



# GRANT INFORMATION GUIDE

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## Local ESSA Consolidated Program

**Maryland State Department of Education**  
200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

November 18, 2024  
No later than 5:00 p.m. EDT

## MARYLAND STATE DEPARTMENT OF EDUCATION

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## Program Overview

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**The Local Consolidated ESSA Programs application refers to a single application that combines multiple funding requests or program proposals, including those required by COMAR for inclusion in local Every Student Succeeds Act (ESSA) annual strategic plan, into one comprehensive submission. The purpose of the consolidated grant application is to streamline the application process, reduce administrative burden, provide a more cohesive overview of the organization's objectives and funding needs, and facilitate strategic alignment of federal programs with implementation of the Blueprint for Maryland's Future (Blueprint).**

The Maryland State Department of Education (MSDE) will implement a single, consolidated application and corresponding review for all federal Title programs. This means that local educational agencies (LEA) will only need to submit one application for all relevant programs, reducing the time and effort required for application preparation, eliminating redundant data and information entry, and allowing for strategic grant planning across federal entitlement programs and State programs monitored through the ESSA plan submission. The application release and deadline are aligned for all programs to a single application window.

MSDE believes that it will enhance the efficiency of federal Title program administration and Blueprint implementation. MSDE is committed to providing the necessary support and guidance to ensure all Maryland LEAs develop actionable plans that will lead to meaningful impact toward student achievement and success.

This Grant Information Guide (GIG) includes guidance for completing all sections of the Local Consolidated ESSA Programs application. The application includes collection of general information relevant across all programs to facilitate strategic alignment of LEA activity across programs, eliminating occurrences of duplicated efforts, and maximizing effective use of resources. Specific guidance is provided for the following Title programs included in the application:

- Equitable Services
- Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
- School Improvement 1003(a)
- Title I, Part C: Migrant Education
- Title I, Part D, Subpart 2: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition
- Title IV, Part A: Student Support and Academic Enrichment Program
- Title V, Part B: Rural and Low-Income Schools Grant

Additionally, this GIG serves as guidance for LEAs in meeting the COMAR reporting requirements for those programs which must be specifically addressed in the local ESSA annual strategic plan. These include:

- Educational Equity
- Fine Arts
- Gifted and Talented Education
- Comprehensive Teacher Induction

Finally, LEAs are asked to consider their new and existing programs, practices, and funding structures strategically and holistically through explicit alignment with the Blueprint for Maryland's Future.

### **Name of Grant Program**

Local Consolidated ESSA Programs

### **AUTHORIZATION**

[Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)](#)

Local educational agency plans, [20 U.S.C. 6312](#)

Program of education accountability, [MD Code, Education § 7-203](#)

### **PURPOSE**

To assist subgrantees in submitting a well-organized, clear, and concise application and plan, ensuring that each subgrantee effectively communicates grant objectives, local funding needs, and plans to substantially help children meet State academic requirements.

### **DISSEMINATION**

This Grant Information Guide (GIG) was released on September 19, 2024.

### **DEADLINE**

Final applications are due no later than November 18, 2024.

Draft applications will be reviewed by the individual program contacts prior to the final application deadline. LEAs should consult with the individual program contact to arrange for timely review of draft submissions. A listing of office hours and scheduling opportunities can be found in the Customer Service Support Sessions section at the end of this GIG.

### **GRANT PERIOD**

July 1, 2024 – September 30, 2025, with an additional 12 months for carryover to extend the grant period to September 30, 2026.

### **FUNDING AMOUNT AVAILABLE**

- Title I, Part A: Improving Basic Programs Operated by Local Education Agencies including Title I, Part D, Subpart 2: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

\$318,939,949

- School Improvement 1003(a)

\$6,656,084

- Title I, Part C: Migrant Education

\$231,234

- Title II, Part A: Supporting Effective Instruction

\$28,036,486

- Title III, Part A: English Language Acquisition

\$13,884,094

- Title IV, Part A: Student Support and Academic Enrichment Program

\$25,074,740

- Title V, Part B: Rural and Low-Income Schools Grant

\$155,628

## NUMBER OF GRANTS

Twenty-five (25) grants will be awarded to include all LEAs and the SEED School of Maryland\*

- Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
  - Section 1003(a) School Improvement
- Title I, Part C: Migrant Education
- Title I, Part D, Subpart 2: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition
- Title IV, Part A: Student Support and Academic Enrichment Program
- Title V, Part B: Rural and Low-Income Schools Grant

\*Eligibility for the programs listed varies. Not all applicants are eligible or will receive funds from every program.

## SUBMISSION INSTRUCTIONS

Each LEA will designate a primary point of contact for the application, who will submit an intent to apply by completing the [Consolidated Application Intent to Apply form](#). The primary point of contact will then receive access to the LEA's unique SharePoint folder where they will upload their Local Consolidated ESSA Programs Application and all supporting documents. LEAs must complete the application in the required Excel format and submit all required components for every relevant program as a complete and uniform submission on or before 5:00 p.m. on November 18, 2024.

This GIG and links to Customer Service, as well as information for requesting technical assistance can be found at the MSDE [Office of Grants Administration and Compliance website](#).

Please note: All folders and MSDE provided documents must remain intact as part of the Local Consolidated ESSA Programs Application. Please do not rename, reformat, or alter content other than to provide appropriate responses in the designated fields. LEAs must submit all required components of each Title program as a complete and uniform submission on or before 5:00pm on November 18,

2024. LEAs may submit complete applications earlier than this date and will be reviewed for approval on a rolling basis.

Note: LEAs may link artifacts to reinforce and/or expand on any part of their response to a question in the template. Artifacts do not replace the need for a substantive response in the appropriate field of the application. Hyperlinks are not permitted for accessing any internal or privileged access external documents (i.e., Google docs, etc.) Any content referenced in the application that must be accessed via a hyperlink must be publicly accessible and clearly identified. Referencing links by stating only “See Attached” or other ambiguous language is not a valid response. Include full website URL for all hyperlinks to ensure accessibility.

## STATE RESPONSIBILITIES

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee’s performance of the work and will provide additional assistance as needed and when requested.

## ELIGIBILITY

Each entitlement program has different requirements for eligibility. Please visit the corresponding section of this guide for information relevant to the specific grant.

## USE OF FUNDS

Each entitlement program has different requirements for the use of funds. Please visit the corresponding section of this guide for information relevant to the specific grant.

## ANNUAL TIMELINE

- Grant Period: MSDE will release the consolidated application each year and the performance period for each grant will be a 15-month performance period for funded programs. Grant performance periods will be July 1 of the current year through September 30 of the following year with an additional 12 months provided for obligation (Tydings Amendment). MSDE will complete an administrative grant amendment to extend the current NOGA to include the additional 12 months. MSDE will request that LEAs submit a budget narrative and worksheet for the additional 12 months.
- Grant Extension Requests: MSDE will honor requests for prior year extensions in accordance with the statutory authority of section 412(b) of the General Education Provisions Act (GEPA), 20 U.S.C. 1225(b), known as the Tydings Amendment. LEAs should make every effort to adhere to a plan which fully obligates their federal award within the 15-month period, however, an additional 12 months is provided. Title I programs are not allowed to carryover more than 15 % of the funds allocated to the LEA without requesting and receiving a waiver from the State education agency (SEA).. See the section on [Carryover and No Cost Extensions](#) for additional information.
- Grant Amendment Requests: Any budget and/or programmatic amendment (other than Tydings Amendment extension) must be requested at least 45 days before (generally, on or before August 15) the end of the grant period and will require the submission of a revised, signed C-1-25, C-1-25-A and C-1-25-B. The LEA must have complied with all prior reporting requirements before an amendment will be reviewed.
- Review of Applications: Draft submissions will be accepted and reviewed by section and should be arranged with the corresponding [MSDE program contact](#). MSDE will review applications in whole

on a rolling basis (inclusive of all federal Title components) and provide comprehensive feedback and subsequent monitoring accordingly.



**PROGRAM CONTACTS****Equitable Services****Barbara Scherr**

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State Ombudsman for Equitable Services  
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**School Improvement****Timothy Norfleet**

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**PROGRAM CONTACTS (CONTINUED)**

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**Fine Arts**

**Lizzie Devereux**

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Arts Education

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**Gifted and Talented**

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**Teacher Induction**

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## General Application Requirements

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The Local Consolidated ESSA Programs Application will primarily be submitted as a Microsoft Excel document. Additional appendices and supporting documents will be uploaded to the appropriate SharePoint folder in PDF or MS Excel format.

In addition to reading this GIG in its entirety, be sure to read the specific instructions and notes included in the application to facilitate a complete and successful submission.

### CONSOLIDATED APPLICATION INTENT TO APPLY FORM

To complete this section, LEAs will identify a consolidated application point of contact that MSDE should defer all communication regarding the dissemination, process, and inquiries for the Local Consolidated ESSA Programs Application. Additionally, the LEA should designate a grants fiscal point of contact regarding topics such as reporting requirements and expenditure reports. The lead point of contact for each program should also be completed on this page. The primary point of contact for the application should submit an intent to apply by completing the [Consolidated Application Intent to Apply form](#). This form will capture the LEA contact information required and will facilitate targeted communication regarding updates and support opportunities to all identified individuals throughout the process.

### EXECUTIVE SUMMARY (TWO-PAGE LIMIT)

The Executive Summary should serve as a stand-alone document that identifies areas of focus, the rationale for selecting the areas of focus, root cause(s) for the areas of focus demonstrating intentional efforts to address disparities and to provide comprehensive supports and improvements for all students. LEAs should identify any significant high-level changes to past practices and provide an evidence-based explanation for why those changes are being implemented. Additionally, LEAs should highlight any newly proposed practices or recently implemented practices with justification and results, if available, describing the anticipated or actual impact. LEAs are encouraged to create the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community.

The Executive Summary should demonstrate evidence of the LEAs efforts toward Blueprint Implementation through alignment with the LEAs most recently submitted Blueprint Implementation Plan.

### KEY PERSONNEL AND STEERING COMMITTEES

To complete this section, provide for each Title program and ESSA included COMAR requirement the key personnel employed by the LEA who are responsible for monitoring and implementing the program, as well as the steering committee members (including those partners and other stakeholders not employed by the LEA, if applicable). All key personnel working on a specific Title program should be captured here. Any personnel who are compensated by Title funding MUST be reported here with an estimate of the time spent on grant activities. The 'Percentage Time' should reflect the estimated percentage of the full-time equivalent (FTE) for staff paid by the specific Title program (i.e., a full-time employee who devotes half of their time appears as 0.5). Additional reporting to document actual time and effort for each employee compensated by grant funds will be required during the performance period.

## EXTENT OF NEED

LEAs are required to conduct a needs assessment and align funding to identified needs for each title program under ESSA. These assessments should help guide strategies for improvement and prioritize needs. They should make use of diverse academic and non-academic data to assess the capacity of schools, how data is collected, the underlying contributing elements that can lead to more equitable schools or prevent greater equity in school environments, stakeholder representation, and onsite review processes within the LEA.

To complete this section, provide a summary of these needs assessments and further describe the conditions or needs to be addressed through each Title program included in the application. Narrative should include reference to current local needs assessment and include relevant quantitative and qualitative data.

Applicants should document the LEA's history and/or plans for utilizing evidence-based programming or other related activities toward addressing the needs. Applications must include the target population of grant funded services and a summary of the anticipated outcomes.

Be sure to describe how funds will be used to support the needs of schools and/or student groups that have been identified in the LEAs local ESSA annual strategic plan as experiencing challenges based on assessment results (i.e., Performance Based Assessment, etc.) or other local data. Applicants' responses should indicate a high level of understanding of the local needs.

While the same needs assessment and data may be referenced across Title programs, the applicant should include a comprehensive explanation of how each Title program can support the specific identified needs for which the program is designed. Some programs have additional content requirements as outlined in the following:

### Title I, Part A

No Additional Requirements

### School Improvement

Not Applicable

### Title I, Part C

In addition to the above, the Extent of Need must include the following:

- Data that demonstrates a need in your school community for additional support for migrant children. Documentation to substantiate the stated conditions and/or needs. Documentation may include, but is not limited to, demographic trends, test data, descriptions of target population(s), student data, personnel data, and research. Include in your response any changes in identification/enrollment data of migrant children's data over the past 1-2 years.
- A description of the program needs and/or services that will be provided with awarded funds. Include specific **needs and services** related to identification and recruitment, special program needs, enrollment, academic, social, emotional, and mental health, partnerships and parent and family engagement.

**Title I, Part D Subpart 2**

In addition to the above, the Extent of Need must include the following:

- Cited evidence-based research that supports the continued need for this program.
- Quantitative trend data and qualitative trend data in support of specific populations and schools/programs served and related educational services during the previous **three** years.
- Identification of what data was collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them.
- Relevant demographics and other statistics about the population you intend to serve.
- Description of the broader impact on the local community if the problem is not addressed.

**Title II, Part A**

No Additional Requirements

**Title III, Part A**

No Additional Requirements

**Title IV, Part A**

In addition to the above Extent of Need this program requires:

A comprehensive needs assessment in support of specific population and schools/programs served and related educational services during the previous three years. Be sure to state what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them that includes, at a minimum, a focus on three content areas, as discussed below:

- Well-Rounded Educational Opportunities: access to, and opportunities for, a well-rounded education for all students;
- Safe and Healthy Students: school conditions for student learning to create a safe and healthy school environment; and
- Effective Use of Technology: access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

When developing the needs assessment, consider the following guiding questions:

- What local needs have stakeholders identified through an equity lens?
- Which student groups are the most challenging to serve?
- What inequities inherent in the system are driving some of the local needs to support marginalized student groups?
- How does the LEA prioritize addressing needs when multiple significant needs are identified?

**Title V, Part B**

No Additional Requirements

**EVIDENCE OF IMPACT**

To complete this section, applicants must describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes. Discuss your history of impact on the target population, what has worked, what has not worked, and your track record in effectuating change. Discuss how past performance has informed the proposed activities, and the future impact your proposed activities are likely to have on the target population.

Some programs have additional content requirements as outlined in the following:

**Title I, Part A**

No Additional Requirements

**School Improvement**

Not Applicable

**Title I, Part C**

No Additional Requirements

**Title I, Part D Subpart 2**

No Additional Requirements

**Title II, Part A**

Not Applicable

LEAs are required to provide the following information for each activity on the Title IIA tab of the consolidated application:

- The specific tier of evidence for each activity. ESSA provides four tiers of evidence. All four tiers of evidence are allowable under Title II, Part A; however, LEAs must consider the highest tier possible when choosing activities aligned with the outcomes of their Title II, Part A Programs. A [handout for understanding the ESSA Tiers of Evidence](#) may be found on the Institute of Education Services website on ed.gov.
- Identification of how each activity will be evaluated.
- Documentation of evidence for continuation.

Below is a list of resources with multiple evidence-based strategies on various topics evaluated on the strength of the link between evidence and outcome. Please review and consider as part of the development of Title II, Part A plans.

[Evidence for ESSA](#) (Johns Hopkins)

[Social and Emotional Learning Interventions under ESSA](#) (RAND Corporation)

[What Works Clearinghouse \(Institute of Educational Services from the U.S. Department of Education\)](#)

[Evidence-Based Intervention Network](#) (University of Missouri)

[National Center on Intensive Intervention](#) (American Institutes for Research)

[Results First Clearinghouse Database](#) (The PEW Charitable Trusts)

[Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#) (Johns Hopkins)

[Impact of Family Involvement on the Education of Children](#) (Johns Hopkins and The MDRC Research Corporation)

### **Title III, Part A**

No Additional Requirements

### **Title IV, Part A**

No additional requirements.

### **Title V, Part B**

No additional requirements.

## **EVALUATION AND DISSEMINATION**

Grantees must submit a program evaluation plan, evaluation timeline, and dissemination plan.

The evaluation plan outlines the process by which the programs will be evaluated. The evaluation process is critical and essential to program implementation. Program evaluation involves the systematic collection and analysis of information related to the design, implementation, and outcomes of a program for the purpose of assessing and subsequently modifying program activities to ensure program efficacy and effectiveness.

The evaluation plan must address the following:

- Specify the questions the evaluation will seek to answer. These questions must enable project leaders to assess progress toward outcomes and enable project managers to determine which strategies and activities have been successful, and those that need to be revised.
- Describe the proposed data and measurement instruments that will be used.
- Describe how and when evaluation findings will be used to make improvements in the project.

In the evaluation timeline, explain what data will be evaluated and how it will be collected, including who is responsible, and provide a timeline for the process in which data will be collected, analyzed, and used to inform future planning.

In the dissemination plan, applicants must describe how they will communicate the expanded services as well as how the evaluation results will be disseminated to major stakeholders and individuals interested in the project. Descriptions of the types of reports and other by-products developed during the project may be made available.

Grantees are also required to submit an annual evaluation report that is consistent with the project's goals and measurable outcome(s). Grantees must evaluate the outcomes of the major projects for which they allocated grant funds. For each project being evaluated, evaluation reports must include the following components:

- Relevant Needs Assessment Data
- Explanation of the Project's Alignment to the Needs Assessment
- Description of Project
- Intended Outcomes
- Method of Evaluation
- Level of Evaluation
- Project Outcome Evidence and Data
- Evaluation Summary

**Title I, Part A**

No Additional Requirements

**School Improvement**

No Additional Requirements

**Title I, Part C**

In addition to the above, applicants are required to describe in detail what success will look like and the criteria that will be used to determine and measure success. In addition to submitting the annual evaluation report, grantees are required to submit quarterly progress reports that are consistent with the project's goal and objective(s). An effective ongoing evaluation plan evaluates milestones at least quarterly. The applicant must demonstrate in its plan how it will ensure that reporting deadlines are met.

**Title I, Part D Subpart 2**

In addition to the above, evaluation plans must address the following areas:

- The percentage of long-term students served who have both pretest and posttest scores in reading;
- The percentage of long-term students served who have both pretest and posttest scores in math;
- The percentage of long-term students served who improved from  $\frac{1}{2}$  to one full grade level on mathematics assessments;
- The percentage of long-term students served who improved from  $\frac{1}{2}$  to one full grade level on reading assessments;
- The percentage of students served earning high school course credits up to 90 days after exit from the Title I, Part D program;



- The percentage of students who enrolled in a school after exit from the Title I, Part D program;
- The percentage of students with transition plans that successfully transition from institutions to schools, post-secondary education, vocational training, or employment; and
- The percentage of students obtaining a secondary high school diploma, or its recognized equivalent, or obtaining employment.

When conducting evaluations of the program, data must be disaggregated to address participation based on gender, race, ethnicity, and age while protecting individual student privacy to determine the program's impact on the ability of participants to:

- Maintain and improve educational achievement and graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate, if applicable;
- Accrue school credits that meet State requirements for graduation promotion and high school graduation;
- Make the transition to a regular program or other education program operated by a local educational agency;
- Completed high school (or high school equivalency requirements) and obtained employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- Participated in postsecondary education and job training programs, as appropriate. At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs (disaggregated data on participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants). However, the evaluation should contain sufficient information about the services provided and the effect on academic achievement.

#### **Title II, Part A**

Applicants must include an evaluation plan for each activity as part of the chart in "Section 2, Recruiting, Preparing, and Training Effective Teachers and Principals." In addition, grantees are required to submit an evaluation report at the end of each grant cycle for those activities that use a large portion of resources (time, human, capital, funding) and those activities that have the largest impact on teachers and students.

For this section, applicants should describe their plan for disseminating the results of their program evaluation to relevant stakeholders.

#### **Title III, Part A**

No Additional Requirements

#### **Title IV, Part A**

No Additional Requirements

#### **Title V, Part B**

No additional requirements.

## BUDGET NARRATIVES

The project's budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

### Title I, Part A

In addition to the above guidelines, applicants must complete the Title I, Part A Fiscal Tables workbook (a separate Excel file linked in the application) and submit along with the LEA's final consolidated application submission.

Detailed Budget Description, must include:

- Identification of the Specific Line Item (i.e., what is being purchased?)
- Description
- Description of the proposed expenditure, which must include details such as number of hours, hourly rate, number of people, and/or frequency and duration of services.
- Provide a brief budget description that explains how the funds will be used to support each activity.
- Amounts including how, where, and for what purpose funds were reserved.

Calculation – calculation for the proposed expenditures, including a cost breakdown.

Total – total for the proposed expenditure-based details shared in the calculation column, must align directly with the calculation (i.e., the calculation must yield this total)

### School Improvement

See the School Improvement Budget Narrative section for additional information.

### Title I, Part C

Complete the budget table at the bottom to provide details regarding how the LEA is Coordinating or Consolidating funds available from other State, local or Federal programs to support the Migrant Education Program.

Detailed Budget Description, must include:

Identification of the Specific Line Item (i.e., what is being purchased?)

Description

- Description of the proposed expenditure, which must include details such as number of hours, hourly rate, number of people, and/or frequency and duration of services.
- Provide a brief budget description that explains how the funds will be used to support each activity.
- Amounts including how, where, and for what purpose funds were reserved.

Calculation – calculation for the proposed expenditures, including a cost breakdown.

Total – total for the proposed expenditure-based details shared in the calculation column, must align directly with the calculation (i.e., the calculation must yield this total)

### **Title I, Part D Subpart 2**

Detailed Budget Description, must include:

Identification of the Specific Line Item (i.e., what is being purchased?)

Description

- Description of the proposed expenditure, which must include details such as number of hours, hourly rate, number of people, and/or frequency and duration of services.
- Provide a brief budget description that explains how the funds will be used to support each activity.
- Amounts including how, where, and for what purpose funds were reserved.

Calculation – calculation for the proposed expenditures, including a cost breakdown.

Total – total for the proposed expenditure-based details shared in the calculation column, must align directly with the calculation (i.e., the calculation must yield this total)

### **Title II, Part A**

No Additional Requirements

### **Title III, Part A**

Additional [Budget Detail](#) information is provided within the Title III, Part A section of this guide.

### **Title IV, Part A**

No Additional Requirements

### **Title V, Part B**

Funding from the RLIS Program may be used for a wide variety of activities authorized under various titles of Every Student Succeeds Act [ESSA, Title V, Part B, Subpart 1, Section 5222(a)]. In the application, the LEA will indicate the amount of its allocation that will be applied to the authorized activities and measurable outcomes for each Title program and parental involvement activities.

Additionally, the applicant will provide a budget itemizing its proposed expenses for parental involvement activities. Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, “meeting expenses” can be broken down into room rental, photocopying, and refreshments.

## **APPENDICES**

Each applicant must include any additional documents, especially those requiring original signature, as appendices to be included in the application. MSDE documents that require application signatures can be downloaded for printing from the Appendices tab in the application. All applications must include as an appendix:

- A signed Grant Recipient Assurances page

- A completed GEPA Section 427 form
- A signed Educational Equity Attestation
- LEA's Educational Equity policy per COMAR 13A.01.06.04

Additional appendices that may be required by the individual programs are listed on the Appendices tab in the application and in the relevant program section of this guide. Individual signed C-1-25 forms must also accompany the application for each program in which the LEA receives funds.

Appendices to be included with this application will be accepted in the form of a PDF or an Excel file. All other file formats should be converted before uploading. All appendices should be uploaded to SharePoint along with the final submission of the Local Consolidated ESSA Application.



## Blueprint for Maryland's Future

### PROGRAM DESCRIPTION

The Blueprint for Maryland's Future (Blueprint), as it was formally named by the General Assembly in 2019, is a set of policies and dedicated funding that is intended to transform Maryland's education system from early childhood through elementary, and secondary education. The Blueprint represents a once in a generation opportunity to transform Maryland's schools into a system that is a model for the nation for quality and equity and on par with the best school systems in the world.

The Blueprint policies are grouped into five pillars: Early Childhood Education, High-Quality & Diverse Teachers and Leaders, College and Career Readiness, More Resources for Students to be Successful, and Governance & Accountability. While the policies are distinguished by pillars, the fundamental premise of the Blueprint is that the policies are interrelated and must be implemented systematically and in tandem to achieve the intended outcomes and goals. This need for cross-collaboration and systematic integration of the Blueprint extends to the planning and implementation of federal programs and pre-existing COMAR requirements, as well.

### AUTHORIZATION

Blueprint for Maryland's Future, as enacted by [House Bill 1300 of the 2020 Regular Session](#) and [House Bill 1450 of the 2020 Regular Session](#).

### APPLICATION REQUIREMENTS

To complete this section, LEAs will identify how the federal programs included in this application, as well as the COMAR requirements to be included in the local ESSA Strategic Plan, are aligned with the Blueprint.

#### Correlation with the Blueprint

In this section, the LEA must describe how the LEA's federal programs and ESSA monitored programs are intentionally aligned to the Blueprint for Maryland's Future. Be sure to include direct relationships between the LEA's approved Blueprint Implementation Plan. While there are extensive opportunities for aligning federal and pre-existing State programs with the Blueprint, the corresponding sections below demonstrate some suggestions which LEAs may identify explicit alignment with the programs included in this application. Blueprint references identify the specific pillar, objective, tasks using the naming conventions 'pillar, objective, tasks, i.e., 2.4.2 references Pillar 2, Objective 4, Task 2.

#### Educational Equity

Pillar 1 Early Childhood Education

1.2.1 Assess student readiness for kindergarten; Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students.

Pillar 2 High-Quality and Diverse Teacher Leaders

2.1.5 Recruit and support high-quality and diverse teachers to meet workforce needs; Monitor the quality and diversity of both State teacher candidates and existing teacher workforce.

2.4.1 Establish new statewide career ladder and professional development system; LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain National Board Certification, particularly teachers from historically underrepresented populations.

Pillar 3 College and Career Readiness

3.1.- Students shall have equitable opportunities to become college and career ready and shall meet the CCR standard at an equal rate

3.2.1 Ensure students are progressing towards meeting CCR; Provide intensive intervention services to students who are not progressing towards CCR by the end of the 10th grade.

**Title I, Part A**

Pillar 1 Early Childhood Education

1.1.1-2 Expanding access and increasing participation from low-income families for Prekindergarten.

1.3.1-3 Expanding family support and stakeholder engagement such as through Judy Centers, Patty Centers.

Pillar 4 More Resources for Students to be Successful

4.1.- Accurately identify students from low-income households as a proxy for students who need more resources to be successful

4.4.2-3 Provide supports for students attending schools with a high concentration of students from low-income households; Community school coordinators shall establish a community school and conduct a school-level needs assessment in partnership with local entities/agencies and Community school coordinators complete and submit an implementation plan with their LEAs approval to MSDE within one year of completing the needs assessment

4.5- Enhance student health services

**School Improvement**

Pillar 2 High-Quality and Diverse Teachers and Leaders

2.1.-Recruit and support high-quality and diverse teachers to meet workforce needs

Pillar 4 More Resources for Students to be Successful

4.1.- Accurately identify students from low-income households as a proxy for students who need more resources to be successful

4.2.2. Improve the education of English Learners

4.3.- Improve education for students with disabilities

### **Title I, Part C**

Pillar 3 College and Career Readiness

3.1.- Students shall have equitable opportunities to become college and career ready and shall meet the CCR standard at an equal rate

3.2.- Ensure students are progressing towards meeting CCR

Pillar 4 More Resources for Students to be Successful

4.2.- Improve the education of English Learners

### **Title I, Part D Subpart 2**

Pillar 3 College and Career Readiness

3.1.- Students shall have equitable opportunities to become college and career ready and shall meet the CCR standard at an equal rate

3.2.- Ensure students are progressing towards meeting CCR

3.3.- Implement CCR pathways

3.4- Provide high-quality career counseling and CTE programs

Pillar 4 More Resources for Students to be Successful

4.1.5 MSDE and the Juvenile Services Education Program Board determine whether funding associated with students included in the LEA enrollment counts follows students who enter the juvenile services system.

### **Title II, Part A**

Pillar 2 High-Quality and Diverse Teachers and Leaders

2.1.-Recruit and support high-quality and diverse teachers to meet workforce needs

2.2.2 Increase rigor of teacher preparation programs and licensure requirements; Revise teacher preparation programs to meet new requirements.

2.2.5 Require teacher candidates who graduated from an out-of-state institution or who hold out-of-state certification to pass a nationally recognized portfolio assessment of teaching ability, hold an active NBC, or complete a comprehensive induction program.

2.2.6. Develop and implement pathways for paraprofessionals to become certified teachers.

2.3.3 Implement comprehensive in-service educator training; Select experts from the distinguished teacher and professor tiers of the teacher leadership track to write curriculum assessment items and develop model lessons for teachers in the LEA.

2.4.3 Establish new statewide educator career ladder and professional development system; MSDE shall design, and LEAs shall implement a new system of professional development tied to the career ladder

2.4.6 LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining

Pillar 4 More Resources for Students to be Successful.

4.5.3 Enhance student health services; As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students.

### **Title III, Part A**

Pillar 4 More Resources for Students to be Successful

- 4.2.2. Improve the education of English Learners; Implement the [Workgroup on English Learners](#) recommendations to improve the education of EL students

### **Title IV, Part A**

Pillar 3 College and Career Readiness

- 3.1.- Students shall have equitable opportunities to become college and career ready and shall meet the CCR standard at an equal rate
  - 1. LEAs shall assess students no later than 10<sup>th</sup> grade for meeting the CCR standard
  - 3. MSDE and LEAs shall develop a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in logical sequence (with regular updates)

Pillar 4 More Resources for Students to be Successful

- 4.3.- Improve education for students with disabilities
- 4.5.1-2. Enhance student health services; Employ system-level behavioral health coordinators, develop a plan to enhance and expand school behavioral health supports.

### **Title V, Part B**

Pillar 3 College and Career Readiness

- 3.1.- Students shall have equitable opportunities to become college and career ready and shall meet the CCR standard at an equal rate
- 3.2.- Ensure students are progressing towards meeting CCR
- 3.3.- Implement CCR pathways
- 3.4.- Provide high-quality career counseling and CTE programs

Pillar 4 More Resources for Students to be Successful

- 4.1.- Accurately identify students from low-income households as a proxy for students who need more resources to be successful
- 4.4.- Provide supports for students attending schools with a high concentration of students from low-income households
- 4.5.- Enhance student health services



**Fine Arts**

## Pillar 2 High-Quality and Diverse Teachers and Leaders

- 2.4. Establish new statewide educator career ladder and professional development system

## Pillar 3 College and Career Readiness

- 3.1. Students shall have equitable opportunities to become college and career ready and shall meet the CCR standard at an equal rate
- 3.2. Ensure students are progressing towards meeting CCR
- 3.3. Implement CCR pathways
- 3.4. Provide high-quality career counseling and CTE programs

## Pillar 4 More Resources for Students to be Successful

- 4.2. Improve the education of English Learners (EL)
- 4.3. Improve education for students with disabilities
- 4.4. Provide supports for students attending schools with a high concentration of students from low-income households

**Gifted and Talented**

## Pillar 3 College and Career Readiness

3.3.3 Implement CCR pathways; develop accelerated pathways and enrichment programs for gifted and talented students to achieve CCR before the end of 10th grade

**Comprehensive Teacher Induction**

## Pillar 2 High-Quality and Diverse Teachers and Leaders

2.2.2 Increase rigor of teacher preparation programs and licensure requirements; Revise teacher preparation programs to meet new requirements

2.3.2. Implement comprehensive in-service educator training; MSDE, in consultation with LEAs and Education Deans and Directors, shall develop guidelines for comprehensive induction programs for all new teachers

2.4.4. Establish new statewide educator career ladder and professional development system; 4. Implement non-instructional time requirements for classroom teachers, including collaborative time to improve teacher practice

# Educational Equity

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## PROGRAM DESCRIPTION

**LEAs must ensure that students are afforded equitable access to resources and opportunities that support their diverse learning needs regardless of their ability (cognitive, social/emotional, and physical), ethnicity, family structure, gender identity, language, national origin, nationality, race, religion, sexual orientation, socio-economic status, or other individual characteristics. All students must have equitable access to the educational rigor, resources, and supports that are designed to maximize each student’s academic and career success, and social/emotional well-being. See [COMAR 13A.01.06.04](#).**

One of the fundamental requisites of Code of Maryland Regulations (COMAR) 13A.01.06, Educational Equity, is that LEAs develop policies and regulations that reflect the requirements laid out in the State Board regulations. The [Maryland Educational Equity Guidebook](#) includes educational equity focus areas and actions that will assist in creating or revising local policies and regulations. Stakeholder input is critical during the development and implementation of the policies and regulations. LEAs should use their local policy format to develop a policy that is customized for their communities. Policies may include purpose statement(s), definitions, goals and outcomes, and procedures for evaluation and reporting. Tools for policy development include the needs assessment aligned to the local ESSA annual strategic plan and disaggregated state and local data. COMAR 13A.01.06.04 requires that the LEA review the policy every three years.

Strategic alignment to the Blueprint and its many opportunities to strive for educational equity is strongly encouraged. MSDE implores LEAs to construct their initiatives and accountability measures to complement those plans previously proposed in their Blueprint Implementation Plans. The correlation between Educational Equity as it is pursued through COMAR and the Blueprint’s intent toward creating diverse learning environments, utilizing disaggregated data toward addressing disparities, recruiting of a diverse workforce, and ensuring all of Maryland’s students and families have access to the resources and opportunities they need to achieve academic excellence should be clearly and evidently cited.

## AUTHORIZATION

Powers and duties of Board, [Md. Code Ann. Education § 2-205\(c\) and \(h\)](#)

Educational Equity Monitoring and Reporting, [COMAR 13A.01.06.05](#)

## ACCOUNTABILITY

Each educational agency shall:

- (1) Address implementation of the equity policy through its Local ESSA Consolidated Strategic Plan;
- (2) Include its equity initiatives as an integrated component of its Local ESSA Consolidated Strategic Plan; and
- (3) Submit an analysis of the results of the accountability measures related to data collected on achieving equity goals and objectives that will be published and made accessible to the public.

## APPLICATION REQUIREMENTS

To complete this section, LEAs must provide, as an appendix, the LEA's current adopted equity policy. Educational equity policies and regulations must meet the following requirements, as indicated in [COMAR 13A.01.06.04](#):

- (1) Be designed to create and maintain environments that are equitable, fair, safe, diverse, and inclusive;
- (2) Be based on the goal of providing educational equity for all students;
- (3) Direct the identification and utilization of resources to provide equitable access to educational opportunities and services, by among other steps, the use of disaggregated student data to analyze trends and identify gaps and equitable solutions;
- (4) Identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity;
- (5) Provide tailored and differentiated professional learning to build capacity for cultural responsiveness to address areas of inequity identified by the school system;
- (6) Ensure equitable access to effective teachers for all students;
- (7) Require that an equity lens be used in all staff recruiting, hiring, retention, and promotion processes;
- (8) Require that an equity lens be used in reviews of staff, curriculum, pedagogy, professional learning, instructional materials, and assessment design;
- (9) Provide the access and opportunity for all students to successfully read on level by the end of grade 2;
- (10) Direct that equity be addressed in the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan;
- (11) Identify the school system's process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school;
- (12) Identify the method of evaluation to measure the effect of equitable practices in the school system and schools; and
- (13) Designate an individual responsible for the facilitation, monitoring, and implementation of the system equity initiatives within the Local ESSA Consolidated Strategic Plan.

In this section of the application, LEAs will identify how educational equity is addressed through policy as well as practice at the LEA and school level, the type and frequency of data collection for measuring progress toward achieving educational equity, and how this is disseminated to the public.

### Implementing the Equity Policy

MSDE will review LEA policies for inclusion of the above referenced COMAR Requirements. In this section, the LEA should provide a local narrative for how their equity policy has been implemented throughout the prior fiscal year and what new programs and practices aligned to the policy are anticipated for the current fiscal year. This narrative should communicate how an equity lens is used

throughout district and school-based decisions making and include the disaggregated quantitative and qualitative data that is relevant to understanding the why and how specific programs or practices have been implemented or proposed.

### **Equity Initiatives**

COMAR requires each LEA to include its equity initiatives as an integrated component of its Local ESSA Consolidated Strategic Plan. In this section, the LEA will provide a narrative describing the evidence-based equity initiatives implemented on a District and/or school level for each of the components of this plan. Narratives should discuss equity initiatives that are relevant and specific to the objectives of the individual program and should align to addressing one or more of the requirements of the educational equity policy. LEAs will provide narrative descriptions for each of the below programs, and should type “Not Applicable” for any programs in which the LEA does not participate:

- Title I, Part A
- School Improvement
- Title I, Part C
- Title I, Part D Subpart 2
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Title V, Part B
- Fine Arts
- Gifted and Talented Education
- Teacher Induction

### **Analysis of Accountability Measures**

In this section, the LEA must identify its goals, objectives, strategies, and timelines for its equity initiatives, and provide the method of evaluation that will be used to measure the effect of equitable practices in the school system and schools. Additionally, the LEA will provide a narrative describing if and why there have been changes to these goals from prior years, as well as an analysis of prior years' successes and challenges to meeting its equity goals.

In the table, the LEA will provide the equity goals that are the current focus of the LEA. Goals should be specific, measurable, attainable, and aligned to addressing disparities identified in local, disaggregated data. The LEA will define the objective(s) to be achieved within the fiscal year that will support the LEA in achieving the overall goal. These objectives should serve as the interim steps that will support the LEA in achieving the broader long-term goal and assessable throughout the year. The strategies provided here are the tangible activities the LEA will complete to achieve its objectives. Each objective should be aligned to data that will be collected and analyzed to measure progress toward fulfilling each objective. A reasonable timeline should be provided illustrating when the strategies will be implemented and when the LEA anticipates successfully reaching the stated objective.

The narrative portion of this section is an opportunity for the LEA to highlight accomplishments in its efforts toward achieving educational equity, as well as acknowledging any challenges or setbacks that may have been experienced. The LEA should describe their historical efforts in utilizing disaggregated data to inform decision making for equity initiatives and ways in which their equity lens has evolved or become more focused over time.

## **APPENDICES**

- LEA Educational Equity Policy

## Equitable Services

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### PROGRAM DESCRIPTION

The Elementary and Secondary Education Act (ESEA) was reauthorized in December 2015 as Every Student Succeeds Act (ESSA) and includes separate provisions governing equitable services for eligible private school students, teachers and other educational personnel, and families. To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, a State Education Agency (SEA) must designate an ombudsman to monitor and enforce ESEA equitable services requirements under both Title I and Title VIII. (ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B). The Maryland State Department of Education's (MSDE) Equitable Services State Ombudsman (ESSO) serves as the primary point of contact for addressing questions and concerns from private school officials and local school systems regarding the provision of equitable services. The ombudsman monitors and enforces the equitable services requirements for each program covered under ESEA. Additionally, the MSDE ESSO is required to annually collect the Affirmation of Consultation forms and share the allocation of funds for educational services and other benefits under each ESEA program that a local school system has determined are available for eligible private school children, teachers and other educational personnel, and families. (ESEA sections 1117(a)(4)(C) and 8501(a)(4)(C).)

Services and other benefits to private school students must be secular, neutral, and non-ideological [Sec. 8501(a)(2)], must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel [Sec. 8501(a)(3)(A)].

### USE OF FUNDS

In the application for funding, LEAs must describe the school system's process of inviting private schools to the initial meeting, on-going timely and meaningful consultation and how the LEA maintains control for program. (ESEA Section 1117 and 8501) The LEA must also provide the names of the participating private schools, the number of private school students, and the school allocation.

### AUTHORIZATION

Title I ESEA section 1117(a)(3)(B) and programs covered under Title VIII ESEA section 8501(a)(3)(B)

NOTE: As noted below, programs covered under Title VIII include Title I-C; Title II-A; Title III-A; Title IV-A; Title IV-B.

### APPLICATION REQUIREMENTS

The following programs must be reported on, as applicable:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders

- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants

Federal Program FY25 Allocations and Equitable Share: In the application, LEAs must complete the Federal Program Allocations and Equitable Share table for each federal program that the local school system participates in for equitable services, as applicable.

**Assurances:**

- **Assurance 1: Affirmation of Consultation Forms**

The LEA must respond with a yes, no, or not applicable that it has uploaded signed and dated Affirmation of Consultation Forms for **each** participating private school across **all** covered programs (Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A & Title IV-B). Not applicable only applies if the LEA does not provide services to private schools. *ESEA Section 1117(b)(5) and 8501(c)(5)*

- **Assurance 2: Equitable Services Provisions**

- The LEA must respond with a yes, no, or not applicable that it adheres to the equitable services provisions. Not applicable only applies if the LEA does not provide services to private schools. ESEA Section 1117 and 8501

- **Annual Invitational Meeting:** This process should describe how and when private school officials are invited to participate in equitable services; If this LEA is not using a universal process, the LEA must provide the process for each federal program. *ESEA Section 1117(b)(5) and 8501(c)(1)*

- **Ongoing Timely and Meaningful Consultation:** This process should describe how the LEA provides timely and meaningful consultation with participating private school officials throughout the school year. This should include how the LEA ensures that services private school students start at the same time as the services for public school students, based on consultation. *ESEA Section 1117(a)(3)(A), (b)(3) and 8501(a)(3)(A), (c)(3)*

- **Consultation Timeline:** The time must reflect ongoing consultation for **each** participating federal program serving private school students.

- **Local Control:** This process should describe how the LEA maintains control of the participating federal program serving private school students through oversight, monitoring, and supervision. It should address the LEA's process for ordering, distributing, and storing materials and equipment, as applicable. It should also address how the LEA academically assesses the services being delivered to participating private schools, and how the results of the services being provided are shared with private school officials. *ESEA Section 1117(d)(1) and ESEA section 8501(d)(1)*

- **Complaint Procedure/Dispute Resolution Process:** The LEA's complaint procedures/dispute resolution process must address how private school officials have the right to file a complaint to the SEA if the official believes that an LEA has not engaged in consultation that was timely and/or meaningful, has not given due consideration to the views of the private school official, or has not made a decision that treats the private school student equitably. The Complaint Procedure or Dispute Resolution process must reflect a process for **all** covered programs: Title I-A, and covered programs under Title VIII. *ESEA Section 1117(b)(6)(A) and 8501(c)(6)(A) and 8503(a).*

**Title I, Part A:****Participation of Children Enrolled in Nonpublic Schools**

The LEA will respond with how services are being delivered to private school students. Delivery of services may include the following:

- Provides services directly to eligible private school students: The LEA hires its own staff to provide services directly to private school students.
- Enters into a third-party contract to provide services to eligible private school students: The LEA enters into a form contract with a third-party vendor to provide services.
- Enters into a formal agreement (MOU) with other LEAs to provide services to out of district private schools. Please provide a timeline for securing signatures: A formal MOU must be generated between LEAs that are providing services to out of district private school students.

**Title I, Part C**

No additional requirements.

**Title II, Part A**

The LEA must provide its written process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (2103(b)(3)(E)).

**Title III, Part A**

As a part of receiving federal funds for English learners (ELs), LEAs are required to offer equitable services to ELs enrolled in nonpublic schools in their respective jurisdiction [ESSA section 8501]. LEAs must describe the process for providing equitable services to ELs in nonpublic schools [Sec. 8501(c)], including how services were delivered, the location of services, and grade levels or areas of services for students and teachers, as well as how services were monitored. Additionally, applicants provide resources and/or services to ELs in nonpublic schools, they must provide information regarding the names of participating nonpublic schools and number of nonpublic school students [Sec. 8501 (a)(4)(C)].

**Title IV, Part A**

No additional requirements.

**Title IV, Part B**

All information pertaining to Title IV, Part B will be captured in the Title IV, Part B application.

For each participating federal program providing equitable services, the LEA will provide the names of the participating private schools, the number of private school students, and the calculated cost per pupil who will benefit. This chart will be provided for each federal program.

**Resources:**

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



- [Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families](#)
- [Ensuring Equitable Services to Private School Children: A Title I Resource Toolkit](#)
- [Title VIII, Part F of the Elementary and Secondary Education Act of 1965: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance](#)



## ***IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES***

### **PROGRAM DESCRIPTION**

The purpose of Title I is to provide all children the opportunity to receive a fair, equitable, and high-quality education, and to close the 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.

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.

### **AUTHORIZATION**

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

### **ELIGIBILITY**

This funding opportunity is open to local educational agencies (LEAs) and schools including the SEED School of Maryland with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

### **USE OF FUNDS**

Funds may be used to supplement instructional programs. All spending must adhere to the Federal Cost Principles (including the tests for reasonable, allowable, necessary, and allocable). Additional guidelines are provided in the required budget forms and in the MSDE Title I Guidance. Please see the United States Department of Education [guidance document](#) on supplement, not supplant.

#### **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 REQUIREMENTS**

The Title I, Part A application section includes statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program.

**Statutory Requirements Components A-J**

Directions: The LEA must provide written processes for each component (as applicable) and check all required assurances, as appropriate, in the Title I, Part A application section. The Fiscal Excel Tables must be submitted, with all tabs completed, as an appendix. For each component (A-J), ensure that all required documentation is included in the relevant section of the application.

**A. Staff Credentials and Certifications**

Applicants must respond to all sections as indicated on the application.

- All teachers and paraprofessionals in Title I schools must meet applicable State certification and licensure requirements. Please see the MSDE Educator Certification webpage for more information. <https://marylandpublicschools.org/about/pages/dee/certification/index.aspx>
- All LEAs that identify teachers and paraprofessionals who do not meet State certification and licensure requirements in Title I programs for the 2024-2025 school year must provide the process to ensure that all teachers and paraprofessionals complete certification requirements.
- Per the Maryland ESSA Consolidated Plan, LEAs will be expected to have a written process to address any disparities that may exist. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% is considered to have a disparity. MSDE will review LEA data and notify the LEA if a disparity occurs and discuss the action needed.

**Resources:**

- [COMAR 13A.12.01.14 Waivers and Special Certification Provisions](#)
- [MSDE Educator Certification Website](#)
- [Teacher Staffing Report](#)
- [Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity](#)

**B. Schoolwide Programs**

Applicants must respond to all sections as indicated on the application.

A Title I Schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; to improve the achievement of students (particularly the lowest achieving students). Under the ESEA, a school may operate a Schoolwide program however it must be:

- A Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves (identified in rank poverty order).
- A Title I school that receives a waiver from an SEA to operate a Schoolwide program without meeting the 40 percent poverty threshold.
- Applicants must designate in their Title I Part A Application if they are consolidating funds in a Schoolwide Program and specify the types of funds consolidated.
- Provide a signed agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start programs and, if feasible, other early childhood programs. (Section 1119(b)). This can be for multiple years but must be current.
- Include a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom. It is encouraged to include details regarding data and support for student groups in Title I schools.

**Resources:**

- [Schoolwide Non-Regulatory Guidance](#)

## Early Learning

- [Non-Regulatory Guidance: Early Learning in Every Student Succeeds Act](#)
- [Head Start Act](#)
- [Head Start Act: Section 641A](#)
- [National Head Start Association – Education Toolkit](#)
- [New Early Childhood Coordination Requirements in Every Student Succeeds Act \(ESSA\)](#)

## Career and Technical Education (CTE)

- [MSDE CTE Career Development](#)
- [MSDE CTE Technology Education](#)

### C. Targeted Assistance Programs

Applicants must respond to all sections as indicated on the application.

If a LEA does not have Targeted Assistance Schools only the second text field in this section is required.

### D. Parent and Family Engagement

Applicants must respond to all sections as indicated in the application.

All LEAs are responsible for meeting all PFE requirements, including building capacity, even if the total 1% set-aside for PFE is distributed to schools. Additionally, if an LEA receives a Title I allocation greater than \$500,000, the LEA must reserve at least 1% of its Title I allocation to help schools carry out the PFE activities. No less than 90 percent of the funds reserved must be distributed to schools served under Title I, Part A, with priority given to high-need schools Section 1116(a)(3)(C). LEAs determine the criteria for high-need schools. Examples for consideration of high-need schools may include:

- Poverty
- CSI Identification
- ATSI Identification
- Graduation Rate
- Academic Performance
- Special Population(s) such as: English Learners, Students with Disabilities, Homeless, Migrant, etc.
- Low Attendance Rate
- Schools determined by the LEA Superintendent

### E. Participation of Children Enrolled in Nonpublic Schools

This information must be included in the Equitable Services section of the application. Refer to the Equitable Services section of this Grant Information Guide for additional information in completing this section.

#### Resources

- [MSDE Equitable Services State Ombudsman – Resource Page](#)
- [Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families](#)
- [Ensuring Equitable Services to Private School Children: A Title I Resource Toolkit](#)

## F. Education for Homeless Children and Youth

Applicants must respond to all sections as indicated on the application.

In accordance with the most recent federal non-regulatory guidance, LEA responses to this section must describe the following:

### QUESTION 1

Describe how the LEA ensures that Title I funds provide educationally related support services to children and youth experiencing homelessness in coordination with the McKinney-Vento Act.

- This can be through removing barriers to full participation in Title I services for children and youth experiencing homelessness, or by providing services specifically for children and youth experiencing homelessness.
- Services provided with the reservation must be coordinated with services provided under the McKinney-Vento Act and other Title I services

### ASSURANCE

Indicate yes or no.

### QUESTION 2

Describe how the amount of the reservation for children and youth experiencing homelessness was calculated using a needs assessment or similar methodology that was used and specifying the data considered in the calculation, which may include:

- The number of homeless children and youth identified in the prior school year, including Pre-K children;
- The number of economically disadvantaged students in the LEA;
- The chronic absenteeism rate of students experiencing homelessness in the LEA;
- The academic achievement of students experiencing homelessness in the LEA; and
- The high school graduation rate of students experiencing homelessness in the LEA;
- The per-pupil amount of the reservation (calculated by dividing the total amount of the reservation by the number of homeless children and youth identified by the LEA in the prior school year)

### Resources:

- [Education for Homeless Children and Youths Program Non-Regulatory Guidance](#)
- [National Center for Homeless Education Sample Needs Assessment](#)

## G. Support for Foster Care Students

Applicants must respond to all sections as indicated on the application.

- [July 23, 2023, U.S. Department of Education Dear Colleague Letter](#)

- [Foster Care Non-Regulatory-Guidance\\_06-23-2016](#)

## H. English Learners

Applicants must respond to all sections as indicated on the application.

### Resources:

- [Title III – Language Instruction for English Learners and Immigrant Students](#)
- [English Learners: Eligibility, Guidance, and Laws](#)
- [Parent Notification Letter with Translations](#)
- [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents \(1/7/15\)](#)
- [Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#)

### Resources:

- [Maryland ESSA Consolidated State Plan](#) (pages 41-48)

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 Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement and newly identified Title I Targeted Support and Improvement Schools (Section 1111(d)(2)). For each school identified, in partnership with stakeholders, the applicant must include:

- The process for development and implementation of a school-level TSI plan to improve student outcomes for each student group identified for improvement (Section 1111(d)(2)(B));
- The process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii));
- The process for monitoring school-level TSI plans (Section 1111 (d)(2)(B)(iv)); and a
- The process for identifying and addressing resources inequities impacting TSI schools (Section 1111(d)(2)(C)).

## I. Fiscal

The application must include a description of the LEA process and procedures to ensure alignment with Title I, Part A requirements. Additionally, the applicant will complete a series of fiscal tables and worksheets linked in the Budget Narrative portion of the application.

### Resources:

- [Supplement not Supplant Non-Regulatory Guidance](#)
- [Within-District Allocations Non-Regulatory Guidance](#)
- [Electronic Code of Federal Regulations](#)

## FISCAL TABLES (SEPARATE EXCEL DOCUMENT)

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 SY 2023-2024 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 the 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.

- Table 7-7 continued: 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 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 (if the LEA receives Title I, Part D funds), as well as the optional reservation for school stability for children in Foster Care 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 administrative 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: Optional reservation for CSI and ATSI schools from the LEA's 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.
- Table 7-10: Budget Summary which provides calculation of per pupil allocation (PPA). The table is pre-populated based on totals from the preceding tables. The PPA in row 7 should match the total in Column Q in the Allocation Worksheet.
- Table 7-11: Estimated Carryover Worksheet. Provide the Total amount of the 2023-2024 allocation, the estimated of funds the LEA will carryover, and the estimated percentage of the carryover funds as of September 30, 2024. Also, complete the response to the question if the LEA intends to apply for a waiver due to exceeding the 15% carryover limitation.
- Template Budget Narrative. This is an optional template for the LEA to use to provide the Budget Narrative. The LEA can use their own template if it contains the same elements as the one in the workbook.

### **Progress Monitoring Through Growth Measures and Outcomes**

Section 1112(a)(3)(B)(i) - (B) Approval. The State educational agency shall approve a LEAs plan only if the SEA determines that the LEAs 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 LEAs (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 A requires opportunities for acceleration or expanded learning opportunities).

The LEA must provide a table(s) 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):

- Evidence-Based Intervention Strategies;
- Measurable Goals with Baseline Data;
- Metric(s) used to Measure Growth and Intervals to identify when data will be collected;
- List of Funding Sources to include Title I, Part A;
- Rationale using an equity lens (including how strategies support the needs of student groups);
- Identification of Evidence-based strategy Tier (based on tiered levels of evidence from existing research)

### **Title I, Part A Application 2024-2025 Program Strategies and Evidence-based intervention(s) Growth Measures and Outcomes**

Use for Districtwide Initiatives, Districtwide Parent and Family Engagement Activities and Districtwide Targeted Support and Improvement Activities

Based on the analysis of State and local data, identify the area where growth is needed for Title I, Part A schools in the local education agency (areas where Title I, Part A is performing below expectations). In the response, provide the rationale for selecting the 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. Using an equity lens, 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 set were attained. Please note goals must be measurable.

If you have already included some areas of focus in your LEA that are funded by Title I, Part A, they should be incorporated here.

### **Program Review Follow-Up Addendum**

For any LEA that received a “not met” in one or more components during the 2023-2024 Title I, Part A Annual Program Review, the following addendum must be completed and submitted with the 2024-2025 Title I, Part A Application. For each component “not met” the LEA must submit, as Appendix R, the following items:

- A copy of the 2023-2024 Title I, Part A Annual Program Review letter indicating which components were identified as “not met” and documenting the required actions for non-compliance.
- A written process describing how the LEA is addressing any required actions for non-compliance (as indicated in Annual Program Review feedback letter), 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 (as applicable).

- Documentation to support that any required actions mandated to occur on or before September 1, 2024, have been completed. Note: Documentation to support any required actions mandated to occur after September 1, 2024, will be reviewed at the 2024-2025 Title I, Part A Annual Program Review.

### **Attestations**

Attestations must be completed and signed by all responsible parties for the development, oversight, and implementation of Title I, Part A application. Attestations will be submitted as additional documents within the appendices of the application.

### **APPENDICES**

- Appendix A: Attestation
- Appendix B: Staff Credentials and Certification - List of percentage and number of teachers and certification status in Title I Schools.
- Appendix E: Schoolwide Title I - Early Learning/ Head Start MOU
- Appendix I: Parent and Family Engagement - Title I District-level Parent and Family Engagement Policy/Plan that is distributed to parents/families.
- Appendix J: Parent and Family Engagement - Tool used annually to evaluate the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.
- Appendix K: Support for Foster Care Students - Foster Care MOU
- Appendix M: Fiscal - Fiscal Tables (uploaded in Microsoft Excel)
- Appendix N: Fiscal – Title I funded District-level Job Descriptions
- Appendix O: Homeless Education: Liaison Cost and Excess Transportation (if applicable)
- Appendix P: Description of how the LEA calculated the excess Foster Care Transportation Cost (if applicable)
- Appendix Q: Progress Monitoring Addendum- Progress Monitoring Charts
- Appendix R: Follow up from Annual Program Review (APR) (if applicable)
- Other (if applicable) \*Please, label each additional appendix in the order of the application.

# School Improvement

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## PROGRAM DESCRIPTION

**Title I, Part A Section 1003(a) school improvement funds are derived from a 7% reservation based on the state's total Title I, Part A allocation from the United States Department of Education. The grant is non-competitive, and Local Education Agency (LEA) allocations are based on the identification of the schools within the LEA. The funds awarded under this grant are intended to provide additional support to schools identified by the Maryland State Department of Education for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) as defined in the Every Student Succeeds Act (ESSA), Section 1111(c)(4)(D)(i). Schools identified through this process will receive grant funds each of the three years of the school improvement cycle to carry out activities as outlined in ESSA Section 1111(d)(1)(B) for CSI schools and Section 1111(d)(2)(C) for ATSI schools.**

## AUTHORIZATION

Title I Section 1003(a) of The Elementary and Secondary Education Act (1965) as reauthorized by The Every Student Succeeds Act (2015)

## NAME OF GRANT PROGRAM

FY25 Title I, Part A, Section 1003(a) School Improvement Grant

## PURPOSE

The Title I, Part A, Section 1003(a) School Improvement funds provide financial resources to LEAs on behalf of schools identified as CSI or ATSI. School Improvement formula funds are intended to support high-quality, sustainable school improvement activities that increase student achievement and address the needs of identified schools.

- Funds are awarded to districts on behalf of the identified schools. Though the LEA acts as the fiscal agent, Section 1003(a) School Improvement funds support the identified school(s) and may not be used to fund activities in non-identified schools.
- Funds are utilized to support goals/priorities identified in the schools' approved improvement plans.
- Funds must be expended in alignment with the reporting, monitoring, and level of evidence as defined by ESSA.
- Interventions supported with Section 1003(a) School Improvement funds must be based on strong, moderate, or promising evidence of a statistically significant effect on improving student outcomes or other relevant outcomes, as defined in ESSA section 8101(21)(A)(i).

## IMPROVEMENT PLANS

### Plan Development

All schools identified for improvement (CSI, ATSI, and TSI) are required to examine their school data and complete or update a comprehensive needs assessment (CNA) and improvement plan. Improvement plans should be aligned to a cycle of continuous improvement.

When identified as CSI, ATSI or TSI, the school must take the following steps related to an improvement plan:

Develop or revise their plan in partnership with stakeholders. The school's leadership team should include or receive input from a variety of stakeholders. Examples include but are not limited to school leaders, classified staff, teachers, specialists, parents, students, and community partners. CSI schools use the state implementation plan template. ATSI and TSI schools may develop an improvement plan using any format, or use one developed by the LEA.

All plans must:

- Address the reason for identification including Maryland Report Card data or subgroup performance.
- Be informed by all indicators on the State report card.
- Identify SMART goals, evidence-based strategies, and action steps.
- Include a minimum of one evidence-based strategy as defined by the Every Student Succeeds Act. For CSI and ATSI schools, identify resource inequities, which may include a review of district or school-level resources.

### Plan Approval

For CSI schools the improvement plan must be approved by the district and the Maryland State Department of Education. For ATSI and TSI schools the improvement plan must be approved by the LEA. Plan approval at the school and then at the LEA level should be documented through an approval process that may be evidenced by sign-in sheets, agendas, and meeting notes (SAN). MSDE recommends that all improvement plans (CSI, ATSI, and TSI) receive board approval at the LEA level. CSI and ATSI schools are eligible to receive grant funding from the 1003a set-aside from Maryland's Title I Part A allocation based on the LEA application for school improvement funds.

### Plan Implementation

Schools, with support from LEAs, should routinely update the CNA and improvement plans based on developing priorities. For example, schools should examine literacy outcomes and include activities aligned with the Blueprint for Maryland's Future, including increasing teacher and administrator quality and diversity, differentiating core instruction across a

multi-tiered system of supports, aligning literacy practices to the science of reading, and using data across district and school collaborative teams to create systems for ongoing improvement.

### **FUNDING APPLICATION**

Each year of eligibility, the LEA must complete the state's application for 1003a school improvement grant funding.

In the application, the LEA provides an assurance that it will adhere to all grant requirements, provides a budget summary and a budget narrative that demonstrate that it is allocating fiscal resources in alignment to the strategies identified in the schools' improvement/implementation plans, describes how the LEA will carry out its responsibilities for identified schools under the Every Student Succeeds Act (ESSA), indicates the evidence-based strategies it intends its schools to implement, indicates the amounts of individual school allocations, and selects the overarching strategies being implemented to support the schools' improvement efforts. At the time of application for funding, LEAs are requested to submit the improvement/implementation plans for all schools to which it is allocating funds.

### **ELIGIBILITY**

Local Education Agencies (LEAs) with identified schools must submit an application to MSDE, Office of School Improvement and Supports to receive funding. In the application, LEAs must attest that they will:

- Develop a district plan of support for each school identified for comprehensive or targeted support and improvement for which the LEA receives school improvement funds;
- Ensure that all identified schools have conducted comprehensive needs assessments to create school improvement plans;
- Monitor schools receiving funds under ESSA Section 1003(a);
- Recruit, screen, select, and evaluate any external partners using a rigorous review process;
- Align other federal, state, and local resources to carry out the activities supported with school improvement funds;
- Modify practices and policies to provide flexibility that enables effective implementation of comprehensive or targeted support and improvement plans, as appropriate; and
- Engage in ongoing efforts to examine the effects of interventions purchased with 1003(a) funds.

**Fiscal Year 2025 Calculation**

Allocations are based on the identification of the schools within the LEA. CSI and ATSI schools receive a tiered allocation amount. The table below outlines the anticipated allocation amounts for each school identification type. Please remember that the Federal allocations are preliminary estimates and LEAs may need to make revisions throughout the year.

The total LEA amount is calculated based on the number of identified CSI and ATSI schools within the LEA. The total allocation amount is awarded at the LEA level. The LEA will then budget funds among its identified schools.

School Identification Status	State Award Year 2025 Allocation
CSI	\$22,680*
ATSI	\$12,184*

\*Note: these allocation amounts are approximate, actual allocation amounts may differ.

Example Calculation: \$22,680 [CSI] + \$12,184 [ATSI] = \$34,864 Total Allocation

The LEA can then distribute the funds to the identified schools with the greatest need and that may require more funds to accomplish activities aligned to their school improvement plans.

NOTE: If an LEA decides to not allocate funds to an eligible school, the application will require an explanation as to why the LEA determined that the school does not require the funds.

LEAs with a significant number of identified schools may receive additional technical assistance from MSDE. A “significant number” is defined as an LEA that has three or more schools identified for CSI or an LEA that has more than 40% of its schools identified for ATSI. Those LEAs are:

Anne Arundel	Charles
Baltimore City	Kent
Baltimore County	Prince George’s
Caroline	

**BUDGET PLANNING CONSIDERATIONS**

The School Improvement application requires the completion of a budget. Budgeted activities must be consistent with the improvement planning embedded in identified schools’ improvement plans.

More rigorous intervention (MRI) schools are required to fund activities related to their reason for identification.



As LEAs approach the process of completing the application and determining the use of funds, please review last year’s application, current school data, and evidence of effectiveness of current funded activities. This will provide an informed approach to the FY25 application and budget priorities.

### ALLOWABLE ACTIVITIES

Grant funded activities must fall under the ESSA top three tiers of evidence (Levels 1, 2 and 3). ESSA Level 4 evidence-based strategies are not allowable. This grant can only fund activities, strategies or interventions that demonstrate a statistically significant effect on improving student outcomes. See pages 6-7 for additional information on ESSA levels of evidence including resources for identifying ESSA levels of evidence.

All expenditure(s) must be reasonable, allowable, and necessary. Use good common sense when making expenditure and obligation decisions. The following charts contain examples of allowable and unallowable uses of funds. The activities listed are not exhaustive but serve as a list of ideas that may assist in school improvement planning. The allowable activities examples are not intended to be requirements or limit the uses of funds. Other uses of funds that are consistent with Title I Section 1003(a) School Improvement requirements are permissible.

When exploring activities, begin by reviewing the goals, strategies and activities identified in the improvement plan(s) of the school(s) and consider aligned and connected activities. MSDE recommends that LEAs and schools work with their stakeholder groups to assist with improvement planning and identifying grant-related activities.

Activity Category	Example(s) of Allowable Activities	Improvement Strategy
Professional Development	<ul style="list-style-type: none"> <li>• Contract services for:               <ul style="list-style-type: none"> <li>○ Training</li> <li>○ Speakers</li> </ul> </li> <li>• Stipend(s) for professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Capital</li> </ul>
Community and Family Engagement	<ul style="list-style-type: none"> <li>• Materials/supplies for meetings and activities</li> <li>• Hiring a Family and Community Engagement Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Community and Family Engagement</li> </ul>

Activity Category	Example(s) of Allowable Activities	Improvement Strategy
Student Achievement	<ul style="list-style-type: none"> <li>• Summer school activities, tutoring, supplemental instruction, counseling, etc.</li> <li>• Interventions to address learning loss such as tailored acceleration, high-quality intensive tutoring, and summer bridge programs (outside of core instruction)</li> <li>• Interventions to focus on improved literacy and numeracy</li> <li>• Content area supports in career and technical education (CTE), science, technology, engineering, and math (STEM), special education, and multilingual education</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate and Supports</li> <li>• Curriculum, Instruction and Assessment</li> </ul>
District-managed Supports and Initiatives	<p>Note: District-managed initiatives must support the implementation of the improvement plans of identified schools</p> <ul style="list-style-type: none"> <li>• Analysis of assessment data like a district-wide dashboard for use by assessment specialists</li> <li>• Leadership, resources, and guidance</li> <li>• Building and maintaining a cadre of high-quality substitute teachers, including through partnerships with teacher preparation programs</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership/ Administration</li> <li>• Professional Capital</li> <li>• Operations - Technology</li> </ul>
Graduation and Pathways	<ul style="list-style-type: none"> <li>• Providing college and career pathways that integrate enrollment, support, and success in rigorous academic coursework or career and technical education</li> <li>• Work-based learning and student support services</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum, Instruction and Assessment</li> <li>• College and Career Readiness</li> </ul>

Activity Category	Example(s) of Allowable Activities	Improvement Strategy
Hiring New Positions	<ul style="list-style-type: none"> <li>• Instructional coaches or specialists to provide job-embedded training, classroom observations and embedded support or feedback designed to strengthen the implementation of sustainable improvement strategies</li> <li>• Additional staff to support implementation of new instructional models, students' mental health needs and the implementation of whole child supports</li> </ul> <p><b>Note:</b> A job description must be submitted with the application for MSDE to review</p>	<ul style="list-style-type: none"> <li>• Leadership/ Administration</li> </ul>
School-based Wellness Programs	<ul style="list-style-type: none"> <li>• Establishing school-based wellness teams comprised of representatives from administration, teachers, counselors, nursing, and support staff</li> <li>• Increasing availability of mental health services</li> <li>• Creating a trauma-informed school environment that addresses needs of students and staff experiencing symptoms of traumatic stress</li> <li>• Leveraging tools that allow teachers to understand and cultivate students' social and emotional development by measuring school climate, integrating trauma informed learning into instructional practices and design, providing whole child supports, and reducing school exclusions</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate and Supports</li> <li>• Professional Capital</li> </ul>

Activity Category	Example(s) of Allowable Activities	Improvement Strategy
Non-Instructional Supports	<ul style="list-style-type: none"> <li>• Implementing an integrated multi-tiered system of supports (MTSS) framework</li> <li>• Establishing early warning indicator (EWI) systems to promote targeted and timely engagement strategies in response to data</li> <li>• Implementing interventions such as high-quality mentor programs, access to instructional coaches, and professional development opportunities to help educators and staff build more equitable and inclusive approaches to discipline</li> </ul> <p>NOTE: Activities supported with these funds must be consistent with a school's improvement plan.</p>	<ul style="list-style-type: none"> <li>• Professional Capital</li> <li>• School Climate and Supports</li> <li>• Curriculum, Instruction and Assessment</li> <li>• Leadership/ Administration</li> </ul>
Other	<ul style="list-style-type: none"> <li>• MSDE can assist in evaluating the allowability of activities. Please email <a href="mailto:timothy.norfleet@maryland.gov">timothy.norfleet@maryland.gov</a> for assistance.</li> </ul>	

\*This table is not all inclusive.

### Unallowable Activities

Title I Section 1003(a) School Improvement funds cannot be used for the following (\*not an exhaustive list):

- Athletic equipment
- Building construction or maintenance
- Food, except for Family and Community Engagement activities
- Fundraisers
- Furniture
- Office equipment for general use
- Principal/Assistant Principal salaries and other salaries for positions required for the normal safe operation of a school
- Promotional items or merchandise

- Salaries for staff serving schools not identified for CSI or ATSI or feeder schools
- School uniforms
- Student incentives, gift cards, gifts etc.

### ESSA LEVELS OF EVIDENCE:

ESSA requires the use of evidence-based strategies to support students. There are four levels of evidence-based strategies, however, only Levels 1 through 3 are allowable with school improvement funds. Grant funded activities must fall under the ESSA top three tiers of evidence (Levels 1, 2 and 3). The following chart defines the four ESSA tiers of evidence. When considering grant activities, ESSA evidence-based databases such as the [What Works Clearinghouse](#) and the [Ohio Evidence-Based Clearinghouse](#) may assist in identifying the ESSA evidence level.

ESSA Level of Evidence	Description
Level 1: Strong Evidence	<ul style="list-style-type: none"> <li>• Well designed and well implemented experimental study</li> <li>• Significant favorable effect on relevant outcome</li> <li>• No overriding negative effects from causal studies</li> <li>• Large, multisite sample*</li> <li>• Overlaps with population</li> </ul>
Level 2: Moderate Evidence	<ul style="list-style-type: none"> <li>• Well designed and well implemented quasi-experimental design (QED) or randomized controlled trials (RCT) with high attrition</li> <li>• Significant favorable effect on relevant outcome</li> <li>• No overriding negative effects from causal studies</li> <li>• Large, multisite sample</li> <li>• Overlaps with population</li> </ul>
Level 3: Promising Evidence	<ul style="list-style-type: none"> <li>• Well designed and well implemented correlational study or well-designed and implemented RCT or QED without a large/multisite sample</li> <li>• Statistical controls for selection bias</li> <li>• Significant favorable effect on relevant outcome</li> <li>• No overriding negative effects from causal studies.</li> </ul>
Level 4: Demonstrates Rationale	<ul style="list-style-type: none"> <li>• Well specified logic model</li> <li>• An effort to study the effects is or soon to be under way</li> <li>• Note: This level is unallowable for these funds</li> </ul>

\* A large sample is 350 or more students, or 50 or more groups with 10 or more students. A multisite sample is more than one site, and a site is a local education agency, locality, or state. Multiple studies can be combined to meet the large and multisite sample requirement as long as all studies meet the other requirements and examine the effects of an intervention on the same outcome domain.

**Other Level of Evidence Resources**

- [Pennsylvania Evidence Resource Center](#)
- [Identifying Evidence-based Programs – Mississippi Department of Education](#)
- [Evidence for ESSA](#)
- [National Center on Intensive Intervention](#)

**APPLICATION REQUIREMENTS****Assurances**

Assurances apply to all parties responsible for the development, oversight, and implementation of the Title I, Part A Section 1003(a) School Improvement grant.

The LEA must indicate “Yes” or “No” to each of the assurances listed.

**BUDGET NARRATIVE**

The project’s budget should detail all related expenses. It should demonstrate the extent to which the budget is allowable, reasonable, necessary, and allocable.

A detailed budget, must include:

- Identification of the specific line item (i.e., what is being purchased?)
- Explanation:
  - Description of the proposed expenditure, which must include details such as number of hours, hourly rate, number of people, and/or frequency and duration of services, etc.
  - Provide a brief budget description that explains how the funds will be used to support each activity.
  - Amounts including how, where, and for what purpose funds were reserved.
- Calculations for the proposed expenditures.
- The Calculation Total for the proposed expenditure must align directly with the calculation of the Detailed Cost Breakdown.
- The total of all budget expenditures must equal the amount of the allocation indicated on the Notice of Grant Award (NOGA) for the LEA.

Note: LEAs may submit their own budget narrative and not use the application budget narrative template as long as the LEA’s template contains the detailed budget description, a cost breakdown, and a total amount that matches the total of the cost breakdown.

## **EVIDENCE-BASED INTERVENTIONS**

The Every Student Succeeds Act (ESSA) Section 8101(21)(B) requires that interventions or improvement activities or strategies funded under Section 1003(a) meet the requirements of Level 1 (Strong), Level 2 (Moderate), or Level 3 (Promising) evidence.

LEAs are responsible for assuring that any intervention, strategy, or activity meets this requirement.

All the evidence-based interventions funded with 1003(a) grant funds must be listed on this page. LEAs are responsible for managing, supporting, and monitoring the interventions employed in its identified schools.

Please indicate the name of the intervention strategy, one per row, adding rows as needed. Under the ESSA Level of Evidence column and the Reference column, use the drop-down menus to indicate the appropriate selection.

Please see the preceding section, ESSA Levels of Evidence, for more information and links to suggested resources.

## **LEA REQUIREMENTS**

Title I, Part A Section 1003(e) outlines the minimum requirements that shall be part of the application for an LEA to receive school improvement funds. This section of the application allows the LEA to summarize how it will meet each of those requirements.

## **SCHOOL ALLOCATIONS**

Title I, Part A Section 1003(a) School Improvement grant funds must be allocated to schools identified as Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).

These funds must support evidence-based activities identified in a school's improvement plan, that is informed by a comprehensive needs assessment. When considering potential activities to fund with this grant, please review the school's improvement plan, including the Goals, Strategies and Action Steps to ensure alignment of spending to the plan.

The amount of each school's allocation is at the discretion of the LEA, but in general, schools with higher need should receive a greater allocation. If an LEA chooses to not allocate any school improvement funds from this grant to an eligible school, it should indicate in the box provided the justification for doing so, i.e., the school is receiving additional support from another grant or from additional state or local funds.

If an LEA is reserving funds from the School Improvement grant for district-managed activities or staff to support multiple schools, enter this information as well as the amount being reserved for this purpose into the text box. This sum is limited to no more than 30% of the LEA allocation. District-managed activities must be progress monitored to determine their effectiveness and must support programs and activities in identified schools.

The LEA must list each eligible school, providing the school number, school name, grade span, school status (either CSI or ATSI using the drop-down menu), the allocation amount, and the overarching strategies implemented with Section 1003(a) funds. A minimum of one and a maximum of three overarching strategies must be selected using the drop-down menu. It is not recommended that a school attempt to implement more than three overarching strategies. Keep in mind that more than one intervention or activity may fall under the same overarching strategy. For each school receiving an allocation of funds under this grant, the LEA shall submit the school's approved improvement plan to MSDE with the application.

### **LIST OF OVERARCHING STRATEGIES**

This is the list of the overarching strategies available from the drop-down menu on the School Allocations tab.

- College & Career Readiness – Career Connections
- College & Career Readiness – Early Warning System
- College & Career Readiness – Graduation
- College & Career Readiness – Post-Secondary
- Community & Family Engagement
- Curriculum, Instruction & Assessment – Content Areas – CTE
- Curriculum, Instruction & Assessment – Content Areas – Early Literacy
- Curriculum, Instruction & Assessment – Content Areas – ELA
- Curriculum, Instruction & Assessment – Content Areas – Math
- Curriculum, Instruction & Assessment – Content Areas – Well-rounded
- Curriculum, Instruction & Assessment – Special Populations – Adjudicated Youth
- Curriculum, Instruction & Assessment – Special Populations – Foster Care
- Curriculum, Instruction & Assessment – Special Populations – Gifted
- Curriculum, Instruction & Assessment – Special Populations – Homeless
- Curriculum, Instruction & Assessment – Special Populations – Military
- Curriculum, Instruction & Assessment – Special Populations – Multilingual Learner
- Curriculum, Instruction & Assessment – Special Populations – SWD
- Curriculum, Instruction & Assessment – Teaching – Assessments



Curriculum, Instruction & Assessment – Teaching – Curriculum

Curriculum, Instruction & Assessment – Teaching – Instructional Practice

Curriculum, Instruction & Assessment – Teaching – Standards Alignment

Curriculum, Instruction & Assessment – Teaching – Transitions

Leadership/Administration – Data-driven Decision-making

Leadership/Administration – Shared Leadership

Operations – Technology

Professional Capital – Educator Equity

Professional Capital – High Quality Professional Development

Professional Capital – Recruitment & Retention

School Climate & Supports – Attendance

School Climate & Supports – Behavioral Supports

School Climate & Supports – Disproportionality

School Climate & Supports – Safe & Healthy Schools

School Climate & Supports – Student Transition

## **APPENDICES**

The following Appendices are to be used to fulfill the requirements of the grant:

Appendix A: Optional budget narrative worksheet

Appendix B: C-12-5 MSDE Budget Form (signed and dated)

Appendix C: Job descriptions for positions funded with grant funds

Appendix D: Contracts for any contractual services

Appendix E: MOUs for any external program partners providing services directly to students

Appendix F: MSDE-approved Improvement plans for each CSI school

Appendix G: LEA-approved improvement plans for ATSI schools receiving an allocation of funds



## Title I, Part C

### ***MIGRANT EDUCATION***

#### **PROGRAM DESCRIPTION**

The primary purpose of the Maryland Migrant Education Program (MEP) is to help migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Maryland MEP must give priority for services to migrant children and youth who are failing, or most at risk of failing to meet the state's content and performance standards, have made a qualifying move within the previous year, or have dropped out of school. Migrant students bring a rich variety of experience and knowledge to the classroom. The purpose of the program is to identify the needs of migrant students so that ultimately services can be targeted for the greatest impact.

#### **AUTHORIZATION**

Title I, Part C of the Elementary and Secondary Education Act of 1965: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-i-part-a/#TITLE-I-PART-C> as amended by the Every Student Succeeds Act (ESSA).

#### **ELIGIBILITY**

All Maryland LEAs and the SEED School of Maryland

#### **USE OF FUNDS**

Awarded Funds Use: Provide a description of the proposed project, and how it will use funds to meet the unique educational needs of migratory children. A complete proposal must address the Local Education Agency (LEA) process for meeting each of the below program criteria:

- Identification and Recruitment of Migrant Children, including Preschool and Out of School Youth (OSY).
- Prioritized Provision of Services to Migrant Children based on Identified Needs.
- Measurable Outcomes for the Educational Success of Migrant Children.
- Social and Emotional and Health needs of Migrant Children.
- Coordination and Partnerships across Programs and Organizations.
- Parent Family Engagement; and
- Data and Recordkeeping Processes to Provide for Educational Continuity

**Federal Cost Principles and Guidelines for Title I Part C Funds**

Title I Part C Migrant Education Program (MEP) expenditures must be specific to the needs of identified, eligible migratory children. They must be allowable, necessary, and reasonable for efficient performance and administration of the MEP.

Supplement not supplant the services and programs that a migratory child would otherwise be eligible for. While each Federal program has its own eligibility requirements, none permits migrant children to be excluded from services because they are eligible for the MEP. Therefore, other Federal programs must select and provide services to eligible migrant students on the same basis as other eligible children. After the other Federal program selects students for services, a district may use MEP funds to increase the number of migrant students who participate in the project and/or enhance the services that participating migrant students otherwise receive. The LEA must identify and utilize all available (Federal and non-Federal) funding sources for which migratory children may be eligible (e.g. Title I Part A, Title III, state and/or local funding streams) to equitably meet students' needs first, utilizing Title I Part C funds to meet the unique educational needs of migratory children not addressed by other programs or funding sources; in other words, use these funds in a way that will supplement and not supplant the State and local funds that would, in the absence of Title I Part C funds, be made available for the education of children participating in this program.

Allowed	Expenditure Description	Special Requirements of Additional Information
Allowed	SUPPLEMENTARY  INSTRUCTIONAL SERVICES	<p>A may use MEP funds to provide supplemental instructional services for migrant eligible children. Examples of settings where services might be provided include:</p> <ul style="list-style-type: none"> <li>• Preschool.</li> <li>• Summer School.</li> <li>• Before and After School.</li> <li>• Saturday Services.</li> <li>• Intersession Services.</li> <li>• Online Services.</li> <li>• In Home <u>Tutoring</u>,</li> <li>• <u>Vocational Instruction</u>,</li> <li>• <u>Career Education</u> Services, or</li> <li>• Credit Accrual Services.</li> </ul>

Allowed	Expenditure Description	Special Requirements of Additional Information
Allowed	SUPPORT SERVICES	Support services, addressing health, dental, mental health, nutrition, or transportation needs, or advocacy for migrant children and families are an allowable use of migrant education funds.
Allowed	EQUIPMENT PURCHASES	<p>Equipment, such as technology, can be an allowable use of MEP funds, if demonstrated that a) the equipment is reasonable and necessary to operate the MEP effectively, b) existing equipment is not sufficient, and c) costs are reasonable.</p> <p>However, it would not be allowable for the district to equip classrooms in a school with computers and then charge the MEP a prorated amount based upon the number of migrant children in the school. See 2017 MEP Non-Regulatory Guidance, Chapter X, p. 116-119 for detailed limitations and requirements regarding MEP equipment expenditures</p>
Allowed	ELECTRONIC TRANSFER OF MIGRANT STUDENT RECORDS	<p>The costs involved to implement activities that assist with the upkeep and timely</p> <p>electronic transfer of migrant student records and in determining the number of migrant children with the local operating agency and state are considered an allowable use of MEP funds.</p>
Allowed	HEALTH, NUTRITION, AND SOCIAL SERVICES	Advocacy and outreach activities for migratory children and their families, including assisting such children and their families gain access to, other education, health, nutrition, and social services are considered an allowable use of MEP funds if the services are related to the educational needs of the migrant child. All other federal funds must be expended first prior to use of MEP funds.

Allowed	Expenditure Description	Special Requirements of Additional Information
Allowed	SUMMER SCHOOL	The costs associated with providing a migrant summer school program, (Personnel, supplies, equipment, and transportation) are considered an allowable expense.
Allowed	TEACHERS: Salaries and fringe benefits	Teachers must be appropriately licensed and trained, consistent with State requirements. Only teachers who are teaching the core content must meet the State licensure standards
Allowed	CLERICAL SUPPORT: Salaries and fringe benefits.	Only the actual time spent in providing clerical support for the Migrant Education Program is allowed.
Never Allowed	Language INTERPRETERS: Salaries and fringe benefits or contracted costs	Providing language interpreters for migrant students and families who are English Learners is a responsibility of the local education agency and not considered an allowable expenditure of MEP funds.
Allowed	ACTIVITIES TO IMPROVE ENGLISH PROFICIENCY	A MEP activity or service that is supplemental to ESOL services and aimed to improve English proficiency and academic achievement of English Learners migrant children is considered an allowable use of MEP funds.
Allowed	PARAPROFESSIONALS: Salaries and fringe benefits.	Only the actual time spent providing support services for the MEP is allowed. Paraprofessionals must work under the supervision of an appropriately certified teacher.

Allowed	Expenditure Description	Special Requirements of Additional Information
Allowed	PROFESSIONAL DEVELOPMENT: Costs associated with registration fees, travel, conference expenses, etc..	Registration fees, travel, conference, expenses and in-service training of Migrant staff and general education are allowed. The professional development must benefit Migrant students and/or assist the district in meeting the special education needs of migrant children. These professional development activities may be coordinated with other federal programs that give teachers, paraprofessionals, principals, and administrators the knowledge and skills to improve migrant student academic achievement.
Allowed	ACTIVITIES TO IMPROVE ACADEMIC ACHIEVEMENT	Migrant program activities targeted to improve academic achievement of educationally disadvantaged elementary and secondary migrant students are considered an allowable use of MEP funds. This includes activities to prevent migrant students from dropping out of school., or efforts to re-engage Out of School Youth in high school or high school equivalency programming.
Allowed	PARENTAL ENGAGEMENT ACTIVITIES	Migrant program activities that provide for the same parental involvement as required for programs and projects under Section 1118 (Title I, Part A) are considered an allowable use of MEP funds.
Never Allowed	SCHOOL ENROLLMENT FEES	School enrollment fees and/or supplementary charges are considered supplanting and is not an allowable expenditure

NOTE: All other expenditures not noted in this section must be approved by MSDE MEP Personnel.

### APPLICATION REQUIREMENTS

Title I, Part C application includes all statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part C program. The application includes the following parts:

## Participant Information

The applicant must provide the counts of all children enrolled in Title I, Part C programs in the geographic region during the performance period. 9/1/2023 to 8/31/2024. Applicants must provide this information in two tables. The first provides details on the number of Migrant students served by the MEP and those who reside in the district during both the summer and regular school year. This must be provided both in aggregate and by grade year. Additionally, applicants must provide the number of students served by Priority for Service (PFS) including but not limited to: migrant children and youth who are failing, or most at risk of failing to meet the state's content and performance standards, have made a qualifying move within the previous year, have dropped out of school, have an IEP, or have English Learners for both the summer and regular school year.

For determining which Migrant children and youth are at risk of failing to meet the state's content and performance standards multiple data points should be taken into consideration. Some factors in addition to grades may include attendance, whether a student is "overage," poverty indexes, etc.

A child is eligible for the MEP (and thereby eligible to receive MEP services) if the child:

- Meets the definition of "migratory child" in section 1309(3) of the ESEA,<sup>[1]</sup> and is an "eligible child" as the term is used in section 1115(c)(1)(A) of the ESEA and 34 C.F.R. § 200.103; and
- Has the basis for the State's determination that the child is a "migratory child" properly recorded on the national Certificate of Eligibility (COE).

<sup>[1]</sup> Throughout this chapter, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

## Goals and Measurable Outcomes

In this section LEAs must provide the program's goals and measurable outcomes to be achieved during this fiscal year. The program goals set by the LEA should be aligned to the State's goal areas. The overall goal of the MEP is to ensure that migratory children especially MEP children who are failing or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, who have made a qualifying move within the previous year, who have dropped out, **and** whose education has been interrupted during the year are correctly identified. The following MEP goal areas are identified and included in the Service Delivery Plan:

### Goal Area 1: School Readiness

1. By the end of the 2018-2019 school year and each year thereafter, 50 percent of identified migrant students ages 4-5 will attend curriculum-driven programs and demonstrate improvement on the Kindergarten Readiness Assessment, as available.

### Goal Area 2: Reading Achievement

1. In 2018-2019 and each year thereafter, migrant students' gap in reading proficiency when compared with non-migrant students will decrease by three percent per year.

### Goal Area 3: Math Achievement

1. In 2018-2019 and each year thereafter, migrant students' gap in math proficiency when compared with non-migrant students will decrease by three percent per year.

#### Goal Area 4: High School Graduation/ Out of School Youth (OSY)

1. In 2018-2019 and each year thereafter, migrant students will reach 90 percent graduation rate.
2. In 2018-2019, and each year thereafter, there will be a one percent increase in the amount of eligible migrant OSY who receive MEP sponsored support services that contribute to their graduation, GED, life skills, and/or career readiness goals.

#### Other Goals Areas

#### Service Delivery Plan

Applicants must provide a detailed description of all MEP activities that will be engaged in for the MEP, especially those using Title I, Part C funds. This should include discussing how the proposed activities will expand services and meet strategic priorities mentioned in the “Goals and Measurable Outcome” section. The exact activities should be described in full and provide information on individuals responsible for carrying them out. This section should also detail plans for any outreach to key stakeholders and/or partners, the development of any evaluation tools and instruments including those used in recruitment, and the timeline for hiring any necessary staff and personnel. Where written processes are requested, these should include, at a minimum, details such as who is involved, what will occur, where, and by when. It is critical that documents and data are submitted accurately to MSDE. For example, a written process is needed to show how the LEA will ensure that the MEP Coordinator checks COEs for accuracy to ensure that eligible child(ren) are enrolled in the proper MEP. \*MSDE will be providing additional guidelines and support in partnership with MIS 2000 in regard to requirements for the submission of student assessment data.

If the applicant is engaging with partners as part of any activities associated with the grant, applicants must provide a clear discussion of the partners, respective roles in the project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented. A signed partnership agreement/ letter of commitment must be included that outlines the roles, responsibilities, and contributions of each partner. The letter of commitment must be uploaded in the Appendices section.

The project should have a steering committee to govern the project. The duties of the steering committee include establishing major program policies, reviewing quarterly evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in the project. (e.g., representatives from project partners, parents, principals, Board of Education). Steering committees that are too large are often non-productive. Project directors act as advisors to the committee. The duties, members and meeting dates of the committee should be identified in this section of the project proposal.

Finally, applicants must clearly discuss all training that will be conducted as a part of this program using the table included in the application. This includes not only the topic each proposed training will address, but expected outcomes, the methods being used in the training, the intended audience, evaluation plans, and any data sources that inform the reason behind the training. This information should be listed in a table provided as part of the application. Please reach out with questions.



**Interagency/Program Coordination**

Applicants must provide a list of agencies/programs that have cooperative agreements and/or provide services to the MEP using the table provided in the application. Additionally, applicants must briefly describe any special initiatives.

**APPENDICES**

The following appendices must be included but do not apply to the page limit of the Project Narrative. Include other appendices if necessary (but please alert the MSDE Migrant Coordinator).

- Signed Partnership Agreement with any coordinating LEAs or partnering organizations, detailing the nature and timeframe of the partnership or coordination.
- Job Descriptions for any Title I Part C-funded staff positions
- A [signed C-1-25 MSDE budget form](#)



## Title I, Part D, Subpart 2

### ***PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK***

#### **PROGRAM DESCRIPTION**

The Title I, Part D, program (also called The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk) was most recently reauthorized under the Elementary and Secondary Education Act (ESEA), as amended in 2015. The Title I, Part D, Subpart 2 local educational agency program came into being in its present form with the Improving America Schools Act of 1994.

Maryland State Department of Education will award subgrants to Local Education Agencies (LEAs) with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs.

The purpose of the Title I, Part D, Subpart 2 Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk program is:

- To carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- To provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment and
- To operate programs in local schools for children and youth returning from correctional facilities and programs that may serve at-risk children and youth.

#### **AUTHORIZATION**

[The Improving America Schools Act of 1994](#)

#### **ELIGIBILITY**

A Local Education Agency (LEA) is eligible to continue to receive Subpart 2 funds if within its geographical boundaries there are locally operated correctional facilities not operated by the State, including public or private facilities and community day programs, responsible for providing a free, public education for children and youth who are neglected or delinquent. MSDE reserves the right to take into consideration geographic distribution when making awards.

#### **USE OF FUNDS**

**Funds may be used for:**

**A. Funds provided to LEAs through this grant may be used, as appropriate, for**

- Programs that serve children and youth returning to local schools from correctional facilities to assist in the transition of such children and youth to the school environment and to help them remain in school to complete their education;
- Dropout prevention programs that serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least one year behind their expected grade level, migrant youth, immigrant youth, students who are Multi-Lingual Learners, and gang members;
- Coordination of health and social services for such individuals if there is likelihood that the provision of such services, including daycare, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
- Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;
- Program administration or program coordination at the LEA level if it is reasonable and necessary, and the activities have a clear and direct effect on the improvement of services for students.
- Programs providing mentoring and peer mediation; and
- Pay for Success initiatives.

**B. At-Risk Youth:**

If the LEA indicated in the application that at-risk youth will be served, complete the following:

Describe the service(s) the LEA plans to provide to address the needs of the At-Risk students.

Indicate the anticipated number of At-Risk students that will be served based on a three-year average.

In the application, identify the categories of the At-Risk students that the LEA will serve. See the definition of "At-Risk students" below.

Indicate the length of time the services will be implemented.

Title I, Part D, Subpart 2, definition of "At-Risk" students:

- at-risk of academic failure
- has a drug or alcohol problem
- is pregnant or is a parent
- has previously come into contact with the juvenile justice system
- is at least 1 year behind the expected grade level for the age of the individual
- is a migrant or an immigrant
- is multilingual
- is a gang member

- has previously dropped out of school

**Example of Use of Funds for Title I, Part D, Subpart 2, including, but not limited to:**

- Tutoring
- Transition Services
- Preventative Services
- Academic Remediation
- Virtual Simulation Programming
- Behavioral Supports and Interventions (Supplemental Services)
- Restorative Practices
- Trauma-Informed Care and Practices
- Expanded Library Resources
- Virtual Laboratories
- Partnerships With Colleges and Universities to Provide Transitional Support

LEAs Should Contact the Title I, Part D State Coordinator to Confirm Allowability Before Expenditures

**C. Contracts and Grants: An LEA may use a subgrant received under this subpart to carry out the activities described under the above items 1-6, directly or through subgrants, contracts, or cooperative agreements.**

Funds used for each correctional facility entering into an agreement with an LEA to provide services to children and youth shall: [Section 1401]

- Ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act (IDEA);
- If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;
- Provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility is complete, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;
- Ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

- Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;
- Use technology to assist in coordinating educational programs between the correctional facility and the community school;
- Involve parents/guardians in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
- Coordinate funds received with other local, state, and federal funds available to provide services;
- Coordinate programs with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs;
- Work with local businesses to develop training, curriculum-based youth entrepreneurship education and mentoring programs for children and youth.

**Funds may not be used for:**

- Capital purchases e.g., Buildings.
- Expenditures that occurred prior to the start of the grant

**APPLICATION REQUIREMENTS**

Title I, Part D, funds must adhere to certain requirements and responsibilities on behalf of the State agencies and districts that receive the funds. State agencies and districts that conduct a program under Title I for children and youth who are neglected, or delinquent are required to:

- Meet the educational needs of neglected, delinquent, and at-risk children and youth and assist in the transition of these students from correctional facilities to locally operated programs,
- Ensure that these students have the same opportunities to achieve as if they were in local schools in the State and
- Evaluate the program and disaggregate data on participation by gender, race/ethnicity, age, disability, and Multi-Lingual Learner status not less than once every 3 years.

**Goals and Measurable Outcomes**

In this section LEAs must provide the program's goals and measurable outcomes to be achieved during this fiscal year. The program goals set by the LEA should be aligned with the State's goal areas and program outcomes:

Goal Area 1: Improvement in reading achievement: Improved performance in reading to meet the same challenging State academic content standards and challenging State student academic achievement standards. The required reading achievement goal is for at least ten percent of long-term students to show improvement of 1/2 to one full grade level from the pre to post-test scores.

Describe the specific program goal for this application, which must align with the required goal.

Provide data showing the progress on this goal over the last two years, including identifying any decrease (or no growth) data for the reading scores of long-term students from the 2022-2023 school year to the 2023-2024 school year.

Specify the baseline data to be used to evaluate activities under this grant.

If you plan to target specific subpopulations, such as students with IEPs, identify those groups or specify that the target group will be long-term if that is the case.

Describe the timeline for progress and activities.

Goal Area 2: Improvement in math achievement: Improved performance in math to meet the same challenging State academic content standards and challenging State student academic achievement standards.

Include the math data and identify the improvement of at least a ten percent increase of long-term students who show 1/2 to one full grade level improvement from the pre to post-test scores.

If there is no improvement, identify the decrease (or no growth) data for the math scores of long-term students.

Goal Area 3: Increased student outcomes through transition planning to successfully support students after exit and successful transitions of youth in secondary school completion, appropriate training, employment, or further education.

- The LEA will include the data while youth are being served in facilities.
- Improvement of a 5% increase in school enrollment.
- Improvement of a 5% increase in credit accrual.
- Improvement of a 5% increase in vocational.
- Improvement of a 5% increase in GED.
- Improvement of a 5% increase in postsecondary education opportunities.
- The LEA will include the data after youth exit the program.
- Improvement of a 5% increase in school enrollment.
- Improvement of a 5% increase in credit accrual.
- Improvement of a 5% increase in vocational.
- Improvement of a 5% increase in GED.
- Improvement of a 5% increase in postsecondary education opportunities.

Goals and measurable outcomes must contain the following information:

- Target Population: Specify the population the project will address. Program services must aim to increase student achievement, graduation rates, chronic absenteeism, and behavior.
- Goal Statements: These must be realistic goals based on a review of the research literature that is relevant to evidence-based interventions and performance measures, i.e., SMART goals. Goals must set a specific date for attainment (e.g., month and year)
- Outcome Objectives: Establish measurable objectives and specify measurement instrument(s) or source and reference indicators (e.g., test scores, absentee rates, report card grades, promotion

rates). Set a specific attainment date (e.g., month and year). Must be set in measurable terms with specific dates for attainment and aligned with project goals and measurable outcomes.

### Plan of Operation

The Plan of Operation section describes how the program requirements will be implemented. Based on the original approved application, describe in detail how the LEA will continue to address each of the following requirements separately and include a detailed description of how the program will coordinate with federal, state, and local programs: [Section 1423(3-13)]

(For example, an LEA's coordination efforts may include quarterly meetings with Title I, Part A, and/or Special Education to discuss how the program requirements are being met effectively without duplication of effort, challenges, barriers, budget spend-down, etc.).

1. Provide a detailed description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participate in an education program comparable to one operating in the local school such youth would attend. (Sec. 1423 (3))
2. Provide a detailed description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. (Sec. 1423 (4))
3. Provide a detailed description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program. Also, include the number of individuals expected to return to the local school system. (Sec. 1423 (5))
4. Describe how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth. If appropriate, provide an estimated number of children and youth to be served according to each characteristic.
5. Provide a detailed description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the children or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources and scheduling flexibility. (Sec. 1423 (6))
6. Provide a detailed description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students. (Sec. 1423 (7))
7. Provide a detailed description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities. (Sec. 1423 (8))

8. Provide a detailed description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. (Sec. 1423 (9))
9. Provide a detailed description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. (Sec. 1423 (10))
10. Provide a detailed description, as appropriate, of how schools/LEA will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. (Sec. 1423 (11))
11. Provide a detailed description of the efforts participating schools/LEA will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. (Sec. 1423 (12))
12. Provide a detailed description of the steps the schools/LEA will take to find alternative placements for children and youth interested in continuing their education but unable to participate in the regular public-school program. (Sec. 1423 (13))
13. Provide a chart summarizing the last three years, which details the progress the LEA is making in dropout prevention. (Sec. 1426)
14. Provide, annually, the number of students to be served during the grant period. The "period" is described as the school year funding period from July 1 to September 30 the following year. (Sec. 1412 – Eligibility)
15. Provide information on how the project will be supervised and staffed. Submit a detailed and time-specific management plan with pre-assigned responsibilities to include:
  - Participation in technical assistance opportunities offered by MSDE.
  - Submission of required reports
  - Regularly monitoring the performance of the program during implementation
  - Startup activities
  - Assuring continuity and quality of the program during implementation
  - Regularly monitoring fiscal requirements on the uses and spend-down of funds
  - Submission of program evaluation data
  - Purchasing and distribution of program supplies, equipment, and materials
  - Professional development activities
  - Stakeholder and staff meetings
16. On the Plan Worksheet, chronologically list all major management actions necessary to implement the program during the first year of funding.



## APPENDICES

- MOUs/MOAs: Signed and dated MOUs/MOAs are required from all project partners for the school year 2024-2025. Each MOU/MOA must contain the following:
  - A statement acknowledging and supporting the goal(s) and objectives of the project;
  - The participant's expected gains from the project;
  - The expertise, resources, and financial contributions the participant is making toward the project; financial contributions (in-kind and cash) should be quantified;
  - A clear statement detailing the roles, responsibilities, and capabilities of the partners; and
  - A clear statement that the partners intend to maintain the partnership for the duration of the grant period.
- Facility Profiles: The LEA must complete the attached Facility Profile for each facility students receive education services for the 2024-2025 school year.
- Professional Development Plan: The LEA must include a professional development plan for staff, parents, and community partners for the 2024-2025 school year. Include a description of the PD activity, objectives & expected outcomes, date, and audience.
- Monitoring Plan: The LEA must submit a plan for monitoring students' educational program at each of the LEA's facilities for the 2024-2025 school year. Include a projected schedule, dates, facility or program site, and monitoring templates.
- Transition Plan Template: The LEA must include the LEA's Transition Plan Template that will be used by the transition specialist for each student and will include the following elements:
  - Information about the student's family and friends
  - Physical and emotional health
  - Values
  - Assessments, classes/courses, and placement information
  - Skill plans
  - Living options/budgeting assistance
  - Necessary documents
  - Transition plan review (frequency)
  - Psychological/counseling
  - Education goals and measurable outcomes
  - Team participants



## Title II, Part A

### ***SUPPORTING EFFECTIVE INSTRUCTION***

#### **PROGRAM DESCRIPTION**

**The Title II, Part A grant program provides a continuum of support, and related tools needed for education administrators, teachers, and other school leaders to develop innovative ways to strengthen and improve existing systems through professional development, certification, licensing, recruitment and retention, and the ability to attract and retain quality talent.**

The Title II, Part A grant program acknowledges the critical role that teachers and principals play in developing high performing schools in low-income and minority communities and the positive impact on students' academic achievement with challenging State academic standards. The Title II, Part A program seeks to sustain as well as expand support systems for teachers, principals, and other education administrators. These programs result in a greater impact on student achievement and social development, as well as the execution of effective strategic planning and bolstering the LEA's ability to meet State standards.

#### **ELIGIBILITY**

This formula grant provides local education agencies (LEAs) a proportionate share determined by poverty and enrollment data for the LEA. The formula for determining each LEAs share is 80% poverty and 20% enrollment.

#### **USE OF FUNDS**

The use of funds for Title II, Part A shall be in accordance with the purpose of this Title according to the United States Department of Education [Title II, Part A regulations](#). Funds shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and may include activities to develop or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders.

All purchases must adhere to the [Federal Cost Principles](#) (reasonable, allowable, necessary and allocable). Additional guidance is provided in the required budget forms. Please see the United States Department of Education [guidance document](#) on supplement, not supplant.

#### **Title II, Part A funds may be used for:**

- Salaries/Stipends;
- Materials and supplies;
- Travel; and
- Equipment

**Title II, Part A funds may not be used for:**

- Food purchases;
- Professional learning activities for non-school based staff;
- Activities or materials not reasonable and necessary;
- Activities that supplant the responsibilities of the LEA; and
- Activities mandated through local and state legislation.

**APPLICATION REQUIREMENTS**

LEAs must complete and submit an application for funding that addresses the statutory requirements of Title II, Part A, as described below. The LEAs requirements include the following:

Needs Assessment

Targeted Supports and Consultation

Ensuring Equitable Access to Excellent Educators

Recruiting, Preparing, and Training Effective Teachers and Principals

Administrative Costs

Equitable Services to Students in Private Schools

Title II, Part A funds are granted by formula as specified by ESSA to LEAs to increase student achievement consistent with the state standards by preparing, training, and recruiting high-quality teachers, principals, and other school leaders. Each LEA shall include activities aligned with four areas:

Increase student achievement consistent with the challenging State academic standards;

Improve the quality and effectiveness of teachers, principals, and other school leaders;

Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Activities to be carried out by the LEA under Title II, Part A include:

Systems of professional growth and improvement, including induction for teachers, principals, or other school leaders;

Opportunities for building the capacity of teachers;

Opportunities to develop meaningful teacher leadership;

Use of data and ongoing consultation to continually update and improve activities; and

Equitable services and timely consultation to private school children and teachers.

By receiving funds under Title II, 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. Please refer to the United States Department of Education [Title II website](#) for full federal requirements.

Please refer to the [website](#) of the Office of Elementary & Secondary Education for the United States Department of Education for specific legislation, regulations, and guidance for Title II, Part A.

The LEA must complete each narrative section of the application, the required attachments, and any additional supporting documentation or data as appropriate or necessary.

## Section 1

### Needs Assessment

Title II, Part A application shall provide a description of how the LEA developed the application using data from a district-wide needs assessment and alignment to the LEA strategic plan. Identified needs and priorities for Title II, Part A funding shall be identified.

### Priority Areas

To ensure that every student has access to excellent educators, LEAs must work to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students' greater access to effective teachers, principals, and other school leaders. Based on the review of equitable access data, the LEA shall identify equity gaps that are current priorities for the LEA, cite specific data points, and explain how the LEA intends to address each priority area to provide solutions to the identified needs.

### Programmatic Goals and Measurable Outcomes

Crafting programmatic goal(s) and measurable outcomes is an important part of evaluating the impact of your Title IIA program.

The overarching programmatic goals should:

- articulate a broad aim of what the LEA intends to accomplish with the funds;
- connect to the overall purpose of Title II, Part A; and align to the priority areas identified by the needs assessment.

Outcomes measure progress towards meeting the programmatic goals. They break the broad goal into long-term, mid-term, and short-term benchmarks. Outcomes capture the changes or shifts that must occur in order for the LEA to reach the programmatic goals. Measurable outcomes should:

- collectively represent a coherent progression to the programmatic goal
- Include time periods and be achievable within the grant period
- include specific measures or data; and
- quantify impact.

Below are two examples of Programmatic Goals and aligned Measurable Outcomes:

**Example A**

Programmatic Goal: Implement a comprehensive system of support for new teachers to XXPS.

Measurable Outcomes:

- 100% of new teachers will participate in New Teacher Orientation in August 2023.
- 100% of mentors will facilitate at least 2 coaching cycles with all new teachers during the 2023-2024 school year.
- 100% of new teachers will feel supported by the end of the 2024 school year.
- XXPS will retain at least 80% of new teachers by the end of the 2024 school year.

**Example B**

Programmatic Goal: Increase the percentage of students who are reading on grade level by grade 3 by 2027.

Measurable Outcomes:

- 100% of teachers will participate in job-embedded PD facilitated by literacy coaches by June 2024.
- 90% of teachers will demonstrate an increase in understanding of research-based instructional strategies aligned to the science of reading by June 2024.
- 70% of teachers will apply their new learning from PD into their classroom by June 2025.

**Plan of Operation**

The LEA shall provide a description of how it will:

Prioritize funds to at risk schools served by the LEA including those who are implementing comprehensive support and improvement (CSI) activities and additional targeted support and improvement (ATSI) activities;

Meaningfully consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, the LEA Equity Point of Contact/Office, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title II, Part A; and

Use data and ongoing consultation to continually update and improve activities supported by Title II, Part A;

For Title IIA consultation, the LEA must include all groups mentioned in statute in their description. The LEA should be able to provide evidence of consultation if requested by MSDE.

Ensure that the application was developed in alignment with the requirements of the Educational Equity regulation ([COMAR 13A.01.06](#)). and provides low-income and minority students greater access to effective teachers, principals, and other school leaders.

## Section 2

### Recruiting, Preparing, and Training Effective Teachers and Principals

When developing the activities aligned to the overall outcomes of the program, the LEA must answer the following questions:

What are the anticipated measurable outcomes for this activity?

What activities and sub activities will take place to ensure these outcomes are met?

How does this activity align with challenging State academic standards?

Who is the target audience for this activity?

In what months and years will this activity and related sub activities occur?

In which evidence tier does this activity fall? For activities identified as tiers 1-3, please provide links to the studies.

What is the LEA's plan for evaluating the impact and effectiveness of this activity? There should be clear alignment between the evaluation plan and the anticipated outcomes for this activity.

## Section 3

### Administrative Costs

To develop and maintain an accounting system for Title II, Part A funding, ensure timely submission of interim and final reports, and ensure proposed costs are permitted according to the terms and conditions of the grant and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base. If LEAs are using Title II, Part A funds for Administrative Costs, provide an itemized list of costs incurred to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

## APPENDICES

- MSDE Itemized Budget Form (C-1-25)
- Data, charts, graphs to support specific questions or sections of the application.



## Title III, Part A: English Language Acquisition

### ***ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT PROGRAM DESCRIPTION***

The purpose of Title III State Formula Grant is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. Federal funding is provided to assist state education agencies (SEAs) and local education agencies (LEAs) in supporting ELs.

#### **AUTHORIZATION**

Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA).

#### **ELIGIBILITY**

Funding is available solely for local education agencies that serve English learners.

#### **USE OF FUNDS**

The Title III, Part A program, administered by the Office of Elementary and Secondary Education ([OESE](#)), is designed to improve the education of English learners (ELs). Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of ELs. All services provided to ELs using Title III funds must supplement and not supplant the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under state or local laws. Please see the United States Department of Education [guidance document](#) on supplement, not supplant.

Some examples of how Title III, Part A funds may be used include:

- Stipends for EL teachers, tutors, and/or paraprofessionals;
- Supplemental EL instructional materials and supplies;
- Professional development for educators of ELs;
- Family and community engagement activities for ELs and immigrant students and their families;
- Activities that enhance English language proficiency and academic achievement of ELs; and
- Administrative expenses and indirect costs.

Funds may not be used for:

- Food purchases;
- Activities that supplant the responsibilities of the LEAs; and

- Activities mandated through local and state legislation.

Applicants must submit a finalized application that meets all criteria for receiving funds.

## APPLICATION REQUIREMENTS

### Narrative

Title III, Part A applications should provide a description of existing issues and challenges facing your LEA related to the proposed activities of this grant.

### Required Strategies

LEAs must implement several required activities and may implement one or more optional authorized activities. For each activity implemented, the applicant must describe the activity, provide intended outcomes, provide a timeline of key events, and describe how nonpublic schools are being included.

An eligible entity receiving funds under section 3114(a) must use the funds in the required strategies before spending funds on authorized optional strategies:

1. Increasing the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].
2. Providing effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)]. Within strategy #2, the professional development should be designed to accomplish the following:
  - 2.1: improving the instruction and assessment of English learners;
  - 2.2: enhancing the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners; and
  - 2.3: increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers.

Note to applicant: Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

3. Providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which: [section 3115 (c)(3)].
  - Shall include parent, family, and community engagement activities; and



- May include strategies that serve to coordinate and align related programs.

### Authorized Optional Strategies

An eligible entity receiving funds under section 3114(a) may use the funds on any of the following optional authorized strategies:

4. Upgrading program objectives and effective instructional strategies [section 3115(d)(1)];
5. Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)];
6. Providing tutorials and academic or career and technical education; and intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators [section 3115(d)(3)] by:
  - 6.1: Providing tutorials and academic or career and technical education [section 3115(d)(3)(A)]; and/or
  - 6.2: Providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators [section 3115(d)(3)(B)]. (d)(2).
7. Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)];
8. Improving the English language proficiency and academic achievement of English learners [section 3115(d)(5)];
9. Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)] by:
  - 9.1: Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English skills of ELs [section 3115(d)(6)(A)]; and/or
  - 9.2: Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].
10. Improving the instruction of English learners, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 3115(d)(7)(A-C)].
11. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education [section 3115(d)(8)]; and/or

12. Carrying out other activities that are consistent with the purpose of Title III, Part A, Every Student Succeeds Act [section 3115(d)(9)].

**Note for the applicant:** LEAs must utilize Title III funds to support required strategies prior to allocating funds for optional authorized strategies. If the LEA is not planning to implement the optional authorized strategies, the LEA may skip that section.

### Goals and Measurable Outcomes

- Applicants are required to describe in detail what success will look like and the criteria that will be used to determine and measure success. The goals should be aligned to the priority areas identified in the narrative. They should also align to the overarching purpose of Title III, Part A, which is to ensure that English learners (ELs) attain English language proficiency and meet state academic standards as prescribed in ESSA.
- Outcomes measure progress towards meeting the overall goal of the program.
- Applicants are required to identify clear and measurable goals and measurable outcomes for each activity.
- Determining the program goal(s) and outcomes is an important part of the next step of evaluating your program.
- To be clear and measurable outcomes must:
  - provide specific measures or data (e.g., state, or local mathematics scores);
  - quantify impact (e.g., 5% increase);
  - link program activity to outcome;
  - include time period (e.g., spring assessment); and
  - include a comparison group (e.g., non-participating students).

### Below are some tips for writing goals:

Tie your goals and measurable outcomes directly to the specific EL Workgroup recommendations being implemented. See MSDE's [Workgroup on English Learners in Public Schools Final Report](#)

Think about how you will measure the goal in each outcome. If there is no way to measure a goal, it is not measurable and should be rewritten.

- **Example A**
  - **GOAL:** Increase the percentage of ELs demonstrating growth in English language proficiency.
  - **Measurable Outcomes:**

95% of English learners will demonstrate English language proficiency growth as measured by the ACCESS for ELLs/Alternate ACCESS for ELLs.

80% of English learners will exit the English language development program as measured by the ACCESS for ELLs (4.5 overall composite proficiency level) or Alternate ACCESS for ELLs (P2 overall composite proficiency level).

- **Example B**

- **GOAL:** Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.
- **Measurable Outcomes:**  
Professional learning opportunities will be offered to 100% of educators who work with ELs.

70% of teachers will apply their new learning from PL into their classroom by June 2025.

## **BUDGET DETAIL**

The project's budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget detail and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying, and refreshments. There is no page limit for the budget, so be as detailed as possible.

See the following guidance below:

Budget Category	Guidance
Salaries	List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should consider the time needed to establish and fill new positions and the changing demands for personnel during the project. The narrative should justify the necessity for creating new positions. Could the present staff be reallocated? Could volunteers be utilized? Do all positions need to be full-time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.
Fringe and Employee Benefits	Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance, and other benefits and multiply by the total salary costs to determine the total Fixed Charges. Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.
Contracted Services	For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.
Supplies and Materials	All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).
Other Charges	Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.
Equipment	Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.
Administrative Expenses	Title III allows each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering the grant.
Transfers	Transfers are payments to other LEAs or Nonpublic schools. Expenses under Transfers may also be indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.
Indirect Costs	For guidance on how to calculate indirect costs, please refer to Appendix A of the <a href="#">Financial Reporting Manual for Maryland Public Schools</a> . This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

## APPENDICES

A [signed C-1-25 MSDE budget form](#)



## Title IV, Part A

### ***STUDENT SUPPORT AND ACADEMIC ENRICHMENT PROGRAM***

#### **PROGRAM DESCRIPTION**

Title IV, Part A of the Elementary and Secondary Education Act (ESEA) is the Student Support and Academic Enrichment (SSAE) program. The SSAE program is intended to improve students' academic achievement by increasing the capacity of Local Educational Agencies (LEAs) and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

#### **AUTHORIZATION**

[Title IV, Part A of Every Student Succeeds Act](#)

#### **ELIGIBILITY**

LEAs that received a previous year Title I, Part A allocation are eligible. MSDE reserves the right to take into consideration geographic distribution when making awards.

#### **USE OF FUNDS**

Funds may be used for:

- Salaries, wages, stipends
- Fringe benefits
- Contracted services
- Equipment
- Materials and supplies
- Travel
- Up to 2% administrative costs
- Indirect costs

Funds may not be used for:

- Construction, renovation, or repair of any school facility, except as authorized under SEC. 8526. [20 U.S.C. 7906];
- Transportation unless otherwise authorized under this section. 8526. [20 U.S.C. 7906].
- Developing or distributing materials, or operating programs or courses of instruction directed at youth, which are designed to promote or encourage sexual activity, whether homosexual or heterosexual;

- Distributing or to aiding in the distribution by any organization of legally obscene materials to minors on school grounds;
- Providing sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or
- Operating a program of contraceptive distribution in schools.

## APPLICATION REQUIREMENTS

Proposals for funding must contain the following to be considered for funding:

Demonstration of Consultation: During the design and development of its application, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA. (ESEA section 4106(c)(1)). Such stakeholders must include, but are not limited to, the following:

- Parents
- Teachers
- Principals
- Students
- School leaders

Charter schoolteachers, principals, and other school leaders, when applicable

- Specialized instructional support personnel
- Indian tribes or tribal organizations, when applicable
- Local government representatives
- Others with relevant and demonstrated expertise.
- Community-based organizations

Program Activities: Provide a description of the activities and programming that the LEA will carry out, including a description of the following:

- Any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- How funds will be used for activities in the three content areas – well-rounded educational opportunities, safe and healthy students, and effective use of technology; and
- Objectives and intended outcomes based on the identified SSAE program activities (ESEA section 4106(e)(1)).

1. **Assurances** [ESEA, Section 4106 (E)(2)]:

- a. Demonstration that the distribution of funds is prioritized to schools based on one or more of several factors, including schools that:

- i. are among those with the greatest needs, as determined by the LEA;
    - ii. have the highest numbers of students from low-income families;
    - iii. are identified for comprehensive support and improvement under Title I, Part A;
    - iv. are implementing targeted support and improvement plans under Title I, Part A; and/or
    - v. are identified as a persistently dangerous public school under section 8532 of the ESEA.
  - b. Demonstrate consultation with non-public school officials to identify the needs of eligible private school students and teachers.
  - c. Evidence that the LEA complied with the spending requirements prescribed for any allocation that is greater than or equal to \$30,000:
    - i. At least 20 percent of funds for activities to support well-rounded educational opportunities;
    - ii. At least 20 percent of funds for activities to support safe and healthy students; and
    - iii. A portion of funds for activities to support effective use of technology of which cannot exceed 15% of said portion to purchase technology devices, software, hardware, etc.
  - d. Special Rule. – Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraph (C) (i), (ii) and (iii)
2. Equitable Services to Students in Non-Public Schools
3. Completed set of assurances.
4. Compliance with the Internet Safety requirements
5. The General Education Provisions Act (GEPA), Section 427
6. Detailed budget and budget narrative that is compliant with Title IV, Part A spending rules.

### Plan of Operation

Title IV, Part A details how the LEA will implement Title IV, Part A in their respective school system.

Specifically, the Plan of Operation identifies the following key elements:

- the proposed activities/programs under each content area that align to a listed federal example;
- the objectives, outcomes, and milestones for each program/activity;
- the tier of evidence for each proposed activity/program;
- the evaluation plan for each proposed activity/program;
- the specific implementation plan and timeline for each proposed activity/program; and
- the total projected use of funds for each program.

When considering the allowability of programs/activity under the three content areas, LEAs must ensure the proposed activity/program satisfies the following conditions:

- the activity/program aligns with one of the purposes of Title IV, Part A (i.e., Well-Rounded Education Opportunities, Safe and Healthy School Initiatives, and the Effective Use of Technology). See ESEA § 4101 Purpose.
- the activity/program meets the federal cost principles (i.e., reasonable, necessary, allowable, and allocable). See the Code of Federal Regulations (CFR) §200 Subpart E Cost Principles;
- the use of funds supplements and does not supplant other State or local funds that would otherwise pay for the activity/program in the absence of Title IV, Part A funding. See ESEA §4110 Supplement Not Supplant;
- the proposed activity/program is not one of the listed prohibited uses of funds for Title IV, Part A. See ESEA § 8526 Prohibited Uses of Funds; and
- the proposed activity/program was identified as a need in consultation with relevant stakeholders.

### Selecting Evidence-Based Activities

Title IV, Part A stakeholders should select relevant evidence-based activities, when evidence is available, that will have the likelihood of working in the local context. Evidence-based activities are more likely to improve student outcomes, but the effectiveness also depends on the local context (e.g., the alignment of that activity to other efforts underway, the population being served) and local capacity (e.g., funding, staff and staff skills, resources, buy-in from stakeholders).

ESSA defines an evidence-based activity, strategy, or intervention as: (See ESSA § 8101 (21) Definitions)

- demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on one of three tiers of evidence; or
- demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

ESSA § 8101 (21)(B) Definition for Specific Activities Funded under this Act requires LEAs to prioritize the use of a Tier I, II, III, or IV activity, strategy, or intervention for Title IV, Part A. The tiers of evidence are defined as:

Level 1: Strong evidence from at least one well-designed and well-implemented experimental study.

Level 2: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study of the intervention.

Level 3: Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.

Level 4: The practice demonstrates a rationale based on a strong theory of action or logic model, and there is a plan in place to study its impact on outcomes.

### Activity Keys

Linked are the Title IV, Part A Activity Keys for each content area. LEAs will use these keys and the abbreviated names for the corresponding federal examples when completing the application. Using the keys and selecting an abbreviated name for the programs and activities proposed under each content area will ensure the LEA satisfies the first condition outlined with allowability (i.e., the activity



and program aligns with one of the purposes of Title IV, part A (i.e., Well-Rounded Education Opportunities, Safe and Healthy School Initiatives, and the Effective Use of Technology)).

**Activity Keys Federal Examples**

**APPENDICES**

- A signed C-125 MSDE Budget Form
- Attestation of Internet Safety Compliance
- Most recent Title IV, Part A Comprehensive Needs Assessment



## ***RURAL AND LOW-INCOME SCHOOLS***

### **PROGRAM DESCRIPTION**

The Rural and Low-Income School Program (RLIS) is one of three programs authorized under the Rural Education Achievement Program (REAP) in Title V, Part B, Subpart 2 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA). The program is designed to supplement funding to help rural local education agencies (LEAs) increase student academic achievement.

### **AUTHORIZATION**

The U.S. Department of Education's Rural Education Achievement Program (REAP) in Title V, Part B, Subpart 2 of the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act of 2015

Statutory Citations [ESEA Sections 5222 and 5232](#) Regulatory Requirements [34 C.F.R. Section 76.707](#)

### **ELIGIBILITY**

Dorchester County Public Schools is the only LEA in Maryland that qualifies for the grant per the United States Department of Education.

### **USE OF FUNDS**

RLIS funds may be used for any allowable activities under Title I, Part A, Title II, Part A, Title III, and Title IV, Part A of the ESEA, as well as parental involvement activities. However, the RLIS funds must be used to supplement, and not supplant, any other Federal, State, or local education funds. Please see the United States Department of Education [guidance document](#) on supplement, not supplant.

#### **Funds may be used for:**

- Program supplies
- Salaries and fringe
- Stipends
- Other operating costs

#### **Funds may not be used for:**

- Construction, renovation, or repair of any school facility, except as authorized under SEC. 8526. [20 U.S.C. 7906],
- Transportation unless otherwise authorized under this section 8526. [20 U.S.C. 7906],

- Developing or distributing materials, or operating programs or courses of instruction directed at youth, which are designed to promote or encourage sexual activity, whether homosexual or heterosexual,
- Distributing to or aiding in, the distribution by any organization of legally obscene materials to minors on school grounds,
- Providing sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence, or
- Operating a program of contraceptive distribution in schools.

### **APPLICATION REQUIREMENTS**

The RLIS is authorized by Title V, Part B of Every Student Succeeds Act (ESSA). Under the RLIS program, grants are made to SEAs with eligible school districts. State Education Agencies (SEAs) subgrant RLIS funds to eligible school districts to pay for activities authorized under Titles I-IV of the ESEA, as well as parental involvement activities.

#### **Plan of Operation**

In the Plan of Operation chart in the application, provide the management and implementation strategies to be used to accomplish the outcomes. Strategies are the methods, procedures, and techniques determined appropriate for successful management and implementation of the project. In the application, please list, in chronological order, all major management actions necessary to implement the project during the funding cycle. In addition, provide a narrative that explains why the strategies were chosen and how they will help to achieve the outcomes. How will grant funds support these strategies and how many students will be served? Indicate which key personnel are responsible for accomplishing each action and the estimated timeline for completion.

#### **Goals and Measurable Outcomes**

Indicate the ESSA performance goal(s) to which resources provided by this grant will be targeted. Goals should be specific and aligned to the needs identified in the applicant's needs assessment and the strategies and actions included in the plan of operation. Include measurable outcomes and evaluation measures for each goal.

- What measurable outcome(s) are expected (i.e., levels of performance or achievement, changes in professional practice, goals)?
- What evaluation measures will be used to determine if progress toward ESSA goals has been made? (i.e., how will the achievement outcomes be measured?)

### **APPENDICES**

- Signed MSDE C-1-25 Budget Form

## Fine Arts

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### PROGRAM DESCRIPTION

The Maryland Programs in Fine Arts requires each local educational agency to provide an instructional program in fine arts (dance, media arts, music, theatre, and visual art) aligned to the Maryland State Standards for the Fine Arts, in which each student across grades prekindergarten—12 shall participate, as set forth in COMAR 13A.04.16.01. LEAs must adhere to the Universal Design for Learning (UDL) principles to maximize learning opportunities for all diverse learners, including students with disabilities, students who are English learners, and students who are gifted and talented. UDL shall guide local school systems in the development of curriculum, instructional planning, instructional delivery, material selection, and assessment.

### AUTHORIZATION

Powers and duties of Board, [Md. Code Ann. Education § 2-205](#)

Programs in Fine Arts, Certification Procedures, [COMAR 13A.04.16.03](#)

### ACCOUNTABILITY

Each local school system shall report annually their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress.

### APPLICATION REQUIREMENTS

As stated in COMAR 13A.04.16. Section .03 Certification Procedures, each local school system shall report annually their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress. Complete the charts in the application outlining the 2023-2024 goals of the LEA to meet the requirements outlined in COMAR 13A.04.16.01, Programs in Fine Arts for dance, media arts, music, theatre, and visual art.

### Annual Implementation Goals

For each arts discipline, state the overall goal(s). The goals should be in alignment with LEAs instructional programming within grades prekindergarten – 12, which at a minimum meet the requirements of COMAR 13A.04.16.01. In addition, the goals must address The Blueprint for Maryland's Future - Pillar 1: Early Childhood Education, Pillar 2: High Quality and Diverse Teachers and Leaders, or Pillar 3: College and Career Readiness. Pillar 4: More Resources for Students to be Successful. For each goal:

- identify measurable objectives to be accomplished incrementally toward attaining goals;
- describe the evidence-based strategies the LEA will implement to achieve the defined goals and objectives;
- and provide methods for measuring progress to include the type of data collected and the frequency.

# Gifted and Talented Education

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## PROGRAM DESCRIPTION

Gifted and talented (GT) students are found in all Maryland schools and in all cultural, ethnic, and economic groups. The term “gifted and talented student” means an elementary or secondary student who is identified by professionally qualified individuals as:

- Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment;
- Exhibiting high performance capability in intellectual, creative, or artistic areas;
- Possessing an unusual leadership capacity; or
- Excelling in specific academic fields.

LEAs implement differentiated programs and services that develop the gifted and talented student’s potential. LEAs provide programs and services that inform and involve parents. Areas of academic as well as social emotional growth are included in programs.

## AUTHORIZATION

Powers and duties of Board, [Md. Code Ann. Education § 2-205](#)

Gifted and Talented Education Monitoring and Reporting Requirements, [COMAR 13A.04.07.06](#)

## ACCOUNTABILITY

Each local school systems shall report in their consolidated local Every Student Succeeds Act (ESSA) plan:

- (1) The process for identifying gifted and talented students;
- (2) The number of gifted and talented students identified in each school;
- (3) The percentage of gifted and talented students identified in the local school system;
- (4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale;
- (5) The continuum of programs and services; and
- (6) Data-informed goals, targets, strategies, and timelines.

## APPLICATION REQUIREMENTS

LEAs shall establish an equitable process with an identification pool encompassing all students. Identification practices must use universal screenings and multiple indicators of potential, ability, and achievement.

### Process for identifying gifted and talented students

The process should include:

- Documentation of early evidence of advanced learning behaviors (Prek-2).
- Equitable policies that ensure inclusion of all students.
- A universal screening process at grades Prek-2, 3-5, and 6-9.
- An outline of how the identification process is reviewed for effectiveness.
- An outline of the ongoing professional learning plan for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of gifted students.

### **Number of gifted and talented students identified in each school**

The number of gifted and talented students identified in each school and LEA will be derived from attendance data provided to MSDE Office of Accountability. The LEA does not need to include this information.

### **Percentage of gifted and talented students identified in the local school system**

LEAs will indicate the overall percentage of students that qualify for GT programs, as well as a disaggregated demographic breakdown. In the application, complete the chart comparing GT data to the entire student population.

### **Exempt schools**

LEAs will list the schools that have been exempted from identification of a significant number of gifted and talented students and the rationale in the chart indicated in this section of the application.

### **Continuum of programs and services**

A continuum of programs and services gives individual students from different backgrounds or at different ability/achievement levels access to be successful. This differentiated approach to programming allows for talent scouting and cultivating student potential. In this section of the application complete the chart identifying the evidence-based programs and delivery models for each grade band.

### **Goals, targets, strategies, and timelines**

Goals, targets, strategies, and timelines should be tied to building capacity and creating more inclusive programs that equitably serve students in the LEA. In this section of the application identify the goals, targets, strategies, and timelines for implementing gifted talented education.

# Comprehensive Teacher Induction Program

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## PROGRAM DESCRIPTION

High quality comprehensive teacher induction programs are necessary to address critical professional learning needs of new teachers, improve instructional quality, and help inductees achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession. The induction program that each local educational agency designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support.

## AUTHORIZATION

Powers and duties of Board, [Md. Code Ann. Education § 2-205](#)

Comprehensive Teacher Induction Program Reporting Requirements, [COMAR 13A.07.01.09](#)

## ACCOUNTABILITY

Each local school system shall report annually:

- (1) A description of the mentoring program;
- (2) Data, including the number of probationary teachers and the number of mentors who have been assigned; and
- (3) How they have measured the effectiveness of the program.

## APPLICATION REQUIREMENTS

LEA requirements for Comprehensive Teacher Induction Programs (CTIP) is specified in [COMAR 13A.07.01](#). Each LEA shall report on the following information in their Local ESSA Consolidated Strategic Plan:

### Mentoring Program

In this section LEAs will describe their mentoring program by providing the following information:

- a list of the supervisor(s) of your CTIP to include the names, positions, and responsibilities of those individuals.
- a description of the training that your mentors receive before and during their tenure as a mentor including the timeline of when training occurs and the content of the training.
- a description of how school system administrators are trained in the roles and responsibilities of mentors including the timeline of when training occurs and the content of the training.
- a description of the initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.
- a description of what opportunities probationary teachers have for observation, informal feedback, and co-teaching with their mentor or peers.
- a description of how the needs and concerns of new teachers are assessed and addressed through ongoing support, informal feedback, and follow-up.

## Data Reporting

In this section, LEAs will provide their local data on the number of mentors and mentees being served by the LEAs CTIP. This should include:

- the total number of mentors disaggregated by full time, part time, and teacher mentors.
- the total number of probationary teachers being served by your CTIP.
- the average mentee to mentor ratio (example: 15:1).
- a description of how the LEA uses action plans and relevant data to improve the instructional practice of your probationary teachers.

## Measuring Effectiveness

### Overall Program

In this section, LEAs will explain how the efficacy of their mentoring program is evaluated. LEAs should include the following data sources and explain how they are used to drive decision-making for the mentoring program:

- teacher evaluation data,
- teacher perception data, and
- new teacher retention data.

### Individual Mentors

LEAs must also explain how they use data to improve the efficacy of their mentors. This includes the data sources, method of collection, how the data is used to enhance mentor effectiveness, and the persons responsible for the mentor evaluation.



## Carryover and No Cost Extensions (Tydings Amendment)

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The statutory authority for the period for obligating and expending carryover funds is the so called “Tydings Amendment,” section 412(b) of the General Education Provisions Act (GEPA), [20 U.S.C. 1225\(b\)](#). Also see section 76.709 of the Education Department General Administrative Regulations (EDGAR), [34 C.F.R. § 76.709](#). In general, under this provision, any funds not obligated and expended during the period for which they were awarded become carryover funds and may be obligated and expended during the succeeding fiscal year. As specified in section 412(b)(2) of GEPA and §76.710 of EDGAR, any such carryover funds must be obligated and expended in accordance with the Federal statutes and regulations that apply to the program and are in effect for the carryover period, as well as the program plan or application submitted and in effect for the carryover period. The State must document and maintain records that reflect separate expenditures of carryover funds for each fiscal year that are in accordance with the approved program applications (originally or as amended) for the fiscal year in which they were awarded.

For each program where an LEA is seeking to carry over funds for use in a subsequent fiscal year, the LEA must submit a budget narrative and worksheet, and MSDE will initiate an administrative amendment to extend the grant period for 12 additional months. The LEA will not be required to submit a C-1-25 budget amendment or obtain approval from MSDE unless the request includes changes other than the extension of the obligation period.

The 12-month program budget and narrative should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget detail and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

### REPORTING REQUIREMENTS

Grantees must comply with the following reporting requirements specific to each Title program. The below reporting requirements do not replace previously published reporting requirements for awards and programs prior to Fiscal Year 2025.

MSDE is under obligation to proactively monitor subawards to ensure compliance with federal and state laws and regulations governing the programs to be administered in accordance with the Federal Uniform Administrative Requirements 2 CFR §200.331 (d) and (e). MSDE will conduct a risk analysis prior to awarding federal funds and may place certain conditions on the grant, based on the determined level of risk. All grantees are required to participate in at least one on-site and/or desk monitoring per funding cycle.

The appropriate sections of the [Grant Budget Forms Workbook](#) must be submitted with all reports and requests for amendments. This can also be found on the [MSDE grants webpage](#). LEAs are required to submit interim reports and a final report for each program over the entire grant cycle. Any requests for amendments must be submitted at least 45 days before the grant period ends and must be submitted using the (C-1-25, C-1-25 A, C-1-25 B). Grantees are also required to submit an annual evaluation report that is consistent with the project's goals and measurable outcome(s) for each program.

Date	Program	Reporting Requirements
October 31, 2024	All Programs	<p>FY 24 Final Reporting including the C-1-25D for programs not utilizing the 12-month extension.</p> <p>Programs needing an extension will submit a 12-month budget for the amendment period. MSDE will complete an administrative amendment for the 12-month Tydings Amendment Extension</p>
November 18, 2024	All Programs	Final Submission for Consolidated Federal Programs Template and Application
December 16, 2024		Prior Fiscal Year Carryover reports
Ongoing	All Programs	Technical assistance, program support, and fiscal and program monitoring. This may include collaborative meetings with MSDE staff, site monitoring visits, etc.
December 2, 2024	Title I, Part A	Comparability Report
Ongoing	All Programs	Technical assistance, program support, and fiscal and program monitoring. This may include MSDE-led collaborative meetings, site monitoring visits, technical assistance, professional learning, etc.
January 31, 2025	All Programs	<p>First FY25 Interim Report due for the period of October 1, 2024, through December 31, 2024, and prior period, if not previously reported.</p> <p>Complete one C-1-25-C for each program.</p>
April 30, 2025	All Programs	<p>Second FY25 Interim Report due for the period of January 1, 2025, through March 31, 2025.</p> <p>Complete one C-1-25-C for each program.</p>

Date	Program	Reporting Requirements
July 31, 2025	All Programs	<p>Third FY25 Interim Report due for the period of April 1, 2024, through June 30, 2025.</p> <p>Complete one C-1-25-C for each program.</p>
August 15, 2025	All Programs	<p>Complete a 12-month budget narrative and worksheet for each program that will utilize the additional 12-month Tydings Amendment Extension.</p> <p>Complete on C-1-25, A, &amp; B for each program with programmatic or budget changes other than extending period of availability.</p>
	Title I, Part A	School Year 2024 – 2025 Participation Report
September 30, 2025	All Programs	<p>Fiscal Year 2025 Grant Period ends for programs not requesting a Tydings Amendment Extension.</p> <p>MSDE will issue administrative amendments for each program that will utilize the additional 12-month Tydings Amendment Extension.</p> <p>Fiscal Year 2024 ends for programs that were issued a 12-month Tydings Amendment Extension.</p>
October 31, 2025	All Programs	<p>Report due for the period of July 1, 2025, through September 30, 2025.</p> <p>Final FY25 report and C-1-25D for programs not utilizing the Tydings Amendment Extension.</p> <p>Fourth FY25 Interim Report and C-1-25C for grants utilizing the Tydings Amendment Extension.</p>

Date	Program	Reporting Requirements
November 28, 2025	All Programs	FY25 Final invoices/expenditures must be posted to AFR for programs without a Tydings Extension Amendment.  FY 24 Final invoices/expenditures must be posted to AFR
December 16, 2025	All Programs	Final FY25 Annual Financial Report due for the period of July 1, 2024, through September 30, 2025, for programs not utilizing the 12-month Tydings Amendment Extension.  Final FY4 Annual Financial Report due for the period of July 1, 2023, through September 30, 2025, for programs utilizing the Tydings Amendment Extension.
January 31, 2026	Title II, Part A	Final annual evaluation report that is consistent with the project's goals and measurable outcome(s) due.

### TITLE I, PART A

Participation Report: Data is collected on student demographics served with Title I Funds by MSDE from each LEA. Data from the LEA is verified and compiled, then sent in the Consolidated State Performance Report and EdFacts/Education Data Exchange Network (EDEN) files to USDE.

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. 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.

Carryover Report: 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. Once every three years an LEA may request a waiver if the following applies: The SEA determines that the request of an LEA is reasonable and necessary; or Supplemental appropriations for Title I, Part A become available. Section 1127(b)

### SECTION 1003(A) SCHOOL IMPROVEMENT

School Improvement does not require a carryover report.

### TITLE I, PART C

No Additional Information

### TITLE I, PART D, SUBPART 2

No Additional Information

**TITLE II, PART A**

No Additional Information

**TITLE III, PART A, ENGLISH LANGUAGE ACQUISITION**

Title III, Part A is not subject to a pre-award risk assessment.

Per federal regulations, monitoring visits for Title III, Part A are conducted over a three-year cycle.

Title III, Part A does not require a carryover report.

**TITLE IV, PART A**

Title IV, Part A does not require a carryover report.

**TITLE V, PART B**

No Additional Information

**EDUCATIONAL EQUITY**

No Additional Information

**EQUITABLE SERVICES**

No Additional Information

**FINE ARTS**

No Additional Information

**GIFTED AND TALENTED**

No Additional Information

**TEACHER INDUCTION**

No Additional Information

## Non-Discrimination Statement

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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

## The General Education Provisions Act (GEPA) Section 427

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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 to overcome barriers to equitable participation.

[Section 427 of the GEPA Form](#)

[Section 427 of the GEPA Notice to All Applicants](#)

## Customer Service Support Sessions

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MSDE will hold technical assistance sessions for all applicants. During this session, MSDE personnel will provide an overview of the documents and submission process. The sessions will be:

### CUSTOMER SERVICE SUPPORT SESSION #1

**Monday, September 23, 2024**

**1:00 p.m. – 2:00 p.m.**

[Click here to join](#)

### CUSTOMER SERVICE SUPPORT SESSION #2

**Thursday, September 26, 2024**

**10:00 a.m. -11:00 a.m.**

[Click here to join](#)

MSDE program staff will also be available to provide customer service throughout the grant application process. During these sessions, MSDE program staff will provide specific guidance regarding the content and requirements relevant to individual programs. Contact the individual assigned to each Title program for additional support.

### EDUCATIONAL EQUITY

**Monday, September 30, 2024**

**8:00 a.m. – 2:30 p.m.**

[Click here to join](#)

**Monday, October 7, 2024**

**9:00 a.m. - 10:30 a.m.**

[Click here to join](#)

### TITLE I, PART A

**Tuesday, October 1, 2024**

**10:00 am - 12:00 pm**

[Click here to join](#)

**Tuesday, October 8, 2024**

**1:00 p.m. - 3:00 p.m.**

[Click here to join](#)

### SCHOOL IMPROVEMENT

**Wednesday, October 2, 2024**

**1:00 pm - 2:30 p.m.**

[Click here to join](#)

**Wednesday, October 10, 2024**

**9:00 a.m. - 10:30 p.m.**

[Click here to join](#)

### EQUITABLE SERVICES

**Tuesday, October 1, 2024**

**1:00 p.m. - 2:30 p.m.**

[Click here to join](#)

**Friday, October 11, 2024**

**10:00 a.m. - 11:30 a.m.**

[Click here to join](#)

### TITLE I, PART C

**Tuesday, October 1, 2024**

**2:30 p.m. - 4:00 p.m.**

[Click here to join](#)

**Monday, October 7, 2024**

**10:30 am - 12:00 p.m.**

[Click here to join](#)



**TITLE I, PART D SUBPART 2****Tuesday, October 1, 2024****1:00 p.m. - 2:30 p.m.**[Click here to join](#)**Wednesday, October 9, 2024****10:00 a.m. - 11:30 a.m.**[Click here to Join](#)**TITLE III, PART A****Wednesday, October 2, 2024****10:30 a.m. – 1200 p.m.**[Click here to join](#)**Wednesday October 9, 2024****1:00pm - 2:30 p.m.**[Click here to join](#)**TITLE V, PART B****Thursday October 3, 2024****10:00 a.m. - 11:30 a.m.**[Click here to join](#)**Thursday, October 10, 2024****11:00 a.m. - 12:30 p.m.**[Click here to join](#)**GIFTED AND TALENTED****Tuesday, October 1, 2024,****12:30 p.m. – 2:00 p.m.**[Click Here to Join](#)**Monday, October 7, 2024****2:00 p.m. – 3:30 p.m.**[Click Here to Join](#)**TITLE II, PART A AND TEACHER  
INDUCTION****Wednesday, October 2, 2024****9:00 a.m. - 10:30 a.m.**[Click here to join](#)**Thursday, October 3, 2024****12:30 p.m. -2:00 p.m.**[Click here to join](#)**TITLE IV, PART A****Thursday October 3, 2024****10:00 a.m. - 11:30 a.m.**[Click here to join](#)**Thursday, October 10, 2024****11:00am - 12:30 p.m.**[Click here to join](#)**FINE ARTS****Wednesday, October 2, 2024****9:00 a.m.-10:30 a.m.**[Click here to join](#)**October 10, 2024****2:00 p.m.-3:30 p.m.**[Click here to join](#)**ADDITIONAL OFFICE HOURS BY  
APPOINTMENT****Additional Office Hours**

Request an Appointment by email

Send email to the appropriate [program](#)[contact](#) for the program in which you're

seeking assistance.

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).