



GRANT INFORMATION GUIDE

Title I, Part A – Elementary and Secondary Education Act (ESSA) for FY 2022-2024

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21211

Deadline
September 30, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of Education

Deann M. Collins, Ed D.

Deputy Superintendent, Teaching and Learning

Larry Hogan

Governor

MARYLAND STATE BOARD OF EDUCATION

Clarence C. Crawford

President, Maryland State Board of Education

Charles R. Dashiell, Jr., Esq. (Vice President)

Shawn D. Bartley, Esq.

Gail Bates

Chuen-Chin Bianca Chang

Susan J. Getty, Ed.D.

Vermelle Greene, Ph.D.

Jean C. Halle

Dr. Joan Mele-McCarthy

Rachel L. McCusker

Lori Morrow

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Kevin Bokoum (Student Member)

Table of Contents

Program Description.....	4
Name of Grant Program.....	4
Authorization.....	4
Purpose.....	4
Dissemination.....	4
Deadline.....	4
Grant Period.....	4
Number of Grants.....	4
Estimated Grant Amount.....	4
State Responsibilities.....	5
District (LEA) Responsibilities.....	5
School Responsibilities.....	5
Program Contact.....	5
Eligibility.....	5
Use of Funds.....	5
Application.....	6
Cover Page and Attestations.....	6
Statutory Requirements Components A-J.....	7
A. Staff Credentials and Certifications.....	7
B. Schoolwide Programs.....	8
C. Targeted Assistance Schools.....	9
D. Parent and Family Engagement.....	10
E. Participation of Children Enrolled In Private Schools.....	11
F. Education for Homeless Children And Youth.....	11
G. Support for Foster Care Students.....	12
H. English Learners.....	13
I. School Improvement: Targeted Support and Improvement (TSI).....	13

J. Fiscal Guidance.....	133
Addendum: Progress Monitoring Through Growth Measures and Outcomes	16
Attachments.....	17
Submission Requirements.....	188
Reporting Requirements.....	188
Grant Application Timeline.....	19
Customer Service Support Session.....	19
The Review Process.....	19
Review Committee.....	20
Award Notification.....	20
The General Education Provisions Act (GEPA), Section 427.....	20
Non-Discrimination Statement.....	20

Program Description

NAME OF GRANT PROGRAM

Title I, Part A – Elementary and Secondary Education Act (ESSA) for FY 2022-2024

AUTHORIZATION

[Title I, Part A \(Title I\) of the Elementary and Secondary Education Act of 1965](#), as amended by the Every Student Succeeds Act (ESEA).

PURPOSE

The purpose of Title I is to provide all children the opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I, Part A provides financial assistance to Local Educational Agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children are equipped to meet challenging academic standards.

An LEA's Title I allocation is calculated using the established funding formula. LEAs must target the Title I funds they receive to schools with the highest percentages of children from low-income families. If a Title I school is operating a targeted assistance program, the school provides Title I services to children who are failing, or most at risk of failing, to meet challenging academic standards. Schools in which children from low-income families make up at least 40 percent of the total enrollment are eligible to use Title I funds to operate schoolwide programs that serve all children in the school. LEAs must also use Title I funds to provide equitable Title I services to eligible children enrolled in private schools.

DISSEMINATION

This Grant Information Guide (GIG) and Application were released on July 1, 2022.

DEADLINE

This grant application has two deadlines. The deadline for the 1st submission is August 1-31, 2022. The MSDE will provide feedback and additional guidance as needed to each LEA based on the submission and any technical assistance requests.

The deadline for the 2nd submission for Conditional Approval is September 30, 2022.

GRANT PERIOD

July 1, 2022 - September 30, 2024 (27 months)

NUMBER OF GRANTS

24 Local Education Agencies (LEA) and the SEED School of Maryland

ESTIMATED GRANT AMOUNT

Grant amounts are allocated through four statutory formulas based primarily on census poverty estimates and the cost of education in each state. An estimated award amount is provided to each LEA in May 2022 for planning purposes. MSDE will determine the initial total amount of awards July 1, 2022.

The FY22 formula-based Title I Grants ranged from \$652,702 to \$65,597,991.

STATE RESPONSIBILITIES

A primary purpose of state oversight is to ensure LEAs comply with federal grant requirements. States may also use their oversight responsibilities to promote more effective programs and spending. States provide technical assistance to support LEAs in identifying, implementing, and using ESSA Title I, Part A funds to pay for practices that improve student outcomes. States also take steps to ensure LEAs spend ESSA Title I, Part A funds on activities that are necessary, allowable, allocable, and reasonable for meeting federal program goals. The [Maryland Title I, Part A Guidance Document](#) provides additional information and sample documents to support LEA's in the implementation of programming and the completion of the annual application for funding.

DISTRICT (LEA) RESPONSIBILITIES

The LEA ensures that all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components. By receiving funds under Title I, Part A, the LEA agrees to comply with the terms and conditions under each component. Each component includes specific requirements over which the LEA has responsibility for oversight and implementation.

During the Title I, Part A Annual Program Review, MSDE will review school-level and LEA documentation to confirm compliance with all assurances. Please see the [Maryland Title I, Part A Monitoring Tool](#) for a description of the monitoring process and required evidence of program implementation.

SCHOOL RESPONSIBILITIES

Title I, Part A funds are used at the school level to provide additional academic support and learning opportunities to help low-income children master challenging curricula, meet state standards, and improve academic achievement. These supplemental funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

PROGRAM CONTACT

Paula M. Harris
Director, Title I Program Improvement and Family Support
Division of Curriculum, Instructional Improvement and Professional Learning
Maryland State Department of Education
Phone: 410 767-0321
Email: Paulam.harris@maryland.gov

ELIGIBILITY

This funding opportunity is designed for and open to qualifying LEAs including the SEED School of Maryland.

Use of Funds

Funds may be used to supplement instructional programs. All spending must adhere to the [Federal Cost Principles](#) (reasonable, allowable, necessary and allocable). Additional guidance is provided in the required budget forms and in section J. Fiscal Guidance. Title I, Part A funds may be used for:

- Equipment
- Materials and Supplies

- Professional Development
- Salaries
- Stipends
- Travel

Funds may not be used for:

- Activities that supplant the responsibilities of the local education agency
- Activities mandated through local and state legislation

Application

The Title I, Part A Application Form includes all statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program. The application includes 3 parts:

1. Cover Page and Attestations
2. Statutory Requirements Components A-J:
 - A. Staff Credentials and Certifications
 - B. Schoolwide Program
 - C. Targeted Assistance Schools
 - D. Parent and Family Engagement
 - E. Participation of Children Enrolled in Private Schools
 - F. Education for Homeless Children and Youth
 - G. Support for Foster Care Students
 - H. English Learners
 - I. School Improvement - Targeted Support and Improvement
 - J. Fiscal Guidance (Excel workbook)
3. Required Attachments:
 - Attachment A: Listing of Percentage of Teachers and Certification Status in Title I Schools
 - Attachment B: Disparities Worksheet
 - Attachment C: Approval letter to waive a Title I school with less than 40% poverty
 - Attachment D: Addendum: Progress Monitoring
 - Attachment E: A [draft C-1-25 MSDE budget form](#)
 - Attachment F: A [signed recipient assurances page](#)

The LEA must complete each narrative section of the Application (a Microsoft Word document), complete the Fiscal Guidance Excel Sheet (with all tabs completed) and include required Attachments (A-F).

COVER PAGE AND ATTESTATIONS

Applications must include the signed Cover Page and the signed Attestation Section 1112 Form. On the Cover Page, the Local Educational Agency (LEA) attests it meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program, including, but not limited to components A-J of the application. The LEA ensures that all parties, inclusive of, but not limited to human resources, finance, school administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A program components.

ATTESTATION – Section 1112 (Citation 1112(a)(1)(A))

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

ATTESTATION – Educational Equity Regulation (COMAR 13A.01.06)

The LEA ensures that this application is developed in alignment with the requirements of the Educational Equity regulation ([COMAR 13A.01.06](#)). In the development of the LEA's Title I, Part A application, the LEA has applied an equity lens demonstrating that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups. Additionally, the LEA ensures that the Title I, Part A application adheres to COMAR 13A.01.06, Educational Equity, including:

- Provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being (with a strategic focus on marginalized student groups);
- Identify and address the unique challenges and barriers faced by individual students or by populations of students and provide additional support to help overcome those barriers;
- Assures educational opportunities and environments are equitable, fair, safe, diverse, and inclusive for all students;
- Develops goals and objectives to improve academic performance that are student-centered, relevant, and culturally responsive to areas of inequity; and
- Provides strategies and activities to improve achievement for all students by bridging the gap between academic and non-academic goals. Examples of non-academic data may include attendance, social-emotional growth, community needs, and racial equity.

STATUTORY REQUIREMENTS COMPONENTS A-J

The LEA must complete each narrative section of the Application (a Microsoft Word document). The Fiscal Excel Sheet (with all tabs complete) must be submitted as an attachment. For each component (A-J), all required documentation is included in the relevant section of the Application.

A. STAFF CREDENTIALS AND CERTIFICATIONS

All teachers and paraprofessionals in Title I schools must meet applicable State certification and licensure requirements. Please review the Glossary of Terms regarding Staff Credentials in the [Maryland Title I Guidance Document](#) (page 72) to ensure alignment to requirements. Each LEA must address the following components to ensure Title I, Part A requirements are met.

1. The LEA must ensure 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. Applications include a description of this process as well as a chart with the number and percentage of teachers who have certification and licensure in Title I schools for the 2021 -2022 school year. LEA must submit **Attachment A – Listing of the Percentage of Teachers and Certification Status in Title I Schools**.
2. The LEA ensures that all paraprofessionals in Title I schools meet applicable State qualification requirements and the LEA coordinates certification and licensure notification between Human

Resources, the Title I Office, and school administration. If applicable, provide a written plan for teachers who meet conditional certification status to complete certification requirements.

3. The LEA identifies (using the previous school year data) disparities, plan to address disparities, and processes for the evaluation (planning, interim check-in, analysis of outcomes) of policies that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities. LEA must submit **Attachment B – Disparities Worksheet** and include an action plan and timeline for teachers who meet conditional certification status.
4. The LEA ensures it has a written process that includes timelines used to annually notify parents:
 - a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children.
 - 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.
 - 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.

B. SCHOOLWIDE PROGRAMS

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest achieving students. (ESEA section 1114(a)(1)). Under the ESEA, a school may operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from an SEA to operate a schoolwide program without meeting the 40 percent poverty threshold.
- A Tier I or Tier II school in a State that requested and received a waiver through the School Improvement Grant (SIG) program that receives funds to implement one of the SIG

Applicants must designate if they are consolidating funds in a Schoolwide Program and specify the types of funds consolidated. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty must be submitted with the application. Please see **Attachment C - Approval letter to waive a Title I school with less than 40% poverty**.

Additional federal guidance may be found on the U.S. Department of Education website for [Schoolwide Program Non-Regulatory Guidance](#). Each LEA must address the following components to ensure Title I, Part A requirements are met.

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools. The LEA ensures all schoolwide program plans, and its implementation are regularly monitored and revised as necessary based on student needs

2. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start programs and, if feasible, other early childhood programs as feasible. (Section 1119(b)).
3. Written Process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom.
4. Written process for how the LEA supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.
5. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.
 - a. Describe how the LEA will assist schools in consolidating funds for schoolwide programs.
 - b. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide program
6. The LEA ensures the implementation of a Schoolwide Program Schools and Targeted Assistance Schools includes the following four components:
 - Comprehensive Needs Assessment
 - Schoolwide program Reform Strategies
 - Parent, Family and Stakeholder Engagement
 - If applicable, coordination and Integration of Federal, State, and Local services and programs.
7. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public.
8. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I schoolwide program plans, which should be submitted prior to the Program Review date. The date will be determined in consultation with the LEA Title I Coordinator.

C. TARGETED ASSISTANCE SCHOOLS

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

1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program. List Title I school(s) and School ID number and attach a list of Targeted Assistance Schools the LEA is proposing to transition to SW in SY 2022-23. This is included in the Allocation Worksheet.

- a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program: The LEA has a new school that will enter Title I status in the 2021-2022 school year or an existing Targeted Assistance school that plans to transition from a Title I Targeted Assistance Program to a Schoolwide Program beginning in the 2021-2022 school year, and the school would like to undergo the abbreviated planning process described by MSDE. If applicable, to use the abbreviated planning process, a Letter of Intent to the MSDE Title I Director to begin a schoolwide planning process for a Targeted Assistance School to transition to a Schoolwide Program or a newly entering Title I School to become a Schoolwide Program in the 2021-22 School year.
 - b. Year Long Planning Option: The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2020-2021 School Year to a Schoolwide Program beginning in the 2021-2022 School Year using the yearlong planning process described by MSDE.
2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
 3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components: see the Targeted Assistance Program Checklist.
 4. The LEA 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.

D. PARENT AND FAMILY ENGAGEMENT

The LEA must provide a written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact. The LEA must have a Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families, and a tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

1. **LEA Level:** The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity. Please see section 1116 (a) - Parent and Family Engagement District-Level Checklist.
2. **School Level:** The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity. Please see section 1116 (a) - Parent and Family Engagement School-Level Checklist.
3. **Building Capacity for Involvement:** The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community, and school personnel for effective involvement of parents and family members in improving student academic achievement.
4. **Student Populations:** The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
5. **Written Process:** The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

The LEA must include a written process for:

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

Additional resources regarding ensuring equitable services to private school children may be found in the MSDE Title I Guidebook and with the [US Department of Education link](#) for Non-regulatory Guidance.

1. **Delivery of Services:** The LEA will ensure that it provides services (as applicable), either directly to the eligible private school students, enters into a third-party contract to provide services to eligible private school students, and/or enters into a formal agreement with other LEA(s) to provide services to private school students. LEA will identify schools involved and provide the date(s) services will begin.
2. **Invitation to Private School Officials:** The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program.
3. **Ongoing Consultation:** The LEA 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 LEA ensures services to private school students start at the beginning of the school year.
4. **Equitable Services to Students:** The LEA ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school.
5. **Teachers and Families Participation:** The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.
6. **Dispute Resolution:** The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.
7. **Supervision and Evaluation:** The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students.

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

The LEA must have a written process that describes how the Title I office will coordinate with the Homeless Education Liaison/Office, which includes:

- a. how the LEA will provide educationally related support services in a coordinated effort, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education, and
- b. the LEA's method for determining the homeless reservation set-aside, whether by a needs assessment or some other method.

If applicable, a written process that includes:

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

Per COMAR 13A.05.09.03, provide a list of all currently active shelter sites in the county that serve homeless children and families.

1. The LEA ensures that Title I funds provide educationally related support services in a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.
2. The LEA has a written process and 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.
3. Per COMAR 13A.05.09.03, provide a list of all currently active shelter sites in the county that serve homeless children and families.

SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION SY 2022-2023

I certify the following shelters provide assistance to homeless families, children, and youth. The LEA Homeless Education Coordinator/Liaison is in regular contact and communication with the shelter director and staff to coordinate efforts for school enrollment and participation.

Local Educational Agency: _____
 Homeless Education Coordinator/Liaison: _____
 Homeless Education Coordinator / Liaison’s Email: _____

NAME OF SHELTER/ CONTACT PERSON	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED

G. SUPPORT FOR FOSTER CARE STUDENTS

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

If applicable, a written process that includes:

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

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

2. The LEA ensures it uses a method for determining the foster care transportation set-aside, whether by a needs assessment or some other method (e.g., past foster care student enrollment and support services cost data), and how the foster care point of contact was consulted or involved in that process.

H. ENGLISH LEARNERS

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

1. The LEA ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.
2. The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.
3. The LEA assures it has a report card, that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and accessible to the public

I. SCHOOL IMPROVEMENT: TARGETED SUPPORT AND IMPROVEMENT (TSI)

The LEA must include a written process explaining how the LEA will carry out responsibilities under Section 1111(d) (TSI) (Section 1112(b)(1)(3)) for Title I Targeted Support and Improvement Schools (Section 1111(d)(2)):

- a. For each school identified, in partnership with stakeholders, the process for development and implement a school-level TSI plan to improve student outcomes for each student group identified for improvement (Section 1111(d)(2)(B));
- b. Process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii));
- c. Process for monitoring school-level TSI plans (Section 1111(d)(2)(B)(iv)); and a
- d. Process for identifying and addressing resources inequities impacting TSI schools (Section 1111(d)(2)(C)).

Additional guidance may be accessed through the [Link for School Improvement Resource Hub, Maryland's TSI Understanding Document \(Provided in the Guidance Document\)](#).

J. FISCAL GUIDANCE

Please see the [Maryland Title I, Part A Guidance Document](#) for information regarding federal cost principles and the MSDE guidelines for decision-making about Title I expenditures. Additional federal resources from the U.S. Department of Education include: [Non-Regulatory Guidance: Supplement Not Supplant](#), [Non-Regulatory Guidance: Within-District Allocations](#), and [Skipped School Addendum](#).

The application includes a description of LEA process and procedures to ensure alignment to Title I, Part A requirements and a series of fiscal tables and worksheets. Applicants will include the following assurances:

1. The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.

2. The LEA ensures that it uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
3. The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.
4. The LEA ensures that all Title I schools receive State and local funds necessary to provide services required by law for children with disabilities and English Learners.

The Title I Fiscal Tables are included in a single excel workbook, with formatted tables and instructions for each requirement. The provided excel file includes the following fiscal worksheets and tables:

Allocation Worksheet

The Allocation Worksheet includes a listing of all Title I schools (including new and removed schools) and notations regarding the status of each school (Schoolwide or Targeted Assistance). The sheet also includes demographic information, enrollment data and fiscal information for each school used in the calculation of the school's Title I allocation.

Removed Title I Schools Worksheet

The worksheet includes a listing of all Title I schools removed in SY2022-2023 and notations regarding the status of each school and reason for removal.

Table 7-1 and 7-2: Determining Number of Low-Income Children and Title I Schools

The LEA must use the same measure of poverty for identifying eligible Title I schools, the ranking of each school, and the Title I allocation for each school.

Table 7-3, 7-4 and 7-5: District-wide Percentage of Low-Income Children

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.

Table 7-6: Continued Eligibility, High Schools Served, and Charter Schools

The LEA may use this provision to serve ineligible schools for one additional year. The LEA may also apply an exception to the ranking of high schools and to newly opened charter schools (year of data exception).

Table 7-7: Skipped Schools

Under section 1113(b)(1)(D) of the ESSA, the LEA may elect to not serve or "skip" an eligible school that has a higher percentage of students from low-income families if the school meets the comparability requirements. LEAs are reminded they must notify MSDE and receive written approval before planning to

skip Title I eligible schools within a district's ranking scheme. Proof of comparability must be submitted to MSDE with the Comparability Report and the LEA must ensure the schools will be comparable. (The skipped schools must be treated as Title I schools when running comparability report). The Title I Skipped Schools Excel worksheet must be completed and submitted to MSDE. The allocation worksheet requires the LEA to identify each skipped school's code. See table below.

Code	School Type	Description
1	Regular School (State school codes 12, 13, 15, 16)	A public elementary/secondary school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum.
20	Vocational Education School	A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations.
30	Special Education School	A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities.
40	Alternative Education School	A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.

Included in the application, the LEA must include a description of services and calculations used for Regular Schools (Code 1) and Code 20, Code 30, and Code 40 Schools. Provide a full description (in narrative form) of the Title I-like services in each Code 1 school. These services must be targeted to specific students or used to provide instructional reform throughout the school. (Note: Title I-like means the schools must meet the requirements of Section 1114 or 1115). Describe the process used to calculate the additional State and local funds to derive the PPA reported on the Skipped School Allocation Worksheet for schools identified as Code 20, Code 30 and Code 40.

Table 7-8: Equitable Services

Section 200.62(b)(1)(i) of the Title I regulations defines Title I-eligible private school children as those who reside in participating public school attendance areas of the district, regardless of whether the private school they attend is located in the district.

An LEA must reserve the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc.

Table 7-9.1: Parent and Family Engagement

LEA must reserve at a minimum, 1% of its allocation (after Equitable Services are 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 the Title I Parent and Family Engagement spending plan.

Table 7-9.1: Neglected & Delinquent, Homeless Children and Youth, Education for Foster Children

Title I, Part A also requires the LEA to base the required reservations to serve homeless children and youth and children in local institutions for neglected children, as well as the optional reservation to serve children in local institutions for delinquent children, on the LEA's total Title I allocation prior to any allowable expenditures or transfers (section 1113(c)(3)(A)-(B)). 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.

Table 7-9.2: Districtwide Instructional and Professional Development

Funds are used to provide professional development as coordinated across the LEA. Title I funds may be used to provide professional development and instructional services to better serve in a comprehensive manner the needs of the most at-risk students.

Table 7-9.3: Reservations from Title I Allocation

The LEA must calculate the amount of reserve funds the district will set-aside from the Title I allocation for activities authorized by ESSA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity.

Table 7-9.4: Reservations for CSI and TSI Schools from Title I Allocation

The LEA must list the amount of reserve funds set-aside from the Title I allocation for activities authorized by ESSA. Provide a brief budget description that explains how the reserved Title I funds will be used.

ADDENDUM: PROGRESS MONITORING THROUGH GROWTH MEASURES AND OUTCOMES

Section 1112(a)(3)(B)(i) - (B) APPROVAL. The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan—(i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards.

PROGRESS MONITORING - Based on the analysis of State and local data, identify the areas of focus for Title I, Part A schools in the local education agency (including areas where Title I, Part A is performing below expectations or student groups within Title I, Part A are performing below expectations and/or areas where Title I, Part requires opportunities for acceleration or expanded learning opportunities).

PROGRESS MONITORING REQUIRED ATTACHMENT

The LEA must include a written process for analyzing State-Level and District-Level area(s) of academic growth measures, which must include the following criteria for **Districtwide Instructional Initiatives**

(Table 7-9.2), Districtwide Parent and Family Engagement Activities (Table 7-9.1), and Districtwide Targeted Support and Improvement Activities (Table 7-9.2/7-9.4).

- Growth Target;
- Goals/Objectives;
- Rationale using an equity lens (including how strategies support the needs of student groups);
- Implementation Strategies/Evidence-based strategies;
- Timeline and Monitoring Dates;
- List of Funding Sources to include Title I, Part A;
- Metric used to Measure Growth, Progress Monitoring, Interval Checks, and Baseline Data; and
- Outcomes related to strategies.

In the response, provide the rationale for selecting the district-wide area of need based on the needs assessment. Include the implementation of strategies and/or evidence-based interventions paid for by Title I, Part A to support student achievement and growth. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. Then report the outcomes related to the strategies and interventions implemented and whether the goals were met. The LEA may use a LEA-level data tracking system for all of the requirements above.

PROGRAM REVIEW FOLLOW-UP ADDENDUM

For any LEA that received a “not met” in one or more components during the 2020-2021 Title I, Part A Annual Program Review, the following addendum must be completed and submitted with the 2021-2022 Title I, Part A Application. For each component “not met”, the LEA must submit the following items:

1. A copy of the 2020-2021 Title I, Part A Annual Program Review letter indicating which components were identified as “not met” and documenting the required actions for non-compliance.
2. A written process describing how the LEA is addressing any required actions for non-compliance (as indicated in the letter referenced in number 1), which must include steps taken to address the non-compliance issue, (including how the steps are documented and monitored), timeline to address the non-compliance issue, and LEA personnel to include name and title involved in addressing the non-compliance issue.
3. Documentation to support that any required actions mandated to occur on or before September 1, 2022 have been completed. Note: Documentation to support any required actions mandated to occur after September 1, 2022 will be reviewed at the 2022-2023 Title I, Part A Annual Program

ATTACHMENTS

The following attachments must be included but do not apply to the page limit of the Project Narrative.

- Attachment A: Listing of Percentage of Teachers and Certification Status in Title I Schools
- Attachment B: Disparities Worksheet
- Attachment C: Approval letter to waive a Title I school with less than 40% poverty
- Attachment D: Addendum: Progress Monitoring
- A [draft C-1-25 MSDE budget form](#)

- A [signed recipient assurances page](#)

Submission Requirements

A completed application includes:

- A signed cover page and attestation section 1112 form
- A completed application with all components addressed
- All required attachments (A-C)
- Completed fiscal tables in excel (Item J)
- A Draft (unsigned) C-1-25

The Application package must be submitted in pdf format by email to TitleI@maryland.gov.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
Ongoing	Fiscal and program monitoring
August 19, 2022	Participation Report for SY 2021-2022: Data collected on student and school demographics, compiled, and sent in the Consolidated State Performance Report and EdFacts/Education Data Exchange Network (EDEN) files to USDE. LEA also prepares Excel student level files for upload to the SST: Private, TAS, SWP 0-2, and Local Neglected. These are used to verify data in the aggregate report.
October 2022 January 2023 May 2023	2021-2022 Title I, Part A Administrative Meetings: The MSDE Office of Title I – Program Improvement and Family Support convenes LEA Title I Staff periodically throughout the year to provide updates, technical assistance, and professional learning experiences in order to provide LEAs the tools to support the academic needs of students that attend high poverty schools.
December 1, 2022	Comparability Report: Federal law requires that LEAs document that services provided with State and local funds in Title I schools are comparable to those provided in non-Title I schools in the LEA. The Comparability Report Form A includes required signatures, and appropriate Title I schools comparisons to non-Title I schools as outlined in the guidance. Forms must be submitted along with evidence of change.
December 16, 2022	Title I, Part A - Carryover Report for SY 2021-2022: 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.

December 31, 2022	<i>Title I, Part A Interim Progress Report and LEA Final Fiscal Report</i>
July 15, 2023	<i>Grant Amendments:</i> Amendments must be submitted at least 45 days prior to the end of the grant period.

Notes: Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends and must be submitted using the C-125-B form found in the Grant Budget Forms Workbook on the MSDE grants webpage. Programs must also submit and receive approval for amendment requests before implementing programmatic and budgetary adjustments.

Grant Application Timeline

Date	Program Milestone
July 1, 2022	The Title I, Part A Grant Application Period Opens
July	MSDE Customer Service Sessions and Consultation
July 1, 2022	The grant period begins.
August 1-31, 2022	The MSDE begins reviewing applications for eligibility and completeness. The Title I Office will notify applicants if the application requires revisions.
Sept. 30, 2022	The Final Submission of the Grant Application for conditional approval.
Oct. 3-31, 2022	The MSDE Review Committee will convene and evaluate complete applications.
Oct. 14, 2022	The MSDE will notify applicants of the award status and begin to create a Notice of Grant Award (NOGA) for approved applications.

Customer Service/Office Hours Support Session

The Title I Office at MSDE will hold a virtual customer service/office hours support session for applicants. During this session, Title I personnel will provide support and answer questions regarding completing the application. Registration for the sessions with the dates and a video call link will be provided in a separate communication.

The Review Process

MSDE will review submissions to ensure applications clearly articulate how the program will assess, develop, and sustain the infrastructure for successful implementation and scale up of evidence-based practices. The review of proposals will be a three-part process:

1. MSDE will review the First Submission of Applications due August 1-31, 2022 and provide feedback regarding all requirements.
2. LEAs will revise applications in collaboration with MSDE Title I staff in August 2022.

3. MSDE will review the Final Submission of Applications due Sept. 30, 2022.

REVIEW COMMITTEE

A Team of MSDE staff, including representatives from the Title I Office and the Division of Curriculum, Instructional Improvement, and Professional Learning will review each application and approve for funding.

AWARD NOTIFICATION

MSDE will issue notification of conditional approval of applications by September 30, 2022. Processing of the official 1st increment **Notice of Grant Awards (NOGA)** will begin July 1, 2022. The 2nd increment release date is contingent on final Federal approval.

Notes: Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#). Final invoices must be submitted no later than 60 days after the grant period ends.

The General Education Provisions Act (GEPA), Section 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Operations
Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595
410-767-0123 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD