



APPLICATION FOR PARTICIPATION

Supporting Effective Instruction Every Student Succeeds Act (ESSA)

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

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

MARYLAND STATE DEPARTMENT OF EDUCATION

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

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Deputy Superintendent, Teaching and Learning

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Instructions

Complete this application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf to your computer and obtain appropriate signatures. The completed Application should be saved as a pdf and emailed to:

Cecilia J. Roe, Director and Program Manager
 Division of Curriculum, Instructional Improvement & Professional Learning
 Maryland State Department of Education
 Phone: 410-767-0574
 Email: cecilia.roe@maryland.gov

Title II, Part A Cover Page

Local School System:

Fiscal Year:

Title II-A Coordinator:

Phone number:

Email address:

Signatures:

Superintendent or Head of Agency Printed Name

Superintendent or Head of Agency Signature

Title II, Part A Program Director/Manager

Title II, Part A Program Director/Manager

Date

Date

Date

Date

Needs Assessment

Please provide a description of how the local school system developed the application using data from a district-wide needs assessment and alignment to the LEA strategic plan. Include identified needs and priorities for the Title II, Part A funding. Your response should be approximately 500 words or less. Charts and/or graphs may be included.

Type response here,

Goals and Outcomes

Applicants are required to set overall goals for projects receiving Title II, Part A funding. The goals should address the results of a needs assessment and align to the overarching outcome of increasing student achievement consistent with the state standards by preparing, training, and recruiting high-quality teachers, principals, and other school leaders as prescribed in ESSA. Outcomes measure progress towards meeting the overall goal of the program. Determining the program goal(s) and outcomes is an important part of the next step of evaluating your program. Please use the chart below to identify your Title IIA Goals and Outcomes. Add additional lines, as needed.

Goal 1:
Outcome:
Goal 2:
Outcome:
Goal 3:
Outcome:

Plan of Operation

Targeted Supports and Consultation

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities. Include specific activities, measures, and outcomes. Your response should be approximately 300 words or less.

Type response here.

Please provide a description of how the local school system meaningfully consults 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 IIA. Your response should be approximately 300 words or less.

Type response here.

Please provide a description of how the local school system will use data and ongoing consultation to continually update and improve activities supported by Title IIA. Your response should be approximately 300 words or less.

Type response here.

Please provide a description of how the local school system ensures 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. Your response should be approximately 300 words or less.

Type response here.

Ensuring Equitable Access to Excellent Educators

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, which equity gaps are current priorities for your LEA? Cite specific data points and how you intend to address each priority area in 300 words or less. Charts and/or graphs may be included. Add or delete rows, as needed.

Priority Area 1:

Type response here.

Priority Area 2:

Type response here.

Priority Area 3:

Type response here.

Priority Area 4:

Type response here.

Priority Area 5:

Type response here.

Recruiting, Preparing, & Training Effective Teachers & Principals

Section/ Item #	United State Department of Education Allowable Activities	<p>Provide a description of the activities in each section below in 300 words or less. Include:</p> <ul style="list-style-type: none"> a. Anticipated goals and outcomes b. Implementation plan c. Alignment with challenging State academic standards d. Intended audience e. Specific timeline f. Evidence Level f. Brief plan for evaluation <p>If the LEA is not using Title IIA funds for one or more of the listed purposes, please record N/A in the appropriate box.</p>
<i>1.1 Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and students who do not meet the State academic standards, to improve equitable distribution of teachers</i>		
1.1.1	Provide help in screening candidates and enabling early hiring.	
1.1.2	Provide differential and incentive pay in high-need academic subject areas and special areas.	
1.1.3	Provide teacher, paraprofessional, principal, or school leader advancement and growth, and an emphasis on leadership opportunities, career paths, and pay differentiation.	
1.1	Other Activities/ Initiatives Related to Section 1.1.	

Total Title IIA Funding allocated for Section 1.1.		
<i>1.2 Recruit qualified individuals from other fields to become teachers, principals, or other school leaders.</i>		
1.2	Activities/Initiatives Related to Section 1.2.	
Total Title IIA Funding allocated for Section 1.2.		
<i>1.3 Reduce class size to a level that is evidence based through the recruiting and hiring of additional effective teachers.</i>		
1.3	Activities/Initiatives Related to Section 1.3.	
Total Title IIA Funding allocated for Section 1.3.		
<i>2.1 Providing high-quality, personalized professional development that is evidence-based, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning.</i>		
2.1.1	Help all students develop skills essential for learning readiness and academic success.	
2.1.2	Use data to improve student achievement and/or understand how to protect students' privacy.	
2.1.3	Engage parents, families, and community partners.	

2.1.4	Integrate technology into curricula and instruction.	
2.1.5	Provide opportunities for experiential learning through observation.	
2.1.6	Provide training, technical assistance, and capacity-building to assist with implementing, designing, using, and responding to data from classroom-based assessments.	
2.1.7	Provide professional development to promote high-quality instruction and instructional leadership in STEM.	
2.1	Other Activities/ Initiatives Related to Section 2.1.	
Total Title IIA Funding allocated for Section 2.1.		
<i>2.2 Developing programs and activities that increase teachers' ability to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma.</i>		
2.2.1	Increase knowledge base on instruction in early grades and on strategies to measure whether young children are progressing.	

2.2.2	Increase the ability to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8.	
2.2.3	Increase the use of techniques and supports to help educators identify and support students affected by trauma and mental illness.	
2.2.4	Increase the ability to address issues related to school conditions such as safety, peer interaction, drug and alcohol use, and chronic absenteeism.	
2.2.5	Increase the use of referral mechanisms that link children to appropriate treatment and intervention services.	
2.2.6	Increase training to support identification and support of gifted and talented students.	
2.2.7	Increase training of all school personnel on how to prevent and recognize child sexual abuse.	

2.2.8	Increase professional learning on effective strategies to integrate rigorous academic content, career and technical education and work-based learning.	
2.2.9	Other Activities/ Initiatives Related to Section 2.2.	
Total Title IIA Funding allocated for Section 2.2		
<p><i>3.1 Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</i> In 300 words or less, provide descriptions for activities/initiatives related to Section 3.1 in the areas below, as appropriate. If not using Title IIA funds for one or more of these purposes, please record N/A.</p>		
3.1.1	Provide new teacher, principal, or other school leader induction and mentoring programs.	
3.1.2	Provide training for school leaders, coaches, mentors, and evaluators on how to provide useful feedback and use evaluation results to inform decision making.	
3.1.3	Provide financial incentives for teachers and principals with a record of helping students achieve academic success.	
3.1.4	Include teacher advancement	

	initiative to promote professional growth and emphasize multiple career paths and pay differentiation.	
3.1.5	Support instructional services provided by effective school library programs.	
3.1.6	Improve school working conditions through reporting results of educators' support and working conditions feedback.	
3.1.7	Provide common planning time to help prepare students for postsecondary education and workforce.	
3.1.8	Other Activities/ Initiatives Related to Section 3.1	
Total Title IIA Funding allocated for Section 3.1.		
<p>4.1 Improve equitable access to effective teachers and principals for all students. In 300 words or less, provide descriptions for activities/initiatives related to Section 4.1 in the area below, as appropriate. If not using Title IIA funds for this purpose, please record N/A in the appropriate box.</p>		
4.1	Activities/ Initiatives Related to Section 4.1.	
Total Title IIA Funding allocated for Section 4.1.		

Equitable Services to Students in Private Schools

Services and other benefits to private school students must be secular, neutral, and non-ideological; 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.

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints. Your response should be approximately 300 words or less.

Type response here.

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. Your response should be approximately 500 words or less.

Type response here.

In the chart below, provide the names of participating private schools, the number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. Please add rows as needed.

	Private School Name	Number of Students	Cost per Pupil
Total			

Administrative Costs

To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base.

If the LEA is using Title II, Part A funds for Administrative Costs, Use the chart below to itemize costs incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures. Add rows, as needed.

Line Item	Description	Public School Costs
Total Administrative Costs		

Budget and Budget Narrative

Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Add more rows if needed. An MSDE [Grant Budget C-125](#) form must also be completed, signed and submitted as an appendix.

1. Salaries & Wages (list each position separately)

Line item	Calculation	Requested	In-Kind	Total
	Total for salaries & wages:			

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost-effective.

Type response here.

2. Contracted Services

Line item	Calculation	Requested	In-Kind	Total
	Total for contracted services:			

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost-effective.

Type response here.

3. Supplies & materials

Line item	Calculation	Requested	In-Kind	Total
	Total supplies & materials:			

Using the space below, explain how the costs for supplies & materials above are necessary, reasonable, and cost-effective.

Type response here.

4. Other charges

Line item	Calculation	Requested	In-Kind	Total
	Total for other charges:			

Using the space below, explain how the costs for other charges above are necessary, reasonable, and cost-effective.

Type response here.

5. Equipment

Line item	Calculation	Requested	In-Kind	Total
	Total for equipment:			

Using the space below, explain how the costs for equipment above are necessary, reasonable, and cost-effective.

Type response here.

6. Transfers (indirect costs)

Line item	Calculation	Requested	In-Kind	Total
	Total for transfers:			

Using the space below, explain how the costs for transfers (indirect costs) above are necessary, reasonable, and cost-effective.

Type response here.

Total amount requested:

Assurances

Notice of Grant Awards (NOGAs) to LEAs will include a Title II, Part A Assurance page, which must be signed by the LEA Superintendent, agreeing to comply with the terms and conditions of the grant award. This Assurance page must be returned to MSDE within two weeks of receipt of the NOGA.

Comprehensive Teacher Induction Program (COMAR 13A.07.01) Compliance Report- Required Attachment

Each application shall attach a description of the LEA Comprehensive Teacher Induction Program (CTIP) as required by [COMAR 13A.07.01](#) regardless of whether or not Title IIA funding is used for this purpose. Please attach all supporting documents and data, as appropriate or necessary. This report must include:

1. Comprehensive Teacher Induction Program (CTIP) Team Members

- a. List the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.
- b. Provide information on the mentors:
 - total number of mentors
 - total number of mentors broken down by full and part time.
 - total number of probationary teachers
 - total number of probationary teachers served by your CTIP
 - average mentee to mentor ratio (example 10:1)

2. Comprehensive Teacher Induction Program (CTIP) Training and Supervision

- a. Describe the training that your mentors receive before and during their tenure as a mentor. Include the timeline and the content of the training.
- b. Describe how school system administrators are trained on the roles and responsibilities of mentors. Include the timeline and the content of the training.
- c. Describe how the efficacy of individual mentors are evaluated. Include who does the evaluation; the criteria used; and the data collected.

3. Comprehensive Teacher Induction Program (CTIP) Overview

- a. Describe how your districts determines and defines probationary teachers.
- b. Describe the initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.
- c. Describe the opportunities probationary teacher have for observation, informal feedback, and co-teaching with his/her mentor and/or peers.
- d. Describe how the needs and concerns of new teachers are assessed and addressed through ongoing supports, informal feedback, and follow-up.
- e. Describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

4. Comprehensive Teacher Induction Programmatic Evaluation

- a. Please explain how the efficacy of your CTIP is evaluated. Include an explanation of the use of the data, including teacher evaluation data, teacher perception data, and new teacher retention data.

Appendix

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative.

- Comprehensive Teacher Induction Program Compliance Report
- A [signed C-1-25 MSDE budget form](#)
- A signed MSDE Assurances Form