ID Number** |
|  |  |
| **Name of Priority Middle School** | **MSDE ID Number** |
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| **Table 7-7 TITLE I SKIPPED SCHOOLS** **LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Attachment 7.** |
| Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.
 |
| **Number of Skipped Schools :** |  | **Note:** The completed 2016-2017 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet **must** be submitted with the Attachment 7. |

### BUDGET INFORMATION

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| Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION |
| Before allocating funds to schools, a school system **MUST reserve** funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.**LIST** (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a detailed, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.**  |

**Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION[[1]](#footnote-1)**

|  |  |
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| Total Title I SY 2016-2017 Allocation | **$ \_\_\_\_\_\_\_\_\_\_\_ (Taken from the C-1-25)** |
| **Reservations Requiring Equitable Services for** **Non-Public Schools** **Use these numbers in Table 7-9.** | ACTIVITY | **RESERVATION** | **DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)** |
| 1a | **District-wide Title I Instructional Program(s)** Reservation, 34CFR Sec. 200.64*(see guidance document)* |  |  |
| 1b | **District-wide Professional Development**34 CFR Sec.200.60, Sec. 9101(34) of ESEA*(see guidance document)* |  |  |
| 2 | **Parent Involvement** (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditures). |  |  |
| 3 | ~~Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1)~~ **~~If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and~~**~~Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.~~ | **Not Applicable.** |
| 4 | **TOTAL** reservations requiring equitable services. Lines1a, 1b & 2 **(Present this number in Table 7-10 LINE 2.)**  |  |  |

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| **Reservations Not Requiring** **Equitable Services****vations Not Requiring****Equitable Services** | 5 | **Administration** (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants  34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.) |  |  |
| 6 | **Support for Title I Priority Schools** (Baltimore City Public Schools, Baltimore County Public Schools, and Prince George’s County Public Schools only)*(see guidance document)*MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between $50,000 and $2 million per school per year to implement Maryland’s Turnaround Principles Model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its Priority Schools and students. [ESEA Flexibility Plan: Principle 2.D.iii]**Include the intervention plans with budget narratives for each Priority School as an appendix.**If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii] **These funds will not be carried over in SY 2017-2018.** |  | 20% of LEA allocation = \_\_\_\_\_\_List each Priority School served with these funds, the amount of funds each school will receive and the intervention model the school will implement.  |
| 7 | **Support for Focus Schools in LEAs Serving Priority Schools**(Baltimore City Public Schools, Baltimore County Public Schools, and Prince George’s County Public Schools only) Note: This line item will only be completed by LEAs that meet the requirement of line item #6. List any Focus School served with these funds, the amount of funds each school will receive. **Include a separate budget narrative for each Focus School as an appendix.****These funds will not be carried over in SY 2017-2018.** |  | .List any Focus School served with these funds, the amount of funds each school will receive, and the instructional strategies/interventions that will be implemented to address the achievement gap. |
| 8 | **Support to Low Performing Title I Schools** **~~All~~** ~~LEAs with approaching target schools.~~**Any** LEA with Focus Schools (**except** Baltimore City Public Schools, Baltimore County Public Schools, and Prince George’s County Public Schools). 1. **Optional:** LEAs with Title I Focus schools may set aside district level Title I, Part A funds to support those schools through interventions such as locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland’s Flexibility Plan: Section 2.D.iii]
 |  | **Option a:** Identify additional Focus Schools ~~and approaching target schools~~ that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented. |
| 9 | **Services to Neglected Children**Sec. 1113(c)(3) (B)(C) of ESEAMust reserve funds if N & D programs exist. *(see guidance document for recommended reservations)* |  | Note: **List each institution, the amount of funding provided, and a detailed narrative description of how the funds will be used to provide educational services to identified children.** |
| 10a | **Required : Services for Homeless Children** Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.*(see guidance document for recommended reservations)*Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.  |  |   |
|  | **Optional: reservation for Services for Homeless Children in 10b and 10c** (allowable use of Title I funds were approved in the appropriation bill for State FY16 funds and State FY15 carryover. If carryover funds are used, report cost in the carryover report. |
| 10b | **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).** |  | (Report FTE, salary, fringe and job description must be attached for this position) |
| 10c | **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). |  |  **Attach:** 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.  |
| 11 | **Total** Reservations **Not requiring Equitable Services,** lines 5-10**(Use this number in Table 7-10 LINE 4).** |  |  |
|  | 12 | **Total of Equitable and Non-Equitable Reservations minus Administration.** **(Present this number in Attachment 4-A System-wide Program and School System Support to Schools).** |  | Total Non-Equitable LINE 11 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Plus**Equitable Reservations LINE 4 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Equals**  $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Minus**Administration – LINE 5 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Equals**: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

### BUDGET INFORMATION

|  |
| --- |
|  **Table 7-9** **COMPLETE** the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers. |
| **1a. District-wide Instructional Program(s) Reservation** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Total # of private school childrenfrom low-income families including those going to schools in other LEAs residing in Title I School attendance area. **(Use the total number reported in the Title I Allocation Worksheet Column N.)** | **÷**  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Total # of public school children from low-income families in Title I public schools **plus** private school children from low-income families.**(Use the total number reported in the Title I Allocation Worksheet Column I + N.)** | **=** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Proportion of reservation |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Proportion of reservation |  **x** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Reservation**(Use # from Table 7-8, Line 1a)** | = | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Proportional monies available for equitable services to private school participants |
| **1b. District Professional Development Reservation** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Total # of private school childrenfrom low-income families including those going to schools in other LEAs residing in Title I School attendance area.**(Use the total number reported in the Title I Allocation Worksheet Column N.)** |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Total # of public school children from low-income families in Title I public schools **plus** private school children from low-income families **(Use the total number reported in the Title I Allocation Worksheet Column I + N.)** |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Proportion of reservation |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Proportion of reservation |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Reservation**(Use # from Table 7-8, Line 1b)** |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Proportional monies available for equitable services to private school participants |
| **Parental Involvement Reservation** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Total # of private school childrenfrom low-income families including those going to schools in other LEAs residing in Title I School attendance area. **(Use the total number reported in the Title I Allocation Worksheet Column N.)** | **÷**  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Total # of public school children from low-income families in Title I public schools **plus** private school children from low-income families**(Use the total number reported in the Title I Allocation Worksheet Column I + N.)** | **=** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Proportion of reservation |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Proportion of reservation |  x | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Reservation**(Use # from Table 7-8, Line 2)** | **=** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Proportional monies available for equitable services to parents of private school participants |
| **TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement****(Total from Table 7-9 report on Table 7-10 LINE 3) Total $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**B. Budget Information**

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

##### C. PROJECTED CARRYOVER INFORMATION

|  |
| --- |
| **Table 7-11 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)**  |
| Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2015 – September 30, 2016) **LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA’s subsequent year’s allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8).**1. Total amount of Title I 2015-2016 allocation: $ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**2. The estimated amount of Title I funds the school system will carryover: **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**1. The estimated percentage of carryover Title I funds as of **September 30, 2016** \_\_\_\_\_\_\_\_\_\_ **(THIS IS A PROJECTION).**

4. Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? [ ] **Yes** [ ]  **No** |

### III. BUDGET INFORMATIOn- Submit this information after SECTION II

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

#### Complete a detailed budget on the MSDE Title I, Part Aproposed budget form *(C-1-25)*. The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the *MSDE Bridge to Excellence Master Plan* web site at: [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

1. **Provide** a **detailed budget narrative**. The budget narrative should:
	1. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.
		1. Include a separate and complete justification for each line item.
		2. Identify each activity.
		3. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.
		4. Show alignment between the project activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.
	2. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.
	3. Sample budget template for the detailed narrative is available on the Title I web page on [www.marylandpublicschools.org](http://www.marylandpublicschools.org)
2. **Attach** the signed required assurance page with the final submission.
3. **Attach** the allocation worksheets

### IV. REQUIRED documentation

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

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

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

* Each Priority School’s intervention plan with budget narrative
* Each Focus School’s budget narrative

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

 **6-A & B**

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

 Attachment 4A & B: School Level “Spreadsheet” Budget Summary

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

|  |
| --- |
| **Maryland's 2016-2017 Priority Schools** |
| **LEA Name** | **LEA #** | **LEA NCES ID** | **School ID** | **School Name** | **NCES ID** | **T-1 Status** |
| Baltimore County | 03 | 2400120 | 1351 | Lansdowne Middle | 240012000417 | SW |
| Prince George's | 16 | 2400510 | 1908 | William Wirt Middle | 240051001186 | SW |
| Baltimore City | 30 | 2400090 | 0010 | James McHenry Elementary | 24009000253 | SW |
| Prince George's | 16 | 2400510 | 0102 | High Point High | 240051001059 | SW\* |
| Baltimore City | 30 | 2400090 | 0035 | Harlem Park Elementary | 240009000239 | SW |
| Baltimore City | 30 | 2400090 | 0037 | Harford Heights Elementary | 240009001153 | SW |
| Baltimore City | 30 | 2400090 | 0260 | Frederick Elementary | 240009001430 | SW |
| Baltimore City | 30 | 2400090 | 0125 | Furman Templeton Preparatory Academy | 240009000211 | SW |
| Baltimore City | 30 | 2400090 | 0122 | The Historic Samuel Coleridge-Taylor Elementary | 240009000309 | SW |
| Baltimore City | 30 | 2400090 | 0130 | Booker T. Washington Middle | 240009000160 | SW |
| Baltimore City | 30 | 2400090 | 0011 | Eutaw-Marshburn Elementary | 240009000196 | SW |
| Baltimore City | 30 | 2400090 | 0107 | Gilmor Elementary | 240009000221 | SW |
| Baltimore City | 30 | 2400090 | 0164 | Arundel Elementary/Middle | 240009000148 | SW |
| Baltimore City | 30 | 2400090 | 0231 | Brehms Lane Elementary | 240009000161 | SW |
| Baltimore City | 30 | 2400090 | 0204 | Mary E. Rodman Elementary | 240009000277 | SW |
| Baltimore City | 30 | 2400090 | 0430 | Augusta Fells Savage Institute of Visual Arts | 240009001387 | SW |
| Baltimore City | 30 | 2400090 | 0341 | The Reach! Partnership School | 240009001663 | SW |
| Baltimore City | 30 | 2400090 | 0378 | Baltimore I.T. Academy | 240009000174 | SW |
| Baltimore City | 30 | 2400090 | 0210 | Hazelwood Elementary/Middle | 240009000241 | SW |
| Baltimore City | 30 | 2400090 | 0450 | Frederick Douglass High | 240009000209 | SW |
| Baltimore City | 30 | 2400090 | 0342 | K.A.S.A. (Knowledge And Success Academy) | 240009001665 | SW\* |
| Baltimore City | 30 | 2400090 | 0422 | New Era Academy | 240009001559 | SW |
| Baltimore City | 30 | 2400090 | 0367 | Baltimore Community High School | 240009001679 | SW |
| Baltimore City | 30 | 2400090 | 0339 | Friendship Academy of Engineering and Technology | 240009001659 | SW |
| Baltimore City | 30 | 2400090 | 0427 | Academy for College and Career Exploration | 240009001381 | SW |
| Baltimore City | 30 | 2400090 | 0239 | Benjamin Franklin High School at Masonville Cove | 240009000157 | SW |
| \* Will operate a SW program beginning July 1, 2016. |  |  |  |

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| **Maryland's 2016-2017 Focus Schools** |
| **LEA Name** | **LEA #** | **LEA NCES ID** | **School ID** | **School Name** | **NCES ID** | **T-1 Status** |
| Anne Arundel County | 02 | 2400060 | 4182 | Germantown Elementary | 240006000074 | SW |
| Baltimore County | 03 | 2400120 | 1409 | Shady Spring Elementary | 240012000474 | SW |
| Baltimore County | 03 | 2400120 | 0113 | Chadwick Elementary | 240012000357 | SW |
| Baltimore County | 03 | 2400120 | 1313 | Halethorpe Elementary | 240012000398 | SW\* |
| Baltimore County | 03 | 2400120 | 0909 | Pleasant Plains Elementary | 240012000453 | SW |
| Baltimore County | 03 | 2400120 | 0810 | Padonia International Elementary | 240012090440 | SW\* |
| Calvert County | 04 | 2400150 | 0208 | Barstow Elementary | 240015001655 | SW\* |
| Caroline County | 05 | 2400180 | 0701 | Ridgely Elementary School | 240018000525 | SW |
| Charles County | 08 | 2400270 | 0604 | Dr. Samuel A. Mudd Elementary School | 240027000585 | SW |
| Charles County | 08 | 2400270 | 0302 | Mt Hope/Nanjemoy Elementary School | 240027001492 | SW |
| Charles County | 08 | 2400270 | 0611 | Dr. Gustavus Brown Elementary | 240027000584 | SW\* |
| Frederick County | 10 | 2400330 | 0204 | Lincoln Elementary | 240033000649 | SW |
| Frederick County | 10 | 2400330 | 0222 | Monocacy Elementary | 240033001521 | SW |
| Frederick County | 10 | 2400330 | 0210 | North Frederick Elementary | 240033000645 | SW |
| Frederick County | 10 | 2400330 | 0916 | Spring Ridge Elementary | 240033090472 | SW |
| Frederick County | 10 | 2400330 | 2306 | Orchard Grove Elementary | 240033000807 | SW\* |
| Harford County | 12 | 2400390 | 0211 | G. Lisby Elementary at Hillsdale | 240039000700 | SW |
| Harford County | 12 | 2400390 | 0632 | Havre de Grace Elementary | 240039000695 | SW |
| Howard County | 13 | 2400420 | 0612 | Phelps Luck Elementary | 240042000749 | SW |
| Howard County | 13 | 2400420 | 0515 | Running Brook Elementary | 240042000751 | SW |
| Howard County | 13 | 2400420 | 0609 | Talbott Springs Elementary | 240042000756 | SW |
| Howard County | 13 | 2400420 | 0618 | Laurel Woods Elementary | 240042000761 | SW |
| Howard County | 13 | 2400420 | 0103 | Deep Run Elementary | 240042090448 | SW |
| Howard County | 13 | 2400420 | 0514 | Longfellow Elementary | 240042000742 | SW |
| Howard County | 13 | 2400420 | 0517 | Swansfield Elementary | 240042000755 | SW |
| Montgomery County | 15 | 2400480 | 0779 | Sargent Shriver Elementary | 240048001537 | SW |
| Montgomery County | 15 | 2400480 | 0553 | Gaithersburg Elementary | 240048000836 | SW |
| Montgomery County | 15 | 2400480 | 0766 | Oak View Elementary | 240048000887 | SW |
| Montgomery County | 15 | 2400480 | 0777 | Weller Road Elementary | 240048000946 | SW |
| Montgomery County | 15 | 2400480 | 0305 | Jackson Road Elementary | 240048000854 | SW |
| Montgomery County | 15 | 2400480 | 0771 | Rolling Terrace Elementary | 240048000913 | SW |
| Montgomery County | 15 | 2400480 | 0559 | Brown Station Elementary | 240048000792 | SW |
| Prince George's County | 16 | 2400510 | 2011 | Charles Carroll Middle | 240051001004 | SW |
| Prince George's County | 16 | 2400510 | 1601 | Hyattsville Elementary | 240051001065 | SW\* |
| Prince George's County | 16 | 2400510 | 1234 | Oxon Hill Middle | 240051001471 | SW |
| Prince George's County | 16 | 2400510 | 2009 | Thomas Johnson Middle | 240051001175 | SW |
| Queen Anne's County | 17 | 2400540 | 0503 | Grasonville Elementary School | 240054001193 | SW\* |
| St. Mary's County | 18 | 2400600 | 0804 | Lexington Park Elementary | 240060001230 | SW |
| Talbot County  | 20 | 2400630 | 0104 | Easton Elementary | 240063001244 | SW |
| Baltimore City | 30 | 2400090 | 0243 | Armistead Gardens Elementary | 240009000147 | SW |
| Baltimore City | 30 | 2400090 | 0327 | Patterson Park Public Charter School | 240009001480 | SW |
| Baltimore City | 30 | 2400090 | 0047 | Hampstead Hill Academy | 240009000234 | SW |

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

1. **References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, and Maryland’s ESEA Flexibility Plan.** [↑](#footnote-ref-1)