

Local Educational Agency: _____

Title I Coordinator: _____

Telephone: _____ **E-mail:** _____

A. STAFF CREDENTIALS AND CERTIFICATION

The LEA 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.

1. Describe **the ongoing process of** how the LEA coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
2. Describe how the LEA will ensure the certification and licensure status of teachers assigned to Title I schools is maintained.
3. The LEA certifies that all paraprofessionals in Title I schoolwide schools meet applicable State certification and licensure requirements.
 Yes Not Applicable No. If No, Explain:

This requirement applies to **all** instructional paraprofessionals regardless of funding.

4. The LEA certifies that all paraprofessionals paid with Title I funds in targeted assistance schools meet applicable State certification and licensure requirements.
 Yes Not Applicable No. If No, Explain:

5a. Describe any disparities that result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students. (1112 (g)(B)(ii) -

5b. If there are 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, describe how the LEA will identify and address the disparities.

6. DESCRIBE the process including specific timelines/dates used to notify parents whose children attend Title I schools about the licensure and certification of their teachers by addressing each lettered item separately. Sec. 1112 (e)(1)

a. Describe how and when (date) the school or LEA notifies the parents of each student attending Title I schools that they **may** request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who does not meet Maryland's State certification and licensure requirements at the grade level and subject area in which the teacher has been assigned.

7. Identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1112 (c)(6)

B. SCHOOLWIDE PROGRAM- [Schoolwide Guidance](#)

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

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

1. Consolidating Funds (Check one):

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

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.

iii. The LEA has submitted a waiver for specific Targeted Assistance schools to operate a schoolwide program (Only the approval letter from MSDE allows an LEA to waive Targeted Assistance Program for Schoolwide in specific schools)

- Yes
- No

2. Describe how the LEA includes the following 4 components in all schoolwide programs: Specificity and transparency are important. [Schoolwide Guidance](#)

Component #1: A comprehensive needs assessment of the entire school [1114(b)(6)]

Component #2: Schoolwide reform strategies

Component #3: Parent and Community Involvement

Component #4: Coordination with other Federal, State and local services, resources and programs.

3. Describe the process to ensure that the 4 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

4. If any of the 4 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

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

6. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the 4 components in each schoolwide plan, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

C. TARGETED ASSISTANCE SCHOOLS

If the LEA does not have any Title I Targeted Assistance programs, proceed to Section E Parent and Family Engagement.

1. The LEA has submitted a waiver to operate a schoolwide program:

- Yes
 No

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

2. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. NOTE: Children from preschool through grade 2 must be selected solely based on objective criteria.

3. DESCRIBE how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and supplemental instructional strategies for small groups of identified students. These instructional strategies must strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c) (1) (C). (Small group is described as one-on-one instruction or a Student-to-teacher ratio of no more than 8:1.)

- a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.
- b. Helping provide an accelerated, high-quality curriculum.
- c. Minimizing the removal of children from regular classroom instruction for additional services.
- d. Delivery of services if delivered by nonprofit or for-profit external providers with expertise in using evidence-based or effective strategies to improve student achievement. (if applicable)

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

and meeting the comprehensive needs of eligible children in the program.

5. DESCRIBE the ongoing process for developing, implementing, and monitoring targeted assistance requirements.

6. DESCRIBE the specific steps to be taken to review and analyze achievement data of the targeted assistance programs.

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

DOCUMENTATION

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

9. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2017-2018 to a schoolwide program in 2018-2019, the LEA must submit a formal letter to the Director of the Program Improvement and Family Support Branch informing MSDE of its intent.

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

Reminder: Please be sure to include the name of the school, proposed timeline for the year planning.

D. Parent and Family Engagement

To encourage parent and family engagement, LEAs 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.

A. Local Educational Agency

Please provide the date when the current LEA's Parent and Family Engagement Policy/Plan was reviewed:

1. Describe the LEA's process for involving parents and families in the development of the LEA's Title I Parent and Family Engagement Policy/Plan.

2. Does the LEA have a tool to evaluate the effectiveness of the Title I Parent and Family Engagement Policy/Plan?

a. If yes, please attach.

b. If no, please describe how the LEA will develop a tool to evaluate the effectiveness of the content of the LEA's Title I Parent and Family Engagement Policy/Plan?

B. School Level Parent and Family Engagement Plan Review

3. Describe the process the LEA will use to ensure that all Title I schools have a school level Parent and Family Engagement Policy/Plan that meets statutory requirements and is distributed to parents and families.

C. School-Parent Compact

4. Describe the process the LEA will use to ensure that each Title I school has a School-Parent Compact that meets statutory requirements and is shared to parents and families.

D. Distribution of Parent and Family Engagement Funds

5. Describe *how* the LEA ensures that Title I parents and families have input into the use of the Title I allocation for parent and family engagement at the district and school level.

E. Monitoring Parent and Family Engagement

6. Describe the LEA's process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.

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

DOCUMENTATIONS:

8. Attach a copy of the LEA's 2017-2018 Title I Parent and Family Engagement Policy/Plan that be distributed to parents/families.

9. If applicable, attach a copy of the annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

1. DESCRIBE the LEA's process for:
 - inviting private schools to participate in the Title I, Part A program;
 - reaching agreement on how to provide equitable and effective programs for eligible private school children; and
 - transmitting the results of such agreement to the State Ombudsman.
2. DESCRIBE the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.
3. DESCRIBE the LEA's process for ensuring that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.
4. DESCRIBE the LEA's dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.
5. DESCRIBE the LEA's process to supervise and evaluate the Title I program serving private school students.

DELIVERY OF SERVICES

6. Will LEA staff provide the services directly to the eligible private school students?
 Yes No
If yes, when will services begin? _____
7. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students?
 Yes No
If yes, identify the LEA(s) involved and the date the services will begin.

8. Will the LEA enter into a third party contract to provide services to eligible private school students?
 Yes No
If yes, when will services begin? _____

DOCUMENTATION:

- 9.** Attach a timeline for consultation and affirmation meetings with private school officials.

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

DRAFT

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

1. Describe how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.

2. Describe the method used for determining the amount reserved, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support service cost data), and how the liaison was consulted or involved in determining the set-aside.

3. In addition to the Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1115(c)(2)(E).

G. SUPPORT FOR FOSTER CARE STUDENTS

1. DESCRIBE how the LEA will collaborate with the State or local child welfare agency to develop and implement clear written procedures and practices to ensure educational stability for children in foster care (ESEA Section 1111(g)(1)(E)).

2. In addition to the Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1111(g)(1)(E).

DRAFT

I. TABLES AND WORKSHEETS

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

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

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

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

PUBLIC SCHOOLS:

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

A.	Free Lunch
B.	Free and Reduced Lunch
C.	Temporary Assistance for Needy Families (TANF)
D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
E.	Children eligible to receive medical assistance under the Medicaid program
F.	Community Eligibility Provision(CEP)
G	NEW: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C)

PRIVATE SCHOOLS:

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

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

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

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

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

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

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

_____ **Percentages** -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**

_____ **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

_____ **35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**

_____ **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

_____ **Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 7-4.**

_____ **New Exception:** An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). Complete Tables 7-6.2.

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

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

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

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2016 to complete this table along with the September 30, 2016 enrollment data.**

Points of Clarification:
 *Pre-K students are counted as ONE child.

$\frac{\text{Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2016)}}{\div}$	=	$\frac{\text{Total LEA Student Enrollment (September 30, 2016)}}{\div}$	=	$\frac{\text{District-Wide Average (percentage) of Low-Income Children}}{\div}$
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Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging)

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

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (_____)		÷		
Middle (_____)		÷		
High (_____)		÷		

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

$\frac{\text{Local Educational Agency Title I, Part A Allocation (Taken from Table 7-8) (Should match # on C-1-25)}}{\div}$	=	$\frac{\text{Total Number Of Low-Income Public and Private School Students (Taken from Allocation Worksheet)}}{\div}$	=	$\frac{\text{\$ Per Pupil Amount}}{\div}$
---	---	---	---	---

Per-Pupil Amount \$ _____ X 1.25 = Minimum Per Pupil Allocation \$ _____
MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation. In order to serve schools below 35% poverty, the LEA's districtwide average must be below 35%.

Table 7-6.1 CONTINUED ELIGIBILITY		
<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year.</u> LIST below any school(s) that the school system will serve for one additional year.</p> <p>To qualify for continued eligibility, a school must have a lower poverty level than the district-wide poverty average or fall below 35% poverty, per the LEA's selection in Table 7-2.</p>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY		
<p>Ranking High Schools - New ESEA Exceptions to the Ranking Requirement Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B))</p> <p style="text-align: center;">List the high schools that the LEA is choosing to serve under this exception.</p>		
Name of School(s)	MSDE ID Number	Poverty Percent

Table 7-7 TITLE I SKIPPED SCHOOLS	
<p>LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.</p> <p>Follow the directions in the Skipped School Addendum.</p>	
<p>Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:</p> <ol style="list-style-type: none"> 1. The school meets the comparability requirements of section 1118 (c); 2. The school is receiving supplemental funds from other State and local sources that are spent according the requirements of section 1114 and 1115; 3. The funds expended from such other sources equal or exceed the amount that would be provided by Title I, Part A. 	
Number of Skipped Schools:	<p>Note: The completed 2017-2018 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application. LEA must submit a copy of the approved request letter.</p>

B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION

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

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

Total Title I 2017-2018 Allocation		\$ _____ (Taken from the C-1-25)	
		Total Reservations	DETAILED BUDGET DESCRIPTION
1	Proportional Share for Equitable Services: List activities and cost associated with Equitable Services (Table 7-9, Lines 1a-e, as applicable)	Total Equitable Services Reservation: \$ _____	An LEA <u>must</u> reserve off the top of the LEA's Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. <i>(Use Table 7-9 for calculations)</i>
2	Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA. Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family	Total Parent and Family Engagement Reservation: \$ _____	

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	Engagement spending plan.		
3	District-wide Title I Instructional Program(s)		
4	District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA		
5	Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration)		
6	Support for Title I Priority Schools (<u>Baltimore City Public Schools, Baltimore County Public Schools and Prince George's County Public Schools only</u>) MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide sufficient funds for a priority school to implement its intervention plan. Include the intervention plans with budget narratives for each Priority School as an appendix. If an LEA does not use the full 20%		List each Priority School served with these funds, the amount of funds each school will receive and the intervention model that each school will implement.

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	<p>reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8.</p>		
7	<p>Support for Focus Schools in LEAs Serving Priority Schools <u>(Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools only)</u> Note: This line item will only be completed by LEAs that meet the requirement of line item #6. List any Focus School served with these funds, the amount of funds each school will receive. Include a separate budget narrative for each Focus School as an appendix.</p>		<p>LEAs should list each Focus school, and the amount of funding that it will receive in this section.</p>
8	<p>Support to Low Performing Title I Schools <u>Any LEA with Focus Schools (except Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools).</u> LEAs with Focus schools may set aside district level Title I, Part A funds to support Focus schools.</p>		

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<p>9</p>	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.</p> <p>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.</p>		<p>List each institution, the amount of funding provided, and a detailed narrative description of how the funds will be used to provide educational services to identified children.</p>
<p>10a</p>	<p>Required: Education for Homeless Children and Youth Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10.</p> <p>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p>		
<p>10b</p>	<p>Optional: Cost associated with</p>		<p>The Title I funded portion of the Homeless Liaison position can only be for duties related to homeless education as outlined in</p>

	Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).		McKinney-Vento. Report FTE, salary and fringe job description must be attached for this position
10c	Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).		DOCUMENTION – Attach: 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.
11	Total for Table 7-8 This amount includes all district costs for Title I, Part A.	Total: \$ _____	Present this total on Table 7-10, Line 2

BUDGET INFORMATION TO DETERMINE EQUITABLE PROPORTIONAL SHARE - TOOL

<p>Table 7-9 COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR.)</p>				
<p>1.a: Determining Proportional Share for Equitable Services</p>				
_____	÷	_____	=	_____
<p>Total # of private school children from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)</p>		<p>Total # of public school children from low-income families in Title I public schools plus private school children from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N.)</p>		<p>Proportion of reservation</p>
_____	x	_____	=	_____
<p>Proportion of reservation</p>		<p>Total Title I Allocation (Use # from Table 7-8, 1st line)</p>		<p>Proportional Share for Equitable Services</p>

1.b: Determining Parental and Family Engagement Reservation				
\$ _____ Total Proportional Share for Equitable Services (Table 7-9, line 1a)	x	1% (for Parent Involvement)		\$ _____ Proportional share available to parents of private school participants
<u>1.c : Remaining for Instrucion, Professional Development and Adminsitration</u>				
\$ _____ Proportional Share for Equitable Services (Table 7-9, line 1a)	-	\$ _____ Proportional share available for parents of private school participants (Table 7-9, line 1b)	=	\$ _____ Proportional share for instruction, Professional Development, administration, and/or other allowable services
<u>1.d : If using funds for PD, subtract amount for agreed upon PD.</u>				
\$ _____ Remaining for instruction, Professional Development, and Administration (Table 7-9, line 1c)	-	\$ _____ Agreed amount of Professional Development (determined during consultation)	=	\$ _____ Proportional share remaining for instruction and administration

1.e: If using funds for administration, subtract amount for agreed upon administration				
\$ _____ Remaining for instruction and Administration (Table 7-9, line 1d)	-	\$ _____ Agreed amount of Administration (determined during consultation)	=	\$ _____ Proportional share remaining for equitable services for instruction

1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)

<p>Points of Clarification</p> <ul style="list-style-type: none"> This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts. 				
<p>\$ _____</p> <p>Remaining proportional share for instruction (Table 7-9, Line 1e)</p>	÷	<p>_____</p> <p>Number of private school students</p> <p>(Use the total number reported in the Title I Allocation Worksheet Column N.)</p>	=	<p>\$ _____</p> <p>PPA Allocation for eligible private school student</p>

BUDGET INFORMATION TO DETERMINE LOCAL SCHOOL SYSTEM PPA

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	-----	
2	Total Districtwide Reservations - Table 7-8 line 11	minus	
3	Total PPA–This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount. (LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA.)	equals	

C. CARRYOVER INFORMATION

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

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2016 - September 30, 2017)

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LEA is unable to obligate all funds within 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 **LEA must consult with appropriate private school officials.** (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I **2016-2017** allocation: \$ _____

The estimated amount of Title I funds the school system will carryover: \$ _____

1. The estimated percentage of carryover Title I funds as of **September 30, 2017** _____ **(THIS IS A PROJECTION.)**

Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? Yes No

III. BUDGET INFORMATION

Propose Budget Form and Narrative for SY 2017-2018

1. COMPLETE a detailed budget on the MSDE Title I, Part A proposed budget form (C-1-25). The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the MSDE BRIDGE TO EXCELLENCE MASTER PLAN web site at www.marylandpublicschools.org.

2. Provide a detailed budget narrative: The budget narrative should:

a. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.

i. Include a separate and complete justification for each line item.

ii. Identify each activity.

- iii. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.
 - iv. Show alignment between the projected activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.
- b. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.
- c. Sample budget template for the detailed narrative is available: **Add a link here.**

ATTACHMENT:

- Attach the signed required assurance page with the final submission
- Attach the allocation worksheet.

IV. REQUIRED DOCUMENTATION

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

- **Title I Excel Worksheet**
- **Title I Schools in SY 2016-2017 removed from Title I in SY 2017-2018**
- **District Parent and Family Engagement Policy/Plan**
- **If applicable, annual evaluation tool for the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan**
- **Targeted Assistance Selection Criteria**
- **Equitable Services to Private School Documentation**
- **Homeless Liaison job description (if applicable)**
- **Skipped Schools Addendum and Allocation Worksheet**
- **Signed Assurance Page**
- **Signed C-1-25**
- **Detailed Budget Narrative**

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

- **Each priority school's intervention plan with budget narrative**
- **Each Focus school's budget narrative**

V. MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A, AND 6-A & B

Complete all appropriate templates in Part I. The following information will stay embedded in Part I of the Master Plan Update:

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

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

DRAFT