

## Title I Committee of Practitioners Meeting Agenda and Summary

10 am – 12 pm  
October 14, 2020

### Summary

Topic(s)	Summary
<p><b>I. Welcome and Introduction</b></p> <ul style="list-style-type: none"> <li>• Paula M. Harris, Director, Title I-Program Improvement &amp; Family Support, MSDE</li> <li>• Brad Palmer, Supervisor, Title I Office, Harford County Public Schools</li> </ul>	<p>The Title I COP meeting began at 11 am via Google Meets. Paula Harris, Director, Title I-Program Improvement &amp; Family Support, welcomed members and Brad Palmer, Chair of the Title I COP was introduced as the Chair offered a welcome and led members into introductions.</p>
<p><b>II. Title I Committee of Practitioners (COP)</b></p> <ol style="list-style-type: none"> <li>1. Title I COP Expectations</li> <li>2. Meeting Norms</li> <li>3. Overview of the Title I Program</li> <li>4. Q &amp; A</li> </ol> <ul style="list-style-type: none"> <li>• Paula Harris, Director, Title I-Program Improvement &amp; Family Support</li> <li>• Gail Clark Dickson, Education Program Supervisor</li> <li>• Title I-Program Improvement &amp; Family Support</li> <li>• Shanna Edmond, Education Program Supervisor</li> <li>• Title I-Program Improvement &amp; Family Support</li> </ul>	<ol style="list-style-type: none"> <li>1. Title I Expectations               <ol style="list-style-type: none"> <li>a) Barb Scherr provided an overview, the purpose, and expectations for the Title I COP. Based on the law, “duties of the Title I COP shall include a review, before publication, of any proposed or final state rule or regulation.” While two meetings are scheduled at this time, an additional meeting may be added, if needed.</li> </ol> </li> <li>2. Meeting Norms               <ol style="list-style-type: none"> <li>a) Be flexible and open to others’ ideas and seek to actively listen.</li> <li>b) Capture outcomes/next steps at the end of meetings, as appropriate.</li> <li>c) Start on time and end on time.</li> </ol> </li> <li>3. Overview of the Title I Program               <ol style="list-style-type: none"> <li>a) Paula Harris provided an overview of Title I, Part A, sharing demographic data for Maryland Title I schools and students.</li> <li>b) Members had the following question and comment:                   <ul style="list-style-type: none"> <li>• When talking about the number of Title I students served, are private school students captured in the data?                       <ol style="list-style-type: none"> <li>i. Response: Numbers did not capture private school student data and it is noted to include the number of</li> </ol> </li> </ul> </li> </ol> </li> </ol>

<ul style="list-style-type: none"> <li>Barbara Scherr, Education Specialist, Title I-Program Improvement &amp; Family Support</li> </ul>	<p>students participating in equitable services.</p> <ul style="list-style-type: none"> <li>Concern was raised about Direct Certification and the impact on Title I, especially of EL students.</li> </ul> <p><b>4. Migrant Education Program</b> Shanna Edmond provided an overview of the Migrant Education Program.</p> <ol style="list-style-type: none"> <li>Shanna shared that the largest influx of migrant students is between the months of June thru August.</li> <li>Migratory families come primarily to the Eastern Shore (and throughout the State) of Maryland to seek temporary or seasonal employment in agriculture or fishing.</li> <li>During the summer months, there are two Summer Intersession Migrant Education Programs offered in two counties on the Eastern Shore.             <ul style="list-style-type: none"> <li>One site is in Queen Anne’s County and provides services to students in Queen Anne’s, Kent, and Northern Caroline Counties.</li> <li>The second site is in Somerset County and provides services to students in Somerset, Wicomico, and Dorchester Counties.</li> </ul> </li> </ol> <p><b>5. McKinney-Vento Homeless Education Program</b> Shanna shared information about the McKinney-Vento Homeless Education Program.</p> <ol style="list-style-type: none"> <li>Students experiencing homeless situations must have access to the educational and other services to ensure they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held.</li> <li>The size of the homeless population in Maryland has grown at an average annual rate of about 1.3% since 2013.</li> <li>Maryland is focusing on EQUITY and Social emotional learning needs and supports for homeless youth.</li> </ol> <p><b>6. Neglected and Delinquent (N&amp;D) Program</b> Shanna provided an overview of the N&amp;D Program, Subpart 1 and Subpart 2.</p> <ol style="list-style-type: none"> <li>Subpart 1 provides education continuity for children and youth in state run institutions for juveniles and in adult correctional institutions so that these youth can make successful transitions to school or employment once they are released.</li> </ol>
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	<p>b) Subpart 2 programs are operated in LEAs with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs are eligible for subgrant funds to ensure students have the same opportunities to achieve as they were in local schools.</p> <p><b>7. Early Literacy Initiative Grant</b> Gail Clark Dickson provided an overview of the Early Literacy Initiative Grant.</p> <p>a) This is a competitive grant for Title I schools focusing on evidence-based literacy programs to help students meet the literacy proficiency targets by the end of the eighth grade.</p>
<p>III. <b>Closing/Next Steps</b></p> <ul style="list-style-type: none"> <li>• Brad Palmer, Supervisor, Title I Office, Harford County Public Schools</li> </ul>	<ol style="list-style-type: none"> <li>1. In closing out the meeting, Brad asked for suggestions for future meetings. Paula indicated that a <a href="#">feedback form</a> will be sent out along with the summary.</li> <li>2. The following topics were recommended: <ol style="list-style-type: none"> <li>a) Models for Private/Public Title I Schools <ul style="list-style-type: none"> <li>• Services for students</li> <li>• Evaluations of student performance</li> <li>• What is effective around the state?</li> <li>• Provide data</li> </ul> </li> <li>b) Explanation of how Direct Certification is impacting state and LEA counts of students in poverty, and to provide a general explanation of Direct Certification on allocations, etc.</li> </ol> </li> </ol>