



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

Title I, Part A Application and Tools Release Date:  
**Draft as of 5/15/2019**

**Federal Grant Application Submission Timeline**

<b>1<sup>st</sup> Submission to the Title I Specialists for Review:</b>	<b>Submission for Conditional Approval</b>	<b>First Submission through Local ESSA Consolidated Strategic Plan</b>	<b>FINAL Submission through Local ESSA Consolidated Strategic Plan</b>
<b>August 1- August 30, 2019</b>	<b>September 30, 2019</b>	<b>October 15, 2019</b>	<b>November 16, 2019</b>

<b>Local School System:</b>	
<b>Title I Coordinator:</b>	
<b>Telephone:</b>	<b>Email Address:</b>

## 2019-2020 Title I, Part A Application

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

### Explanation of Terms

<b>SECTION NAME</b>	The Title I Component
<b>REQUIRED ATTACHMENTS</b>	Documents that are required with submission of the application.
<b>NOTE TO LSS</b>	If documentation is needed prior to the program review, a note will be indicated in the identified section.
<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 LSS agrees to comply with the terms and conditions under each component. Each component includes specific requirements that the LSS has responsibility for oversight and implementation.
<b>CITATIONS</b>	References to the law
<b>SAMPLE EVIDENCE OF IMPLEMENTATION</b>	Suggested documentation for evidence of implementation for each requirement
<b>TABLES AND WORKSHEET</b>	See Excel template for Instructions.

**2019-2020 Title I, Part A Application**

**ATTESTATION**

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

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

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

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

**Title I Coordinator Signature**

**Local School System**

**Date**

**Application Submission Date:** \_\_\_\_\_

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**A. STAFF CREDENTIALS AND CERTIFICATIONS**

**MSDE Staff Credentials and Certification Guidance**

**Staff Credentials: Glossary of Terms**

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

**REQUIRED ATTACHMENTS:**

1. A written process to ensure the LSS:

- has all teachers and paraprofessionals in Title I schools meet applicable state certification and licensure requirements.
- 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. **Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.**
- has a timeline to notify parents.

2. Summary of data used to determine disparities (2018-2019 SY).

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

**STAFF CREDENTIALS AND CERTIFICATIONS**

Check one	Assurances	Citation	Evidence of Implementation
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<input type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS ensures that it has a written process that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. <i>(Required Attachment)</i>	1111(g)(2)(J) 1112(c)(6)	<input type="checkbox"/> 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 2019-2020 school year.</li> </ul> <input type="checkbox"/> Copies of 2019-2020 Principal Attestations with dates and signatures for each Title I school. <i>(Optional)</i>
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. <i>(Required Attachment)</i>	1111(g)(2)(J) 1112(c)(6)	<input type="checkbox"/> Documentation supporting the implementation of the written process which may include: <input type="checkbox"/> SAN from meetings between Human Resources, the Title I Office, and school administration.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  If no, please explain. (explain using the template <a href="#">found here</a> )	3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements. Mark N/A if <ul style="list-style-type: none"> <li>● there are no paraprofessionals in the schoolwide</li> </ul>	1112(c)(6) 1112(g)(2)(J)	<input type="checkbox"/> List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS <input type="checkbox"/> Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2018-2019 may include: <ul style="list-style-type: none"> <li>○ Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers</li> </ul>



	<p>schools;</p> <ul style="list-style-type: none"> <li>the LSS has no schoolwide schools;</li> <li>paraprofessionals are not assigned instructional duties</li> </ul>		
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A  If no, please explain. (explain using the template <a href="#">found here</a> )	<p>4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds (in Targeted Assistance Schools) meet applicable state certification and licensure requirements.</p> <p>Not Applicable means:</p> <ul style="list-style-type: none"> <li>There are no paraprofessionals paid with Title I funds in targeted assistance schools; or</li> <li>The LSS has no targeted assistance schools.</li> </ul>	<p>1112(c)(6) 1112(g)(2)(J)</p>	<ul style="list-style-type: none"> <li>List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS</li> <li>Documentation demonstrating paraprofessional's assigned duties in TAS for the SY 2018-2019 may 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> </li> </ul>
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>5. The LSS ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field</p>	<p>1111(g)(1)(B) 1112(b)(2)</p>	<ul style="list-style-type: none"> <li>Documentation supporting the implementation of the procedures (from 2018-2019 SY) for identifying and, if applicable, addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced); out-of-field teachers)</li> <li>SAN documenting processes for</li> </ul>

	teachers. (Required Attachment)		identifying and addressing disparities are implemented. <input type="checkbox"/> Documentation from human capital, certification, or other LSS offices showing disparity data, teacher placement, etc.
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p>6.The LSS ensures it has a written process that includes timelines/dates used to annually notify parents about:</p> <p>a. that they may request information regarding professional qualifications of their child’s teacher and of paraprofessionals who provide instructional services to their children.</p> <p>b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents.</p> <p>c. information on the level of achievement and</p>	<p>1112(e)(1)(A)(i)(I-III)</p> <p>1112(e)(1)(B)(ii)</p> <p>1112(e)(1)(B)(i)</p>	<input type="checkbox"/> Documentation supporting the implementation of the written process. <input type="checkbox"/> Multiple dated communications at the beginning of the school year which may include: <ul style="list-style-type: none"> <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, memo, letter, school calendars, etc.)</li> </ul> <input type="checkbox"/> Copies of requests for information from parents on teacher and /or paraprofessional qualifications, if applicable. <input type="checkbox"/> Evidence that parents have been provided information on the level of achievement and academic growth of their students. <input type="checkbox"/> A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level. <input type="checkbox"/> Copies of the timely responses provided to parents, if applicable.

	<p>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)</i></p>		
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**B. SCHOOLWIDE PROGRAMS**  
**[Schoolwide Program Non-Regulatory Guidance](#)**  
**[MSDE Schoolwide Guidance](#)**  
**[MSDE Schoolwide Checklist](#)**

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

**REQUIRED ATTACHMENT:**

1. The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(a) –
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.

**NOTE TO LSS:**

Prior to the LSS Annual Program Review, MSDE specialists will review randomly selected Title I Schoolwide Plans, which should be submitted prior to the Program Review date.

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

Consolidating Funds in a schoolwide program

**Is the LSS consolidating funds?**    \_\_\_ Yes    \_\_\_ No

If Yes, continue below.

(Check one):

Federal funds

Federal, State, local funds.

**SCHOOLWIDE PROGRAMS**

<b>Check one</b>	<b>Assurances</b>	<b>Citation</b>	<b>Sample Evidence of Implementation</b>
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p>1. The LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such</p>		

	<p>families.</p> <p>i. Describe how the LSS will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LSS is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.</p>		
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p>2. The LSS ensures the implementation of a schoolwide program includes the following four components:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Comprehensive Needs Assessment</b></li> <li><input type="checkbox"/> <b>Schoolwide Reform Strategies*</b></li> <li><input type="checkbox"/> <b>Parent, Family and Stakeholder Engagement</b></li> <li><input type="checkbox"/> <b>If applicable Coordination and Integration of Federal, State, and Local services and programs.</b></li> </ul> <p>*MSDE’s Title I Office strongly encourages LSSs to implement</p>	<p>1114(b)(6)</p> <p>1114(b)(2)(7)(i-iii)(I-V)</p> <p>1114(b)(2)</p> <p>1114(b)(5)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sample copies of Schoolwide Plans</li> <li><input type="checkbox"/> A written process for the annual review of schoolwide plans for the 4 components.</li> <li><input type="checkbox"/> Documentation demonstrating how findings for the LSS annual review process are addressed at the school level. (samples)</li> </ul> <p><b>Comprehensive Needs Assessment may include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.</li> <li><input type="checkbox"/> As needed, evidence of interviews, focus groups, or surveys.</li> <li><input type="checkbox"/> Tools or processes to identify the strengths and needs of students, teachers, school and community.</li> <li><input type="checkbox"/> Examples of how the data is being used by the administration, teachers and parents to guide decisions</li> </ul>

	<p>“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 relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LSSs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. <i>(Non-Regulatory Guidance: <a href="#">NRG: Using Evidence to Strengthen Education Investments</a>)</i></p>		<p>and instruction.</p> <ul style="list-style-type: none"> <li>❑ Examples of how data is being reviewed in a disaggregated format to look at progress and needs of all student groups.</li> <li>❑ Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.</li> </ul> <p><b>Schoolwide Reform Strategies:</b></p> <ul style="list-style-type: none"> <li>❑ Examples of how schoolwide reforms increase the quality and quantity of instruction.</li> <li>❑ Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.</li> <li>❑ Evidence to demonstrate the effectiveness of reforms.</li> <li>❑ Applicable adjustments that were made or plan to be made to address students not making progress.</li> </ul> <p><b>Parent, Family and Stakeholder Engagement:</b></p> <ul style="list-style-type: none"> <li>❑ Evidence of the involvement of teachers, principals, and other school staff in the development of the Schoolwide plan may include: <ul style="list-style-type: none"> <li>○ SAN from School Improvement meetings</li> <li>○ Written communication, including email, letters, newsletters, website</li> <li>○ Surveys and survey data</li> </ul> </li> <li>❑ <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></li> </ul>
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	(September 16, 2016) <a href="#">Schoolwide Program Non-Regulatory Guidance</a> <a href="#">MSDE Schoolwide Guidance</a> <a href="#">MSDE Schoolwide Checklist</a> <a href="#">Early Learning in ESSA Non-Regulatory Guidance</a>		<b>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</b> <input type="checkbox"/> SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.) <input type="checkbox"/> If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	3. The LSS ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs.	1114(b)(3)	Evidence of implementation of the LSS Monitoring Plan may include: <input type="checkbox"/> SAN from program monitoring <input type="checkbox"/> LSS monitoring schedule <input type="checkbox"/> Program monitoring reports <input type="checkbox"/> Email communication
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	4. The LSS ensures it has a process for making the Schoolwide plan available to the LSS, parents, and the public.	1114(b)(4)	<input type="checkbox"/> Schoolwide Plan on school website; handbooks, etc. <input type="checkbox"/> Samples of plans available for public
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	5. The LSS ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, <b>if applicable.</b>	1114 (b)(7)(A)(iii)(V)	<input type="checkbox"/> SAN from collaboration meetings regarding transitions <input type="checkbox"/> Timelines with evidence of implementation <input type="checkbox"/> <b>Documentation of articulation meetings if applicable.</b>



**C. TARGETED ASSISTANCE SCHOOLS \***

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

[MSDE Targeted Assistance School Program Guidance](#)

[MSDE Targeted Assistance School Program Checklist](#)

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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**REQUIRED ATTACHMENTS:**

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

1. A written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are most in need of services, who are failing, or at risk of failing to meet the State’s challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(a))
3. **If applicable, a letter requesting approval to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.**

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

**TARGETED ASSISTANCE SCHOOLS**

Check one	Assurances	Citation	Sample Evidence of Implementation
<input type="checkbox"/> Yes	1a. The LSS has a school that is	<b>1114(a)(1)(B)</b>	<input type="checkbox"/> SAN documents for the following evidence

<input type="checkbox"/> NA  <input type="checkbox"/> Yes <input type="checkbox"/> NA	<p>transitioning from a Title I targeted assistance in 2018–2019 to a schoolwide program in 2019-2020.</p> <p>1b. The LSS submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty.</p> <p>List Title I school(s) and School ID number below <b>OR attach a list on REQUIRED ATTACHMENT template:</b></p> <table border="1" data-bbox="468 719 1003 937"> <thead> <tr> <th>Title I School(s)</th> <th>School ID Number</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Title I School(s)	School ID Number								<p>of planning and technical assistance:</p> <ul style="list-style-type: none"> <li>○ Initial planning meeting agenda and list of participants;</li> <li>○ Whole-school orientation including agenda and signed roster of participants.</li> <li>○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents.)</li> <li>○ Meeting dates</li> <li>○ Plan approval process.</li> </ul> <ul style="list-style-type: none"> <li>□ A letter <b>requesting</b> transition from TAS to SW, if applicable.</li> <li>□ <b>A letter approving transition from TAS to SW, if applicable.</b></li> </ul>
Title I School(s)	School ID Number										
<input type="checkbox"/> Yes  <input type="checkbox"/> No	<p>2. The LSS ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State’s challenging student academic achievement standards, including how students are ranked using multiple academic</p>	<p>1115(c)(1)(B)</p>	<p><b>Developing/Implementing:</b></p> <ul style="list-style-type: none"> <li>□ Weighted selection criteria <ul style="list-style-type: none"> <li>○ Data sources for multiple selection criteria (by school)</li> </ul> </li> <li>□ Master ranking (all students ranked showing most needy students served by grade and subject area)</li> <li>□ Targeted Assistance teachers and para schedules with matching student roster <ul style="list-style-type: none"> <li>○ Service delivery model</li> </ul> </li> </ul>								

	<p>selection criteria. (Required Attachment #1)</p>		<ul style="list-style-type: none"> <li>❑ Description of how services will be delivered to targeted assistance students at each school. (push-in/pull-out)</li> <li>❑ Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 <b>in a small group setting</b></li> <li>❑ School master schedules</li> <li>❑ Exit criteria by school</li> </ul> <p><b>LSS School Monitoring:</b></p> <ul style="list-style-type: none"> <li>❑ Evidence of implementation of the LSS Monitoring Plan may include: <ul style="list-style-type: none"> <li>○ SAN from program monitoring</li> <li>○ Program monitoring reports</li> <li>○ Email communication</li> </ul> </li> <li>❑ LSS Schedules with dates for regular review for each Title I Targeted Assistance school.</li> </ul>
<ul style="list-style-type: none"> <li>❑ Yes</li> <li>❑ N/A</li> </ul>	<p>3. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components: <a href="#">Targeted Assistance School Checklist</a></p> <p>A. Use program’s resources to help eligible children meet the state’s challenging academic standards;</p> <p>B. Use methods and instructional strategies to strengthen the academic program of the school;</p> <p>C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early</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> <ul style="list-style-type: none"> <li>❑ Programs, activities, and academic courses necessary to provide a well-rounded education.</li> </ul> <p><b>Methods and instructional strategies to strengthen the academic program of the school may include:</b></p> <ul style="list-style-type: none"> <li>❑ expanded learning time, before- and after-school, and summer programs and opportunities</li> <li>❑ a schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with</li> </ul>

	<p>childhood programs;</p> <p>D. Provide Professional Development;</p> <p>E. Strategies to increase the involvement of parents of eligible children;</p> <p>F. If appropriate and applicable, coordinate with Federal, State, and local programs;</p> <p>G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:</p> <ul style="list-style-type: none"> <li>(i) help provide an accelerated, high quality curriculum;</li> <li>(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and</li> <li>(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> </ul>		<p>similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).</p> <p><b>Coordination with the regular education program may include:</b></p> <ul style="list-style-type: none"> <li>❑ SAN from collaboration meetings <ul style="list-style-type: none"> <li>○ Timelines with evidence of implementation</li> </ul> </li> <li>❑ Documentation of articulation between regular education program and Title I</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>❑ Data sources demonstrating the need for identified professional development</li> <li>❑ SANE documents from professional development</li> <li>❑ Professional development schedules, plans, and/or calendars</li> <li>❑ See Parent and Family Engagement Section</li> </ul> <p><b>Strategies to increase the involvement of parents of eligible children:</b></p> <ul style="list-style-type: none"> <li>❑ <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></li> </ul> <p><b>Coordinate with Federal, State, and local programs; if applicable:</b></p> <ul style="list-style-type: none"> <li>❑ Evidence of coordination with Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)</li> </ul>
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<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	4. The LSS ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.	1115 (b)(2)(G)(iii)	<input type="checkbox"/> LSS schedules with dates for regular review for each Title I Targeted Assistance school. <input type="checkbox"/> SAN documentation of data review meetings <input type="checkbox"/> Documentation of program adjustments based on data review and progress monitoring <input type="checkbox"/> Student progress monitoring (evidence of progress/lack of progress)
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**D. PARENT AND FAMILY ENGAGEMENT**

**[MSDE Parent and Family Engagement Guidance](#)**

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

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

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

**REQUIRED ATTACHMENTS:**

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

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

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

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

**PARENT AND FAMILY ENGAGEMENT**

<b>Check one</b>	<b>Assurances</b>	<b>Citation</b>	<b>Sample Evidence of Implementation</b>
<input type="checkbox"/> Yes	<b>1: Parent and Family Engagement Policy/Plan (LSS and School-level) &amp;</b>	<b>1116(a)(2)</b> <b>1116(b)</b>	LSS and School's Parent and Family Engagement Plans and School-Parent Compact:

<input type="checkbox"/> N/A	<p><b>School –Parent Compact</b></p> <p>The LSS ensures it has a <b>written</b> process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LSS Title I Parent and Family Engagement Policy/Plan (<i>Required Attachment</i>)</li> <li><input type="checkbox"/> School-Level Title I Parent and Family Engagement policy/plan;</li> <li><input type="checkbox"/> School-Parent compact that meet statutory requirements.</li> </ul>	<p><b>1116(c)</b> <b>1116(d)</b></p>	<p><b>idence</b> of <b>input</b> from parents/families</p> <ul style="list-style-type: none"> <li>▪ SANE from parent meetings</li> <li>▪ Announcements/Fliers</li> <li>▪ Parents feedback</li> <li>▪ Translated documents</li> <li>▪ Receipts for accommodations/ interpreters</li> </ul> <p><input type="checkbox"/> LSS and School’s Parent and Family Engagement Plan and School-Parent Compact is distributed and are available for parents and community:</p> <ul style="list-style-type: none"> <li>▪ District/school website</li> <li>▪ Student handbook</li> <li>▪ School newsletters</li> <li>▪ Plans and compact sent home via back pack/ orientation packet</li> </ul> <p><input type="checkbox"/> Evidence that the LSS provides coordination, technical assistance, and other support to school.</p>
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p><b>2: The LSS must plan and implement outreach (programs and activities) with meaningful consultation with parents of participating children.</b></p>	<p><b>1116(a)(1)</b></p>	<p><input type="checkbox"/> Evidence of parent and family input in the decisions regarding the LSS plan and implementation of outreach to TI families:</p> <ul style="list-style-type: none"> <li>○ SANE</li> <li>○ Parents Feedback</li> </ul> <p><input type="checkbox"/> Evidence of LSS outreach/activities</p> <ul style="list-style-type: none"> <li>○ Announcements/Fliers</li> <li>○ Translated documents</li> <li>○ Receipts for accommodations/ interpreters</li> </ul>
<input type="checkbox"/> Yes	<p><b>3. Parent &amp; Family Engagement</b></p>	<p><b>1116(a)(2)(D-E)</b></p>	<p><input type="checkbox"/> Communication/outreach regarding</p>

<input type="checkbox"/> N/A	<p align="center"><b>Annual Evaluation</b></p> <p>The LSS ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LSS’s parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions. <i>(Required Attachment)</i>  <a href="#">MSDE Parent and Family Engagement Guidance: Barriers</a></p>		<p>evaluation/survey of LSS Parent and Family Engagement Plan</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Results of data/feedback</li> <li><input type="checkbox"/> Revisions to policy/plan are made, as needed, based on evaluation</li> <li><input type="checkbox"/> SAN with meeting notes, if applicable</li> <li><input type="checkbox"/> Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys.</li> </ul>
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p><b>4. Parent and Family Engagement Reservation (Funds):</b></p> <ul style="list-style-type: none"> <li>• The LSS and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities.</li> </ul>	<p><b>1116(a)(3)(A)</b> <b>1116(a)(3)(B)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of parent and family input in the decisions regarding parent and family engagement reservation: <ul style="list-style-type: none"> <li>○ SANE</li> <li>○ Announcements/Fliers</li> <li>○ Parents Feedback</li> <li>○ Translated documents</li> <li>○ Receipts for accommodations/ interpreters</li> </ul> </li> </ul>
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p><b>5. Building Capacity for Involvement</b></p> <p>The LSS ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving</p>	<p><b>1116(e)(1-6)</b></p>	<p>LSS and School Level Documentation may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SANE from LSS technical assistance to schools</li> <li><input type="checkbox"/> SANE from building capacity <b>for district and school-level</b> (See Parent and Family Engagement Checklist <b>under Building</b></li> </ul>



	student academic achievement.		<b>Capacity requirements</b>
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	6. The LSS ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	<b>1116(f)</b>	<input type="checkbox"/> Translated documents/ announcements/ fliers <input type="checkbox"/> Receipts for accommodations/ interpreters (Same documentations are applicable to meet requirements under EL Assurance #2)
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	7. The LSS ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachment)</i>	<b>1116(a)(2)(B)</b> <b>1116(e)(1-14)</b>	<input type="checkbox"/> Evidence of LSS monitoring processes of Parent and Family Engagement requirements: <ul style="list-style-type: none"> <li>○ SANE from technical assistance and training</li> </ul>

## **E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS**

### **Equitable Services Requirements under ESSA: Non-Regulatory Guidance**

#### **MSDE Equitable Service Guidance**

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

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

#### **REQUIRED ATTACHMENTS:**

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

1. A written process for:
  - inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
  - ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
  - 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
2. Signed agreement between LSS and private school officials that includes an option for private school officials to indicate that timely and meaningful consultation did not occur or that the program design is not equitable with respect to eligible private school children.
3. Consultation timeline that shows that the LSS has or will have conducted all consultation that will allow services to begin at the beginning of the 2019-2020 school year.
4. Provide information on participating private schools using the [Participating Private Schools Form](#) or you may submit information as a separate attachment.

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

**PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS**

<b>Check one</b>	<b>Assurances</b>	<b>Citation</b>	<b>Sample Evidence of Implementation</b>
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p><b>1. Delivery of Services</b>            The LSS ensures it (select one of the following):</p> <ul style="list-style-type: none"> <li>• Provides services directly to the eligible private school students?</li> <li>• Enters into a third party contract to provide services to eligible private school students?</li> <li>• Enters into a formal agreement (MOUs) with other LSS(s) to provide services to private school students? <b>Please identify LSSs involved.</b>            _____            _____            _____</li> <li>• Provide the date(s) services will begin.            _____</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of contracts or agreements with individuals under contract with the LSS (hourly employees), if applicable</li> <li><input type="checkbox"/> Payroll lists for Title I staff providing Title I services to participating private school children</li> <li><input type="checkbox"/> Third party vendor documentation that the LSS has transferred Title I funds to another LSS, if applicable</li>   <li><input type="checkbox"/> If applicable, formal agreement (MOU) with other LSS to provide services to private school students.</li> </ul>
<input type="checkbox"/> Yes	<p><b>2. Invitation to Private School Officials</b></p>	<p>1117(a)(1)(A)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approved list of private schools and</li> </ul>

<input type="checkbox"/> N/A	<p>The LSS ensures it has a written process for inviting private schools to participate in the Title I, Part A program. <i>(Required Attachment #1a)</i></p>	1117(b)(1)(b)(5)	<p>approved church exempt schools</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letters to private school officials <ul style="list-style-type: none"> <li><input type="checkbox"/> If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.)</li> </ul> </li> <li><input type="checkbox"/> List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)</li> </ul>
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p><b>3. Ongoing Consultation</b> The LSS ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LSS ensures that services to private school students start at the beginning of the school year. <i>(Required Attachment #1a)</i></p>	1117 (b)(1-5)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> <li><input type="checkbox"/> SANE documentation including topic specific agendas; emails, notes from phone calls.</li> </ul> </li> <li><input type="checkbox"/> If applicable, the LSS should have a signed letter from the private school designee if the official is representing a consortium of private schools.</li> </ul>
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p><b>4. Equitable Services to Students</b> The LSS ensures it provides services to private schools’ students in an equitable manner based on the needs of the participating private school.</p>	1117(a)(1)(A) 8501(c)	<ul style="list-style-type: none"> <li><input type="checkbox"/> List of participating private school children</li> <li><input type="checkbox"/> Multiple selection criteria used to select for services</li> </ul>
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p><b>5. Teachers and Families Participation</b> The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services</p>	1117 (a)(1)(B)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of professional development for teachers, if applicable: <ul style="list-style-type: none"> <li><input type="checkbox"/> Agenda topic-specific SANE</li> <li><input type="checkbox"/> List of professional development</li> </ul> </li> </ul>

	and activities developed pursuant to Section 1116.		<p>activities provided or scheduled to be provided to the classroom teachers</p> <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.</li> <li>□ 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 be scheduled for families of participating students.</li> <li>○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities.</li> </ul> </li> </ul>
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<b>6. Dispute Resolution</b> The LSS ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.	1117(b)(2-6) 1117(c)(2)	<input type="checkbox"/> Copy of dispute resolution process <input type="checkbox"/> If applicable, copy of communication and/or SANE between LSS, MSDE, and/or private school official working toward resolution <input type="checkbox"/> If applicable, evidence of resolving disagreements
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<b>7. Supervision and Evaluation</b> The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private	1117(b)(1) 1117 (d)(1)	<b>Evidence LSS Supervises:  LSS Program Oversight</b> <ul style="list-style-type: none"> <li>□ Schedules of Title I staff</li> <li>□ Timeline/schedules for monitoring visits</li> </ul>

	<p>school students.  <i>(Required Attachment #1b, c, &amp; d)</i></p>	<ul style="list-style-type: none"> <li>❑ LSS written process and procedures for monitoring private schools</li> <li>❑ Monitoring feedback may include letters, emails, reports or notes to Title I staff providing services or private school officials on student progress</li> <li>❑ Sample lesson plans and student work</li> <li>❑ Consultation between LSS and third party vendor, if applicable</li> </ul> <p><b>Qualifications of staff providing services:</b></p> <ul style="list-style-type: none"> <li>❑ Teachers providing services meet state certification and licensure requirements</li> <li>❑ Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure.</li> </ul> <p><i>(May not apply to LSSs that use a third party provider, unless the LSS has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i></p> <p><b>Fiscal Oversight:</b></p> <ul style="list-style-type: none"> <li>❑ Title I property labels, if applicable</li> <li>❑ Inventory list, if applicable</li> </ul> <p><b>Evidence of Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>❑ Progress reports/EOY reports on effectiveness of services</li> <li>❑ SANE documenting modification to</li> </ul>
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			program, if applicable.
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**F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH**  
[Education for Homeless Children and Youth Program: Non-Regulatory Guidance](#)  
[MSDE Homeless Guidance](#)

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

**REQUIRED ATTACHMENTS:**

1. Written process that includes how the Title I office will coordinate with the Homeless Education.
2. If applicable, job description of homeless liaison position.
3. If applicable,
  - a. a description of how the LSS calculated the excess costs of providing transportation to homeless students;
  - b. the calculations that the LSS used to arrive at the figure on this section.
4. **Per COMAR 13A.05.09.03- Provide a list of all currently active shelter sites in the county that serve homeless children and families. Add**

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

**EDUCATION FOR HOMELESS CHILDREN AND YOUTH**

Check one	Assurances	Citation	Sample Evidence of Implementation
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<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p>1. The LSS ensures that Title I funds provide educationally related support services in a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. <i>(Required Attachment)</i></p>	<p>1113(c)(3)(A)(i)</p>	<ul style="list-style-type: none"> <li>❑ Email or written communication regarding the needs of homeless students and families</li> <li>❑ Consultation Meetings with the LSS 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> </li> </ul>
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p>2. The LSS ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process.</p>	<p>1113(c)(3)(A)(c)(i)</p>	<ul style="list-style-type: none"> <li>❑ Collaboration meetings to determine the reservation (SAN) <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> </li> <li>❑ Written/email communication with LSS homeless education coordinator/liaison of agreed reservation set-aside for allowable activities.</li> </ul>

**G. SUPPORT FOR FOSTER CARE STUDENTS**  
[Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#)  
[MSDE Foster Care Guidance](#)

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

**REQUIRED ATTACHMENTS:**

A written agreement facilitated by the local child welfare agency and the LSS Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions. 1111(g)(1)(E)

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

**SUPPORT FOR FOSTER CARE STUDENTS**

Check one	Assurances	Citation	Sample Evidence of Implementation
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	1. The LSS ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care.	1111(g)(1)(E)	<input type="checkbox"/> Collaboration with the child welfare agency, inclusive of the LSS foster care point of contact and the local education agency. (SAN) <input type="checkbox"/> <b>Copy of signed and dated</b> MOU/MOA (transportation, best interest, school of origin) <input type="checkbox"/> Email communication

**H. ENGLISH LEARNERS**

**Non-Regulatory Guidance: English Learners and Title III**

**MSDE English Learners Guidance**

**MSDE Title I and Title III Questions and Answers**

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

**REQUIRED ATTACHMENTS:** N/A

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

**ENGLISH LEARNERS**

Check one	Assurances	Citations	Sample Evidence of Implementation
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	1. The LSS ensures that <b>Title I supports</b> a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.	1112(e)(3)	<input type="checkbox"/> <b>Dated</b> copy of completed English and/or translated version of parent notification letter with parent signature.
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	2. The LSS 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	1116(e)(4)	<input type="checkbox"/> <b>Documentation that shows intentional practices have been implemented which may include</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of communication log</li> <li><input type="checkbox"/> Copy of interpreter receipt</li> </ul>

	ELs regarding their education.		<input type="checkbox"/> Translated documents or flyers <input type="checkbox"/> If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.
<input type="checkbox"/> Yes  <input type="checkbox"/> N/A	3. The LSS has a written process for sharing the number and percentage of English learners achieving English language proficiency.	(1111(h)(2))	<input type="checkbox"/> <b>Documentation supporting the implementation of the written process.</b> <input type="checkbox"/> Sample LSS's report card

## H. FISCAL REQUIREMENTS

### DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

### REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LSS, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.
4. Add Supplement not supplant

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

## FISCAL REQUIREMENTS

REQUIREMENTS	Citation	Sample Evidence of Implementation
<p><b>Requirement 1- Equitable Services</b>  <b>Table 7-8</b>                      An LSS must reserve off the top of the LSS's Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students</p>	<p>1117(a)(4)(A)</p> <p style="background-color: yellow;">New Guidance Pending</p>	<p><input type="checkbox"/> Evidence of Equitable Services Expenditures to show Proportional Share</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transaction level reports</li> <li><input type="checkbox"/> Salary/wages information</li> <li><input type="checkbox"/> Materials, instructional supplies</li> <li><input type="checkbox"/> Invoices</li> <li><input type="checkbox"/> MOUs</li> </ul>

<p>based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc.</p>		<p>Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies</p> <ul style="list-style-type: none"> <li>• Transaction level reports</li> </ul>
<p><b>Requirement 2- Parent and Family Engagement- Table 7-9.1</b>  LSS must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total allocation) for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan.</p>	<p>1116 (a)(3)(A)  1116(a)(3)(C)</p>	<p><b>Evidence of Parent and Family Engagement Expenditures</b></p> <ul style="list-style-type: none"> <li>• Procedures for allocation of 90% to schools</li> <li>• School/LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>• LSS Transaction Level Reports of Expenditures</li> <li>• Invoices, contracts, etc.</li> </ul>
<p><b>Requirement 3 - N&amp;D Reservation Table 7-9.1</b>  LSSs are required to reserve Title I funds if N&amp; D programs exist in the LSS. Title I funds support a coordinated effort in the LSS, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.</p>	<p>1113(c)(3)(A)(ii)  1113(c)(3)(A)(iii)</p>	<ul style="list-style-type: none"> <li>• Evidence of N&amp;D Expenditures</li> <li>• LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>• LSS Transaction Level Reports of Expenditures</li> <li>• Invoices, contracts, etc.</li> <li>• Memorandum of Understanding (MOU)</li> </ul>

<p><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 LSS has a plan for the use of the funds.</p>	<p>1113(c)(3)(A)(i)</p>	<p>Evidence of Homeless Children and Youth Expenditures</p> <p><b>Reservation:</b></p> <ul style="list-style-type: none"> <li>● LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>● LSS Transaction Level Reports of Expenditures</li> <li>● Invoices, contracts, etc.</li> </ul> <p>Instructional/Educational Support (If Applicable) – Costs associated with:</p> <ul style="list-style-type: none"> <li>● Tutoring Services, especially in shelters or other locations where homeless students live.</li> <li>● Extended learning time (before and after school, Saturday classes, summer school)</li> <li>● Counseling services to address mental health issues related to homelessness that is impeding learning.</li> <li>● GED testing for school-age students</li> <li>● Parental involvement specifically oriented to reaching out to parents of homeless students.</li> <li>● Fees for AP and IB testing.</li> <li>● Items of clothing, student fees, required records, medical and dental services, outreach services.</li> </ul> <p><b>Homeless Liaison (If applicable):</b></p> <ul style="list-style-type: none"> <li>● Cost associated with Homeless Education Coordinator/ Liaison position.</li> <li>● Reservation is in the budget.</li> <li>● Job description</li> <li>● Schedules (note who monitors/oversight)</li> </ul> <p><b>Transportation (If applicable):</b></p>
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		<ul style="list-style-type: none"> <li>● Cost associated with Homeless Education Transportation</li> <li>● Reservation is in the budget</li> <li>● LSS calculation of excess cost for providing transportation</li> </ul> <p>Invoices/payment schedule for transportation</p>
<p><b>Requirement 5- Districtwide Title I Instructional Programs</b>  <b>Table 7-9.2</b>  LSSs may reserve funds for Districtwide instructional programs for Title I schools.</p>	34 CFR Part 200.77	<p>Expenditures</p> <ul style="list-style-type: none"> <li>● LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>● LSS Transaction Level Reports of Expenditures</li> <li>● Invoices, contracts, etc.</li> </ul>
<p><b>Requirement 6 - Districtwide Professional Development</b>  <b>Table 7-9.2</b>  LSSs 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 School System program provides for all schools.</p>	34 CFR Part 200.77	<p>If applicable:  Evidence of districtwide professional development  Expenditures</p> <ul style="list-style-type: none"> <li>● LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>● LSS Transaction Level Reports of Expenditures</li> <li>● Invoices, contracts, etc.</li> </ul>
<p><b>Requirement 7- Administration</b>  <b>Table 7-9.3:</b>  LSS may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost.</p>	34 CFR Part 200.77	<p>If applicable:  Evidence of Administration Expenditures</p> <ul style="list-style-type: none"> <li>● LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>● LSS Transaction Level Reports of Expenditures</li> <li>● Invoices, contracts, etc.</li> <li>● Indirect costs at the approved yearly rate.</li> <li>● Travel, Office Supplies, and technology for Title I</li> </ul> <p>Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget</p>



<p><b>Requirement 8 - Support for TSI Schools</b> <b>Table 7-9.4</b></p>	<p>1003</p>	<ul style="list-style-type: none"> <li>• Needs Assessment</li> <li>• Root Cause Analysis (recommended)</li> <li>• Intervention Plan (includes action plan and use of evidence-based strategies)</li> <li>• Evidence of Stakeholder involvement</li> <li>• Written process for determining allocation of funds</li> <li>• Documentation for monitoring, evaluation of academic progress for identified student groups , and timelines</li> </ul>
<p><b>Requirement 9 - Carryover Estimate</b> <b>Table 7-9.4</b></p>	<p>1127 1117(a)(4)(B)</p>	<ul style="list-style-type: none"> <li>• LSS Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures</li> <li>• Funds remaining resulting from school’s unspent parent involvement funds are redistributed to Title I schools (if applicable)</li> <li>• If applicable, Waiver intent indicated in the Title I Application</li> </ul>
<p><b>Requirement 10-Audits</b> The SEA ensures that the State and the LSSs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p>	<p>Uniform Grant Guidance (UGG) 200.501(b)</p>	<ul style="list-style-type: none"> <li>• Single audits are conducted annually</li> <li>• Copies of single audit reports (2 most recent) and Corrective Action (when applicable)</li> <li>• LSS response to findings</li> <li>• MSDE follow-up reviews of findings</li> <li>• All required corrective actions from the audit findings are fully implemented within the agreed timeline.</li> <li>• Independent auditor’s report shows that the LSS has corrected all actions required.</li> </ul>
<p><b>Requirement 11- Rank Order</b> The LSS ensures that it complies with the requirements of Title I when allocating</p>	<p>1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal</p>	<ul style="list-style-type: none"> <li>• Local finance budget reports match amounts reported in the approved Allocation Worksheet.</li> <li>• If applicable, Charter Schools are included in the ranking</li> </ul>

<p>funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.</p>	<p>Regulations (CFR)</p>	<ul style="list-style-type: none"> <li>● If applicable, Skipped Schools have been approved by MSDE. LSS is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in rank order.</li> <li>● If applicable, Continuing Eligibility schools meet the statutory definition.</li> </ul>
<p><b>Requirement 12 - Supplement not Supplant</b></p> <p>1. The LSS ensures that it uses federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds and provides a written methodology to demonstrate compliance. <i>(Required Attachment)</i></p>	<p>1118(b)</p> <p><b>New Guidance pending</b></p>	<ul style="list-style-type: none"> <li>● Allocation Amount and Expenditures.</li> <li>● Semi-annual certification (district, schoolwide, and targeted assistance).</li> <li>● Time and effort for split funded staff (district, schoolwide, and targeted assistance) if applicable, to include: <ul style="list-style-type: none"> <li>○ Job descriptions</li> <li>○ Time and effort reporting</li> <li>○ Personnel Activity Reports (PARs)</li> <li>○ Written procedures to review Time and Effort</li> </ul> </li> <li>● LSS Internal Controls and Written Procedures</li> <li>● LSS Transaction Level Reports of Expenditures</li> <li>● Most current, dated copy of the district's supplement, not supplant policy and procedures document.</li> <li>● The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year.</li> <li>● List of Title I schools and non-title I schools inclusive of the distribution method used by the local school system for the applicable school year.</li> </ul>
<p><b>Requirement 13 - Comparability</b></p>	<p>1118(c)(1)(A) 1118(c)(1)(C)</p>	<p><b>LSS provided required documentation with the Comparability report on or before December 1, 2019.</b></p>

<p><b>Requirement 14 - Equipment and Related Property</b></p> <p>Equipment shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.</p>	<p>EDGAR 34 CFR 80.32, UGG §200.314</p>	<ul style="list-style-type: none"> <li>● LSS Inventory</li> <li>● Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment</li> <li>● Annual physical inventory of Title I equipment</li> <li>● Lease agreements</li> <li>● Expenditure Reports</li> <li>● LSS Transaction Level Reports of Expenditures</li> </ul>
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<p>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 15- 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>	<ul style="list-style-type: none"> <li>● Copy of acceptable use policy for staff and students stipulating constraints and practices of the user.</li> <li>● Documentation that the LSS has implemented their procedures for monitoring and enforcement of their acceptable use policies.</li> <li>● Staff Training (SANE)</li> <li>● Corrective Actions, if applicable</li> </ul>

**2019-2020 Title I Application  
GUIDANCE Document  
Title I, Part A  
Improving Basic Programs**

**Introduction:** This Guidance Document was developed to assist Title I Directors as they complete the Title I Application for SY 2019-2020. This document attempts to clarify requirements for submission, but samples given should not be considered exhaustive. If you have specific questions about the Title I program in your district, please contact your MSDE point of contact for guidance.

## A. STAFF CREDENTIALS AND CERTIFICATIONS

### [Return to application](#)

The LSS will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Section 1112(c) Assurances-- local education agency plan shall provide assurance that the local educational agency will--

(6) Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

1. The LSS ensures 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. Section 1111(g)(2)(J) 1112(c)(6)
2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. Section 1111(g)(2)(J) 1112(c)(6)
3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements. Section 1112(c)(6) 1112(g)(2)(J)  
 Mark N/A if there are no paraprofessionals in the schoolwide schools;  
 the LSS has no schoolwide schools;  
 paraprofessionals are not assigned instructional duties
4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds meet applicable state certification and licensure requirements. (Section 1112(c)(6))

If no, please explain. **Yes No NA**

If no, please explain.

Not Applicable means:

There are no paraprofessionals paid with Title I funds in targeted assistance schools; or

The LSS has no targeted assistance schools.

### **Implications for Application and Program Review**

- The LSS will provide evidence that demonstrates collaboration between the Human Resources, the Title I office, and the school administration to coordinate certification and licensure information involving schools receiving Title I funds. (SAN)

### **Points of Clarification**

- If an LSS is found to be out of compliance in the area of paraprofessionals, one or more of the following corrective actions will be required immediately:
  - The LSS will immediately remove/reassign each non-qualified paraprofessional from instructional assignments in a Title I school until he/she meets the qualifying requirements.
  - The LSS will report to MSDE and reimburse the Federal Program with State or Local Funds, the amount of Title I funds that have been expended on salaries, wages, fringe benefits, etc. for any paraprofessional identified as not qualified in a Title I school.
  - The LSS will release the paraprofessional from employment.
- Exceptions of non-instructional staff may include:
  - One-on-one special education paraprofessionals
  - Recess monitor

### **Points of Clarification**

[Teacher Staffing Report](#): See pages 2-3 for list of critical shortage areas

5. The LSS ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. **1111(g)(1)(B)**  
**1112(b)(2)**

### Section 1112 (e) PARENTS RIGHT- TO- KNOW

(1) Information for Parents (QUALIFICATIONS) - At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: (1112 (e)(1)(A)

(i) Whether the teacher -

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) whether the child is provided services by paraprofessionals and if so, their qualifications.

(B) ADDITIONAL INFORMATION- In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

(i) 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; and

(ii) timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

6. The LSS ensures it has a written process and timeline for parents being notified:
- a. annually that they may request information regarding professional qualifications of their child's teacher, and of paraprofessionals who provide instructional services to their children. Section 1112(e)(1)(A)(i)(I-III)
  - 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. Section 1112(e)(1)(B)(ii)



- 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. Section 1112(e)(1)(B)(i)

**Implications for Application and Program Review**

- The LSS will provide evidence of written communication that 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 and if applicable the qualifications of paraprofessionals providing services to their child. The LSS will need to provide and maintain evidence of any responses to parent requests.
- The ESEA requires schools to give parents "timely" notice at the end of the four weeks. ED has not issued regulations or guidance explaining what "timely" means. To be safe, schools may want to send such notices within two weeks after they determine that teachers who are not certified taught students for four or more consecutive weeks.

The Answer Book on Title I-Third Edition. LRP Publication, 2016.

**B. SCHOOLWIDE PROGRAMS-** [Schoolwide Non-Regulatory Guidance](#)

[Return to application](#)

For LSSs 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.

Section 1114 SCHOOLWIDE PROGRAMS

(a) In General-

(1) Use of funds for Schoolwide Programs

(A) ELIGIBILITY - Local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION - A school that serves an eligible school attendance area in which less than 40 percent of children are from low-income families, or a school for which less than 40 percent of the families enrolled in the school are from such families, may operate a school wide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors.

**Points of Clarification**

LSSs may request a waiver with the State to operate a schoolwide program with less than 40 percent poverty if the LSS and school deem a schoolwide program will best serve the needs of the students.

(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—

(1) is developed during a 1-year period, unless— (A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or (B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such

program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

(3) remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

(4) is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(5) if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

### **COMPONENT 1: A COMPREHENSIVE NEEDS ASSESSMENT**

(6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and

(7) includes a description of—

### **COMPONENT 2 – A SCHOOLWIDE REFORM STRATEGIES**

(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

(i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

### **Points of Clarification**

State definition of well-rounded education: definition in the Maryland Report Card:

There are three components based on grade span:

**Elementary schools:** The percentage of 5th graders enrolled in science, social studies, fine arts, physical education, and health

**Middle schools:** The percentage of 8th grade students enrolled in fine arts, physical education, health, and computational learning

**High schools:** The percentage of graduating students or students exiting high school with a certificate of program completion who met at least one of the following criteria during high school (grades 9-12):

- enrolled in an Advanced Placement or International Baccalaureate course,
- participated in dual enrollment, or
- enrolled in state-approved career and technical education (CTE) program at the CTE concentrator level or higher

For students pursuing a certificate of program completion, enrollment in a general education course meets the requirement for access to a well-rounded education

The access to a well-rounded education measure will account for 10% of the total

accountability score for all schools.

Federal Definition Section 8101(52)

(52) WELL-ROUNDED EDUCATION.—The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

- (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
  - (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
  - (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
  - (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
  - (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
  - (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

**Points of Clarification**

Despite the flexibilities that schoolwide programs offer LSSs and schools when using Federal funds, schools participating in a schoolwide program may only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds.

(B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

(c) PRESCHOOL PROGRAMS.—A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

**Points of Clarification**

**Section 1112(c)(7)**

If a LSS chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(9a) of the Head Start Act.

[Non-Regulatory Guidance: Early Learning in the Every Student Succeeds Act](#)

[Head Start Act](#)

[Head Start Act: Section 641A](#)

(d) DELIVERY OF SERVICES.—The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(e) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—

(1) IN GENERAL.—A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

(2) FLEXIBILITY OF FUNDS.—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of—

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

(C) transportation to and from such program.

(3) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

### **COMPONENT 3A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT**

The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders paraprofessionals present in the school, (administrators of the programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to secondary school, students, and other individuals determined by the school ; 1114(b)(2)

### **COMPONENT 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

*(Maryland requires Title I schools to include parent and family engagement strategies in their schoolwide plan.)* Implementing strategies to increase parent and family engagement in accordance with section 1116.

### **COMPONENT 4: COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RSOURCES AND PROGRAMS**

If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). 1114(b)(5)

#### **Points of Clarification**

1119(a)IN GENERAL.—Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities



to carry out such activities.

<https://www.nhsa.org/our-work/initiative/essa-toolkit>

[New Early Childhood Coordination Requirements in the Every Student Succeeds Act \(ESSA\)](#)

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**1. Consolidating Funds (Check one):**

- Federal funds**
- Federal, State, local funds**

**i. Describe how the system will assist schools in consolidating funds for schoolwide programs.**

**ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.**

2. The LSS ensures the implementation of a schoolwide program includes the following four components:

- **Comprehensive Needs Assessment**
- **Schoolwide Reform Strategies**
- **Parent, Family and Stakeholder Engagement**
- **If applicable Coordination and Integration of Federal, State, and Local services and programs.**

3. The LSS ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs. 1114(b)(3)

4. The LSS ensures it has a process for making the Schoolwide plan available to the LSS, parents, and the public. 1114(b)(4)

5. The LSS ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs. 1114 (b)(7)(A)(iii)(V)

If the LSS does not have any Title I Targeted Assistance programs, proceed to [Section D](#) Parent and Family Engagement.

### C. TARGETED ASSISTANCE SCHOOLS

[Return to application](#)

#### Section 1115 {20 U.S.C. 6315} COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM

(a) IN GENERAL- In all schools selected to receive funds under section 1113(c) that are ineligible for school wide program under section 1114, have not received a waiver under section 1114(a) (1) (B) to operate such a school wide program, a local educational agency serving such a school wide program, a local educational agency serving such a school may use funds received under subsection (c) identified as greatest need for special assistance.

#### Points of Clarification

- According to Schoolwide Programs Section 1114 (a)(1)(B)
  - Exception: A school that serves an eligible school attendance area in which less than 40 percent of children are from low-income families, or a school for which less than 40 percent of the families enrolled in the school are from such families, may operate a school wide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors.
  - LSSs may request a waiver with the State to operate a school wide program in any school with less than 40 percent poverty if the LSS and school deem a school wide program will best serve the needs of the students.

**Points of Clarification**

[Targeted Assistance Program Checklist](#)

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

- (1) determined which students will be served;
- (2) serve participating students identified as eligible children under subsection (c) including by-

- (A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which **may** include programs, activities, and academic courses necessary to provide a well-rounded education;

**Points of Clarification**

In Maryland, eligible students are the students that are identified to be served as participating students from the eligible population.

For the purpose of the document, eligible students will refer only to participating students.

**Points of Clarification**

State definition of well-rounded education

State definition of well-rounded education: definition in the Maryland Report Card:

There are three components based on grade span:

**Elementary schools:** The percentage of 5th graders enrolled in science, social studies, fine arts, physical education, and health

**Middle schools:** The percentage of 8th grade students enrolled in fine arts, physical education, health, and computational learning

**High schools:** The percentage of graduating students or students exiting high school with a certificate of program completion who met at least one of the following criteria during high school (grades 9-12):

- enrolled in an Advanced Placement or International Baccalaureate course,
- participated in dual enrollment, or
- enrolled in state-approved career and technical education (CTE) program at the CTE concentrator level or higher

For students pursuing a certificate of program completion, enrollment in a general education course meets the requirement for access to a well-rounded education

The access to a well-rounded education measure will account for 10% of the total accountability score for all schools.

Federal Definition Section 8101(52)(52) WELL-ROUNDED EDUCATION.—The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing

all students access to an enriched curriculum and educational experience.

(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which **may** include-

- (i) expanded learning time, before- and after-school, and summer programs and opportunities; and
- (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);

#### **Points of Clarification**

- Based on the identified needs of the school, schools with Targeted Assistance programs may implement a schoolwide tiered model such as:
  - PBIS
  - Restorative Practice
  - Restorative Justice
  - Mentor Based Support such as Big Brother Big Sister Programs
  - Social Emotional training programs
  - Social Skills trainings
  - Proactive classroom management
  - Other evidence-based strategies and/or programs

#### **Implication for Program Review**

- If the LSS use Targeted Assistance School funds for a schoolwide tiered model to prevent and address behavior problems as well as alignment with current needs assessment of the school, then the LSS will need to provide sufficient evidence in the Title I application.

(C) coordinate with and support the regular education program, which **may** include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II,-or State-run preschool programs to elementary school programs;

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;

(F) **if appropriate and applicable**, coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities under section 1111(d); and

(G) provide to local educational agency assurances that the school **will**-

(i) help provide an accelerated, high quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

(c) Eligible Children-

(1) Eligible Population-

(A) In General- the eligible population for services under this section is-

(i) children not older than 21 age who are entitled to a free public

education through grade 12, and

(ii) children who are not yet at grade level at which the local educational agency provides a free public education.

(B) Eligible Children from Eligible Population-From the population described in subparagraph (A) eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.

### **Points of Clarification**

Multiple Selection Criteria for students from preschool through grade 2 must include data from current pre-assessment or baseline data utilized in the LSS for pre-school through grade 2 (i.e. KRA, DIBELS, etc.).

(2) Children included-

(A) In General- children who are economically disadvantaged, children with disabilities, migrant, or English learners are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) Head Start and Preschool Children- a child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part b of title II, or in preschool services under this title, is eligible for services under this part.

(C) Migrant Children - a child who at any time in the 2 years preceding the year for which the determination is made, received services under this part.

(D) Neglected or Delinquent Children-a child in a local institution for neglected or delinquent children and youth attending a community day program for such children is eligible for services under this part

(E) Homeless Children- a child who is homeless and attending any school served by the local educational agency is eligible for services under this part

(3) Special Rule- funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.

(d) Integration of Professional Development- to promote the integration of staff supported with funds under this part into regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may-

- (1) participate in general professional development and school planning activities, and
- (2) assume limited duties that are assigned to similar personnel who are not as so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

#### **Points of Clarification**

Title I funded personnel should have similar duties assigned to personnel in the same or similar position (i.e. café duty, bus duty, etc.).

#### **Implication for Program Review**

- Documentation will be required to demonstrate that Title I funded personnel and similar personnel have equitable duty assignments. For example, if all teachers have a duty period, the Title I teachers schedule could reflect a duty period, but may not reflect more.

(e) Special Rules-

- (1) Simultaneous Services-nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate
- (2) Comprehensive Services- If-
  - (A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and
  - (B) funds are not reasonably available from other public or private sources



under this part may be used as last resort to provide such services including-

- (i) the provision of basic medical equipment such as eyeglasses and hearing aids;
- (ii) compensation of a coordinator;
- (iii) family support and engagement services;
- (iv) integrated student support; and
- (v) professional development necessary to assist teachers, specialized instructional support personnel, other staff and parents in identifying and meeting the comprehensive needs of eligible children.

#### **Implications for Program Review**

- Documentation required that Title I Targeted Assistance funds are being utilized as last resort.
- If comprehensive services are appropriate to address school needs, these needs must be determined by the school's comprehensive needs assessment.

(f) Use of Funds for Dual or Concurrent Enrollment- a secondary school operating a Targeted Assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(b) to eligible children under subsection (c) (1) (B) who are identified as having the greatest need for special assistance.

(g) Prohibition-Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal government to require a local educational agency or school to submit the results of a comprehensive needs assessment of plan under section 1114(b), or a program described in subsection (b), for review or approval by the Secretary.

(h) Delivery of Services - the services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or effective strategies to improve student achievement.

If applicable,

1a. The LSS has a school that is transitioning from a Title I targeted assistance in 2018– 2019 to a schoolwide program in 2019-2020.  
(Required Attachment #3)

1b. The LSS submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty. (*Required Attachment #3*)

List Title I school(s) and School ID number below:

Title I	School ID
School(s)	Number

1. The LSS ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. 1115(c)(1)(B)
  
2. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components: 1115(b)(2)(A-G)
  - A. Use program's resources to help eligible children meet the state's challenging academic standards;
  - B. Use methods and instructional strategies to strengthen the academic program of the school;
  - C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;
  - D. Provide Professional Development;
  - E. Strategies to increase the involvement of parents of eligible children;
  - F. If appropriate and applicable coordinate with Federal, State, and local programs;
  - G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:
    - (i) help provide an accelerated, high quality curriculum;
    - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

3. The LSS ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.

#### **Implication for Program Review**

- Representatives from the offices listed must participate in the Annual Title I Program Review.

## **D. PARENT AND FAMILY ENGAGEMENT**

### **[Return to application](#)**

To encourage parent and family engagement, LSSs and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1116(a)(2)] Parent and Family Engagement strategies should be woven throughout each system's Master Plan.

### **Section 1116: District Level Parent and Family Engagement Policy**

#### **I. Local Educational Agency Parent and Family Engagement Policy/Plan Review**

##### a) LOCAL EDUCATIONAL AGENCY POLICY-

- (1) IN GENERAL- A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
- (2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will —
  - (A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).
  - (B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate.

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy; and (C) in paragraph (3)—

**Points of Clarification:** Definition of Evidence based

**Examples of Evidence-based Parent and Family Engagement Strategies:**

- [Title I Family Involvement Team Training \(FITT\)](#): Frederick County
- [Home Visits initiative](#): Charles County

### **Points of Clarification**

Review of the LSS's Parent and Family Engagement Policy/Plan and the Annual Evaluation will not hold up the LSS's approval of the Title I Application. Title I Specialist will provide timely feedback if additional work is needed for compliance.

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

## **II. School Level Parent and Family Engagement Plan Review**

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(3) SPECIAL RULE- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(4) AMENDMENT- If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

**Points of Clarification**

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

**III. School-Parent Compact**

**(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-** As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

- (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
- (A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;
  - (B) frequent reports to parents on their children's progress;
  - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
  - (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**Points of Clarification**  
[School-Parent Compact Checklist](#)

**IV. Distribution of Funds**

3) RESERVATION-

1. IN GENERAL—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency’s allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.
2. PARENT AND FAMILY MEMBER INPUT- Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 90 percent of the funds reserved subparagraph (A) shall be distributed to schools served under this part with priority given to high need schools.

**Points of Clarification**

- Not all Title I schools need to receive Title I, Part A Parent and Family Engagement funds as long as the schools have sufficient non-Title I funds to support the Parent and Family Engagement requirements.
- Schools receiving Title I, Part A Parent and Family Engagement funds do not need to be in rank order, but priority must be given to high need schools (e.g. 2018-2019 SY – CSI and TSI schools)



(D) USE OF FUNDS—Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, including not less than 1 of the following:

- (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
- (iii) Disseminating information on **best practices** focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.’’

**Points of Clarification**

- (iii) - MSDE uses “evidence-based practices” and not “best practices” (reference iii above).
- (iv) - Subgrants are allowed. LSSs must note that subgrants can increase the level of risk that the LSS assumes.

**1: Parent and Family Engagement Policy/Plan (LSS and School-level) and School –Parent Compact 1116(a)(2) 1116(b)(c)(d)**

The LSS ensures it has a process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written:

- LSS Title I Parent and Family Engagement Policy/Plan
- School-Level Title I Parent and Family Engagement policy/plan;
- School-Parent Compact

**2: Parent & Family Engagement Annual Evaluation 1116(a)(2)(D-E)**

The LSS ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LSS's parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions.

**3. Parent and Family Engagement Reservation:** The LSS and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities. 1116(a)(3)(A) 1116(a)(3)(B)

#### **4. Building Capacity for Involvement**

The LSS ensures that the Title I Office and all Title I schools will build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement. 1116(e)(1-6)

#### **Implications for Program Review**

- Representatives from the offices listed on #7 must participate in the Annual Title I Program Review.

## E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

[Return to application](#)

### Points of Clarification for Section 1117

#### References

- [Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESSA of 1965 as Amended by the ESSA](#)
- [NCLB and ESSA Side-by-Side Comparison](#)
- [Ensuring Equitable Services to Private School Children: A Title I Resource Toolkit](#)

## SEC. 1117. [20 U.S.C. 6320] PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

(a) GENERAL REQUIREMENT.—

(1) IN GENERAL.—To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

(A) after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

### Points of Clarification

Examples of Title I services that may be provided include:

- Counseling
- One-on-one tutoring
- Educational radio and television

- Dual or concurrent enrollment
- Mentoring
- Mobile educational equipment
- Computer equipment and technology

(2) **SECULAR, NEUTRAL, NONIDEOLOGICAL.**—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) **EQUITY.**—

(A) **IN GENERAL.**—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

(B) **OMBUDSMAN.**—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.

#### **Points of Clarification**

The results of agreements following consultation must be transmitted to the SEA's equitable services Ombudsman. The Ombudsman should establish a process for receiving documentation of agreements from each LSS.

(4) **EXPENDITURES.**—

(A) **DETERMINATION.**—

(i) **IN GENERAL.**—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. (ii) **PROPORTIONAL SHARE.**—The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.

(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

**Points of Clarification**

In general, an LSS must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated. This provision helps to ensure that an LSS uses the funds available under Title I to provide equitable services in the fiscal year for which the funds were appropriated so that eligible students, teachers and other educational personnel, and families receive the services to which they are entitled in a timely manner. It reinforces the requirement that an LSS conduct timely consultation with private school officials to design appropriate equitable services so that those services can begin at the beginning of the school year for which the funds are appropriated. There may be extenuating circumstances in which an LSS is unable to obligate all funds within this timeframe in a responsible manner. Under these 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.

(C) NOTICE OF ALLOCATION.—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have determined are available for eligible private school children.

(D) TERM OF DETERMINATION.—The local educational agency may determine the equitable share under subparagraph (A) each year or every 2 years.

(5) PROVISION OF SERVICES.—The local educational agency, or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

**Points of Clarification**

Special Note: If an LSS 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.

(b) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B).

**Points of Clarification**

The goal of consultation is to reach agreement between the LSS and appropriate private school officials on how to provide equitable and effective programs for eligible private school children. The written affirmation that consultation has occurred must provide the option for private school officials to indicate that such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

Such process shall include consultation on issues such as—

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;
- (F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;
- (G) how and when the agency will make decisions about the delivery of services to such children, including a thorough

consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;

(I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

(J) whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

(K) when, including the approximate time of day, services will be provided; and

(L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

**Points of Clarification**

The list of consultation topics has been expanded to include *(I-L)*:

- How the proportionate share of funds is determined;
- Whether services will be provided directly or through a separate government agency, consortium, entity, or third-party contractor;
- Whether to pool funds for equitable services;
- When, including the approximate time of day, services will be provided; and
- Whether to consolidate Title I equitable services funds with funds available for services to private school children under other ESEA programs.

*Pooling:* The option to either pool funds for multiple private schools or provide services on a school-by-school basis is unchanged. The only change is that the statute now specifies that an LSS must consult with private school officials regarding these options.

(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials with respect to an

issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

(3) **TIMING.**—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(4) **DISCUSSION.**—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(5) **DOCUMENTATION.**—Each local educational agency shall maintain in the agency’s records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials’ belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) **COMPLIANCE.**—

(A) **IN GENERAL.**—A private school official shall have the right to file a complaint with to the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.

(B) **PROCEDURE.**—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(C) **STATE EDUCATIONAL AGENCIES.**—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have—

(i) requested that the State educational agency provide such services directly; and

(ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

(c) **ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS.**—



- (1) CALCULATION—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low income families and attend private schools by—
- (A) using the same measure of low income used to count public school children;
  - (B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;
  - (C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or
  - (D) using an equated measure of low income correlated with the measure of low income used to count public school children.

(2) COMPLAINT PROCESS—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 8503.

(d) PUBLIC CONTROL OF FUNDS—

(1) IN GENERAL—The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

(2) PROVISION OF SERVICES—

(A) PROVIDER.—The provision of services under this section shall be provided—

(i) by employees of a public agency; or

(ii) through contract by such public agency with an individual, association, agency, or organization.

(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall—

(1) waive the requirements of this section for such local educational agency;

(2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 8503 and 8504; and

(3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

**1. Invitation to Private School Officials:** The LSS ensures it has a written process for inviting private schools to participate in the Title I, Part A program. 1117(a)(1)(A) 1117(b)(1)(b)(5)

2. LSS ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LSS ensures that services to private school students start at the beginning of the school year. 1117 (b)(1-5) (Required Attachment #1a)

### **3. Equitable Services to Students**

The LSS ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school. 1117(a)(1)(A) 8501(c)

### **4. Teachers and Families Participation**

The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116. 1117 (a)(1)(B)

### **5. Dispute Resolution**

The LSS ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman. 1117(b)(2-6) 1117(c)(2)

### **6. Supervision and Evaluation**

The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. 1117(b)(1) 1117 (d)(1)  
(Required Attachment #1b, c, & d)

### **7. Delivery of Services**

The LSS ensures it (select one of the following):

- Provides services directly to the eligible private school students?
- Enters into a third party contract to provide services to eligible private school students?
- Enters into a formal agreement (MOUs) with other LSS(s) to provide services to private school students?

**Please identify LSSs involved.**

\_\_\_\_\_

**Provide the date(s) services will begin.**

\_\_\_\_\_

**Resources**

[MSDE Equitable Services State Ombudsman – Resource Page](#)

## **F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH**

### **[Return to application](#)**

#### **[Education for Homeless Children and Youths Program Non-Regulatory Guidance](#)**

Children and Youth experiencing homelessness are automatically eligible for services under Title I, Part A regardless of where they live or meet the academic standards required of other children for eligibility.

LSSs receiving Title I, Part A funds must include in the local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to homeless children. (ESEA Section 1112(a)(1)(B) and (b)(6)).

1. The LSS has a written process that ensures Title I funds provide educationally related support services in a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. (1113(c)(3)(A)(i))

#### **Points of Clarification**

Examples, but not limited to –

- Conducting a LSS needs assessment to look at homeless student enrollment averages or trends in the district;
- Review/discussion of other factors such as, state and federal education grants that can provide the same or similar services;
- A review/discussion of available community resources;
- Review/discussion of what is necessary and reasonable for each student to fulfill the purposes of the Title I and McKinney-Vento programs in the LSS;
- Effectiveness of past activities in accomplishing the goals of both programs for individual students as well as the overall programs;
- Ensuring the LSS liaisons attend Title I conferences/in-service PD days and Title I coordinators attend homeless education conferences and in-service PD days;
- Sharing Title I and Homeless Education handbooks with other program staff;
- Leading district-wide efforts to make organizational accommodations for eligible students in such areas as transportation, remaining in the school of origin, records transfer, class scheduling, and special services that will help them enroll, attend, and succeed in school;
- Ensuring that the needs of highly mobile students are included in the school improvement

plans and not addressed as a separate issue;

- Including homeless parents in Title I parental involvement policies and creating opportunities for homeless parents to be involved.

Title I, Part A funds may be used to provide a wide variety of services to students experiencing homelessness. Title I, Part A funds may be used to provide services to homeless students in Title I schools only the services are not ordinarily provided to other Title I students. (ESEA Section 1113(c)(3)(C)(ii).

### **Points of Clarification**

Examples, but not limited to -

- Items of clothing necessary to meet a school's dress or uniform requirement;
- Clothing and shoes necessary to participate in physical education classes;
- Student fees that are necessary to participate in the general education program;
- Personal school supplies such as backpacks and notebooks;
- Birth Certificates, Immunizations, Food, Medical and dental services, eyeglasses and hearing aids;
- Counseling services to address anxiety related to homelessness that is impeding learning;
- Outreach services to students living in shelters, motels, and other temporary residences;
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- Tutoring services, especially in shelters or other locations where homeless students live;
- Parental involvement specifically oriented to reaching out to parents of homeless students; and
- Fees for AP and IB testing, college entrance exams such as SAT or ACT, and GED testing for school-age students.

The LSS must reserve sufficient Title I funds to provide services to homeless students who attend non-Title I schools that are comparable to those provided to students in Title I schools. (ESEA Section 1113(c)(3)(A).

Title I, Part A reserved funds may be used to fund all or part of the LSS's Homeless liaison's salary. In addition, if an LSS is using Title I to fund an additional staff as necessary, (e.g. case manager) those duties must be specifically related to the strategies, activities

and requirements under the McKinney-Vento Education for Homeless Children and Youth Program.

2. The LSS ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process.

#### **Implications for Program Review**

- Representatives from the offices listed on #3 must participate in the Annual Title I Program Review.

## **G. SUPPORT FOR FOSTER CARE STUDENTS**

### **[Return to application](#)**

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

The new foster care provisions under Title I of the ESEA as amended by the ESSA are intended to minimize disruptions for children in foster care by requiring the SEA and LSS to collaborate with child welfare agencies to ensure educational stability for children in foster care (ESEA Section 1111(g)(1)(E)). These provisions build upon the existing educational stability provisions and the emphasis on cross-agency collaboration in the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act).

An LSS that receives Title I funds is to assure in its local plan that it will develop and implement clear written procedures, in collaboration with the State. The LSS Foster Care Point-of-Contact (POC) and local child welfare agency, govern how transportation to maintain children in foster care in their school of origin when in the best interest will be provided, arranged, and funded for the duration of a child's time in foster care (ESEA Section 1112(c)(5)) by December 10, 2017.

#### **Points of Clarification**

Some examples of the potential role or responsibilities of the LSS Foster Care POC are:

- Coordinating with the corresponding child welfare agency POC on the implementation of the Title I provisions;
- Leading the development of a process for making the best interest determination;
- Documenting the best interest determination;
- Facilitating the transfer of records and immediate enrollment;
- Facilitating data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols;
- Developing and coordinating local transportation procedures;
- Managing best interest determinations and transportation costs disputes, if any;
- Ensuring that children in foster care are enrolled in and regularly attending school; and
- Providing professional development and training to school staff on the Title I

provisions and educational needs of children in foster care, as needed.

### **Points of Clarification**

#### **COLLABORATION:**

Some examples of LSS collaboration with the child welfare and other relevant agencies include:

- Ensuring that all school staff are sensitive to the complex needs of foster youth, informed about the impact that trauma has on a child's ability to learn, appropriate interventions and strategies are in place to support them to succeed in school;
- Training school staff including principals, teachers, school counselors, school social workers, and school enrollment personnel about the needs of children in foster care and background information about the child welfare system;
- Training on the importance of maintaining children in their schools of origin, understanding the process and factors involved in making a best interest determination, coordinating transportation plans, protecting student privacy, and maintaining accurate education records for children in foster care; and
- Raising awareness and increasing knowledge about child welfare policies, (e.g. case plan requirements and other state laws pertaining to the education of children in foster care).



LSSs and child welfare agencies may choose to establish a structure to facilitate their collaboration, such as, a work group, task force, or interagency committee, customized to the needs of the local community, community stakeholders such as representatives from the court, community providers, education advocacy groups and parent mentor groups. LSSs should maintain sign-in, agendas, notes, evaluation (SANE) for meetings.

1. The LSS ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care.

#### **Implications for Program Review**

- SAN of collaboration with the child welfare agency, inclusive of the LSS foster care point of contact and the local education agency.
- Email communication
- A written procedures/ process to ensure educational stability for children in foster care.

#### **Points of Clarification**

- The procedures/process shall include how the LSS will establish and maintain this collaborative work and 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.

#### **Implications for Program Review**

- Representatives from the offices listed on #4 must participate in the Annual Title I Program Review.

## H. ENGLISH LEARNERS

### Return to application

Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III funds is to help ensure that English learners (ELs), including immigrant children and youth, attain English language proficiency and develop high levels of academic achievement in English; to provide professional development to teachers and school leaders to best meet the academic and language needs of ELs; and to deliver activities that promote EL parent, family, and community engagement. The SEA receives a grant from USDE and 95 percent of the grant is allocated to eligible LSSs with ELs, including immigrant children and youth. LSSs may receive one or two types of subgrants: EL formula subgrants and/or immigrant children and youth subgrants.

### TITLE III – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS

1. LSS assures that Title I funds support a coordinated effort in the LSS to inform parents about ESOL Program placement through sending the Parent Notification Letter.

(1112(e)(3))

[English Learners: Eligibility, Guidance, and Laws](#)

[Parent Notification Letter with Translations](#)

[Dear Colleague Letter: English Learner Students and Limited English Proficient Parents \(1/7/15\)](#)

#### Points of Clarification

**Add Points of Clarification regarding changes in Title III that impact Title I at the LSS level.**

- Add provisions moved from TIII to TI (from our Dec. webinar)

- [Embed TI and TIII Q&A in this document and link here.](#)

#### **Implications for Program Review – Evidence**

- Copy of completed English and translated version of parent notification letter with parent signature on either English or translated version

2. LSS assures that Title I funds support collaboration with the federal, state, and local programs to develop intentional practices to implement an effective means of outreach to parents of ELs regarding their education. (1116(f))

#### [Parent Notification Letter with Translations](#)

#### **Implications for Program Review – Evidence**

- Copy of a communication log
- Copy of interpreter receipt
- Translated documents or flyers, such as for school safety and parent, family and community engagement activities
- If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.

3. LSS assures that it has a process for sharing the number and percentage of English learners achieving English language proficiency. (1111(h)(2))

#### [Parent Notification Letter with Translations](#)

#### **Implications for Program Review - Evidence**

- Maryland Report Card



4. In addition to Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with EL Section.

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

## **Staff Credentials: Glossary of Terms**

### **[Return to application](#)**

- Ineffective teacher – An educator who is deemed unsuccessful by a State approved local evaluation model.
- Out-of-field teacher – Teachers teaching in a subject they are not certified to teach.
- Inexperienced teacher – Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.
- Low-income student – Maryland uses the Free and Reduced Price Meal (FARMS) data and ranks the schools based on the percentage of those students within each school in MD from low to high. Each school is designated as either an elementary or secondary school. One calculation includes all elementary schools in the state and the other includes all the secondary schools in the state. The quartiles are determined as two distinct calculations. Quartiles are assigned with the 1<sup>st</sup> quartile being lowest poverty (non-poor) and the 4<sup>th</sup> quartile being highest poverty (poor). Each quartile contains the elementary schools in that quartile and the secondary schools in that quartile.
- Minority student – Maryland defines minority students as those in all racial categories with the exception of white, to include: Hispanic/Latino of any race, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Two or more Races. Quartiles are assigned with the 1<sup>st</sup> quartile being low minority and the 4<sup>th</sup> quartile being high minority.
- Certified teachers – Teachers holding a certification other than a Conditional Certification or a Provisional Certification. These certifications are Professional Eligibility Certificate (PEC), Standard Professional I Certification (SCPI), Advanced Professional Certificate (APC), or Resident Teacher Certificate (RTC).
- All teachers – Includes all teachers in either poor, non-poor, minority, or non-minority schools.
- Rates and Disproportionalities – Using the definitions provided and data demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A.

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

## **Schoolwide Program Plan Components Checklist**

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]

An eligible school operating a schoolwide program **shall** develop a comprehensive plan that **must** include the following components in their plan.

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**1. Comprehensive Needs Assessment** of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

### **Things to consider:**

- What types of qualitative and quantitative data are being collected?
- Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
- Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- What are the strengths of students, teachers, school and community? What are their needs?
- What are the contributing factors to academic strengths and needs?
- How is the data being used by administration, teachers and parents to guide decisions and instruction?
- How is data being reviewed in a

**2. Schoolwide Reform Strategies** that address school needs including a description of how strategies will:

- a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
- b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well rounded education; (1114(b)(7)(A)(ii)
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)
  - Counseling, school-based mental health programs, specialized instructional support services;
  - Preparation for and awareness of opportunities for postsecondary education and the workforce;
  - Schoolwide tiered model to prevent and address problem behavior;
  - Professional development and other activities for teachers;
  - Strategies to assist preschool children in transition

### **Things to consider:**

- How do the schoolwide reforms increase the

### **3A. Parent, Family and Stakeholder**

**Involvement** - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LSS, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)

### **3B. Strategies to Increase Parent and Family Engagement** (Section 1116)

#### **Things to consider:**

- How will parents, families, and community members be involved in developing the schoolwide plan?
- How will teachers, principals, and other school staff be involved in developing the schoolwide plan?

**4. Coordination and Integration of Federal, State, and local services and programs** - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education

disaggregated format to look at progress and needs of all student groups?

- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

quality and quantity of instruction using evidence-based methods and strategies?

- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?
- What evidence is being collected to demonstrate the effectiveness of reforms?

programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)

**Things to consider:**

- Identify all federal, state, and local programs and services.
- How are federal, state, and local resources braided to maximize the impact of the schoolwide plan?

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

**Return to application**

**1115. TARGETED ASSISTANCE SCHOOLS**

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

<b>Eligible Children</b>	<b>check</b>
<p align="center"><b>Selection for eligible students. (Section 1115 (c)(1)(B))</b></p> <p>Eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</p>	
<b>Seven Components of a TAS Program (1115 (b)(2)(A-G))</b>	
(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which <b>may</b> include programs, activities, and academic courses necessary to provide a well-rounded education;	
(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which <b>may</b> include- (i) extended learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);	
(C) coordinate with and support the regular education program, which <b>may</b> include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II,-or State-run preschool programs to elementary school programs;	
(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;	
(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;	



<p>(F) <b>if appropriate and applicable</b>, coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities under section 1111(d);</p>	
<p>(G) provide to local educational agency assurances that the school <b>will-</b></p> <ul style="list-style-type: none"> <li>(i) help provide an accelerated, high quality curriculum;</li> <li>(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and</li> <li>(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> </ul>	

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LSS: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

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

A. Written Policy (Section 1116 (a)(1)(2))	M	NM
<p>1. In consultation with parents of participating children, the LSS conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)</p>		
<p>2. LSS's establishes expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)</p>		
<p>3. Parent and family member input:</p> <ul style="list-style-type: none"> <li>a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2)</li> <li>b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)</li> <li>c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A)</li> </ul>		

<p>4. Provides coordination, technical assistance, and other support necessary to assist and *build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education). Section 1116(a)(2)(B)</p>		
<p>5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Section 1116(a)(2)(C)</p>		
<p>6. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)</p> <ul style="list-style-type: none"> <li>a. barriers to greater participation by parents;</li> <li>b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;</li> <li>c. strategies to support successful school and family interactions;</li> <li>d. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement.</li> </ul>		

<p>7. The LEA's policy/plan includes at least one of the following strategies:</p> <ul style="list-style-type: none"> <li>a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies.</li> <li>b. Supporting programs that reach parents and family members at home, in the community, and at school.</li> <li>c. Disseminating information on best practices focused on parent and family engagement.</li> <li>d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</li> <li>e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan.</li> </ul>		
<p><b>B. *Building Capacity: Section 1116(a)(2)(B)</b></p>		
<p><b>The Plan describes how the LEA will build the schools' and parents'/families capacity for parental involvement</b></p>		
<p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)</p>		
<p>2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)</p>		

<p>3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child’s educational process. Section 1116 (e)(3)</p>		
<p>4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)</p>		
<p>5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)</p>		
<p>6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e) (14)</p>		
<p><b>C. Accessibility: Section 1116 (f)</b></p>		
<p>To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)</p>		

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LSS: \_\_\_\_\_

School: \_\_\_\_\_

\_\_\_\_\_ Meets Requirements (M)

\_\_\_\_\_ Does not meet the requirement (NM)

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

A. General Requirements: Section 1116 (b) (d)	Yes	No
<b>1.</b> Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d) <ul style="list-style-type: none"> <li>a. Parent and Family Engagement Plan _____</li> <li>b. School-Parent Compact _____</li> </ul>		
<b>2.</b> Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)		
B. Policy Involvement: Section 1116 (c)		
<b>1.</b> Schools convene an annual meeting, at convenient times, to inform parents of the school’s role and requirements in implementing Title I, and the right of parents to be involved? Sec.1116 (c)(1)		
<b>2.</b> Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)		
<b>3.</b> Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3) <ul style="list-style-type: none"> <li>a. School Parent and Family Engagement Plan</li> <li>b. Schoolwide plan</li> </ul>		
<b>4.</b> Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)		
<b>5.</b> The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)		
C. Shared Responsibility: Section 1116 (d) - School-Parent Compact		
<b>1.</b> The school-parent compact outlines how parents/families, school staff, and students share responsibility for		

improved student academic achievement? Section 1116 (d)		
<p><b>2. School Responsibilities:</b> Describe how the school will:</p> <p>Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1)</p> <p>Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A)</p> <p>Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B)</p> <p>Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C)</p> <p>Ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand. Section 1116 (d)(2)(D)</p>		
<p><b>3. Parent Responsibilities:</b> Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, use of extracurricular time.) Section 1116 (d)(1)</p>		
<p><b>4. Student Responsibilities:</b> Describe ways students will support their own academic achievement. Section 1116 (d)</p>		
<b>D. Building Capacity: Section 1116 (e)</b>	<b>Yes</b>	<b>No</b>
The Plan describes how the school will build the schools' and parents'/families capacity for parental involvement		
<p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children Section 1116 (e)(1)</p>		
<p>2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)</p>		
<p>3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)</p>		
<p>4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)</p>		
<p>5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with</p>		

parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)		
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14)		
<b>E. Accessibility: Section 1116 (f)</b>		
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)		



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Equitable Services Topics of Consultation:

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

Section 1117(b)(1)	Consultation Topic
	<b>A.</b> How the children’s needs will be identified.
	<b>B.</b> What services will be offered.
	<b>C.</b> How, where, and by whom the services will be provided.
	<b>D.</b> How the services will be academically assessed and how the results of that assessment will be used to improve those services
	<b>E.</b> The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined
	<b>F.</b> The method or sources of data that are used to determine the number of children from low-income families in participating school attendances areas who attend private schools
	<b>G.</b> How and when the LSS will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers
	<b>H.</b> How, if the LSS disagrees with the views of the private school officials on the provision of services through a contract, the LSS will provide in writing to such private school official an analysis of the reason why the LSS has chosen not to use a contractor
	<b>I.</b> Whether the LSS shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor
	<b>J.</b> Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the

	children from low-income families in participating school attendance area who attend private schools or (2) in the LSS's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools
	<b>K.</b> When, including the approximate time of day, services will be provided
	<b>L.</b> Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs

**MSDE: ESSA Title I and Title III**

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Question	Answer
<p>1. <b>If a Local School System (LSS) has Title I targeted assistance schools (TAS), what funds should be used to send the parent notification letter to English learners (ELs)? Would the school use Title I funds only to include ELs that come up in the Title I ranking process?</b></p>	<p>AS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.</p>
<p>2. <b>Regarding the parent notification letters: ESOL teachers have always been responsible for those, and will continue to be so. Do we have to send the parent notification letter twice or can the ESOL office give a copy to the Title I office?</b></p>	<p>As the requirement of sending the parent notification letter to parents/guardians of ELs has been moved from Title III to Title I, the two offices in the LSS must <b>collaborate</b>. ESOL teachers can still be responsible for actually sending the letter, and the copy of the parent notification letter must be kept in the student’s cumulative folder in the school. Title I will pay for expenses associated with sending the parent notification letter to ELs in all Title I Schoolwide schools, and Title III will continue to pay for expenses associated with the parent notification letter for ELs in TAS and non-Title I schools.</p>
<p>3. <b>How do we ensure that the Lau v. Nichols requirements are being met before Title I or Title III funds can be</b></p>	<p>Per the 1970 Memorandum and Lau v. Nichols, LSSs must take affirmative steps to provide meaningful language instruction</p>

<p><b>used?</b></p>	<p>educational programs to ELs such as ESOL and ESL. Therefore, LSSs should have procedures in place for identifying and assessing ELs, implement an EL curriculum, and allocate an appropriate number of teachers per EL enrollment. These activities should be conducted using local funds. The MSDE (Title I and Title III offices) will conduct monitoring visits to ensure local funds are being used to meet the Lau v. Nichols as well as Office of Civil Rights (OCR) requirements.</p>
<p><b>4. What is the "English Language Proficiency (ELP) Indicator" for the Title I monitoring visit? What does Title I need?</b></p>	<p>The ELP Indicator is Maryland's new accountability measure for ELs. The Title I and Title III offices will be working closely to provide technical assistance on requirements that were moved from Title III to Title I to LSSs as needed. In addition, Title I Coordinators will receive the updated Title I, Part A Application, Guidance document, and the monitoring tool at the Title I coordinators' meeting in May outlining how this indicator will impact the Title I, Part A monitoring visit.</p>
<p><b>5. What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs?</b></p>	<p>ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs<sup>1</sup>) through locally funded English language development</p>

	<p>program services such as ESOL and ESL. If an LSS has a large number of ELs in Title I schools, the LSS may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.</p>
<p>6. <b>We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?</b></p>	<p>Yes, that's OK, but because the LSS has been using local funding for interpretation and translation, the LSS cannot use Title I or Title III funds to conduct such activities in the future. Title III funds still can be used to pay for such expenses, but the available funds are limited.</p>
<p>7. <b>For the ELP indicator, if ELs are in ESOL, they haven't met the state exit criteria yet, so how am I providing this data to our Title I supervisor?</b></p>	<p>The school-level ELP results will be shared with LSSs from both the Title I and Title III offices. The information can also be accessed on <a href="http://mdreportcard.org">mdreportcard.org</a> website.</p>
<p>8. <b>Can ELs receive their services through an ELD program not led by a certified ESOL teacher?</b></p>	<p><b>No.</b> In Maryland we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program<sup>1</sup> that serves as the ELD program for ELs.</p>

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



## **Frederick County Public Schools (FCPS): Title I Family Involvement Team Training (FITT)**

### [Return to Guidance](#)

FCPS values our families as partners in the educational process. Title I parents are invited to become members of the FCPS Family Involvement Title I Team. This team explores the 6 Standards for Family-School Partnerships as outlined by the Parent Teacher Association (PTA); welcoming all families into the school community, communicating effectively, supporting student success, speaking up for every child, and sharing power, and collaborating with the community. As we explore each of the standards, we share best practices currently in place, challenges we are facing, and solutions to those challenges. Information gathered at our meetings is shared with Title I Principals.

We also provide feedback on family involvement activities, collect ideas for future activities, and aid in the development of goals for our FCPS Family Involvement Compact/Plan.

Parents that have attended FITT meetings have been called upon to serve on committees and to facilitate meetings with other parents. They often hold office in PTA. They give public comment at Board of Education and Frederick County Council meetings. Not only do they now volunteer in the school setting but have also become community volunteers as well.

Title I Parents have found their voice through this partnership.

Donna Quatman-Wilder (donna.wilder@fcps.org)  
Frederick County Public Schools, Maryland  
Family and Community Involvement Teacher Specialist

## **Charles County Public Schools (CCPS): Home Visits initiative**

### [Return to Guidance](#)

The relationship-building model of parent-teacher home visits is supported by the Flamboyant Foundation and was created by the Parent-Teacher Home Visit Project (PTHVP) Sacramento, California. PTHVP's most recent study was published in 2015 by Johns Hopkins University. A national evaluation of parent-teacher home visits is currently being conducted in CA, CO, NV & DC by Research Triangle Institute and Johns Hopkins University. CCPS follows PTHVP's 5 Core Practices to ensure respect, communication and collaboration.

- 1. Home visits are voluntary for educators and families, and arranged in advance.*
- 2. Educators are trained, and compensated for visits outside their school day.*
- 3. Focus of the first visit is relationship building; we discuss hopes and dreams.*
- 4. No targeting – visit all or a cross-section of students so there is no stigma.*
- 5. Educators conduct visits in pairs, and after the visit, reflect with their partner.*

The Parent-Teacher Home Visit program is open to our three-year-old teachers through fifth grade teachers. Teachers plan and implement two visits and two follow-up communications each school year. The first visit (summer or fall) focuses on relationship building, sharing hope/dreams and goal setting. The first visit is a valuable opportunity to develop meaningful two-way communication. Next, the teacher will follow-up by phone call, letter, school visit or email. The second visit (winter or spring) will focus on academics. The teacher will close out the school year with a final follow-up by phone call, letter, school visit or email. After each home visit, the teacher will complete a log that will capture the following topics discussed, knowledge gained, student artifacts, strategies/tools, and follow-up. Below is a checklist to support teachers as they plan home visits.



### **Planning the Home Visit**

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

- Learn about the area in which your student's family lives and make plans to address safety issues as you would in visiting any unfamiliar area. Make sure someone else knows where you are going, or pair up with another teacher. If you have a cell phone, take it with you.

## **REQUIRED ATTACHMENTS**

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

[Return to application](#)

## A. STAFF CREDENTIALS AND CERTIFICATIONS

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### REQUIRED ATTACHMENTS:

1.A written process to ensure the LSS:

- has all teachers and paraprofessional 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.
- has a timeline to notify parents.

2.Summary of data used to determine disparities (2018-2019 SY).

## **B. SCHOOLWIDE PROGRAMS**

[\*Return to application\*](#)

### **REQUIRED ATTACHMENT:**

1. The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible.
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.

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

[\*Return to application\*](#)

#### **REQUIRED ATTACHMENTS:**

1. A written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(b))
3. If applicable, a letter requesting approval to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.
4. If applicable, the approval letter from the MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.

## D. PARENT AND FAMILY ENGAGEMENT

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### **REQUIRED ATTACHMENTS:**

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

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

## E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

[Return to application](#)

### REQUIRED ATTACHMENTS:

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

1. A written process for:
  - a. inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
  - b. ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
  - c. evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program
2. Signed agreement between LSS and private school officials that includes an option for private school officials to indicate that timely and meaningful consultation did not occur with the LSS
3. Consultation timeline that shows that the LSS has or will have conducted all consultation that will allow services to begin at the beginning of the 2019-2020 school year.
4. Provide information on participating private schools using the [Participating Private Schools Form \(below\)](#) or you may submit information as a separate attachment.



<b>Nonpublic School Name and Address</b> <a href="#">Return to Application</a>	<b>Title I, Part A</b>		
<i>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. <a href="http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx">http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</a></i>	<i>Total Number of Participating Students</i>	<i>Submitted Agreement of Consultation* to Equitable Services Ombudsman (ESSA Sections 1117)</i>	<i>Federal Program Informational Meeting Date (ESSA Sections 1117 and 8501)</i>
<i>Example: Archbishop Nealle School 104 Port Tobacco Rd. La Plata, MD 20646</i>	6	Yes	3/11/2018

## F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

[Return to application](#)

### **REQUIRED ATTACHMENTS:**

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

1. A written process that includes how the Title I office will coordinate with the Homeless Education liaison to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act.
2. If applicable, job description of homeless liaison position.
3. If applicable,
  - a. a description of how the LSS calculated the excess costs of providing transportation to homeless students;
  - b. The calculations that the LSS used to arrive at the figure on this section.
4. Per COMAR 13A.05.09.03-, provide a current list of all currently active shelters in the county serving children and families

## **G. SUPPORT FOR FOSTER CARE STUDENTS**

[\*Return to application\*](#)

### **REQUIRED ATTACHMENTS:**

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

A written agreement facilitated by the local child welfare agency and the LSS Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions. (1111(g)(1)(E))

**H. ENGLISH LEARNERS**

[\*Return to application\*](#)

REQUIRED ATTACHMENTS: NA

**A. FISCAL**

[Return to application](#)

**REQUIRED ATTACHMENTS:**

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

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LSS, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.
4. A written process that includes how the LSS:
  - uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
  - provides the methodology used along with a supporting narrative that demonstrates and explains how the methodology is used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

## 2019-2020 Title I, Part A Application Submission Instructions:

Please submit via email a completed application to Sharon Williamson at [Sharon.Williamson@maryland.gov](mailto:Sharon.Williamson@maryland.gov) and copy MSDE POC by **September 30, 2019**.

- *A completed application includes\*:*
  - *all assurances checked including those that may not be applicable (NA);*
  - *appropriate required attachments;*
  - *completed Fiscal/Tables in Excel; and*
  - *an original signed C-1-25 with the final submission of the Title I application\*\*.*

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

*\*\*Electronic signatures are acceptable if the signatures are in blue ink and visible as original signatures.*