

**Bridge to Excellence Master Plan
2010 Annual Update**

(Please include this sheet as a cover to the submission indicated below)

Part II: Attachments—Due: August 16, 2010

Local School System Submitting This Report: Howard County Public School System

Address: 10910 Route 108, Ellicott City, MD 21042

Local Point of Contact:

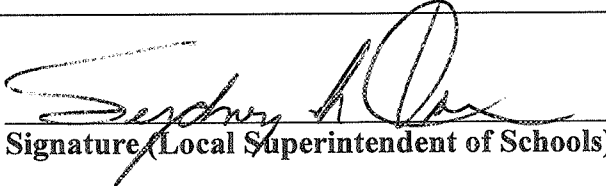
Name: Caryn D. Lasser

Telephone: 410-313-1270

Fax: 410-313-5611

E-Mail: caryn_lasser@hcpss.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2010 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.


Signature (Local Superintendent of Schools)

11/11/2010
Date


Signature (Local Point of Contact)

11/10/2010
Date

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2011**

Local School System: Howard County

Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)¹. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

Funds Available for Transfer	Total FY 2011 Allocation	\$ Amount to be transferred <u>out of</u> each program	\$ Amount to be transferred into each of the following programs			
			Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality						
Title II-D Ed Tech						
Title IV-A Safe and Drug Free Schools & Communities						

¹ A school system that is in school improvement may only use funds for school improvement activities under sections 1003 and 1116 (c) of ESEA.

**ATTACHMENT 5-B
CONSOLIDATION OF ESEA FUNDS FOR LOCAL
ADMINISTRATION [Section 9203]
Fiscal Year 2011**

Local School System: _____Howard County_____

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under *No Child Left Behind*;
- The dissemination of information regarding model programs and practices;
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.

Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)	Title II-D (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Title IV-A (Limit: 2 Percent)	Total ESEA Consolidation (Reasonable and Necessary)
\$	\$	\$	\$	\$	\$

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2011	Local School System: <u>Howard County</u>
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Enter the complete information for each **participating nonpublic school, including mailing address**. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” **NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services. Use separate pages as necessary.**

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech (UNFUNDED)		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Bethel Christian Academy P.O. Box 406 Savage, MD 20763	Private School			35				
	Public School							
	Neutral Site							
Bet Yeladim 8910 Route 108 Columbia, MD 21046	Private School			40				
	Public School							
	Neutral Site							
Bright Stars Learning Academy 5890 Cedar Lane Columbia, MD 21044	Private School	X	2	2	18			
	Public School							
	Neutral Site							

ATTACHMENT 6-A

**NONPUBLIC SCHOOL INFORMATION FOR
ESEA PROGRAMS
Fiscal Year 2011**

Local School System: Howard County

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lan g. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Glenelg Country School 12793 Folly Quarter Road Ellicott City, MD 21042	Private School			125				
	Public School							
	Neutral Site							
Glenwood Country Day School 2480 Roxbury Mills Road Glenwood, MD 21738	Private School			3				
	Public School							
	Neutral Site							
Our Lady of Perpetual Help 4801 Ilchester Road Ellicott City, MD 21043	Private School			21			2	1
	Public School							
	Neutral Site							
Resurrection-St. Paul School 3155 Paulskirk Drive Ellicott City, MD 21042	Private School	X		10				
	Public School		1					
	Neurtral Site		1					

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2011	Local School System: _____ Howard County _____
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
St. Augustine School 5990 Old Washington Road Ellicott City, MD 21075	Private School			25			5	2
	Public School							
	Neutral Site							
St. John's Parish Day School 9130 Frederick Road Ellicott City, MD 21042	Private School			75				
	Public School							
	Neutral Site							
St. Louis School 12500 Clarksville Pike Clarksville, MD 21029	Private School	X	7	2	33			
	Public School							
	Neutral Site							
Trinity School 4985 Ilchester Road Ellicott City, MD 21041	Private School			3				
	Public School							
	Neutral Site							

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION FOR
ESEA PROGRAMS
Fiscal Year 2011**

Local School System: Howard County

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Woodmont Academy 2000 Woodmont Drive Cooksville, MD 21723	Private School			30				
	Public School							
	Neutral Site							
	Private School							
	Public School							
	Neutral Site							
	Private School							
	Public School							
	Neutral Site							
	Private School							
	Public School							
	Neutral Site							

**ATTACHMENT 6-B
NONPUBLIC SCHOOL
INFORMATION FOR ESEA
PROGRAMS
Fiscal Year 2011**

Local School System : _____Howard County_____

Enter the complete information for each participating nonpublic school, including mailing address. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Bethel Christian Academy P.O. Box 406 Savage, MD 20763			TITLE IV-A UNFUNDED
Bet Yeladim 8910 Route 108 Columbia, MD 21046			
Bright Stars Learning Academy 5890 Cedar Lane Columbia, MD 21044			

**ATTACHMENT 6-B
NONPUBLIC SCHOOL
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Fiscal Year 2011**

Local School System : _____ Howard County _____

Enter the complete information for each participating nonpublic school, including mailing address. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Glenelg Country School 12793 Folly Quarter Road Ellicott City, MD 21042			
Glenwood Country Day School 2480 Roxbury Mills Road Glenwood, MD 21738			
Our Lady of Perpetual Help 4801 Ilchester Road Ellicott City, MD 21043			
Resurrection-St. Paul School 3155 Paulskirk Drive Ellicott City, MD 21042			

**ATTACHMENT 6-B
NONPUBLIC SCHOOL
INFORMATION FOR ESEA
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Fiscal Year 2011**

Local School System : _____ Howard County _____

Enter the complete information for each participating nonpublic school, including mailing address. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
St. Augustine School 5990 Old Washington Road Ellicott City, MD 21075			
St. John's Parish Day School 9130 Frederick Road Ellicott City, MD 21042			
St. Louis School 12500 Clarksville Pike Clarksville, MD 21029			
Trinity School 4985 Ilchester Road Ellicott City, MD 21041			

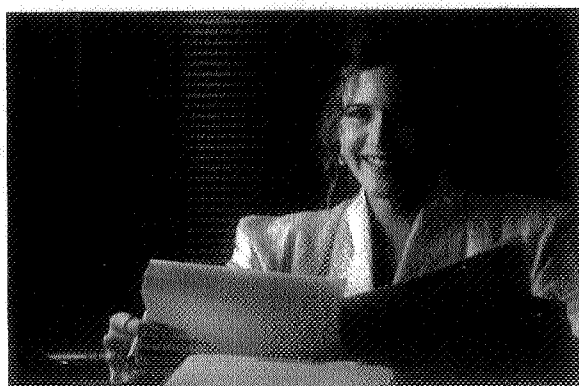
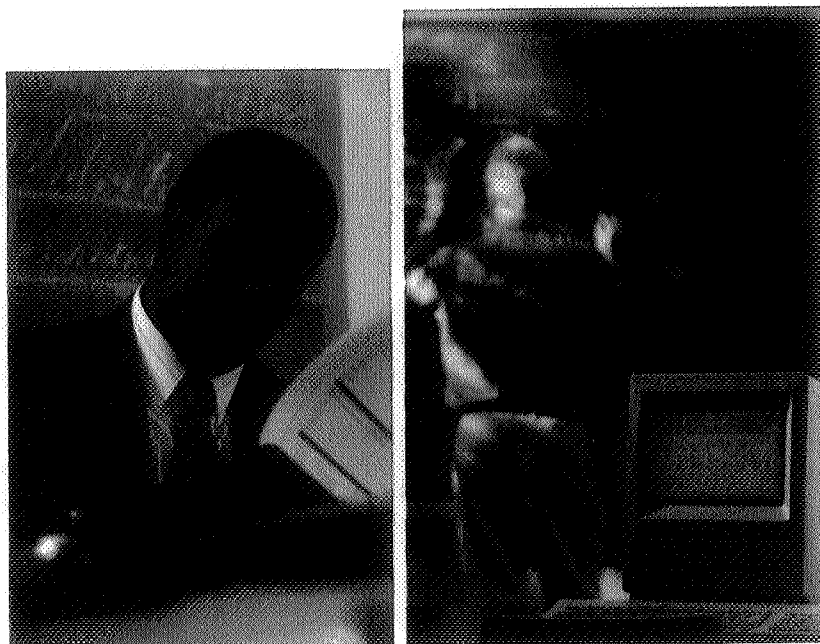
**ATTACHMENT 6-B
NONPUBLIC SCHOOL
INFORMATION FOR ESEA
PROGRAMS
Fiscal Year 2011**

Local School System : Howard County

Enter the complete information for each participating nonpublic school, including mailing address. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Woodmont Academy 2000 Woodmont Drive Cooksville, MD 21723			

Attachment 8



Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ Howard County _____ Fiscal Year 2011
Title II-A Coordinator: _____ Juliann Dibble _____
Telephone: _____ 410-313-7337 _____ E-mail: _____ juliann_dibble@hcpss.org _____

A. PERFORMANCE GOALS, INDICATORS, AND TARGETS. In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

Table 8-1	IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS	
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA. 3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34)). 3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d)).	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100 Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100 Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100 Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100

*Note: MSDE will collect data. The local school system does not have to respond.

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ <u>Howard County</u> _____	Fiscal Year <u>2011</u>
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B. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			X
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	Recruitment and Retention (see following descriptions)	70,000	
1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].			

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: <u> Howard County </u> Fiscal Year 2011
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p><i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p><i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].</p>	<p>Professional development activities that improve the knowledge of teachers and administrators at public and nonpublic schools from July 2010 – June 2011 (see following descriptions</p>	803,447	76,304
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 			

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Howard County **Fiscal Year 2011**

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	Leadership development for school leaders and administrators (see following descriptions)	98,981	
3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].			X
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	Professional development to improve the quality of the teaching force in the area of technology literacy (see following descriptions)	62,582	
3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].			
Indirect Costs (2%)		<u>22,226</u>	
TOTAL TITLE II-A FUNDING AMOUNTS		1,133,540	76,304

B. Allowable Activities (continued)

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
Program Name: Recruitment and Retention		Allowable Activity: 1.2	
.5 staff in Human Resources for recruitment/retention	August 2010 – August 2011	Improve recruitment of highly qualified staff in critical need areas	100% of teachers and paraeducators will be highly qualified
Paraeducator Scholarship	August 2010 – August 2012	By December 2011, 12 paraeducators will be identified to receive \$1,000 scholarships	Recruit and hire current paraeducators for critical need areas
One-on-one Tutoring	August 2010 – August 2012	By August 2012, tutors will be paid for Praxis test support when needed	Tutors will assist conditional teachers to pass Praxis tests
Support for recruitment and hiring of critical need areas	August 2010 – August 2012	By August 2012, teachers will be paid for recruitment and hiring in critical need areas during the summer hiring season as identified by Human Resources	Teachers will assist in the hiring and recruitment of teachers in critical need areas
Praxis Reimbursement	August 2010 – August 2012	By August 2012, current conditional teachers will be reimbursed for Praxis tests	Conditional teachers will be reimbursed for Praxis tests to achieve full certification
Study Guide Library	August 2010 – August 2012	From August 2010 to August 2012, new study guides and replacement study guides will be purchased to support conditional teachers	Study guides and e-guides will be purchased to aid conditional teachers to pass Praxis tests
Program Name: Elementary Mathematics		Allowable Activity: 2.1	
Substitutes for new teachers attending Best Practices training	9/23/10 and 11/18/10	Evaluation of the two workshops. Evidence of strategies in the classroom	Continued focus on implementing effective pedagogy in the classroom; evidence of strategies during administrative walk-throughs
Four after-school workshops on K-2 Common Core	3/8/11, 3/29/11 5/3/11, 5/10/11	Evaluation of PD sessions and impact on instruction	Provide sessions to begin the implementation of the Common Core; 100% of the 40 elementary schools will make the AMO of 84.5 for all student groups; 100% of the 40 Elementary schools will make AYP in all student groups
Three after-school workshops on Fraction content	12/7/10, 1/11/11 2/8/11	Evaluations and teacher products from each session	Continual increase in MSA scores for Grades 3-5; 100% of the 40 Elementary schools will make the AMO of 84.5 for all student groups; 100% of the 40 elementary schools will make AYP in all student groups
Program Name: Elementary Language Arts		Allowable Activity: 2.1	
Best Practices for new teachers: 2 days of training –half day each, Primary and Intermediate	10/14/10 and 1/20/11	Feedback forms, required observations, assessment results	Provide better understanding to new teachers of HCPSS curriculum and how best to teach and enrich our students on all levels

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
emphasizing HCPSS Essential Curriculum			
Benchmark Assessment training: teachers will be trained on a new system for assessing students in reading	Ongoing throughout the year	Feedback forms, local assessments	All schools meet AMO and AYP as measured by Statewide testing; articulation between elementary and middle schools will be linked by common assessments
Writers' Institute: training of teacher leaders of writing	Monthly sessions, after- school hours	Improved writing fluency in all subject areas	Increased student achievement on MSA for specific student groups; increased alignment of writing program across grades K-12
Running Record training: teachers will learn the process of taking and analyzing running records for reading assessment and instruction	After school sessions (TBD)	Feedback forms, local assessments	All schools meet AMO and AYP as measured by statewide testing; articulation between elementary and middle schools will be linked by common assessments
Program Name: Elementary Science		Allowable Activity: 2.1	
Training for 20 teachers to implement the Rube Goldberg Engineering Challenge in partnership with the HC Library	Sept/Oct 2010	75% of all G4/G5 students participating in the program will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2011 Gr 5 Science MSA; 80% of participating students will indicate their desire to continue in extended day STEM activities
Train 40 G3 teachers to plan, implement and assess the Revised Experimentation Unit	October 2010	75% of all G3 students participating will receive a grade of C or better in science for Quarter 2; teacher feedback	All student groups will achieve proficient or advanced on the 2011 Gr 5 Science MSA; teacher feedback indicates average rating of 4+
45 Gr 1-5 teachers will attend six 3-hour workshops provided by HC Rec and Parks staff to develop content background for teaching earth/life and environmental science	October 2010 through March 2011	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2011 Gr 5 Science MSA; teacher feedback indicates average rating of 4+
Forty new teachers attend after school workshops to learn best instructional practices and science content to support student achievement in science	October 2010 and January 2011	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2011 Gr 5 Science MSA; teacher feedback indicates average rating of 4+
Train 40 G5 Teachers to connect the Buffer Planting to curricular objectives, implement	February 2011	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2011 Gr 5 Science MSA; teacher feedback indicates

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
field experience, procure transportation, and follow safety procedures			average rating of 4+
Information session for teachers/administrators who are interested in providing extended day and during the day STEM program opportunities	September 2010	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2011 Gr 5 Science MSA; teacher feedback indicates average rating of 4+
Provide teacher presenters for three Green School workshops to train teachers how to navigate the Green School Certification process	November 2010, January 2011, and March 2011	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2011 Gr 5 Science MSA; teacher feedback indicates average rating of 4+
Train 40 Gr 4 and 40 Gr 5 teachers how to use MSDE and HCPSS resources to support increased student achievement on the Science MSA	October 2010	75% of all students will receive a grade of C or better in science for each quarter; teacher feedback	All student groups will achieve proficient or advanced on the 2011 Gr 5 Science MSA; teacher feedback indicates average rating of 4+
Program Name: Elementary Social Studies		Allowable Activity: 2.1	
Simulated Congressional Hearing Representative Training	Sept. 2010, March 2010	Teacher feedback, mentoring groups	Successful implementation of SCH and expansion of the program to 35 schools
Digital Map & Resource Training	September 2010, January 2010	Teacher feedback and data collection	Implementation of engaging instructional strategies and revised curriculum
Social Studies Long-Range Planning and Integration Training	September 2010, October 2010 & January 2010	Teacher feedback and data collection	Familiarization with content and pedagogy of the curriculum and awareness of possibilities for integration of Language Arts and Social Studies.
Program Name: Secondary Mathematics		Allowable Activity: 2.1	
Examining Exemplary Instruction to Support the Common Core State Standards: Participants will design original "just-in time" professional development modules focused on teaching and learning of the new state curriculum	August 2010- June 2011	Teacher feedback; local and state assessment results	Participants will use an enhanced understanding of mathematics content knowledge and pedagogy to inform daily instruction; show improved student performance on local and state assessments
Investigating Implications for the 4-	August 2010- June 2011	Participants will submit reflection logs detailing	Participants (mathematics educators, special educators and

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
<p>Year Mathematics Graduation Requirement: Participants will deepen their understanding of alternative teaching strategies that build conceptual knowledge while addressing multiple learning styles for the high school classroom</p>		<p>strategies for reaching disengaged learners; teacher feedback</p>	<p>paraeducators) will use an enhanced understanding of mathematics content knowledge and pedagogy to support mathematics instruction in the classroom and during interventions in an effort to ensure that all students graduate with 4 high school math credits including Algebra 2.</p>
<p>Mathematics Leadership Cohort: Participants will learn about instructional leadership through the examination of exemplary math instruction, specifically alternative mathematics teaching strategies that support the learning of students receiving FARMS.</p>	<p>August 2010- June 2011</p>	<p>Participants will submit a professional-growth planning sheet and a plan for sustained job-embedded professional development for their math team; teacher feedback; local and state assessment results</p>	<p>Participants (identified 3+ year tenured teachers) will use an enhanced understanding of mathematics content knowledge and pedagogy to support mathematics instruction in the classroom and during interventions in an effort to increase performance of all students and especially students receiving FARMS on local and state assessments; this program is designed to build leadership capacity at the district and school level by involving early career teachers in a professional learning community.</p>
<p>Supporting Exemplary Instruction at Wilde Lake MS, Cradlerock Upper, Mayfield Woods MS, Murray Hill MS, and Oakland Mills MS: Participants will develop strategies for improving mathematics instruction through the investigation of the NCTM Standards for Exemplary Mathematics Teaching.</p>	<p>August 2010- June 2011</p>	<p>Participants will submit a 3-year plan detailing near- and long-term strategies for increasing student performance of all student groups on local and state assessments; teacher feedback; data on participation in above grade level classes</p>	<p>Show increased participation of underserved student groups in above grade level classes; show improvement on local and state assessments for all students</p>
<p>New Mathematics Teacher Workshop: Sessions topics include exemplary lesson planning, knowing the learner through data discussions (data protocol, Inroads/Sandbox),</p>	<p>August 2010- June 2011</p>	<p>Participants will submit a reflection log detailing their understanding of expectations for exemplary instruction in the mathematics classroom; teacher feedback; local and state assessment results</p>	<p>Participants (new and non-tenured teachers) will use an enhanced understanding of mathematics content knowledge and pedagogy to support mathematics instruction in the classroom and during interventions in an effort to increase performance of all</p>

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
building relationships with families and stakeholders, and the establishment of grading expectations to monitor student progress.			students especially students receiving FARMS on local and state assessments; this program is designed to build teacher capacity at the district and school level by involving early career teachers in a professional learning community.
Program Name: Secondary Language Arts and Reading		Allowable Activity: 2.1	
Substitutes for training for Grades 6, 7, 8 Reading specialists	Seven meetings: Sept 2010-April 2011	Evaluations for each meeting	Reduction in number of below level students in reading; improved knowledge of classroom practices
Workshop wages for two PD days for SpellRead instructors	Fall 2010 and Spring 2011	Workshop Evaluation	More students scoring at proficient on MSA
Workshop wages for HSA Online Mastery Course Training	One meeting in Fall 2010	Workshop Evaluation	Increased number of students who will pass HSAs
Workshop wages for Seminar teachers training	Three meetings: Fall 2010 and Spring 2011	Workshop Evaluation for each meeting	Increased number of students who will pass HSAs
Workshop wages for Understanding Common Core Standards for MS and HS	Fall 2010 through Spring 2011	Workshop Evaluation	Teachers will work in buildings on implementing Common Core standards objectives (reading, writing, speaking, language)
Substitutes for Secondary English and Reading ITLs on Common Core Standards training	One meeting: Fall 2010	Workshop Evaluation	Improved Reading MSA/English HSA scores
Substitutes for training for Cooperating Specialists for Middle School (COists)	Three meetings: Fall 2010 and Spring 2011	Workshop Evaluation	Improved MSA Reading scores
Substitutes for training for new Advanced Reader course support	One meeting: Fall 2010	Workshop Evaluation	Maintain or improve reading levels of high performing readers
Substitutes for training of HS Strategic Reading teachers	One meeting: Fall 2010 or Spring 2011	Workshop Evaluation	Improved HSA scores of students who enter high school below level in reading
Consultant for Reading Apprenticeship Program (40 teachers)	Fall 2010 – Spring 2011	Reading local assessment data, middle and high school English local assessment data,	Improved HSA scores
Program Name: Secondary Science		Allowable Activity: 2.1	
Non Tenured Teacher Meetings: New teachers will receive training related to knowing their students, using the data	Fall 2010, Winter 2010, Spring 2011	Teacher feedback; formal observations of teachers; attrition data	Reduce degree of attrition during period of non-tenured instruction.

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
protocol, providing exemplary instruction and developing relationships with students and their families.			
High School ITL Meetings: Instructional Team Leaders and aspiring teacher leaders will meet monthly to acquire knowledge and techniques to support student learning.	Fall 2010, Winter 2010, Spring 2011	Teacher feedback; quarterly assessments and HSA results; continuous support for HS ITLs throughout the year	Increase collaboration and sharing of best practices to improve student learning and teacher instruction.
Middle School ITL Meetings: Instructional Team Leaders and aspiring teacher leaders will meet monthly to acquire knowledge and techniques to support student learning.	Fall 2010, Winter 2010, Spring 2011	Teacher feedback; quarterly assessments and HSA results; continuous support for MS ITLs throughout the year	Increase collaboration and sharing of best practices to improve student learning and teacher instruction.
Middle and High School ITL Retreat: MS and HS ITLs will be trained on the use of technology and increasing student engagement.	Fall or Winter 2010	Teacher feedback; continuous support for MS and HS ITLs throughout the year; school improvement plans show implementation of technology in science curriculum	Plans submitted by each school describing the implementation of technology and best practices in student engagement.
Introduction to Ecological Systems Teacher Training: Teachers will meet to share exemplary practices in the implementation of the finalized curriculum.	Fall 2010	Teacher feedback; quarterly assessments and HSA results	9 th grade students who are enrolled in the course will be prepared to pass the Biology HSA in grade 10.
Chemical Inventory Meeting: Committee to review, revise and plan professional development around chemical safety	Fall 2010, Winter 2010	Teacher feedback; future PD includes components of chemical safety	Teachers will improve overall safety of chemical storage and inventory
Textbook Committee Meeting: Identify and evaluate potential new resources to support teaching and learning	Fall, Winter 2010	Teachers select new resources to support instruction; formal teacher observations	Teachers will improve quality of instruction and resources
Teach Like a Champion Book Study: Teachers will learn from the book and each other	Fall, Winter 2010, Spring, Summer 2011	Teacher feedback regarding innovative ways to deliver instruction; formal teacher observations	Increase in overall quality of collaboration, and exemplary instruction to improve student learning and teacher instruction

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
innovative ways to deliver exemplary instruction, better prepare students for college and careers			
Environmental Literacy Meeting: Transdisciplinary teacher teams will collaborate to incorporate COMAR mandated environmental literacy into curricula	Fall, Winter 2010, Spring, Summer 2011	Formal teacher observations; quarterly assessments and HSA results	Increase in overall quality of transdisciplinary teachers' environmental literacy to improve student learning (on local and state assessments) and teacher instruction
PD Science Committee Meeting: Committee will plan professional development activities around knowing our students, providing exemplary instruction, providing interventions and supports, monitoring student progress and developing relationships with students and parents	Fall, Winter 2010, Spring, Summer 2011	Committee members feedback; formal teacher observations	Reduce degree of attrition during period of non-tenured instruction and support for teacher instruction and student learning
Safety Committee Meeting: Committee will meet to review, revise and plan professional development around safety	Fall, Winter 2010, Spring, Summer 2011	Committee members feedback and record of safety incidents	Improved overall safety standards and reduced number of laboratory related accidents
MESA Workshop: Teacher training and PD to support the implementation of MESA programs, providing STEM opportunities for students.	Summer 2011	Teacher feedback; quarterly assessments and HSA results	Increase in overall quality of collaboration and implementation of MESA program to engage students; improvement on local and state assessments
ALT MSA Meeting: Workshop for the development of curricular support to enhance student performance for the science portion of the ALT MSA	Fall 2010	Teacher feedback; quarterly assessments and ALT MSA results	Increase in overall quality of collaboration, best practices, and technique sharing to improve student performance in ALT MSA
Mastery Teacher	Fall 2010	Teacher feedback; completed	Teachers will review Bridge

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
Training: Training for Mastery and SpEd teachers to share best practices in preparing students for the MSDE Bridge Projects.		Bridge Plan projects	Projects, receive training, and learn best practices to improve student performance to pass Biology HSA
Co-Teaching Workshop: Provide training to high school co-teaching Biology teams to develop strategies to support student success on the Biology HSA	Fall, Winter 2010, Spring 2011	Teacher feedback; continuous improvement on Biology HSA	Teachers will be able to provide exemplary instruction through co-teaching to prepare students to pass the Biology HSA; improvement on local and state assessments
Teacher Collaboration - Sharing Best Practices: Teachers will collaborate to share best practices and activities to support exemplary instruction.	TBD	Teacher feedback; formal teacher observations; quarterly assessments and MSA/HSA results	Increase in overall quality of collaboration, best practices, and technique sharing to improve student learning (on local and state assessments) and teacher instruction
STEM Fair training to GT and classroom teachers to facilitate research and STEM Competitions including International Science and Engineering Fair	TBD	Competition results; quarterly assessments and MSA/HSA results; formal teacher observations	Enhance quality of Science, Technology, Engineering and Mathematics research projects to enhance student learning (on local and state assessments) and teacher instruction
Program Name: Secondary Social Studies		Allowable Activity: 2.1	
Curriculum planning sessions: To allow smaller learning teams at high schools to develop plans, share lessons and resources, and engage in professional development activities related to their specific content area	Quarterly meetings	<ul style="list-style-type: none"> ◦ Establishment of electronic conferences for discussion and for the sharing of instructional materials ◦ Development of lesson activities to be shared with teachers of the same discipline across the school system ◦ Sharing sessions at local inservices led by lead teachers in planning sessions 	Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates.
New Teacher Meetings: Meetings with non-tenured teachers to provide professional development on best instructional practices for secondary social studies.	Sept. 21, 2010; Nov. 9 2010; Feb. 1, 2011	<ul style="list-style-type: none"> ◦ Successful evaluation experiences for all non tenured teachers ◦ Improved instructional methods as evidenced by student achievement and both formal and information observations ◦ Non-tenured teacher 	<ul style="list-style-type: none"> ◦ Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates ◦ Increased retention of non-tenured teachers

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
		retention data showing higher retention rates	
Interschool Visitations: Planned visits for new and experienced teachers to observe master teachers in other buildings.	Ongoing throughout the school year	<ul style="list-style-type: none"> • Successful evaluation experiences for all non tenured teachers • Improved instructional methods as evidenced by student achievement and both formal and information observations • Non-tenured teacher retention data showing higher retention rates 	<ul style="list-style-type: none"> • Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates • Increased retention of non-tenured teachers
Leadership Retreat: Retreat for high school instructional team leaders to assess and enhance their role as a teacher-leader in their building.	October 2010	<ul style="list-style-type: none"> • Completion of leadership goals, professional development plan for staff, and budget plans for the purchase of resources and use in intervention funding for after school programming. 	<ul style="list-style-type: none"> • Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates
Professional Conferences: Teachers will attend professional conferences related to Advanced Placement, High School Assessments, Financial Literacy, or specific content-related topics.	Ongoing throughout the school year	<ul style="list-style-type: none"> • Teacher participation in workshops and conferences related to Advanced Placement, High School Assessments, Financial Literacy, or specific content-related topics. 	<ul style="list-style-type: none"> • Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates. • Improved participation in Advanced Placement and elective courses.
Teachers Curriculum Institute (TCI) Strategies: Teachers will participate in a 4-day professional development workshop on using History Alive in the social studies classroom.	Summer 2011	<ul style="list-style-type: none"> • Formal and informal observations of staff demonstrating the application of TCI instructional practices. 	<ul style="list-style-type: none"> • Improved student achievement as measured in local and state assessment scores, AP exams, and graduation rates.
National History Day and Black Saga Competition Teacher Training: Teachers participate in after school training to support the aforementioned instructional programs	October 2010 - March 2011	<ul style="list-style-type: none"> • Formal and informal observations of staff demonstrating the application of instructional practices related to the programs. 	<ul style="list-style-type: none"> • Student participation rates for History Day and Black Saga. • School participation rates for History Day and Black Saga. • Student success as measured by placement in local, state, and national competitions.
Program Name: World Languages		Allowable Activity: 2.1	
12 World Language ITLs attend a full-day	Full day workshop September 2010	Teacher feedback; local assessment results	World Language ITLs report increased comfort with

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
workshop in September 2010 to identify sources of information and resources for knowing our learners, explore strategies for exemplary instruction that prepares students for college and careers, and build leadership capacity for working with teachers at all levels.			strategies that engage all learners and with models of differentiated leadership; improvement in local assessments
8 World Language MS teacher leaders are identified and attend a full-day workshop in September 2010 plus three 2-hour quarterly sessions to identify issues relevant to the study of world languages at the MS level, provide input into decisions that effect world language teachers at the middle school level, and design PD sessions for MS world language teachers.	Full day workshop September 2010 Three two-hour quarterly sessions during 2010-11 school year	Teacher feedback; local assessment results	World Language MS teacher leaders report increased input into decisions of relevance to middle school instruction and professional development; improvement in local assessments
30 World Language MS teachers attend two full-day workshops and two 2-hour sessions to identify sources of information and resources for knowing our learners, explore strategies for exemplary instruction that prepares students for college and careers, and dig deeper into differentiation strategies for the world language classroom.	Two full day workshops: one in October 2010 and the other in February 2011; two two-hour sessions during 2010-11 school year	Teacher feedback; local assessment results	World Language MS teachers report increased comfort with differentiating instruction based on data collected and with integrating strategies that engage all learners into lessons; improvement in local assessments
Participants attend a series of seven 2-hour sessions to examine the topics of motivation and engagement, explore strategies for engaging students in learning, participate in simulations of	Seven two-hour sessions in Fall 2010 and seven two-hour sessions in Spring 2011	Teacher feedback; local assessment results	Participants report increased proficiency in employing strategies that engage all learners; improvement in local assessments

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
engaging strategies, and reflect on their practice.			
Participants attend a series of seven 2-hour sessions to examine differentiation strategies for advanced learners, participate in simulations of strategies appropriate for advanced learners, and reflect on their practice.	Seven two-hour sessions in Fall 2010 and seven two-hour sessions in Spring 2011	Teacher feedback; local assessment results	Participants report increased proficiency in employing strategies that differentiate for advanced learners; improvement in local assessments
Participants attend a series of four 1.5-hour sessions to examine strategies for classroom management, planning, and delivery of instruction; participate in simulations of strategies appropriate for language classrooms; and reflect on their practice.	Four 1.5-hour sessions during 2010/11 school	Teacher feedback; local assessment results	Participants report increased proficiency in employing strategies appropriate for the language classroom; improvement in local assessments
New World Language teachers conduct classroom visitations of master teachers to explore how experienced teachers get to know their students and plan accordingly, examine classroom practices that engage all students, and examine classroom practices that increase rigor for all students.	2010/11 school year	Teacher feedback; local assessment results	Participants report increased understanding of best practices; improvement in local assessments
World Language teachers new to AP course instruction attend seminars sponsored by College Board to acquire strategies to increase participation of all student groups in World Language AP exams and acquire strategies to help more students be successful on AP World Language exams.	2010-11 school year	Teacher feedback; local assessment results	Participants report increased comfort with demands of AP course; improvement in local assessments

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
Program Name: ESOL		Allowable Activity: 2.1	
Series of after-school sessions to facilitate the development and sharing of best practices to improve the academic achievement of ELLs at the high school level	5 sessions from Sept. 2010 through May 2011	Teacher feedback and data collection	ELLs at the high school level will exhibit an increase in English proficiency as measured by the LAS Links assessment in Spring 2011; at least 60% of the ELLs will increase their English proficiency level by 15 scale score points.
Series of after-school sessions to facilitate the development and sharing of best practices to improve the academic achievement of ELLs at the middle school level	5 sessions from Sept. 2010 through May 2011	Teacher feedback and data collection	ELLs at the middle school level will exhibit an increase in English proficiency as measured by the LAS Links assessment in Spring 2011; at least 60% of the ELLs will increase their English proficiency level by 15 scale score points.
Provide professional development sessions to increase ESOL teachers' leadership skills at the elementary, middle, and high school levels; provide opportunities for ESOL teachers to take leadership positions and assist in making programmatic decisions.	5 sessions from Sept. 2010 through May 2011	Teacher feedback and data collection; Recording of additional ideas shared to further improve student achievement and instructional programming.	ELLs at the elementary, middle, and high school levels will exhibit an increase in English proficiency as measured by the LAS Links assessment in Spring 2011; ESOL teachers will increase their involvement in making programmatic decisions.
Provide new ES ESOL teachers with the opportunity to attend Elementary Best Practice sessions	4 half-day sessions during the 2010-2011 school year	Teacher feedback and data collection	Collaboration within the participating schools to increase reading proficiency as shown on classroom, local, and state assessments
Collaborate with the Department of Student and Family Services to provide outreach events to better meet the needs of students receiving FARMS as well as other student groups.	2 half-day sessions (Fall 2010 and Spring 2011)	Teacher feedback and data collection	Collaboration within individual schools to provide at least one outreach event to the community to support school-wide initiatives and school improvement plans
Provide targeted professional development on Cultural Proficiency for a selected group of ES ESOL teachers	3 full-day sessions during the 2010-2011 school year	Teacher feedback	Increased awareness of selected ES ESOL teachers based upon the Cultural Proficiency Continuum
Program Name: Library Media		Allowable Activity: 2.1	
Provide substitutes for	9/2010-3/2011	Teacher feedback	Library media specialists will

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
selected library media specialists to spend one day visiting other schools and observing exemplary instruction.			have the support and resources they need to implement exemplary instruction.
Provide substitutes so that four elementary library media specialists can attend meetings to develop PD initiatives for the school library media program.	9/2010-4/2011	Teacher feedback	The Library Media Steering Committee will plan professional development activities that meet the needs of school-based staff (library media specialists, library media paraprofessionals, and library media secretaries).
Provide substitutes for library media specialists to develop summer reading lists for K-12 students as part of the A+ Partnership with Howard County Library.	1/2011	Summer Reading Lists for all grade levels will be distributed in May 2011.	Summer Reading Lists will be used to encourage students at all levels to read during the summer.
Workshop wages for library media specialists to develop "Best of the Year" lists that include the newest library media materials to support the HCPSS curriculum.	3/2011-6/2011	Best of the Year Lists will be distributed to library media specialists in 7/11.	Best of the Year lists will be used to make purchases to support the curriculum.
Workshop wages for library media specialists to develop final copies of summer reading lists for grades K-12 as part of the A+ Partnership with Howard County Library.	4/2011	Summer Reading Lists for all grade levels will be distributed in May 2011.	Summer Reading Lists will be used to encourage students at all levels to read during the summer.
Program Name: Teacher Development		Allowable Activity: 2.1	
Secondary Content Mentors provide support for Secondary Math, Science, Social Studies, English, Reading, Language Arts, and World Languages non-tenured teachers	September 10 - June 2011	Quarterly teacher observations. Attendance at site-based and systemic professional development.	Teacher evaluations for non-tenured teachers will reflect increased effectiveness in instructional and application of strategies and classroom climate.
Workshop wages for teachers for professional development aligned with the Frameworks	September 10 – August 2011	Data from systemic program evaluation, systemic satisfaction surveys, teacher feedback evaluations	Improved content knowledge and instructional practices

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
for Excellence in Teaching and Learning			
eSchool Solutions - Pilot Electronic Register Online	September 2010- August 2011	Revision based on Pilot results; full implementation plan proposed for Fall 2011	Standardization of professional development plans and course offerings for all instructional staff.
Program Name: Cultural Proficiency		Allowable Activity: 2.1	
Consultants to provide PD for administrators, teacher leaders, teachers, support staff, and members of central office operations as related to the systemwide cultural proficiency initiative	July 10- June 2011	Data from systemic program evaluation, systemic satisfaction surveys, mid-term and final consultative performance reviews	Effective employment of differentiated support model for cultural proficiency to support progress toward HCPSS Goal 2
Cultural Proficiency Program Specialist	July 10- June 2011	Data from systemic program evaluation, systemic satisfaction surveys, mid-term and final evaluation utilizing Standards for Central Office Leaders	Effective employment of differentiated support model for cultural proficiency to support progress toward Goal 2
Cultural Proficiency systemic workshop sessions	September 2010 – June 2011	Data from systemic program evaluation, systemic satisfaction surveys	Effective employment of differentiated support model for cultural proficiency to support progress toward Goal 2
Program Name: Differentiated Support		Allowable Activity: 2.1	
Support schools and teachers in delivery of differentiated instruction to meet needs of all learners	August 2010 – June 2011	Teacher observations, quarterly assessment scores, MSA and HSA results	Improved student achievement on MSA and HSA for all student groups
Program Name: NonPublic Schools		Allowable Activity: 2.1	
Graduate course completion, schoolwide PD workshops, conferences to support content knowledge and instructional practices	July 2010 – June 2011	Graduate course completion, teacher workshop feedback, conference attendees feedback	Improvement in content knowledge and pedagogy
Program Name: Leadership Development		Allowable Activity: 2.3	
Leadership development to build system capacity – includes Leadership Fellows, Administrative Coaching, Advanced Meeting Facilitation, System Leadership I and II, annual Summer Institute for school improvement, Instructional Team	8/10-6/11	Increase in promotion and development of skilled pool of school leaders/administrators and central office leaders, results of system surveys and training evaluation, portfolio assessments	Increased use of differentiated support models to build leadership capacity in HCPSS; increased use of coaching as a strategy to support teacher and leadership development.

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
Leaders			
Program Name: World Languages		Allowable Activity: 3.2	
Participants attend a series of seven two-hour sessions to acquire skills in technologies that will assist in: <ul style="list-style-type: none"> • Developing language skills (listening, reading, writing, speaking) • Differentiating instruction for all students. • Knowing who our learners are and monitoring their progress. 	Seven two-hour sessions in Fall 2010	Teacher feedback; local assessment results	Participants report increased proficiency in technologies that develop language skills, differentiate instruction, and assist in collecting data and monitoring student progress; improvement in local assessments
Program Name: Library Media		Allowable Activity: 3.2	
Provide substitutes for three library media specialists to serve on a focus group that examines audiovisual equipment and use in the schools for best instructional needs.	3/2011	Library media specialists feedback	Up-to-date equipment that meets the needs of all learners is available through the HCPSS Audiovisual Bid List.
Substitutes for library media specialists to attend the Maryland Association of School Librarians conference (MASL) and the Maryland Society of Educational Technology conference (MSET).	10/2010 & 4/2011	Conference attendees feedback	Conference attendees share information with other teachers in their school.
Workshop wages to provide after-school workshops for new library media specialists.	9/2010-5/2011	Library media specialists feedback	New library media specialists will have the support and resources they need to be successful in their first year.
Workshop wages to allow a library media specialist to work on the Central Inventory Database to ensure that information is entered accurately.	5/2011-6/2011	Standardized audiovisual equipment inventories will be available in 7/11.	Standardized audiovisual equipment inventories will be used to make purchases that support the curriculum.
Program Name: Instructional Technology		Allowable Activity: 3.2	
Provide substitutes for technology teachers to	9/2010 – 5/2011	Teacher feedback	Technology teachers will have the support and resources they

Activity or Series of Activities	Timeline/Target Date	Milestone(s) for measuring progress	Expected results toward system goals and program objectives
visit other schools and observe exemplary instruction from experienced teacher.			need to implement exemplary instruction. Technology Teachers will engage in ongoing reflection through electronic portfolio system.
Provide workshop wages for after-school workshops for new technology teachers.	9/2010 – 5/2011	Teacher feedback	New technology teachers will have the support and resources they need to be successful in their 1st year. Mentors/Mentees will be established for ongoing support.
Provide stipends for teachers to attend the HCPSS Technology Conference where they will learn how to differentiate instruction through the use of technology.	Summer 2011	Conference attendees feedback	Conference attendees integrate technology into instruction and be expected to lead in county wide or school based professional development plan.
Provide workshop wages for after-school workshops on how to differentiate instruction using technology and learning the applications that support instructional programs	9/2010– 5/2011	Teacher feedback	Teachers will be provided with hands-on practice and materials to use to integrate technology into classroom instruction.
Provide substitutes for elementary technology teachers to attend the Maryland Society for Educational Technology Conference (MSET).	4/2011	Conference attendees feedback	Conference attendees share information with other teachers in their school and promote their learning at their school based PD.

Local School System: <u>Howard County</u>	Fiscal Year 2011
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C. HIGHLY QUALIFIED TEACHERS

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.

The Howard County Public School System continues to increase the percentage of core academic classes taught by highly qualified teachers by using targeted recruiting, hiring, and support strategies.

Intensive Nationwide Recruiting Operation: Each year, the school system implements an aggressive nationwide recruiting operation designed to attract a diverse and highly qualified teaching staff. The system also offers a variety of incentive programs and conditional teacher support programs. For the 2009-2010 school year, Howard County hired 247 new teachers, of which 65% were hired to teach in critical need areas.

The Howard County Public School System conducted two highly successful teacher recruiting fairs. In addition to the Comprehensive Teacher Job Fair, a special education job fair was held to target critical-need teaching fields. During the 2009/10 school year, a team from the Office of Human Resources attended the National Association for the Advancement of Colored People job fair, a job fair in Puerto Rico, the national convention of the American Speech and Hearing Association, and Historically Black Colleges located on the east coast of the United States.

The Office of Human Resources continues to employ an on-line interview registration process for job fairs and on-site preliminary interviews. This has enabled staff to identify candidate qualifications and background information in advance of job fairs and interviews.

In addition to advertising in out-of-state newspapers prior to interviewing in a specific area, the Office of Human Resources has utilized non-traditional advertising venues such as local Hispanic/Latino radio stations, local Korean, Chinese, African American, and Hispanic/Latino newspapers, and the Internet. The office has also targeted advertising for Speech Language Pathologists through the American Speech and Hearing Association and for minority educators by placing advertisements in career publications for minority college students.

The recruiting and hiring team expanded its recruiting efforts into Michigan and Puerto Rico, areas known to have a higher supply of certified and diverse teachers. In addition, recruiting efforts with the U.S. Department of Defense were undertaken to recruit second-career candidates and/or certified teachers who are relocating due to the Base Realignment and Closure (BRAC) process.

The Office of Human Resources continues to support the philosophy of “growing our own” teachers. Personnel meet with non-certificated employees in groups and individually to promote teaching as a career and collaborated in the planning and presentation of information concerning certification and career opportunities at a series of workshops hosted by the Office of Professional Development. During the 2009/2010 school year, contracts were offered to 23 new teachers who had previously worked with the Howard County Public School System as paraprofessionals. Also, 42 of the teachers hired last year were Howard County Public School System alumni.

The Office of Human Resources continues to support the Future Educators Association (FEA) in all of our high schools and the Teacher Academy Program in some high schools, which aims to expose more students to careers in education and to alleviate the shortage of teachers. Several middle and high school students assisted the staff at our special education and comprehensive job fairs. Additionally, the Office of Human Resources supported the attendance of high school students at a national Future Educators Association conference.

The Office of Human Resources is hiring only highly qualified teachers for the ten Howard County Public School System Title I elementary schools. To accomplish this, Human Resources staff reviews certification and Federal highly qualified status prior to making job offers to potential candidates. Additionally, school administrators work closely with Human Resources to verify the highly qualified status of teachers being considered for voluntary transfer.

Payroll Advance: The Howard County Public School System offers an interest-free payroll advance of up to \$1,500 for teachers new to Howard County. Teachers may use the funds for moving expenses, lease-agreement deposits, or other expenses associated with new employment as a teacher.

Human Resources Advisory Board: Created in 2002, the Howard County Public School System Human Resources Advisory Board consists of central office personnel, school-based administrators, and community and business members. The purpose of the Advisory Board is to assist the Office of Human Resources in generating new ideas to attract and retain Howard County Public School System staff. The focus of the Advisory Board for the 2009/2010 school year was understanding the school planning and budget processes and how these processes affect recruitment, hiring, and retention of school system staff.

PRAXIS Reimbursement: The Office of Human Resources utilizes Title II grant funding to provide reimbursement for a portion of the PRAXIS content test fees for teachers needing to achieve highly qualified status in the core content area that they are teaching. Funds from the Title II grant also provide reimbursement for PRAXIS I and II tests to conditional teachers needing full certification. Eleven teachers were reimbursed for eighteen PRAXIS exams.

PRAXIS Preparation and Tutoring: Title II grant also funds support reimbursement for individual tutoring on PRAXIS test materials, instructor-led PRAXIS review courses, and the purchase of study guides for a lending library.

NCLB Presentations/Updates: Communicating information about Federal No Child Left Behind requirements regarding highly qualified status is critical to the school system's quest to see 100% of core content classes taught by highly qualified teachers. The Office of Human Resources offers on-site presentations to school staff members on No Child Left Behind requirements for highly qualified status. Individual and school status reports are given to school-based administrators and staff. The Office of Human Resources offers individual assessments of transcripts and other documentation to determine employee's certification status.

Certification Counseling Services: The Office of Human Resources provides ongoing support for teachers seeking certification in core content areas. In addition to presentations on certification and No Child Left Behind requirements at school-site staff meetings, representatives from the Office of Human Resources meet with individual teachers to review certification requirements and assist teachers in planning professional development as it relates to certification.

Administrative Staffing Meetings: Each spring, representatives from the Office of Human Resources meet with school-based administrators to discuss and assist with teaching assignments for the coming school year. These meetings help school administrators assign highly qualified teachers to the appropriate classroom settings and support efforts to retain teachers by aligning teacher assignments with qualifications.

Special Education Co-Teaching Model: The Department of Special Education continues to support a co-teaching model which pairs highly qualified teachers with special education teachers at all schools at all levels. The co-teaching intervention program is in place for Algebra/Data Analysis, English 9 and English 10 courses in seven high schools. This program provides students with and without disabilities a double course option, co-taught by a general and special education teacher, with 20 or less students. Ten middle schools continue to focus on leadership development for mathematics and special education instructional support teachers. Results include improved instruction and student outcomes in classrooms with co-teaching teams. Eight elementary schools participated in an ongoing, systemic initiative - Developing Quality Inclusive Education initiative (DQIE) during the 2008-09 and 2009-10 school years. Positive outcomes for students with disabilities due to a continued focus on co-teaching and Least Restrictive Environment (LRE) is evident for students with disabilities in grades 3-5 and 6-8. The Department of Special Education continues to run yearly, intensive cohorts that work strategically with school teams and administrators, in collaboration with central office curriculum staff. Schools participating in these cohorts continue to make progress in the areas of reading and mathematics, as measured by the 2009 MSA.

Partnerships with Higher Education: The Howard County Public School System University Partnership Program works with institutions of higher learning to assist all employees in continuing their education and professional growth. The Office of Professional and Organizational Development established partnerships with University of Maryland Baltimore County, John Hopkins University, Loyola University, McDaniel College, College of Notre Dame and Towson University. Employees may participate in a variety of graduate certificate, masters and doctoral programs that are offered in a group (cohort) format at our partner institutions. All programs are aligned with HCPSS system goals and focus on, but are not limited to, teacher

leadership, and school administration and supervision. Employees who participate in a cohort program may be eligible to receive tuition reimbursement in accordance with their respective negotiated agreement. Data regarding some of these programs is listed below:

Johns Hopkins University

Cohort	Enrolled	Ending # of Participants
MS Administration and Supervision	35	26 (9 anticipated in Spring '11)
Certificate in Administration and Supervision	52	52 (8 anticipated in FA 11)
Certificate in Gifted and Talented Cohort	15	15
Certificate in Instructional Technology	9	9
Certificate in Instructional Technology for Web-Based Professional Development	12	12
Certificate in Mind, Brain and Teaching (Regional Cohort)	4	4

University of Maryland Baltimore County

Cohort	Starting # of Participants	Ending # of Participants
Certificate In Mathematics Leadership	27	(27 anticipated in Fall '10)
Certificate in World History Master Teacher	28	(27 anticipated in Fall '10)
Certificate in Secondary Science Inquiry Based Pedagogy	14	14
Certificate In ESOL	83	64 (19 anticipated in Fall '10)

Towson University

Cohort	Starting # of Participants	Ending # of Participants
Masters in Middle School Mathematics Education	22	(15) (2 anticipated in FA '10)
Masters in Reading	42	(42 anticipated in Spring '12)
Masters in Early Childhood	23	(23 anticipated in Spring '12)
Family-Professional Collaboration Post-Baccalaureate Certificate	15	(15 anticipated in Spring '12)
Master In Special Education	22	(23 anticipated in Spring '13)

Loyola University

Cohort	Starting # of Participants	Ending # of Participants
Masters in School Administration and Curriculum	61	61
Masters in Instructional Technology	48	25 (23 anticipated in Spring '12)
Master In School Counseling	(20)	

College of Notre Dame

Cohort	Starting # of Participants	Ending # of Participants
Ph.D. in Instructional Leadership for Changing Populations	22	(22 anticipated in Spring 12)

Professional and Organizational Development: On-site courses were offered through the school system's *Professional Development Catalog* to those seeking highly qualified status. The Howard County Public School System offered 93 courses and over 67 workshops for professional development, with tuition reimbursement available through the Office of Human Resources.

Tuition Reimbursement: The Howard County Public School System offers a comprehensive tuition reimbursement program for teachers seeking highly qualified status and/or full certification. In addition, the Master Agreement for Education Support Professionals includes language that supports paraprofessionals who enroll in a Maryland Approved Teacher Education program

Two-Year Non-Tenured Teacher Support for Special Educators: The Department of Special Education utilizes grant funding to provide two years of prescriptive staff development training for newly hired special educators. Activities include incorporating the use of the TIENET system to develop Individual Educational Plans for students, best practices for teaching, the application of federal laws, and parent conferences. The program employs Towson University professors to provide support throughout the non-tenure period.

Candid Conversations with Administration: The Superintendent and his staff regularly met with school staffs to gain feedback about what is working well in and what is not working well the Howard County Public School System. The Superintendent also sought ideas about what would move the Howard County Public School System "from good to great." Information gathered was disseminated to all departments for review and follow-up. This approach to opening the lines of communication between school and central office leadership has been exceptionally well received by administrators and has resulted in a number of actions being taken almost immediately.

For the 2010/2011 school year, the Howard County Public School System will offer the

following initiatives to increase the percentage of core academic subject classes taught by “highly qualified” teachers:

- A new on-line application process and applicant tracking system will be implemented as part of the new integrated human resources/payroll system. This on-line application and applicant tracking system will allow easier accessibility for candidates by offering a paperless method of application from remote locations.
 - The Office of Human Resources continues to involve minority community organizations and minority professional organizations in the recruiting and hiring of employees. Strategies include attending meetings and participating in community activities.
 - Electronic surveys are used by the Office of Human Resources to gather data and program evaluation for recruiting events and New Staff Visits. It is planned to expand the use of electronic surveys to include exit surveys for employees severing employment with the Howard County Public School System.
 - The Master Agreement between the Board of Education of Howard County and the Howard County Education Association Educational Support provides both graduate and undergraduate credit allowance for paraeducators pursuing a Maryland Approved Program in teacher education.
2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

N/A

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:

1. **Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.**

See Attachments 6A and 6B located earlier in this update.

2. **Describe the school system's process for providing equitable participation to students in private schools:**

- a) **The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;**

In December of 2009, all Howard County eligible nonpublic schools (approved and church-exempt) were invited (via a certified letter) to participate in the HCPSS Federal Education Program Annual Consultation meeting. At this meeting, HCPSS federal program managers explained the ESEA program that they manage, presented options and opportunities, answered questions, and invited nonpublic schools to collaborate and participate. At the conclusion of this meeting, nonpublic schools were

asked to take the complete packet that was distributed, study and review the materials, and consider their school's needs and programs for the following school year 2010/2011. They were asked to develop a basic needs assessment of their school in relation to professional development, curriculum development, instructional and innovative programs, technology, student safety, etc. Nonpublic schools that did not attend the December consultation meeting were mailed an information packet that included similar instructions and participation forms.

Documentation copies and sign-in sheets for nonpublic school consultation meetings are available in hard copy at the Howard County Department of Education Building, 10910 Route 108, Ellicott City, MD.

b) The basis for determining the professional development needs of private school teachers and other staff;

Based on their needs assessment, nonpublic schools are asked to confirm their "Intent to Participate" in the federal programs that might address their school plans in the areas of professional development, curriculum development, instructional and innovative practices, technology, student safety, etc. After confirming the intent of the nonpublic schools with regards to the federal programs in which they will participate for the following school year, the HCPSS federal program managers receive a list of the nonpublic schools that desire to participate in their specific programs. The nonpublic school representatives also receive the phone numbers and email addresses for each HCPSS federal program manager. Further communication ensues pertaining to individual programs between HCPSS federal program managers and nonpublic school representatives.

Nonpublic Schools Participation in Federal Programs for FY2011 School Year

School	Contact Person	Title I	Title II-A	Title II-D: Ed Tech (NOT FUNDED)	Title II-D: MF Tech Proficiency Project	Title III-A	Title IV-A (NOT FUNDED)	Title IV-B, 21st Century Grants	Competitive Grants
Bet Yeladim	Ellen Rappaport		X	X	X	X		X	X
Bethel Christian Academy	Alice Green		X						
Bright Stars Learning Academy	Lethia S. Jackson	X	X	X				X	X
Glenelg Country School	Jhan Tangires		X						
Glenwood Country Day School	Cheryl Stradling		X	X	X		X		X
Our Lady of Perpetual Help	Nancy Malloy		X	X	X	X	X		X
Resurrection-St. Paul School	Karen Murphy	X	X	X	X	X	X	X	X
St. Augustine School	Patricia Schratz		X	X	X	X	X	X	X
St. John's Parish Day School	Tiffany Rath	X	X	X	X	X	X	X	X
St. Louis School	Terry Weiss	X	X	X	X	X	X	X	X
Trinity School	Sr. Catherine Phelps		X	X	X	X	X	X	X
Woodmont Academy	Lois Kelly		X						X

- c) **How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

Services, locations of services, and grade levels or areas of services are the decision of the nonpublic schools based on their needs assessment and the defined allowable activities.

- d) **The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for**

such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)

Funding allocations are established on a per pupil basis (per 9/30/09 enrollment for PreK-12 for public and nonpublic students). Nonpublic schools choose their own professional development activities in alignment with their individual school plans and the defined allowable activities.

E. BUDGET INFORMATION AND NARRATIVE

2. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.
3. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

E. FY2011 Budget Narrative

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Improving Teacher Recruitment and Retention					
Regular Programs Salaries and Wages	Resource teacher Activity 1.2	Salary for .5 staff position	35,928		35,928
Fixed Charges	FICA Activity 1.2	$\$35,928 \times .0765$	2,748		2,748
Fixed Charges	Benefits: Retirement and Health Activity 1.2	Benefits: Retirement (\$5,153) and Health (\$750)	5,903		5,903
Regular Programs Supplies and Materials	Praxis study guides Activity 1.2	21 guides x \$24.57 each	516		516
Regular Programs Salaries and Wages	Workshop Wages for recruitment Activity 1.2	78 hrs x \$30/hr	2,340		2,340
Fixed Charges	FICA Activity 1.2	$\$2,340 \times .0765$	179		179
Regular Programs Salaries and Wages	Temporary Clerical Support Activity 1.2	575 hrs x \$8.70/hr	5,003		5,003
Fixed Charges	FICA Activity 1.2	$\$5,003 \times .0765$	383		383
Regular Programs Other Charges	Praxis Test Reimbursement Activity 1.2	25 tests x \$200 each	5,000		5,000
Regular Programs Other Charges	Scholarships Activity 1.2	12 scholarships x \$1,000 each	12,000		12,000
Total Activity 1.2			70,000		70,000
Elementary Mathematics					
Instructional Staff Development Salaries and Wages	Substitutes for new teachers attending mathematics Best Practices workshop Activity 2.1	70 sub days x \$85/day	5,950		5,950
Instructional Staff Development Salaries and Wages	Workshop wages for Common Core training Activity 2.1	75 teachers x 1.5 hrs x 4 sessions x \$20/hr	9,000		9,000
Instructional Staff Development Salaries and Wages	Workshop wages for after-school Fraction content Activity 2.1	40 teachers x 1.5 hrs x 3 sessions x \$20/hr	3,600		3,600
Fixed Charges	FICA Activity 2.1	$\$18,550 \times .0765$	1,419		1,419
Elementary Language Arts					
Instructional Staff Development Salaries & Wages	Substitutes for new teachers attending Best Practices workshops Activity 2.1	70 teachers x \$85/day	5,950		5,950

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Substitutes for one teacher from each elementary school to attend Benchmark Assessment training Activity 2.1	40 sub days x \$85/day	3,400		3,400
Instructional Staff Development Salaries & Wages	Workshop wages for Writers' Institute Activity 2.1	400 hours x 20/hr	8,000		8,000
Instructional Staff Development Salaries & Wages	Workshop wages for Running Record training Activity 2.1	120 hours x 20/hr	2,400		2,400
Fixed Charges	FICA Activity 2.1	\$19,750 x .0765	1,511		1,511
Elementary Science					
Instructional Staff Development Salaries & Wages	Workshop wages for 15 teachers Gr 4/5 to attend Rube Goldberg Engineering Challenge training (HC Library Partnership) Activity 2.1	15 teachers x 2 hours x \$20/hr	600		600
Instructional Staff Development Salaries & Wages	Substitutes for 40 Gr 3 teachers to attend best practices training to implement the Revised Experimentation Unit Activity 2.1	40 sub days x \$85/day	3,400		3,400
Instructional Staff Development Salaries & Wages	Workshop wages for 45 teachers to attend 6-hour environmental workshops for the purpose of developing extended content background in earth/life and environmental science Activity 2.1	45 teachers x 6 hours x \$20/hr	5,400		5,400
Instructional Staff Development Salaries & Wages	Workshop wages for 40 new teachers of science to attend after-school workshops to learn best instructional practices and science content to support student achievement in science Activity 2.1	20 teachers x 4 hours x \$20/hour	1,600		1,600
Instructional Staff Development Salaries & Wages	Workshop wages for 40 teachers to attend training to implement the Riparian Buffer	40 teachers x 2 hours x \$20/hr	1,600		1,600

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
	Planting Experience for Gr 5 students and to learn how to implement safety procedures Activity 2.1				
Instructional Staff Development Salaries & Wages	Substitutes for 40 teachers to attend training to explore extended day STEM opportunities for students and how to apply for STEM mini-grants Activity 2.1	40 sub days x \$85/day	3,400		3,400
Instructional Staff Development Salaries & Wages	Workshop wages for teacher presenters to train other teachers how to implement the Green School Certification process Activity 2.1	2 teacher presenters x 6 hours x \$30/hr	360		360
Instructional Staff Development Salaries & Wages	Substitutes for 40 Gr 4 and 40 Gr 5 teachers to attend training to learn how to use MSDE and HCPSS resources to support increased student achievement on the Science MSA Activity 2.1	40 sub days x \$85/day	3,400		3,400
Fixed Charges	FICA Activity 2.1	\$19,760 x .0765	1,512		1,512
Elementary Social Studies					
Instructional Staff Development Salaries & Wages	Simulated Congressional Hearing Rep Training Activity 2.1	70 sub days X \$85/day	5,950		5,950
Instructional Staff Development Salaries & Wages	Digital Map & Resource Training Activity 2.1	80 teachers x 2 hrs x \$20/hr	3,200		3,200
Instructional Staff Development Salaries & Wages	Social Studies Long Range Planning and Integration Training Activity 2.1	90 teachers x 2 hrs x \$20/hr	3,600		3,600
Fixed Charges	FICA Activity 2.1	\$12,750 x .0765	975		975
Secondary Mathematics					
Instructional Staff Development Salaries & Wages	Workshop wages for Examining Exemplary Instruction to Support	5 teachers x 2 hours x 4 sessions x \$20/hr	800		800

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
	the Common Core State Standards Activity 2.1				
Instructional Staff Development Salaries & Wages	Substitutes for Examining Exemplary Instruction to Support the Common Core State Standards Activity 2.1	6 sub days x \$85/day	510		510
Instructional Staff Development Salaries & Wages	Workshop wages for Investigating Implications for the 4-Year Mathematics Graduation Requirement Activity 2.1	20 teachers x 1.5 hours x 4 sessions x \$20/hr	2,400		2,400
Instructional Staff Development Salaries & Wages	Workshop wages for Mathematics Leadership Cohort Activity 2.1	10 teachers x 3 hours x 8 sessions x \$20/hr	4,800		4,800
Instructional Staff Development Salaries & Wages	Substitutes for Supporting Exemplary Instruction at Wilde Lake MS, Cradlerock Upper, Mayfield Woods MS, Murray Hill MS, and Oakland Mills MS Activity 2.1	40 sub days x \$85/day	3,400		3,400
Instructional Staff Development Salaries & Wages	Workshop wages for Supporting Exemplary Instruction at Wilde Lake MS, Cradlerock Upper, Mayfield Woods MS, Murray Hill MS, and Oakland Mills MS Activity 2.1	10 teachers x 2 hours x 8 sessions x \$20/hr	3,200		3,200
Instructional Staff Development Salaries & Wages	Workshop wages for New Teacher Workshop Activity 2.1	15 teachers x 2 hours x 4 sessions x \$20/hr	2,400		2,400
Fixed Charges	FICA Activity 2.1	\$17,510 x .0765	1,340		1,340
Secondary Language Arts/English/Reading					
Instructional Staff Development Salaries & Wages	Substitutes for Grades 6, 7, 8 Reading specialists Activity 2.1	91 sub days x \$85/day	7,735		7,735
Instructional Staff Development Salaries & Wages	15 SpellRead teachers to receive workshop wages for attending two PD workshops	15 teachers x 1.5 hours x 2 sessions x \$20/hr	900		900

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
	Activity 2.1				
Instructional Staff Development Salaries & Wages	15 teachers to receive workshop wages for attending one PD workshop for HSA Online Mastery course Activity 2.1	15 teachers x 2 hours x \$20/hr	600		600
Instructional Staff Development Salaries & Wages	34 Seminar teachers to receive workshop wages for attending three PD workshops Activity 2.1	34 teachers x 2 hours x 3 sessions x \$20/hr	4,080		4,080
Instructional Staff Development Salaries & Wages	200 teachers (middle and high school English and reading) to receive workshop wages for studying Common Core and making applications Activity 2.1	200 teachers x 4 hours x \$20/hr	16,000		16,000
Instructional Staff Development Salaries & Wages	Substitutes for 53 MS/HS English and reading ITLs on Common Core standards Activity 2.1	53 sub days x \$85/day	4,505		4,505
Instructional Staff Development Salaries & Wages	Substitutes for training for 60 Cooperating Specialists for MS Activity 2.1	60 sub days x \$85/day	5,100		5,100
Instructional Staff Development Salaries & Wages	Substitutes for 80 MS Advanced Reader – Teacher Curriculum Support Activity 2.1	80 sub days x \$85/day	6,800		6,800
Instructional Staff Development Salaries & Wages	Substitutes for 9 HS Strategic Reading teachers Activity 2.1	9 sub days x \$85/day	765		765
Instructional Staff Development Contracted Services	Consultant for Reading Apprenticeship Program Activity 2.1	Estimate for services for 40 teachers	12,000		12,000
Fixed Charges	FICA Activity 2.1	\$46,485 x .0765	3,556		3,556
Secondary Science					
Instructional Staff Development Salaries & Wages	Non Tenured Teacher Meetings Activity 2.1	25 teachers x 7.5 hours x \$20/hr	3,750		3,750
Instructional Staff Development Salaries & Wages	High School ITL Meetings Activity 2.1	9 teachers x 1.5 hours x \$20/hr	270		270

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Middle School ITL Meetings Activity 2.1	18 teachers x 1.5 hours x \$20/hr	540		540
Instructional Staff Development Salaries & Wages	MS & HS ITL Retreat Activity 2.1	32 sub days x \$85/day	2,720		2,720
Instructional Staff Development Salaries & Wages	Intro to Eco Systems Teacher Training Activity 2.1	15 sub days x \$85/day	1,275		1,275
Instructional Staff Development Salaries & Wages	Chemical Inventory Training Activity 2.1	12 teachers x 1.5 hours x \$20/hr	360		360
Instructional Staff Development Salaries & Wages	Textbook Committee Meeting Activity 2.1	12 teachers x 1.5 hours x \$20/hr	360		360
Instructional Staff Development Salaries & Wages	Teach Like a Champion Book Study Activity 2.1	80 teachers x 1.5 hours x \$20/hr	2,400		2,400
Instructional Staff Development Salaries & Wages	Environmental Literacy Meeting Activity 2.1	80 teachers x 1.5 hours x \$20/hr	2,400		2,400
Instructional Staff Development Salaries & Wages	PD Committee Meeting Activity 2.1	36 teachers x 1.5 hours x \$20/hr	1,080		1,080
Instructional Staff Development Salaries & Wages	Safety Committee Meeting Activity 2.1	24 teachers x 1.5 hours x \$20/hr	720		720
Instructional Staff Development Salaries & Wages	MESA Workshop Activity 2.1	16 teachers x 7 hours x \$20/hr	2,240		2,240
Instructional Staff Development Salaries & Wages	ALT MSA Meeting Activity 2.1	19 sub days x \$85/day	1,615		1,615
Instructional Staff Development Salaries & Wages	Mastery Teachers Meeting Activity 2.1	15 sub days x \$85/day	1,275		1,275
Instructional Staff Development Salaries & Wages	Co-Teaching Workshop Activity 2.1	6 sub days x \$85/day	510		510
Instructional Staff Development Salaries & Wages	Teacher Collaboration – sharing best practices Activity 2.1	20 sub days x \$85/day	1,700		1,700
Instructional Staff Development Salaries & Wages	STEM Fair Training Activity 2.1	10 sub days x \$85/day	850		850
Fixed Charges	FICA Activity 2.1	\$24,065 x .0765	1,841		1,841
Secondary Social Studies					
Instructional Staff Development Salaries & Wages	Curriculum planning sessions Activity 2.1	10 sub days x \$85/day; 25 teachers x 4 hrs x \$20/hr	2,850		2,850

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	New Teacher Meetings Activity 2.1	10 teachers x 2.5 hrs x \$20/hr	500		500
Instructional Staff Development Salaries & Wages	Interschool Visitations Activity 2.1	10 sub days x \$85/day	850		850
Instructional Staff Development Salaries & Wages	Instructional Team Leader Retreat Activity 2.1	12 sub days x \$85/day	1,020		1,020
Instructional Staff Development Salaries & Wages	Professional Conferences for Teacher Activity 2.1	10 sub days x \$85/day	850		850
Instructional Staff Development Salaries & Wages	TCI (Teachers Curriculum Institute) Strategies Activity 2.1	35 teachers x 5 hours x \$20/hr	3,500		3,500
Instructional Staff Development Salaries & Wages	National History Day and Black Saga Competition	25 teachers x 5 hours x \$20/hr; 10 teachers x 5 hours x \$20/hr	3,500		3,500
Fixed Charges	FICA Activity 2.1	\$13,070 x .0765	1,000		1,000
World Languages					
Instructional Staff Development Salaries & Wages	Substitutes for World Language ITL Workshop Activity 2.1	12 sub days x \$85/day	1,020		1,020
Instructional Staff Development Salaries & Wages	Substitutes and Workshop Wages for Middle School World Language Leadership Team Activity 2.1	8 sub days x \$85/day; 8 teachers x 6 hours x \$20/hr	680 960		1,640
Instructional Staff Development Salaries & Wages	Substitutes and workshop wages for Middle School World Language Teachers Activity 2.1	60 sub days x \$85/day; 30 teachers x 4 hours x \$20/hr	5,100 2,400		7,500
Instructional Staff Development Salaries & Wages	Workshop Wages for Let's Get Engaged Activity 2.1	15 teachers x 28 hrs x \$20/hr	8,400		8,400
Instructional Staff Development Salaries & Wages	Workshop Wages for Working Advanced Learners Activity 2.1	15 teachers x 14 hrs x \$20/hr	4,200		4,200
Instructional Staff Development Salaries & Wages	Workshop Wages for New Teacher Sessions Activity 2.1	10 teachers x 6 hrs x \$20/hr	1,200		1,200
Instructional Staff Development Salaries & Wages	Substitutes for New Teacher Visitations Activity 2.1	5 sub days x \$85/day	425		425

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Substitutes for AP World Language Workshop Activity 2.1	5 sub days x \$85/day	425		425
Fixed Charges	FICA Activity 2.1	\$24,810 x .0765	1,898		1,898
ESOL					
Instructional Staff Development Salaries & Wages	High School ESOL PD sessions Activity 2.1	35 teachers x 1.5 hrs x 5 sessions x \$20/hr	5,250		5,250
Instructional Staff Development Salaries & Wages	Middle School ESOL PD sessions Activity 2.1	25 teachers x 2 hours x 5 sessions x \$20/hr	5,000		5,000
Instructional Staff Development Salaries & Wages	ESOL Leadership Team PD sessions Activity 2.1	10 teachers x 2 hours x 5 sessions x \$20/hr	2,000		2,000
Instructional Staff Development Salaries & Wages	New ES ESOL teachers' participation in Elementary Best Practices Activity 2.1	8 sub days x \$85/day	680		680
Instructional Staff Development Salaries & Wages	DOTS collaborative PD sessions Activity 2.1	6 sub days x \$85/day	510		510
Instructional Staff Development Salaries & Wages	Cultural Proficiency Training for selected ES ESOL teachers Activity 2.1	60 sub days x \$85/day	5,100		5,100
Fixed Charges	FICA Activity 2.1	\$18,540 x .0765	1,418		1,418
Library Media					
Instructional Staff Development Salaries & Wages	Substitutes for library media specialists to visit other schools and observe exemplary instruction Activity 2.1	15 sub days x \$85/day	1,275		1,275
Instructional Staff Development Salaries & Wages	Substitutes for four elementary library media specialists to attend meetings to develop PD initiatives for the school library media program Activity 2.1	8 sub days x \$85/day	680		680
Instructional Staff Development Salaries & Wages	Substitutes for library media specialists to develop summer reading lists for K-12 students as part of the A+ Partnership with Howard County	5 sub days x \$85/day	425		425

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
	Library Activity 2.1				
Instructional Staff Development Salaries & Wages	Wages for library media specialists to develop "Best of the Year" lists that include the newest library media materials in support of the HCPSS curriculum Activity 2.1	3 teachers x 20 hours x \$20/hr	1,200		1,200
Instructional Staff Development Salaries & Wages	Wages for library media specialists to develop final copies of summer reading lists for grades K-12 as part of the A+ Partnership with Howard County Library Activity 2.1	5 teachers x 6 hours x \$20/hr	600		600
Fixed Charges	FICA Activity 2.1	\$4,180 x .0765	320		320
Teacher Development					
Instructional Staff Development Salaries & Wages	Secondary Content Mentors Activity 2.1	2,857 hours x \$35/hr	99,995		99,995
Fixed Charges	FICA Activity 2.1	\$99,995 x .0765	7,650		7,650
Instructional Staff Development Salaries & Wages	Workshop wages for teachers for PD aligned with Frameworks for Excellence in Teaching and Learning Activity 2.1	1,000 hrs x \$20/hr	20,000		20,000
Fixed Charges	FICA Activity 2.1	\$20,000 x .0765	1,530		1,530
Instructional Staff Development Contracted Labor	eSchool Solutions – Electronic Register Online Activity 2.1	Annual contract: \$24,000 x 2 years	48,000		48,000
Cultural Proficiency					
Instructional Staff Development Contracted Labor	Consultants Brenda and Franklin CampbellJones provide systemwide Cultural Proficiency PD Activity 2.1	26 sessions x 2 consultants x \$2,500/consultant	130,000		130,000
Instructional Staff Development Salaries and Wages	Cultural Proficiency Program Specialist Activity 2.1	Annual salary: \$76,198	76,198		76,198

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	FICA Activity 2.1	$\$76,198 \times .0765$	5,829		5,829
Fixed Charges	Benefits: Retirement and Health Activity 2.1	Retirement (\$10,927) and Health (\$5,283)	16,210		16,210
Instructional Staff Development Other Charges	Conference room rentals, resources, and food for all-day workshops Activity 2.1	35 sessions x \$200/per room rental; 30 participants x \$10/ea x 35 sessions; \$2,500 for training resources (books, DVDs)	20,000		20,000
Paraprofessional Development					
Instructional Staff Development Salaries & Wages	Paraprofessional Development facilitator to support system paraeducators in instructional knowledge and practices Activity 2.1	.5 of full-time salary	55,085		55,085
Fixed Charges	FICA Activity 2.1	$\$55,085 \times .0765$	4,214		4,214
Fixed Charges	Benefits: Retirement and Health Activity 2.1	Retirement (\$7,899) and Health (\$3,184)	11,083		11,083
Differentiated Professional Development (i.e., Integrated Approach)					
Instructional Staff Development Salaries and Wages	Workshop wages for teachers for PD for differentiated support Activity 2.1	2,000 hours x \$20/hr	40,000		40,000
Instructional Staff Development Salaries and Wages	Substitutes for teachers for PD for differentiated support Activity 2.1	110 sub days x \$85/day	9,350		9,350
Fixed Charges	FICA Activity 2.1	$\$49,350 \times .0765$	3,775		3,775
Instructional Staff Development Supplies & Materials	Resources and instructional materials for PD for differentiated support Activity 2.1	Estimated costs for PD resources	6,268		6,268
NonPublic Schools					
Instructional Staff Development Transfers	Individual school PD initiatives, graduate coursework and conference registrations for	3,733 students x \$20.44 per student	76,304		76,304

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
	teachers and administrators Activity 2.1				
Total Activity 2.1			879,751		879,751
Leadership Development					
Instructional Staff Development Contracted Labor	Leadership Fellows – Coaching for Results – fees for consultants to provide coaching support to aspiring system leaders Activity 2.3	Cohort #6: 20 candidates x 8 sessions x \$100/session Cohort #7: 20 candidates x 12 sessions x \$100/session	16,000 24,000		40,000
Instructional Staff Development Supplies and Materials	LPI leadership manuals and assessment forms for all candidates Activity 2.3	20 manuals x \$30 each	600		600
Instructional Staff Development Contracted Labor	Administrative Coaches: fees for consultants to provide coaching support to new principals and administrators in need Activity 2.3	9 candidates x 30 sessions x \$100/session	27,000		27,000
Instructional Staff Development Supplies and Materials	Advanced Meeting Facilitation and Coaching I and II: resources for all participants Activity 2.3	35 participants x 8 sessions x \$15/session	4,200		4,200
Instructional Staff Development Contracted Labor	HCPSS Summer Institute/Leadership I and II: fees for consultants to provide workshops related to school improvement initiatives Activity 2.3	Estimated consultant fees	12,000		12,000
Instructional Staff Development Salaries & Wages	Instructional Team Leader Training: workshop wages for training for newly assigned team leaders Activity 2.3	380 hrs x \$20/hr	7,600		7,600
Fixed Charges	FICA Activity 2.3	\$7,600 x .0765	581		581
Instructional Staff Development Other Charges	Conference room rentals for leadership trainings Activity 2.3	10 sessions x \$700/session	7,000		7,000


Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Total Activity 2.3			98,981		98,981
World Languages					
Instructional Staff Development Salaries & Wages	Workshop Wages for Make it Work: Technology Activity 3.2	15 teachers x 14 hrs x \$20/hr	4,200		4,200
Fixed Charges	FICA Activity 3.2	\$4,200 x .0765	321		321
Library Media					
Instructional Staff Development Salaries & Wages	Substitutes for three library media specialists to serve on a focus group that examines audiovisual equipment and use in the schools. This equipment allows teachers to effectively integrate technology into instruction. Activity 3.2	3 sub days x \$85/day	255		255
Instructional Staff Development Salaries & Wages	Substitutes for library media specialists to attend the Maryland Association of School Librarians conference (MASL) and the Maryland Society of Educational Technology conference (MSET). Activity 3.2	40 sub days x \$85/day	3,400		3,400
Instructional Staff Development Salaries & Wages	Workshop wages for after-school workshops for new library media specialists. Activity 3.2	47.5 teachers x 2 hours x \$20/hr	1,900		1,900
Instructional Staff Development Salaries & Wages	Workshop wages to allow a library media specialist to work on the Central Inventory Database to ensure that information is entered accurately. This inventory is used to distribute equity funds to schools that need additional equipment. Activity 3.2	60 hours x \$20/hr	1,200		1,200
Fixed Charges	FICA Activity 3.2	\$6,755 x .0765	517		517


Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Technology					
Instructional Staff Development Salaries & Wages	Substitutes for elementary tech teachers to observe exemplary instruction Activity 3.2	54 sub days x \$85/day	4,590		4,590
Instructional Staff Development Salaries & Wages	Workshop wages for after-school workshops for new technology teachers Activity 3.2	8 teachers x 6 hours x \$20/hr	960		960
Instructional Staff Development Salaries & Wages	Stipends for teachers to attend HCPSS Summer Technology Conference Activity 3.2	150 teachers x \$200 each	30,000		30,000
Instructional Staff Development Salaries & Wages	Workshop wages for after-school technology workshops Activity 3.2	176 teachers x 2 hours x \$20/hr	7,040		7,040
Instructional Staff Development Salaries & Wages	Substitutes for technology teachers to attend MSET conference Activity 3.2	54 sub days x \$85/day	4,590		4,590
Fixed Charges	FICA Activity 3.2	\$47,180 x .0765	3,609		3,609
Total Activity 3.2			62,582		62,582
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	22,226		22,226
Grand Total			1,133,540		1,133,540

ORIGINAL GRANT BUDGET	\$1,133,540	AMENDED BUDGET #		REQUEST DATE	10/15/10
GRANT NAME	Title II-A, Improving Teacher Quality	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	MSDE	RECIPIENT AGENCY NAME	Howard County Public School System		
FUND SOURCE CODE		GRANT PERIOD	07/01/10	06/30/12	

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT/PROG
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						22,226.00	22,226.00
Prog. 23 Centralized Support							0.00
203 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
205-205 Instruction Categories							
Prog. 01 Regular Prog.	43,271.00		516.00	17,000.00			60,787.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						76,304.00	76,304.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	565,833.00	269,000.00	11,068.00	27,000.00			892,901.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							
212 Fixed Charges				81,322.00			81,322.00
214 Community Services							0.00
215 Capital Outlay							0.00
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	629,104.00	269,000.00	11,584.00	125,322.00	0.00	98,530.00	1,133,540.00

Finance Official Approval: Terry Brukiewa  10/15/10 410-313-1546
 Name Signature Date Telephone #

Supt./Agency Head Approval: Sydney L. Cousin  11/8/2010 410-313-6677
 Name Signature Date Telephone #

MSDE Grant Manager Approval: _____
 Name Signature Date Telephone #

F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

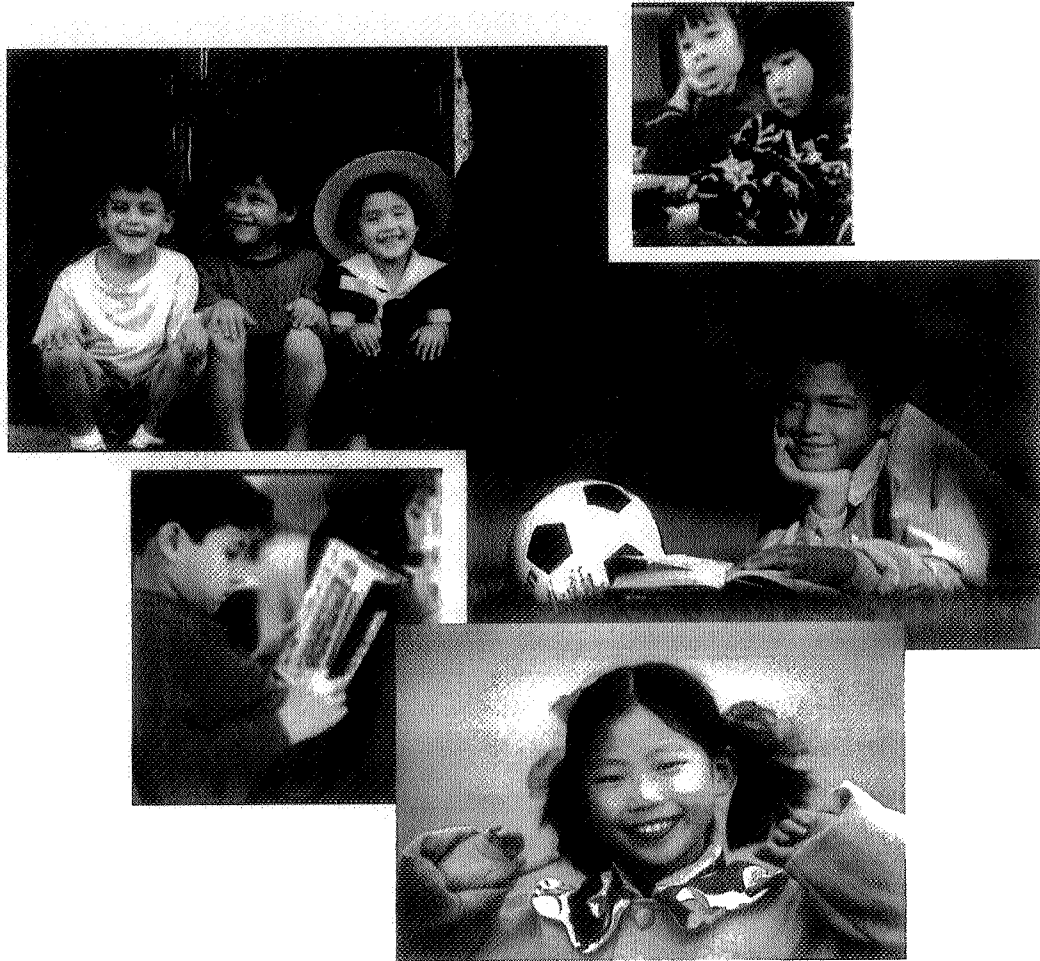
Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary (submitted separately with Attachment 7)

Attachment 5: Transfer of ESEA Funds (located previously on pgs. 1-2)

Attachment 6: Consolidation of ESEA Funds for Local Administration (located previously on pgs. 3-10)

Attachment 10



Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Howard County Public School System</u>	Fiscal Year 2011
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and (e) any revision to the plan as part of this annual update (including page numbers). *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers) 8 ESOL instructional leaders; Duties include providing school-based support on effective instructional strategies and program initiatives before and after school during the 2010-11 school year; Supports the strategy to deliver professional development on best practices to implement when instructing ELLs provided to school-based teams, schools, and the Instructional Intervention Teams	21,530	
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	4 reviewers to update and improve the ESOL program handbooks and documents after school during the 2010-11 school year; Supports the strategy to increase professional development and resource creation for the expansion of the <i>Maryland English Language Proficiency State Curriculum</i> connections with objectives in Language Arts, Mathematics, Science, and Social Studies at all instructional levels	2,153	
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].	0.5 ESOL teacher to provide additional and supplemental support for English language learners in the Pre-Kindergarten and co-taught Kindergarten classroom settings during the 2010-11 school year; Supports the strategy to provide co-taught classrooms instructed by ESOL Program and classroom teachers	53,460	

1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].	4.0 ESOL teachers to provide additional support for English language learners in extended-day/year settings during the school year and summer of 2010-11; Supports the strategy to increase alignment of classroom instruction, ESOL Program instruction, and other intervention services	10,765	
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**TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Howard County Public School System</u>	Fiscal Year 2011
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A. REQUIRED ACTIVITIES [Section 3115(c)] continued

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
<p>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].</p>	<p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)</p>		
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>	<p>Professional development opportunity to provide collaborative planning time beyond the school day to teachers who are co-teaching throughout the 2010-11 school year; Supports the strategy to provide co-taught classrooms instructed by ESOL Program staff and classroom teachers</p>	2,153	
<p>2.2. Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].</p>	<p>1.0 ESOL Resource Teacher to implement additional professional development services and to support ESOL and classroom instruction throughout the 2010-11 school year; Supports the strategies to provide increased articulation practices, alignment of ESOL instruction to both the <i>Maryland English Language Proficiency State Curriculum</i> and content standards, professional development on best practices to use when instructing ELLs provided to schools and school system leadership, professional development on oral language skill development by extending strategies to ESOL and content teachers, emphasis on best practices in building academic vocabulary and comprehension for ESOL and content teachers, additional co-teaching professional development and support for ESOL and classroom teachers through workshops and through participation in Designing Quality Inclusive Education and the Middle School Cohort</p>	95,542	

<p>2.3 Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].</p>	<p>Professional development opportunities to build ESOL and classroom teachers' ability to integrate technology and data-driven instruction and to develop listening, speaking, reading, writing, vocabulary, and oral language skills when teaching English language learners throughout the 2010-11 school year; Supports the strategy to increase the collection and use of multiple data points, including LAS Links, MSA, and local assessments, to inform the grouping and instruction of ELLs</p>	<p>2,153</p>
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**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Howard County Public School System</u>	Fiscal Year 2011
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)		
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	4 schools to conduct outreach programs such as PACE, Parent and Child ESOL, during the 2010-11 school year; Supports the strategy to increase alignment of classroom instruction, ESOL Program instruction, and other intervention services	6,459	
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	2.0 Hispanic Achievement Liaisons and 2.0 Bilingual Achievement Liaisons to provide interpreting services and educational seminars for English language learners and their families and to monitor the academic progress of English language learners throughout the 2010-11 school year; Supports the strategy to increase alignment of classroom instruction, ESOL Program instruction, and other intervention services	216,842	
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	Acquisition of educational technologies (i.e., listening devices, e-readers, document cameras, etc.) to support the language development of ELLs purchased during the 2010-11 school year; Supports the strategy to provide professional development on oral language skill development by extending strategies to ESOL and content teachers	5,168	

4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].	Contracted services (i.e., bus services for additional fieldtrips, Violets tools and resources, etc.) for access to educational programs and materials for English language learners at the elementary and secondary levels during the 2010-11 school year; Supports the strategy to increase alignment of classroom instruction, ESOL Program instruction, and other intervention services	2,149	
5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:			
5.1 Carrying out other activities that are consistent with the purposed of this section [section 3115(d)(8)].			

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Howard County Public School System</u>	Fiscal Year 2011
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C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

6. Administrative Expenses		Public School Costs	Nonpublic Costs
6.1 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 this subpart [section 3115(b)].	Allowable administrative costs not more than 2%	8,367	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$426,741	

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Howard County Public School System</u>	Fiscal Year 2011
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.

1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)		
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e) (1) (A)].			
1.2 Supporting personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e) (1) (B)].			
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e) (1) (C)].			
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e) (1) (D)].			
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e) (1) (E)].			

1.6 Providing other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics education [section 3115(e) (1) (F)].			
1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(e) (1) (G)].			
2. Administrative Expenses		Public School Costs	Nonpublic Costs
2.1 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 this subpart [section 3115(b)].	Allowable administrative costs not more than 2%		
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		N/A	N/A

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

- 1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.**

Please see Attachment 6A and 6B located earlier in this update.

- 2. Describe the school system's process for providing equitable participation to students in private schools:**

- a) **The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;**

In December of 2009, all Howard County eligible nonpublic schools (approved and church-exempt) were invited (via a certified letter) to participate in the HCPSS Federal Education Program Annual Consultation meeting. At this meeting, HCPSS federal program managers explained the ESEA program that they manage, presented options and opportunities, answered questions, and invited nonpublic schools to collaborate and participate. At the conclusion of this meeting, nonpublic schools were asked to take the complete packet that was distributed, study and review the materials, and consider their school's needs and programs for the following school year 2010/2011. They were asked to develop a basic needs assessment of their school in relation to professional development, curriculum development, instructional and innovative programs, technology, student safety, etc. Nonpublic schools that did not attend the December consultation meeting were mailed an information packet that included similar instructions and participation forms.

Documentation copies and sign-in sheets for nonpublic school consultation meetings are available in hard copy at the Howard County Department of Education Building, 10910 Route 108, Ellicott City, MD.

- b) **The basis for determining the needs of private school children and teachers;**

Based on their needs assessment, nonpublic schools are asked to confirm their "Intent to Participate" in the federal programs that might address their school plans in the areas of professional development, curriculum development, instructional and innovative practices, technology, student safety, etc. After confirming the intent of the nonpublic schools with regards to the federal programs in which they will participate for the following school year, the HCPSS federal program managers receive a list of the nonpublic schools that desire to participate in their specific programs. The nonpublic school representatives also receive the phone numbers and email addresses for each HCPSS federal program manager. Further communication ensues pertaining to individual programs between HCPSS federal program managers and nonpublic school representatives.

Nonpublic Schools Participation in Federal Programs for 2010-2011 School Year

School	Contact Person	Title I	Title II-A	Title II-D: Ed Tech (NOT FUNDED)	Title II-D: MF Tech Proficiency Project	Title III-A	Title IV-A (NOT FUNDED)	Title IV-B, 21st Century Grants	Competitive Grants
Bet Yeladim	Ellen Rappaport		X	X	X	X		X	X
Bethel Christian Academy	Alice Green		X						
Bright Stars Learning Academy	Lethia S. Jackson	X	X	X				X	X
Glenelg Country School	Jhan Tangires		X						
Glenwood Country Day School	Cheryl Stradling		X	X	X		X		X
Our Lady of Perpetual Help	Nancy Malloy		X	X	X	X	X		X
Resurrection-St. Paul School	Karen Murphy	X	X	X	X	X	X	X	X
St. Augustine School	Patricia Schratz		X	X	X	X	X	X	X
St. John's Parish Day School	Tiffany Rath	X	X	X	X	X	X	X	X
St. Louis School	Terry Weiss	X	X	X	X	X	X	X	X
Trinity School	Sr. Catherine Phelps		X	X	X	X	X	X	X
Woodmont Academy	Lois Kelly		X						X

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon;

Based upon communication during and after the meeting with the nonpublic schools in December 2009, the nonpublic schools who completed the "Intent to Participate" decided not to pursue inclusion in Title III-A services.

- d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)

N/A - No services will be provided to nonpublic schools.

3. **ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2008-2009 signed by officials at each participating nonpublic school and/or their designee that consultation regarding Title III services has occurred. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.**

Please see the attached documentation.

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: Howard County Public School System

Fiscal Year 2011

B. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

C. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary (submitted separately with Attachment 7)

Attachment 5: Transfer of ESEA Funds (located previously on pgs. 1-2)

Attachment 6: Consolidation of ESEA Funds for Local Administration (located previously on pgs. 3-10)

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation (located following this section)

B. Budget Information and Narrative


CATEGORY / OBJECT	LINE ITEM	CALCULATION	AMOUNT	IN-KIND	TOTAL
Special Programs Salaries & Wages	ESOL Instructional Leaders Activity 1.1	8 ESOL Teachers x \$2,500	20,000		20,000
Fixed Charges	FICA Activity 1.1	\$20,000 x 0.0765	1,530		1530
Total Activity 1.1			21,530		21,530
Special Programs Salaries & Wages	Curriculum writers Activity 1.2	4 reviewers x \$500	2,000		2,000
Fixed Charges	FICA Activity 1.2	\$2,000 x 0.0765	153		153
Total Activity 1.2			2,153		2,153
Special Programs Salaries & Wages	0.5 ESOL teacher Activity 1.3	0.5 PreK/K ESOL teacher	37,464		37,464
Fixed Charges	FICA Retirement Employee Insurances Activity 1.3	\$37,464 x 0.0765 \$37,464 x 0.1434 \$7,758	2,866 5,372 7,758		15,996
Total Activity 1.3			53,460		53,460
Special Programs Salaries & Wages	Extended-day/year ESOL teachers Activity 1.4	4.0 teachers x \$2,500/teacher	10,000		10,000
Fixed Charges	FICA Activity 1.4	\$10,000 x 0.0765	765		765
Total Activity 1.4			10,765		10,765
Special Programs Salaries & Wages	Collaborative planning professional development Activity 2.1	100 hours of planning x \$20/hour	2,000		2,000
Fixed Charges	FICA Activity 2.1	\$2,000 x 0.0765	153		153
Total Activity 2.1			2,153		2,153
Special Programs Salaries & Wages	1.0 resource teacher Activity 2.2	1.0 resource teacher	63,676		63,676
Fixed Charges	FICA Retirement Employee Insurances Activity 2.2	\$63,676 x 0.0765 \$63,676 x 0.1434 \$17,864	4,871 9,131 17,864		31,866
Total Activity 2.2			95,542		95,542
Special Programs Salaries & Wages	Professional development sessions Activity 2.3	25 participants x 2 events x \$40/participant	2,000		2,000
Fixed Charges	FICA Activity 2.3	\$2,000 x 0.0765	153		153
Total Activity 2.3			2,153		2,153
Special Programs Salaries & Wages	Outreach Programs Activity 3.1	4 schools x \$1,500	6,000		6,000
Fixed Charges	FICA Activity 3.1	\$6,000 x 0.0765	459		459
Total Activity 3.1			6,459		6,459
Community Services	4.0 liaisons Activity 3.2	2.0 Hispanic Achievement Liaisons 2.0 Bilingual Achievement Liaisons	65,196 73,786		138,982
Fixed Charges	FICA Retirement Employee Insurances Activity 3.2	\$138,982 x 0.0765 \$138,982 x 0.1434 \$47,298	10,632 19,930 47,298		77,860


Total Activity 3.2			216,842		216,842
<i>Educational Technology</i>	Acquisition of educational technology <i>Activity 4.2</i>	Estimated acquisition fees	5,168		\$5,168
Total Activity 4.2			5,168		5,168
Special Programs Contracted Services	Contract fees for special programming <i>Activity 4.5</i>	Estimated contract fees	2,149		2,149
Total Activity 4.5			2,149		2,149
Administration Business Support Services/Transfers	Indirect Costs <i>Activity 5.1</i>	2.0% x direct costs	8,367		8,367
Total Activity 5.1			8,367		8,367
GRAND TOTAL			\$426,741		\$426,741

ORIGINAL GRANT BUDGET	\$426,741	AMENDED BUDGET #		REQUEST DATE	10/15/10
GRANT NAME	ESEA, Title III English Language Acquisition	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	MSDE	RECIPIENT AGENCY NAME	Howard County Public School System		
FUND SOURCE CODE		GRANT PERIOD	07/01/10	06/30/12	

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT/PROG
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						8,367.00	8,367.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	128,935.00	2,149.00			5,168.00		136,252.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
208 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				143,140.00			143,140.00
214 Community Services	138,982.00						138,982.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	267,917.00	2,149.00	0.00	143,140.00	5,168.00	8,367.00	426,741.00

Finance Official Approval: Terry Brukiewa  10/18/10 410-313-1546
 Name Signature Date Telephone #

Supt./Agency Head Approval: Sydney L. Cousin  10/15/2010 410-313-6877
 Name Signature Date Telephone #

MSDE Grant Manager Approval: _____
 Name Signature Date Telephone #

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

 Superintendent of Schools/Head of Grantee Agency	11/8/2010 Date
---	-------------------

November 6, 2009

«Title»
«Name»
«Loc_Street»
«Loc_City», «State» «Loc_Zip»

Dear «Title»:

You are invited to attend a meeting to discuss your school's eligibility for funding authorized by the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB). The Howard County Public School System (HCPSS) will hold its Annual Consultation session for Nonpublic Schools to engage in meaningful discussion about federal title grant programs for the 2010-2011 school year. At this meeting, HCPSS federal program managers will describe their federal grant programs. You will have an opportunity to talk about your school's needs for FY2011 and to ask specific questions about the federal grant programs as they relate to your school.

If you wish to participate in federal grant programs during the 2010-2011 school year, please plan to attend this meeting or send a representative from your school. All participation forms will be distributed at the meeting. A representative from your school is *NOT* required to attend the meeting in order to participate in the federal grants program for the 2010-2011 school year.

Date: Friday, December 11, 2009
Time: 1:30 – 3:00 p.m.
Place: The Howard County Department of Education Building
Board Room B
10910 Route 108
Ellicott City, MD

The HCPSS federal program managers are looking forward to meeting with you. Please contact me at 410-313-6648 if you have any questions. In order to plan for the meeting, please return the enclosed response form on or before **Tuesday, December 1, 2009**. You can mail or fax to 410-313-6795.

Sincerely,

Tricia Murphy
Nonpublic Schools Contact

Enclosure
c: HCPSS Federal Program Managers

ADMINISTRATIVE HEAD
ATHOLTON ADVENTIST SCHOOL
6520 MARTIN RD
COLUMBIA MD 21044

Ellen Rappoport
BET YELADIM
8910 Route 108
Columbia, MD 21045

ALICE GREEN
BETHEL CHRISTIAN ACADEMY
P O BOX 406
SAVAGE MD 20763-0416

LETHIA S. JACKOSN
BRIGHT STARS LEARNING
ACADEMY
5890 CEDAR LN
COLUMBIA MD 21044-3161

ADMINISTRATIVE HEAD
BROOKFIELD CHRISTIAN SCHOOL
6347 TEN OAKS RD
COLUMBIA MD 21029

ADMINISTRATIVE HEAD
BRYANT WOODS MONT CHILDRENS
HOUSE
10449 GREEN MOUNTAIN CIR
COLUMBIA MD 21044

ERRIEL D. ROBERSON
CELEBRATION CHRISTIAN
ACADEMY
6080 FORELAND GARTH
COLUMBIA MD 21045

ADMINISTRATIVE HEAD
CHAPELGATE CHRISTIAN
ACADEMY
2600 MARRIOTTSVILLE RD
MARRIOTTSVILLE MD 21104-1628

ADMINISTRATIVE HEAD
CHESAPEAKE SPEECH INC
6135 OLD WASHINGTON RD RM
105/106
ELKRIDGE MD 21075

ADMINISTRATIVE HEAD
CHILDREN S MANOR MONTESSORI
SCHOOL
4465 MONTGOMERY RD
ELLCOTT CITY MD 21043-6007

ADMINISTRATIVE HEAD
COLUMBIA ACADEMY
10350 OLD COLUMBIA RD
COLUMBIA MD 21046

ADMINISTRATIVE HEAD
COLUMBIA MONTESSORI SCHOOL
10508 MARBLE FAUN CT
COLUMBIA MD 21044

MARTHA ZEHER
CORNERSTONE ACADEMY OF
GLENWOOD
3060 WASHINGTON ROAD ROUTE 97
GLENWOOD MD 21738

ADMINISTRATIVE HEAD
CROSSROADS ADVENTIST SCHOOL
3291 N ST JOHNS LN
ELLCOTT CITY MD 21043

ADMINISTRATIVE HEAD
GLENELG COUNTRY SCHOOL
12793 FOLLY QUARTER ROAD
ELLCOTT CITY MD 21042

ADMINISTRATIVE HEAD
GLENWOOD COUNTRY DAY SCHOOL
14785 BUSHY PARK ROAD
WOODBINE, MD 21097

CHERYL STRADLING
GLENWOOD COUNTRY DAY SCHOOL
2480 ROXBURY MILLS RD STES 10/11
GLENWOOD MD 21738

Sheeba Mathew
The Goddard School
2200 Brighton Run Court
Marriottsville, MD 21104

ADMINISTRATIVE HEAD
THE GODDARD SCHOOL
8866 COLUMBIA 100 PARKWAY
COLUMBIA MD 21045

ADMINISTRATIVE HEAD
HIGH ROAD ACADEMY
9705 WASHINGTON BLVD
LAUREL MD 20723

ADMINISTRATIVE HEAD
JOY IN LEARNING COLUMBIA
8991 LAMBSKIN LN
COLUMBIA MD 21045

ADMINISTRATIVE HEAD
CHILDREN'S MANOR MONTESSORI
SCHOOL AND DAY CARE
9008 RED BRANCH ROAD
COLUMBIA, MD 21045

Martha Zeher
CORNERSTONE ACADEMY
17455 Old Frederick Road
Mount Airy, MD 21771

ADMINISTRATIVE HEAD
LINWOOD CENTER INC
3421 MARTHA BUSH DR
ELLCOTT CITY MD 21043-4426

Lainie Santos
Love of Learning Montessori School
9151 Rumsey Road
Columbia, MD 21045

ADMINISTRATIVE HEAD
MOUNT AIRY CHRISTIAN ACADEMY
16700 OLD FREDERICK RD
MT AIRY MD 21771-

ADMINISTRATIVE HEAD
GLOBAL CHILDREN MONTESSORI
SCHOOL
8995 LAMBSKIN LANE
COLUMBIA, MD 21045

Sharon DellaRose
THE NORBEL SCHOOL
6135 Old Washington Road
Elkridge, MD 21075

NANCY MALLOY
OUR LADY OF PERPETUAL HELP
SCHOOL
4801 ILCHESTER RD
ELLCOTT CITY MD 21043

ADMINISTRATIVE HEAD
PHILLIPS SCHOOL LAUREL
8920 WHISKEY BOTTOM ROAD
LAUREL MD 20723

Karen Murphy
Resurrection-St. Paul School
3155 Paulskirk Drive
Ellicott City, MD 21043

PATRICIA SCHRATZ
ST AUGUSTINE SCHOOL
5990 OLD WASHINGTON RD
ELKCRIDGE MD 21075

TIFFANY RATH
ST JOHN'S PARISH DAY SCHOOL
9130 FREDERICK RD
ELLCOTT CITY MD 21042

Terry Weiss
St. Louis School
12500 Clarksville Pike
Clarksville, MD 21029

SISTER CATHERINE PHELPS
TRINITY SCHOOL
4985 ILCHESTER ROAD
ELLCOTT CITY MD 21041

Lois Kelly
Woodmont Academy
2000 Woodmont Drive
Cooksville, MD 21723

ADMINISTRATIVE HEAD
THE JULIA BROWN MONTESSORI
SCHOOL
9760 OWEN BROWN ROAD
COLUMBIA, MD 21045

ADMINISTRATIVE HEAD
YOUNG SCHOOL EARLY
EDUCATION PROGRAM
8310 GUILFORD ROAD
COLUMBIA MD 21046

ADMINISTRATIVE HEAD
KINDERCARE LEARNING CENTER
10820 LITTLE PATUXENT PKWY.
COLUMBIA, MD 21044

ADMINISTRATIVE HEAD
GAN ISRAEL DAY SCHOOL
770 HOWES LANE
COLUMBIA, MD 21044

**Nonpublic School Participation in
Annual Consultation for Federal Title Programs
2010-2011 School Year**

Please type or print all information.

Name of School: _____

(must be nonprofit)

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number _____

Email Address: _____

School Web Address: _____

Check () the appropriate line.

_____ Either a representative from my school or I will attend the Annual Consultation meeting on Friday, December 11, 2009 at 1:30 p.m..

_____ I am unable to attend the Annual Consultation meeting on Friday, December 11, 2009 at 1:30 p.m. However, my school intends to participate in federal grant programs during the 2010/11 school year and would like to receive more information.

_____ I decline participation in all federal programs during the 2010/11 school year.

Please return this form by Tuesday, December 1, 2009.

Administrator's Name
(Printed or typed)

Date

Administrator's Signature

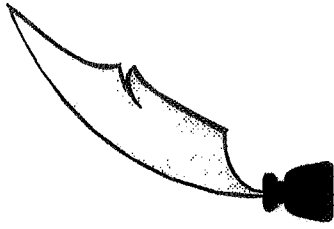
Return this form by mail or FAX (410) 313-6795 to:

Tricia Murphy
Nonpublic Schools Contact
Howard County Public Schools
10910 Route 108
Ellicott City, MD 21042
Fax to: 410-313-6795

**Annual Nonpublic Consultation Meeting
Howard County Public School System
and
Howard County Nonpublic Schools
2010-2011 Federal Education Grant Programs
December 11, 2009
Board Room B
1:30 - 3:00 p.m.**

AGENDA

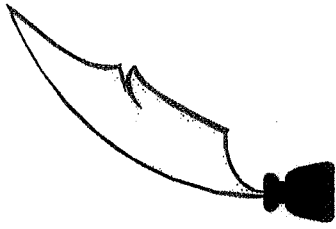
- | | | |
|-----------|---------------------------|---|
| 1:30 p.m. | Welcome and Introductions | Tricia Murphy
All Participants |
| 1:45 p.m. | Program Presentations | HCPSS Federal Grant
Program Managers |
| 2:30 p.m. | Questions/Answers | All Participants |
| 2:45 p.m. | Next Steps | Tricia Murphy |



Annual Nonpublic Consultation Meeting
Federal Education Grant Programs
Friday, December 11, 2009
1:30 p.m. - Board Room B

Sign-In for Nonpublic Representatives

School	Name of Rep	Title	Phone	Email
Bet Yeladim				
Bethel Christian	Alice Green Patze Wecker	PRINCIPAL BUSINESS MGR	301-725-4673	Alice.green@teambethel.org
Bright Stars Learning Academy				
Celebration Christian				
Cornerstone Academy				
Glenwood Country Day	Nadine Wightman	educ. Technology	210-446-878	nw435@aol.com or administration@glenwoodcountrydayschool.com
The Goddard School				
Love of Learning Montessori				
Norbel School				
Our Lady of Perpetual Help	Nancy F. Malloy	Principal	410-744-4251 x201	nfmalloy@olphschool.org
Resurrection-St. Paul				
St. Augustine	Barbara Bowles	Admin Asst. to Principal	410-796-3030	bbowles@stang-mdu.org



Annual Nonpublic Consultation Meeting
 Federal Education Grant Programs
 Friday, December 11, 2009
 1:30 p.m. - Board Room B

Sign-In for HCPSS Representatives

HCPSS Office	Name of Staff	Title	Phone	Email
Bridges 2 nd CCUC	Marty Cifrese	Program Manager	410 313 7185	marty_cifrese@hcpss.org
Title I	Amy Tieperman	Support teacher	410-313-6762	amy_tieperman@hcpss.org
Title I	Robyn Little	Support teacher	410 313 6762	robyn.little@hcpss.org
ESOL	Laura Hook	ESOL Coordinator	410-313-6669	laura_hook@hcpss.org
POD	John Kraunapple	Coord. Cultural Prof	X/560	john_kraunapple@hcpss.org
Title IV	Dulcy Sullivan	Special Ed Facilitator	7026	dulcy_sullivan@hcpss.org
OMET	Mary Cassie	Resource teacher	6772	mcassie@hcpss.org
OMET	Carol Fritts	Coordinator	7179	cfritts@hcpss.org

**Howard County Public School System
Federal Education Program Managers – FY2011**

Program	Description	Program Manager or Contact Person	Telephone	Email
Title I, Part A	Helping Disadvantaged Children Meet High Standards	Caroline Walker	410-313-6762	Caroline_Walker@hcpss.org
Title II, Part A	Preparing, Training and Recruiting High Quality Teachers and Principals	Tricia Murphy Juliamm Dibble	410-313-7337 410-313-6648	Tricia_Murphy@hcpss.org Juliamm_Dibble@hcpss.org
Title II, Part D	Enhancing Education Through Technology (Technology Leadership Academy)	Carol Fritts	410-313-6823	Carol_Fritts@hcpss.org
Title II, Part D	Maryland Technology Proficiency Project	Nancy Ennis	410-313-6772	Nancy_Ennis@hcpss.org
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement	Laura Hook	410-313-7485	deborah_espitia@hcpss.org
Title IV, Part A	Safe and Drug-free Schools and Communities	Dulcy Sullivan	410-313-7026	dulcy_sullivan@hcpss.org
Title IV, Part B	21 st Century Community Learning Centers	Marty Cifrese	410-313-7185	Marty_Cifrese@hcpss.org
	Competitive Grants	Tricia Murphy	410-313-6648	Tricia_Murphy@hcpss.org

HCPSS/PPE/ProgMgrs/tm/12/09

Please complete and return this form on or before **January 25, 2010** to: Tricia Murphy,
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Name of Nonpublic School (please print)

Administrator's Name (please print)

Administrator's Signature

Email address

Date

Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

_____ Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.**

_____ Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

_____ Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)

_____ Title II, Part D: Maryland Technology Proficiency Project

_____ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

_____ Title IV, Part A: Safe and Drug-free Schools and Communities

_____ Title IV, Part B: 21st Century Community Learning Centers

_____ Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

<u>Bethel Chester Academy</u>	<u>Alice Green</u>
Name of Nonpublic School (please print)	Administrator's Name (please print)
<u>Alice Green</u>	<u>alice.green@teambethel.org</u>
Administrator's Signature	Email address
<u>12/11/09</u>	<u>301-725-4673</u>
Date	Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards -- (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before **January 25, 2010** to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Bat Yeladim Preschool
 Name of Nonpublic School (please print)

Ellen H. Rappoport
 Administrator's Name (please print)

Ellen H. Rappoport
 Administrator's Signature

ehrappoport@verizon.net
 Email address

12/28/09
 Date

410-997-7378
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.**

Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)

Title II, Part D: Maryland Technology Proficiency Project

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Safe and Drug-free Schools and Communities

Title IV, Part B: 21st Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Bright Stars Learning Academy Dr. Lethia Jackson
 Name of Nonpublic School (please print) Administrator's Name (please print)
Dr. Lethia Jackson lethia.jackson@hotmail.com
 Administrator's Signature Email address
1/4/2010 410-730-5234
 Date Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

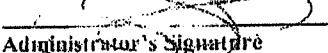
A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before **January 25, 2010** to: Tricia Murphy,
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

GLENELG COUNTRY SCHOOL
Name of Nonpublic School (please print)

JHAN TANGIRES
Administrator's Name (please print)


Administrator's Signature

tangires@glencig.org
Email address

2/1/2010
Date

410-531-7321
Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached Documentation of Low-income Nonpublic School Students form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.**
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before **January 25, 2010**, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Glenwood Country Day School

Name of Nonpublic School (please print)

Cheryl Stradling

Administrator's Signature

Dec 11, 2009

Date

Cheryl Stradling

Administrator's Name (please print)

administration@glenwoodcountrydayschool.com

Email address

410-489-1859 / 410-489-5203

Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached **Documentation of Low-income Nonpublic School Students** form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.

Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)

Title II, Part D: Maryland Technology Proficiency Project

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Safe and Drug-free Schools and Communities

Title IV, Part B: 21st Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Our Lady of Perpetual Help
 Name of Nonpublic School (please print)

Nancy F. Malloy, Principal
 Administrator's Name (please print)

Nancy F. Malloy
 Administrator's Signature

nfmalloy@olph-school.org
 Email address

December 11, 2009
 Date

410-744-4251 x 201
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-Income Nonpublic School Students* form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.

Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)

Title II, Part D: Maryland Technology Proficiency Project

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Safe and Drug-free Schools and Communities

Title IV, Part B: 21st Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Bellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Resurrection-St. Paul School
 Name of Nonpublic School (please print) Karen A. Murphy
 Administrator's Name (please print)
K.A. Murphy
 Administrator's Signature Kmurphy@resstpaul.org
 Email address
Dec. 27, 2009
 Date 410.461.9111 x243
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached Documentation of Low-income Nonpublic School Students form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants.

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

St. Augustine School
Name of Nonpublic School (please print)

Patricia Schratz
Administrator's Name (please print)

Patricia Schratz
Administrator's Signature

pschratz@staug-md.org
Email address

1/15/10
Date

410-796-3040
Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

Title I, Part A: **Helping Disadvantaged Children Meet High Standards** – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached **Documentation of Low-income Nonpublic School Students** form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.

Title II, Part A: **Preparing, Training and Recruiting High-Quality Teachers and Principals**

Title II, Part D: **Enhancing Education Through Technology (Technology Leadership Academy)**

Title II, Part D: **Maryland Technology Proficiency Project**

Title III, Part A: **English Language Acquisition, Language Enhancement, and Academic Achievement**

Title IV, Part A: **Safe and Drug-free Schools and Communities**

Title IV, Part B: **21st Century Community Learning Centers**

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before **January 25, 2010** to: Tricia Murphy,
Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

<p><u>St John's Parish Day School</u> Name of Nonpublic School (please print)</p> <p><u>[Signature]</u> Administrator's Signature</p> <p><u>2/10/10</u> Date</p>	<p><u>Tiffany Rath</u> Administrator's Name (please print)</p> <p><u>trathc@stjohnsec.org</u> Email address</p> <p><u>410-468-7644</u> Telephone Number</p>
--	---

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants.

A nonpublic (not-for-profit) school that does not return this form on or before **January 25, 2010**, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

ST. LOUIS SCHOOL
 Name of Nonpublic School (please print)

TERRY WEISS
 Administrator's Name (please print)

Terry Weiss Principal
 Administrator's Signature

TWEISS@STLOUISPARISH.ORG
 Email address

12/14/09
 Date

410-531-6664
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached Documentation of Low-income Nonpublic School Students form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

TRINITY SCHOOL
 Name of Nonpublic School (please print)

SISTER CATHERINE PHELPS
 Administrator's Name (please print)

[Signature]
 Administrator's Signature

CPHELPS@TRINITYSCHOOLMD.ORG
 Email address

January 19, 2010
 Date

410-244-1524
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.

Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)

Title II, Part D: Maryland Technology Proficiency Project

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Safe and Drug-free Schools and Communities

Title IV, Part B: 21st Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Thank you!

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Woodmont Academy
 Name of Nonpublic School (please print)

John Farrell
 Administrator's Name (please print)

John Farrell
 Administrator's Signature

jfarrell@woodmontacademy.org
 Email address

1/18/10
 Date

443-574-8100 ext. 105
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

Title I, Part A: Helping Disadvantaged Children Meet High Standards -- (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-Income Nonpublic School Students* form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.

Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)

Title II, Part D: Maryland Technology Proficiency Project

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Safe and Drug-free Schools and Communities

Title IV, Part B: 21st Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009

AFFIRMATION OF CONSULTATION

I am an administrator/designee of Bright Stars Learning Academy School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Bright Stars Learning Academy
Name of Nonpublic School (please print)
Dr. Lethia Jackson
Administrator's/Designee's Signature
lethia.jackson@hotmail.com
Email address

Dr. Lethia S. Jackson
Name of Administrator/Designee (please print)
1-4-2010
Date
410-730-5234
Telephone number

Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009

AFFIRMATION OF CONSULTATION

I am an administrator/designee of Glenwood Ctry. Day School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Glenwood Country Day School

Name of Nonpublic School (please print)

Nadine Wrightington

Administrator's/Designee's Signature

Nadine Wrightington

Name of Administrator/Designee (please print)

Dec. 11, 2009

Date

administration@glenwoodcountrydayschool.com

Email address

410-489-6259/410-489-5203

Telephone number

HCPSS/GSS/Nonpublic Affirmation/tm/12/09

Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009

AFFIRMATION OF CONSULTATION

I am an administrator/designee of Our Lady of Perpetual Help School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Our Lady of Perpetual Help
Name of Nonpublic School (please print)

Nancy F. Malloy
Administrator's/Designee's Signature

nfmalloy@olphschool.org
Email address

Nancy F. Malloy, Principal
Name of Administrator/Designee (please print)

December 11, 2009
Date

410-744-4251 x 201
Telephone number

**Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009**

AFFIRMATION OF CONSULTATION

I am an administrator/designee of Resurrection - St Paul School School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Resurrection - St Paul
Name of Nonpublic School (please print)

Karen A. Murphy
Administrator's/Designee's Signature

kmurphy@resstpaul.org
Email address

Karen A. Murphy
Name of Administrator/Designee (please print)

Dec. 12, 2009
Date

410.461.9111 x247
Telephone number

**Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009**

AFFIRMATION OF CONSULTATION

I am an administrator/designee of St. Augustine School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

St. Augustine School
Name of Nonpublic School (please print)

Barbara Bowles
Name of Administrator/Designee (please print)

Barbara Bowles
Administrator's/Designee's Signature

12-11-09
Date

bbowles@staug-md.org
Email address

410-796-3040
Telephone number

HCPSS/GSS/Nonpublic Affirmation/tm/12/09

**Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009**

AFFIRMATION OF CONSULTATION

I am an administrator/designee of St John's Parish Day School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

St John's PDS
Name of Nonpublic School (please print)

Tiff
Administrator's/Designee's Signature

trath@stjohnsec.org
Email address

Tiffany Roth
Name of Administrator/Designee (please print)

2/15/10
Date

410.465.7644
Telephone number

Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009

AFFIRMATION OF CONSULTATION

I am an administrator/designee of ST. LOUIS SCHOOL School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

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- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
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- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

ST. LOUIS SCHOOL
Name of Nonpublic School (please print)

Maureen Osborne
Administrator's/Designee's Signature

MOSBORNE@STLOUISPARISH.ORG
Email address

MAUREEN OSBORNE
Name of Administrator/Designee (please print)

12/11/09
Date

410-531-6664
Telephone number

Attachment 13



Fine Arts

The Howard County Public School System Fine Arts program was administered through the district's Office of Advanced Programs and Fine Arts (APFA). Program areas include Music, Visual Arts, Dance, and Theatre Arts. As of the summer of 2010, the fine arts program will be administered through the newly formed Office of Fine Arts.

- 1. Describe the progress that was made in 2009-10 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.**
- 2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.**
- 3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.**
- 4. Describe the goals, objectives, and strategies that will be implemented during 2010-2011 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.**

MUSIC

Question #1

Describe the progress that was made in 2009-10 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

The goals articulated in the BTE Master Plan address several areas within the Music Program, including curriculum, staffing, and resources. Specific goals were:

1. Increasing the use of technology by all music staff;
2. Increasing participation and diversity in high school music offerings;
3. Increasing participation and diversity in after-school gifted and talented music programs;
and,
4. Building leadership capacity within the music staff.

BTE Goal 1 of the Music Program is to increase and support the use of technology in the classroom – as an administrative tool, as an instructional tool, and as a means for recording student progress / achievement.

To address the administrative needs of the staff, the school system embarked on a countywide technology plan that provided each teacher with a laptop/desktop computer configured with the

same operating system and software. Music teachers have been included in the allocation of these computers and any training necessary to support them.

To support the instructional needs of the program, the Office of Fine Arts has proposed a Fine Arts Technology plan that will provide computers and needed peripherals to adequately address the specific needs of the Music Technology course.

During the 2009-10 school year countywide Professional Development Day in September and Collaborative Study Group sessions, middle school music teachers were provided opportunities to participate in training on technology and software designed for classroom use. Also, all staff have incorporated technology goals and objectives while developing and implementing curriculum / assessment for all levels of instruction.

BTE Goal 2 of the Music Program is to provide students at each instructional level the opportunity to engage in music making. With the addition of new courses at the high school level three years ago, such as Guitar I-IV, Piano I-IV, Music Technology, and Music Theory I and II AP G/T, students have many more opportunities to participate in music courses. Enrollment data reveal that student registrations in these courses increased sixty-two percent from 2004-05 (875) through 2009-10 (1,420).

Another related goal, BTE Goal 3, focuses on increasing the participation of all students in advanced level programs. During the 2009-10 school year, plans were developed to offer G/T level courses in high school performing ensembles – Wind Ensemble G/T, String Orchestra G/T, and Chamber Choir G/T – for the 2010-11 school year. Students who are interested and qualify for the G/T credit will participate with their peers in the performance ensemble. In addition, they will prepare and perform advanced level solo literature and write critiques and reflections of their work to be kept in an ePortfolio, which they will also create. The Music Office will monitor enrollment data and provide teachers support as they encourage advanced level students to participate in these new G/T music courses.

Additionally, the music program offers several G/T and after-school enrichment performance groups in which students may participate. Elementary school students may audition for the Children's Chorus, the Festival Chorus, the Elementary Enrichment Orchestra, the G/T Orchestra, and the Elementary Enrichment Band. Middle school students may audition for the G/T Band, the Honors Band, the G/T Chorus, the Enrichment Orchestra, and the G/T Orchestra. High school students may audition for the G/T Orchestra. These groups perform at the highest levels as evidenced by the December 2009 performance of the High School G/T Orchestra at the prestigious Midwest Clinic, an international band and orchestra conference held annually in Chicago.

Enrollment data reveal that a large number of students are auditioning and participating in these enrichment groups – 774 for 2009-10. Music Program leadership has identified a need to continue to provide more differentiated performance opportunities for student musicians across ability groups, and will explore the possibility of adding an Elementary School Honors Band during the 2010-11 school year. The goal is to represent each elementary school as well as reach out to those students who could benefit from having this additional experience.

BTE Goal #4 for the Music Program focuses on developing leadership capacity within the music staff. Music Program leadership continues to provide opportunities for members of a Music Leadership Team to serve in leadership roles. The Music Leadership Team (MLT), consisting of teachers representing the different levels (elementary, middle, and high) and specialty areas (band, strings, and vocal/general), assist in the planning and facilitation of professional development workshops. They also assist in planning and hosting the Collaborative Study Group offerings, scheduled biannually, to provide additional opportunities for leadership growth. Attendance at the sessions continues to be quite high. The goal of seventy percent attendance of music teachers has been reached. Feedback from staff indicates overall satisfaction with the sessions.

Question #2

Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

To continue to support music technology initiatives, the Music Office was able to use operating budget funding to purchase digital recorders for twelve elementary and middle school band directors to utilize during rehearsals as an instructional tool.

A new goal-setting tool, the *Middle School Program Map*, was revised and shared with middle school music staff. This tool provides teachers a formal method for developing annual program assessment and goal setting. Music program leaders will continue to work with all middle school music staff to provide guidance and support.

Music Program leadership continued to support the goal of building leadership capacity by providing opportunities for the Music Leadership Team and other staff to facilitate and lead workshop sessions.

Question #3

Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

One challenge concerning the use of technology and the ability to offer students a variety of courses at the high school level is providing ongoing professional development opportunities. It is difficult to remain 'ahead of the curve' when technology improves at an exponential rate. Many teachers are highly competent with hardware / software that was introduced a few years ago; however, additional, ongoing professional development is needed in order to keep pace with the latest resources. Another challenge for the guitar and piano programs is to continue to increase participation of underrepresented student groups.

The Fine Arts Technology Plan when it is implemented will address additional obstacles regarding the use of technology by:

- Providing all high schools with the necessary equipment and/or dedicated space in order to offer the Music Technology program; and,

- Providing up-to-date equipment and software for student and teacher use.

Challenges in the area of developing leadership capacity involve keeping lines of communication open between Music Program leadership and the Music Leadership Team. Having regular meetings and using email communication have been helpful thus far. An additional challenge is that one quarter of the MLT rotates every year, making it difficult to maintain a cohesive unit.

Question #4

Describe the goals, objectives, and strategies that will be implemented during 2010-11 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

The Music Office leadership will continue to collaborate with school-based administration and staff to identify space and provide resources to support the high school Music Technology course. Although the Fine Arts Technology Plan proposal was presented in the spring of 2008, the economic downturn continues to put this proposal 'on hold'. Additional plans for supporting technology include:

- Purchasing digital audio recorders and video recorders for music teachers at all levels, and providing training for their use in the classroom setting and in performance venues;
- Continuing to incorporate technology into all music curriculum;
- Providing hardware/software to support the curriculum; and,
- Providing professional development on the latest hardware and software.

Strategies for increasing student participation and diversity in high school music courses in 2010-11 include:

- Revising the *Catalog of Approved High School Courses* to reflect the new G/T course offerings;
- Having teachers identify and invite students to participate in the various courses;
- Utilizing available technology for creating and preserving student compositions;
- Highlighting exemplary professional musicians from various backgrounds and genres; and
- Utilizing the latest technology to create student portfolios.

Future strategies for increasing participation and diversity in high school music courses include:

- Assisting local school-based administrators and staff with meeting identified goals;
- Collaborating with system leadership to ensure that appropriate staffing and resources are in place; and,
- Continuing to explore the creation of an advanced-level music technology course at the high school level.

During 2010-11, middle school music staff will continue to use the *Middle School Program Map* to assess needs, set goals, and advocate for resources. Also, the Music Office leadership will

continue to monitor student participation in after-school and G/T program offerings. Future directions include:

- Continuing to incorporate a variety of literature in concert programs (including World Music); and,
- Creating a countywide elementary school band with representation from every elementary school.

Future plans for continuing to build leadership capacity in the music staff include:

- Encouraging Music Leadership Team members to pursue advanced certification, especially in Administration and Supervision; and,
- Continuing to utilize grant funding to support the Music Leadership Team members to attend state and national music conferences.

VISUAL ARTS

Question #1

Describe the progress that was made in 2009-2010 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

The Visual Arts Program in Howard County has continued to develop the Elementary, Middle, and High School Visual Arts Program Curriculum Guides. The Essential Curriculum and Scope and Sequence were updated to include technology, and health and safety considerations. Sample unit plans were developed that aligned with the updated Essential Curriculum and these units became the basis for the eGuides. The eGuides are an intranet-based system for teachers to access curriculum, resources, documents/forms, and galleries. eGuides are currently being developed for each course at the high school level, along with related resources for each of the strategies in the eGuides.

Additionally, technology at the high school level continues to be an area of focus. Each high school had a needs assessment developed, and strategies for implementing a county standard for art program technology were addressed. Progress is being made on establishing digital labs for each high school program. Working in partnership with the principal, three additional schools have added labs to their art departments bringing the total to eight out of twelve high schools. Funding for the digital labs has been a combination of art office operating funds, and school-based funding.

Question #2

Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

Visual Arts Curriculum/eGuides

During the summer, five teachers worked for eight days to develop eGuides for Art II/Art II Honors, Art III Honors/Art III G/T/AP, Photography I, and Photography II/Photography II G/T. This interactive, web-based resource provides a yearly sequence with rationale, student samples,

required skills, and an interfacing of both the midterm exam and the final exam. This tool establishes a high level of rigor, so that all students will be prepared to move to the next level of studio art or photography. The Art Office will work closely with non-tenured teachers during the upcoming school year to assess the effectiveness of this tool, and make changes based upon feedback from these non-tenured teachers. Funds for the curriculum development came from the HCPSS operating budget.

Digital Portfolio Workshop

The rationale behind using digital portfolios is for teachers to develop the capacity to manage student portfolios electronically for benchmarking, assessment, and sharing of school websites, art department websites, and with other Howard County art staff. By having access to high quality work from across the county, teachers can reflect on their program and make improvements to “raise the bar” for all students. This initiative was funded primarily by the operating budget.

Resource Teacher for the Visual Arts

This is the ninth year that the Art Office has had a resource teacher work with the Instructional Facilitator. This position has been invaluable for the art program in Howard County. Having an additional person in the Art Office provides twice as many services to teachers and schools, and provides an additional person to facilitate professional development. The resource teacher has directly impacted the goals in this report by administering curriculum workshops, working with teachers in the schools to gather data, and formatting findings into a usable document. This position is funded (.9) through HCPSS operating funds and (.1) through the Fine Arts Initiative Grant.

Question #3

Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

All of the goals identified for visual art for 2009-10 have been attained.

Question #4

Describe the goals, objectives, and strategies that will be implemented during 2010-2011 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

One goal for 2010-11 is to continue to provide professional development for high school teachers on integrating technology in both the photography and the studio classrooms. Additional training will continue on the use of digital portfolios using Digication and Flickr. Photography I, II, & III have been updated to include experiences in both traditional photography and digital imaging. Eight high schools have made great progress towards integrating technology into the art program, while the other four high schools are just beginning. A timeline for implementation follows:

- In 2006-07: The Art Office conducted a needs assessment for both equipment and teacher readiness in using technology with photo students. Fine Arts Grant funds were used to conduct after-school workshops in incorporating digital imaging into the curriculum. The Art Office worked with the Office of Technology to determine ways to provide additional technology to high school art programs.
- In 2008-09 the Art Office provided additional computers/scanners/printers to the high schools with the greatest needs and continued professional development and ongoing support.
- In 2009-10 the Art Office continued phasing in technology and support for teachers. Training in the use of Digication and Flickr was provided for a group of 12 high school teachers.
- In 2010-11, training will continue with high school teachers on the use of Digication and Flickr as electronic portfolio tools. The Art Office will continue to partner with high school principals to meet the technology needs of each art department. As of 2010, all but four departments have digital labs.

DANCE

Question #1

Describe the progress that was made in 2009-2010 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2009-10 school year, Dance remained on the Theatre Arts budget page in the HCPSS 2011 Operating Budget. This funding enabled the Dance program to align itself more closely with the other fine arts disciplines. It also enabled teachers to utilize technology, such as Flip video cameras and MacBooks. The MacBooks include programs that are vital to the enhancement of the Dance program.

The Dance program in Howard County maintains its focus on utilizing written and performance assessments for five levels of dance instruction, to enhance student achievement, increase participation of males and special needs students, support Arts Integration initiatives at the elementary level, collaborate with the Gifted and Talented Program to provide and increase internship experiences, enhance the Howard County Dance Festival, and continue professional development for dance educators.

Question #2

Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

Curriculum/eGuide Development

Unique features of Howard County's online high school dance curriculum eGuides include cognitive and performance assessments for three dance courses in each dance discipline: classical ballet, modern, and jazz dance. Teachers use tap dance and performance/production assessments to evaluate student achievement. Many students choose to pursue dance at the post-

graduate level in some capacity. The electronic curriculum and assessment guide is aligned with the National Standards, Maryland State Standards, and the Maryland State Voluntary State Curriculum.

During the 2010 summer curriculum workshops, a team of dance teachers created resource materials to assist teachers in applying technology to the current curriculum. The resource guide contains lesson plans and strategies for using Flip video, iMovie, GarageBand, iPhoto, and new MacBooks purchased by the Office of Advanced Programs and Fine Arts.

The Dance program is investigating and proposing that the two highest-level classes, Junior Dance Company and Dance Company, be considered for Honors and G/T credit respectively. Both audition-only courses meet the definition of giftedness and would increase student's capacity for college preparedness, align with the other Fine Arts programs, and increase participation and diversity.

Student Participation

Dance, an elective, offers an excellent option for high school students to earn a fine arts credit to fulfill a graduation requirement. All Howard County high school dance programs are functioning full time with increased enrollment of males and special needs students. Approximately 1,450 students were enrolled in dance courses during the 2009-10 school year in all twelve high schools.

Collaboration with the Gifted and Talented Program

Dance educators in several high schools collaborated with the G/T resource teachers to provide internship opportunities for advance dance students. Student interns work with a mentor for an entire school year to design a research investigation and/or creative production (including choreography and curriculum design). The partnership between the G/T and Dance Programs continues to evolve and provide more students with extended opportunities to further their dance training.

Howard County Dance Festival

The Howard County Dance Festival celebrated its sixteenth year in 2010. Since 1994, Howard County dance educators have collaborated and produced a highly successful concert that showcases each high school dance program. This adjudicated performance supports and enhances the goals and objectives of the dance curriculum. Each year, the festival is hosted by a different high school to share the workload, highlight the facilities, and engage the local community. The 2010 Howard County Dance Festival was held at Long Reach High School for a sold out audience.

Professional Development

The Office of Advanced Programs and Fine Arts and the dance lead teacher provide ample and excellent inservice meetings that incorporate dance components for dance and physical education teachers.

Funding from the Fine Arts grant allowed all Howard County dance educators and several special education paraeducators to collaborate on professional development activities. An

informative session on working with special needs dancers was led by Cornelia Kip Lee, Artistic Director and Founder of Air Borne Dance Theater, a physically integrated dance company highlighting dancers with and without disabilities.

Teachers who take students on field trips consistently benefit from workshop opportunities provided by groups such as Walt Disney World Dancers, Cirque du Soleil, Broadway's Hairspray workshop, Alvin Ailey American Dance Theatre, the MAPHERD conference, Morgan State University, and the Maryland State Dance Showcase.

Question #3

Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

In 2009-10, funds from the Fine Arts grant and proceeds from the Howard County Dance Festival continued to provide funding to achieve Bridge to Excellence goals. Many dance programs must augment funding by way of school-based fundraising efforts and booster organizations.

The Fine Arts Initiative Grant has provided dance educators with substitute money in order to take students on valuable field trips and for the lead dance teacher to attend briefings at the Maryland State Department of Education. In addition, it permits a limited number of teachers to attend professional development activities. The Office of Advanced Programs and Fine Arts is committed to providing opportunities for professional growth and development for fine arts staff.

Question #4

Describe the goals, objectives, and strategies that will be implemented during 2010-2011 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

In 2010-2011 the dance program will operate under the newly formed Office of Fine Arts. This realignment will enhance fiscal alignment among fine arts programs.

While the high school dance program has been exceedingly successful, challenges remain. Dance is currently embedded into the K-8 physical education program. Studies prove that the arts support and enhance student learning across disciplines. The implementation of arts integration is a primary step towards increasing student exposure to fine arts dance at the elementary and middle school levels, beyond the physical education class. Increased offerings in elementary and middle schools will serve to prepare students for the fine arts assessments being constructed by the Maryland State Department of Education.

With the development of statewide fine arts assessments, the *Dance Education Curriculum and Assessment Guide* will need to be enhanced with performance-based tasks and long-term tasks, with appropriate stimulus material and formal assessments added for Dance Company. Funds will be required for this curriculum writing activity.

The advancement of video technology can positively impact dance instruction. Flip video cameras coupled with the program iMovie can serve as a valuable instructional tool. Students can receive feedback and engage in peer review of choreography and performances. In 2010-11 professional development will focus on integrating new technology and exposure to new contemporary techniques in choreography. Electronic portfolio assessments, including video and digital images, will be used to enhance student learning.

THEATRE ARTS

Question #1

Describe the progress that was made in 2009-2010 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2009-2010 school year, the Theatre Arts Program focused on professional development and stage/auditorium management (completing the installation of new sound systems in all high schools). Funds from the Fine Arts grant have supported revisions to the theatre arts curriculum, the creation of electronic curriculum guides, and the continuation of three countywide theatre arts initiatives for students (the Howard County Student Theatre Festival, the All County Improvisational Acting Troupe, and the Student Theatre Association of Reviewers).

Question #2

Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

The Theatre Arts Program utilized its HCPSS FY10 operating budget for the implementation and facilitation of the aforementioned focus areas (such as auditorium sound system upgrades). The HCPSS Theatre Arts operating budget provides a clear delineation and allocation of funds for budget categories and line items. For 2011, theatre arts and dance continue to operate on the same budget page. The Theatre Arts/Dance budget will provide funding for both programs in the 2010-2011 school year.

During the summer of 2010, five high school theatre arts teachers continued enhancement of the theatre arts eGuides and created a draft for an operating manual for the Student Theatre Association of Reviewers. Theatre Arts staff continue to monitor and improve the 'intranet' homepage with curriculum units, goals, objectives, teacher schedules, and resources for Theatre Arts I-IV, Musical Theatre, and Stagecraft curriculum. In addition, web-links are provided to assist and connect teachers to the theatre arts handbook and various online resources.

Funding from the Fine Arts grant provided support for the theatre arts lead teacher to assist with professional development for the high school drama program. The lead teacher organized and facilitated professional development opportunities, the online calendar of events, and the Howard County Student Theatre Arts Festival. Funds were also used to provide stipends for all twelve

theatre arts teachers to create and launch the Student Theatre Association of Reviewers and to organize the Howard County Student Theatre Festival.

All Howard County high schools are staffed with highly qualified theatre arts teachers. In six of twelve high schools, the theatre arts teacher is assigned only to theatre arts course instruction.

The Howard County Drama Festival was held in January 2010 at Howard Community College (HCC). Students and teachers from each high school converged on the community college and attended hands-on workshops on acting, make-up, portfolio development, auditioning for professional jobs, career options, staging, and improvisational comedy. The HCC Repertory Stage Company and several practicing professional actors provided expertise so that more than 380 drama students from all 12 high schools could benefit from this full day of theatre arts enrichment and instruction. Funding for the festival was provided, in part, by the Fine Arts grant, the HCPSS operating budget, and individual school drama program budgets.

In the 2009-2010 school year, the twelve high school Theatre Arts departments continued the second year of a countywide initiative with the Howard County Student Improvisational Acting Troupe (ACI). A group of 24 students representing all 12 high schools studied improvisational acting with a teaching artist, performed at the Theatre Arts Festival at HCC, held two successful public performances, and one school day performance for middle school students.

In the 2009-2010 school year, the twelve high school theatre arts teachers collaborated to create the Student Theatre Association of Reviewers (STARS). This is a countywide initiative in which student journalists are trained to write reviews of high school productions. These students attend the high school productions and write reviews under deadline. These reviews are professionally edited and posted on the online community hocomojo.com. The STARS year culminated in a well-attended countywide celebration and performance in May. The evening involved over 600 high school performers.

By way of a partnership agreement, the Olney Theatre Center hosted and provided workshops and hands-on activities at one countywide professional development day during the 2009-2010 school year. Partnership agreements with the Olney Theatre Center and Howard Community College group were updated and continue to benefit all partnership stakeholders. Two new partnerships for the 2009-2010 school year are with HoCoMoJo.com and the HCPSS Cable TV series, Arts A La Carte, both of whom published student reviews for the STARS program.

Question #3

Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

The greatest challenge for the Theatre Arts Program at this time is the development of consistent and complete programming opportunities in all high schools. Each theatre arts teacher strives to manage his/her time in a way that enables him/her to implement the theatre arts curricula (Theatre Arts, Musical Theatre, Stagecraft) and also manage and direct the co-curricular productions taking place after school. Theatre Arts staff must remain up to date and

knowledgeable about new instructional techniques for stage acting and ways to incorporate theatre technology and stagecraft skills. Another challenge still exists – to secure a full-time position dedicated for theatre arts in each high school. At this time, Theatre Arts teachers in six of twelve high schools are assigned to teach other subjects (such as English and Yearbook). A continued focus for 2010-2011 will be to collaborate with administrators to dialogue and implement a marketing plan to increase student enrollment in theatre arts courses. Increased demand for theatre courses will provide data to document the need for full-time theatre positions in schools that currently do not have them.

Question #4

Describe the goals, objectives, and strategies that will be implemented during 2010/2011 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.


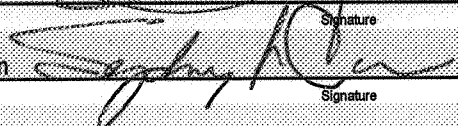
In order to address challenges, the Office of Advanced Programs and Fine Arts is utilizing funds from the HCPSS operating budget and from the Fine Arts grant to support curriculum development opportunities for theatre arts teachers to receive training from the curriculum writing team in how to utilize and access the intranet and electronic curriculum eGuides. The designated lead teacher for the Theatre Arts Program will continue to provide support by organizing and facilitating workshops on topics related to time management, business/account management, increasing student enrollment, and management of theatrical productions. Because the level of grant funding has not increased, these activities will continue on a limited basis during the 2010-11 school year.

Fine Arts Budget Narrative (July '10 - June '11) - HCPSS

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Salaries and Wages					
Salaries, Stipends, and Workshop Wages	Partial teacher salary (Visual Arts resource teacher) not covered by HCPSS operating budget	.10 FTE x \$73,226 annual salary	7,323	65,903	73,226
	Stipends for lead theatre/dance teachers to coordinate curriculum and assessment development and facilitate PD	2 teachers x \$25/hr x 80 hours	4,000		4,000
	Stipend for theatre tech to assess 12 HS auditorium lighting systems.	Fixed fee of \$1000 for 12 schools	1,000		1,000
	Theatre/Dance teachers to attend workshop on ePortfolios.	24 teachers x \$20/hr x 3 hours	1,440		1,440
	Theatre/Dance teachers to continue with curriculum development	2 teachers x \$25/hr x 11 hours	550		550
	Music teachers to attend workshops on ePortfolios	33 teachers x \$20/hr x 3 hours	1,980		1,980
	Art teachers to attend workshops on ePortfolios	25 teachers x \$20/hr x 3 hours	1,500		1,500
	Art teachers to continue with curriculum development	2 teachers x \$25/hr x 10 hours	500		500
		Subtotal	18,293	65,903	84,196
Other Charges					
Fixed Charges	FICA for .10 FTE	\$7,323.00 x .0765	560	5,042	5,602
	Retirement for .10 FTE	\$7,323.00 x .1434	1,050	9,450	10,500
	Health Insurance for .10 FTE	Married Coverage (.10 FTE estimate)	1,250	11,241	12,491
	FICA for stipends and workshop wages	\$10,970 x .0765	839		839
		Subtotal	3,699	25,733	29,432
Supplies and Materials					
	Fine Arts Supplies and Materials	Estimated costs	3,177		3,177
		Subtotal	3,177		3,177
Transfers					
Indirect costs	2% indirect rate		503		503
Grand Total			25,672	91,636	117,308

ORIGINAL GRANT BUDGET	\$25,672	AMENDED BUDGET #		REQUEST DATE	1015/10
GRANT NAME	Fine Arts Grant	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	MSDE	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/10	TO	6/30/11

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACTED SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						503.00	503.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	18,293.00		3,177.00				21,470.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				3,699.00			3,699.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	18,293.00	0.00	3,177.00	3,699.00	0.00	503.00	25,672.00

Finance Official				1/8/10	410-313-1546
Approval	Terry Brukiewa	Name	Signature	Date	Telephone #
Supt./Agency Head					410-313-6677
Approval	Sydney L. Cousin	Name	Signature	Date	Telephone #
MSDE Grant Manager					
Approval		Name	Signature	Date	Telephone #

Guidance for Completion of the SY 2009-10 Victims of Violent Criminal Offenses in Schools (VVCO) Report

AUTHORITY:

- **Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and**
- **Code of Maryland Regulations 13A.08.01.18-20 (Unsafe School Transfer Policy).**
 - A. Each local school system shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:*
 - (1) Attends a persistently dangerous public elementary or secondary school; or*
 - (2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:*
 - (a) During the regular school day; or*
 - (b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.*
 - B. The local school system shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:*
 - (1) Designation of a school as persistently dangerous; or*
 - (2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.*
 - C. To the extent possible, the local school system shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.*
- **NOTE 1:** Indicate the number of offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. (Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense).
- **NOTE 2:** Show the total number of transfers that were requested by victims after the "conviction or adjudication" of a perpetrator.

NOTE 3: Indicate the number of transfers that were made by the local school system prior to "conviction or adjudication" of a perpetrator and/or without being requested by a victim (i.e. in the interest of safety and/or good order and discipline).

Victims of Violent Criminal Offenses in Schools (VVCO) SY 2009-10

Local School System: Howard County Public Schools

Local Point of Contact: Craig Cummings

Telephone: 410-313-7334 E-mail: ccummings@hcpss.org

Violent Criminal Offenses	Number of VVCOs (Note 1)	Number of Victims Requesting Transfers (Note 2)	Transfers Granted Prior to Final Case Disposition (Note 3)
Abduction & attempted abduction	0	0	0
Arson & attempted arson in the first degree	0	0	0
Kidnapping & attempted kidnapping	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0
Mayhem & attempted mayhem	0	0	0
Murder & attempted murder	0	0	0
Rape & attempted rape	0	0	0
Robbery & attempted robbery	0	0	0
Carjacking & attempted carjacking	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0
Assault in the first degree	0	0	0
Assault with intent to murder	0	0	0
Assault with intent to rape	0	0	0
Assault with intent to rob	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0
TOTAL	0	0	0

NOTE: See attached guidance for completing the VVCO Report.

Achieving Equity in Teacher and Principal Distribution

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

In this section, as appropriate, please update the information that was submitted as part of the American Reinvestment and Recovery Act (ARRA) supplement to the Bridge to Excellence Master Plan Guidance. in December 2009. You should use the December 2009 report as a starting point and update as needed.

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

Directions

Include the following information on the local school system's designated website reporting the evaluation systems of teachers. The description of the teacher evaluation system must explain how evaluation results are used in decisions regarding each of the following: teacher professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

1. Please provide the link to this information on the school system's designated website below:

<http://www.hcpss.org/employees/>

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

Directions:

1. Do your evaluation systems include achievement outcomes or student growth? (Mark "Yes" or "No")
 - a. Yes, the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):

 Student achievement outcomes are included as an evaluation criterion.

 Student growth is included as an evaluation criterion.
 - c. No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

The Guide to Teacher Evaluation and Professional Development, which is currently under revision, provides direction to administrators in the supervision and evaluation of all teachers. The Guide is based on the Frameworks of Excellence in Teaching and Learning which delineates the standards by which teachers are to be supervised and evaluated. The current standards include Interpersonal Skills, Planning and Preparation, the Classroom Environment, Delivery of Instruction and Professional Responsibilities. Principals set expectations and monitor progress using these standards as a foundation. Central Office administrators and content supervisors observe teachers to facilitate their continuous improvement and achievement of the standards.

This observation includes a focus on student learning and results that are achieved within a classroom lesson. The revised edition of this document will expand the standards to include a commitment to cultural proficiency and accountability for student growth and achievement. These expectations are used to assist in the evaluation and retention of teachers in the HCPSS. Additionally, we are in our third year of implementation of Purposeful Observation as an evaluation tool. This process gives principals and teachers common language to leverage student results through teacher performance.

Our response to teacher evaluation is governed by law, research, best practices, and negotiated agreements. The HCPSS supports and encourages the use of student data tools in leveraging

student learning. System-wide professional development continues to focus on the use of data to inform instruction and school improvement planning. School based administrators are required to use the systemic data protocol to drive their school improvement plans and help teachers deliver high quality instruction.

Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

Directions:

1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of teachers rated at each performance rating or level.

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Satisfactory	4,624	99.50 %
Unsatisfactory	23	.50%
	Total: 4,647	

2. Provide the link to this information on the school system's designated website below:

<http://www.hcpss.org/employees/>

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Proposed plan vetted through School Support Team (Division of Instruction Directors), Division Of Support Services Management Team and Chiefs	Chief Academic Officer, Chief of Staff, and Superintendent	August 2010
Implementation of Data Collection Involving School Based Administrators and the Office of Human Resources	Chief Academic Officer and Chief of Staff	August-September 2010
Data collection process continues with ongoing assessment driving refinement	Chief Academic Officer and Chief of Staff	October 2010-May 2011
Refined process institutionalized	Chief Academic Officer, Chief of Staff, and Superintendent	June 2011

Citation	Description	Rationale
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

Directions:

1. Is the number and percentage of teachers rated at each performance rating or level publicly reported for each school in the LEA? Mark "Yes" or "No".
 - a. ____ Yes, the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
 - b. Please provide the link to this information on the LSS's designated website below:
 - c. X No, the number and percentage of teachers rated at each performance rating or level are not publicly reported for each school in the LEA
2. If the LEA does not currently publicly report these data, please list the major action steps

that you will take to publicly report this information by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Develop plan with Division of Instruction School Support Team and Division Of Support Services Management Team	Chief Academic Officer, Chief of Staff, and Superintendent	November 2010
Engage relevant stakeholders in data collection process that includes focus groups as well as benchmark analysis of teacher evaluation.	Chief Academic Officer and Chief of Staff	December 2010- May 2011
Refine process based on data	Chief Academic Officer, Chief of Staff, and Superintendent	June 2011

Citation	Description	Rationale
Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

Directions:

Include the following information on the local school system's designated website reporting the evaluation systems of principals. The description of the principal evaluation system must explain how evaluation results are used in decisions regarding each of the following: principal professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

1. Provide the link to this information on the school system's designated website below:

<http://www.hcpss.org/employees/>

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

Directions:

1. Do the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")
 - a. Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):

 Student achievement outcomes are included as an evaluation criterion.

 Student growth is included as an evaluation criterion.
 - c. No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

HCPSS has expanded principal evaluations to include performance-based indicators. Compensation of principals is negotiated through Howard County Administrators Association. Promotional opportunities are based on vacancies and success in job-related performance.

Principals receive systemic professional development through monthly Leadership I (Division of Instruction Principals and Central Office-based leaders) meetings and yearly Summer Institute for School Improvement. Many principals serve on systemic long range planning committees, advisories, internal work groups and interview panels. Additionally, an executive leadership fellows program is under exploration for the 2010-2011 school year.

Principal retention is supported through the professional development opportunities delineated above as well as strategic placement provided through school administration. Principals who are not meeting success in an identified standard work with their administrative director to set performance-based indicators. Progress is reviewed both mid-year and the end of the year. Principals that receive an unsatisfactory on their overall evaluation are placed on an action plan. Intensive supports and resources are provided. Administrative directors monitor principal action

plans throughout the year. The shared goal is to have the principal perform at the satisfactory level. However, when a principal on an action plan is unsuccessful, he/she may be reassigned to a non-leadership position or terminated.

The Board of Education expects that all employees conduct themselves in accordance with applicable laws and standards of behavior that reflect and support the educational and human relationship philosophies of the HCPSS. Principals who violate this expectation may be subject to termination.

Citation	Description	Rationale
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

Directions:

1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of principals rated at each performance rating or level.

Performance Rating or Level	Number of Principals	Percentage of Principals
Satisfactory	36	97.3%
Unsatisfactory	1	2.70 %
	Total: 37	

2. Please provide the link to this information on the school system's designated website below:

<http://www.hcpss.org/employees/>

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Review principal evaluations to determine the impact of performance-based objectives. Use data to inform and revise goal setting process for SY 2010-2011	Chief Academic Officer	June 2010
Develop a communication plan to keep stakeholders informed.	Chief Academic Officer and Chief of Staff	August 2010
Pilot the recommendations of the internal work group.	Chief Academic Officer	September 2010
Assess the progress of the pilot and communication plan	Superintendent and Chiefs	January 2011
Revise and refine process based on assessment	Chief Academic Officer	February-May 2011
Institutionalize the process	Chief Academic Officer	June 2011

Facilities to Support Master Plan Strategies

The purpose of this section is to a.) Identify any major changes to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) Monitor the implementation of mandated prekindergarten (PK) and full-day kindergarten (FDK) programs. Detailed capital improvement project descriptions and schedules are **not** required.

A. Overall Facilities Plan: Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors. Also identify any changes to board of education goals, objectives, and implementation strategies that will impact facility needs.

The updates to the Bridge to Excellence (BTE) Master Plan in 2007 focused upon goals that did not directly relate to school facilities. There is an ongoing general need for facilities construction and renovation that is indirectly related to BTE. HCPSS has contracted for system-wide facility analysis to better prioritize construction and renovation. Capital planning for construction and renovation will follow approved BOE and state specifications ensuring goals and objectives will implement. Unfortunately economic contraction is limiting state and local capital outlay. Tight budgets are being forecast for the years ahead. If new BTE goals are set in the future that require a different capital outlay, then careful capital planning will be necessary.

B. Full-day Kindergarten for All Students and Full or Half-Day Prekindergarten Programs: All school systems reported implementing the mandated programs by school year 2007-08 as required. Submission of the previously required table of school names and program locations is NOT required. Provide instead a brief narrative description of any continuing issues related to providing facilities for full day kindergarten and mandated prekindergarten programs.

This will be the third year of mandatory enrollment for pre-kindergarten programs. All capital projects in support of this mandate have been completed. We continue to study the effect of this mandate on facility needs. Many schools are already limited in space and accommodating additional space for programs within the existing buildings may not be possible. PreK enrollments are rising. Building additions would require additional capital construction funds and sites may be too constrained to host additions.

**Transfer of School Records for Children in State-Supervised Care
Annual Certification Statement**

Local School System: Howard County Public School System

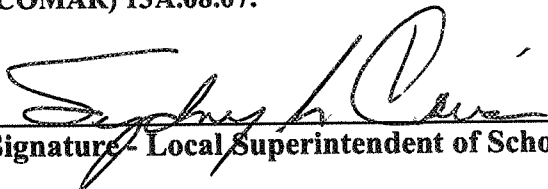
Point of Contact: Craig Cummings, Coordinator for Alternative Education and Pupil Personnel Services

Address: 10820 Route 108, Ellicott City, Maryland 21042

Telephone: 410-313- 6646 **FAX:** 410-313-7339

Email: craig_cummings@hcpss.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.


Signature - Local Superintendent of Schools/Chief Executive Officer 11/8/2010
Date

Please complete this certification statement and submit as part of your 2010 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION
Certification Statement**

Local School System: Howard County Public School System

Point of Contact: Pamela Blackwell

Address: 10820 Route 108 Ellicott City, Maryland 21042

Telephone: 410-313-6662 **FAX:** 410-313-6780

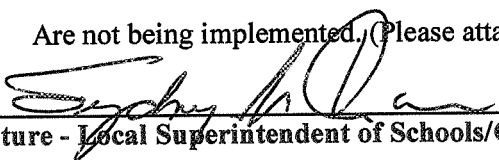
Email: pamela_blackwell@hcpss.org

I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:

X **Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:**

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

Are not being implemented. (Please attach an explanation.)


Signature - Local Superintendent of Schools/Chief Executive Officer

11/8/2010
Date

Please complete certification statement and submit as part of your 2010 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: jmcginnis@msde.state.md.us

Documents in Support of Nonpublic Participation In Federal Title Programs

November 6, 2009

«Title»
«Name»
«Loc_Street»
«Loc_City», «State» «Loc_Zip»

Dear «Title»:

You are invited to attend a meeting to discuss your school's eligibility for funding authorized by the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB). The Howard County Public School System (HCPSS) will hold its Annual Consultation session for Nonpublic Schools to engage in meaningful discussion about federal title grant programs for the 2010-2011 school year. At this meeting, HCPSS federal program managers will describe their federal grant programs. You will have an opportunity to talk about your school's needs for FY2011 and to ask specific questions about the federal grant programs as they relate to your school.

If you wish to participate in federal grant programs during the 2010-2011 school year, please plan to attend this meeting or send a representative from your school. All participation forms will be distributed at the meeting. A representative from your school is *NOT* required to attend the meeting in order to participate in the federal grants program for the 2010-2011 school year.

Date: Friday, December 11, 2009
Time: 1:30 – 3:00 p.m.
Place: The Howard County Department of Education Building
Board Room B
10910 Route 108
Ellicott City, MD

The HCPSS federal program managers are looking forward to meeting with you. Please contact me at 410-313-6648 if you have any questions. In order to plan for the meeting, please return the enclosed response form on or before Tuesday, December 1, 2009. You can mail or fax to 410-313-6795.

Sincerely,

Tricia Murphy
Nonpublic Schools Contact

Enclosure
c: HCPSS Federal Program Managers

ADMINISTRATIVE HEAD
ATHOLTON ADVENTIST SCHOOL
6520 MARTIN RD
COLUMBIA MD 21044

Ellen Rappoport
BET YELADIM
8910 Route 108
Columbia, MD 21045

ALICE GREEN
BETHEL CHRISTIAN ACADEMY
P O BOX 406
SAVAGE MD 20763-0416

LETHIA S. JACKOSN
BRIGHT STARS LEARNING
ACADEMY
5890 CEDAR LN
COLUMBIA MD 21044-3161

ADMINISTRATIVE HEAD
BROOKFIELD CHRISTIAN SCHOOL
6347 TEN OAKS RD
COLUMBIA MD 21029

ADMINISTRATIVE HEAD
BRYANT WOODS MONT CHILDRENS
HOUSE
10449 GREEN MOUNTAIN CIR
COLUMBIA MD 21044

ERRIEL D. ROBERSON
CELEBRATION CHRISTIAN
ACADEMY
6080 FORELAND GARTH
COLUMBIA MD 21045

ADMINISTRATIVE HEAD
CHAPELGATE CHRISTIAN
ACADEMY
2600 MARRIOTTSVILLE RD
MARRIOTTSVILLE MD 21104-1628

ADMINISTRATIVE HEAD
CHESAPEAKE SPEECH INC
6135 OLD WASHINGTON RD RM
105/106
ELKRIDGE MD 21075

ADMINISTRATIVE HEAD
CHILDREN S MANOR MONTESSORI
SCHOOL
4465 MONTGOMERY RD
ELLCOTT CITY MD 21043-6007

ADMINISTRATIVE HEAD
COLUMBIA ACADEMY
10350 OLD COLUMBIA RD
COLUMBIA MD 21046

ADMINISTRATIVE HEAD
COLUMBIA MONTESSORI SCHOOL
10508 MARBLE FAUN CT
COLUMBIA MD 21044

MARTHA ZEHER
CORNERSTONE ACADEMY OF
GLENWOOD
3060 WASHINGTON ROAD ROUTE 97
GLENWOOD MD 21738

ADMINISTRATIVE HEAD
CROSSROADS ADVENTIST SCHOOL
3291 N ST JOHNS LN
ELLCOTT CITY MD 21043

ADMINISTRATIVE HEAD
GLENELG COUNTRY SCHOOL
12793 FOLLY QUARTER ROAD
ELLCOTT CITY MD 21042

ADMINISTRATIVE HEAD
GLENWOOD COUNTRY DAY SCHOOL
14785 BUSHY PARK ROAD
WOODBINE, MD 21097

CHERYL STRADLING
GLENWOOD COUNTRY DAY SCHOOL
2480 ROXBURY MILLS RD STES 10/11
GLENWOOD MD 21738

Sheeba Mathew
The Goddard School
2200 Brighton Run Court
Marriottsville, MD 21104

ADMINISTRATIVE HEAD
THE GODDARD SCHOOL
8866 COLUMBIA 100 PARK WAY
COLUMBIA MD 21045

ADMINISTRATIVE HEAD
HIGH ROAD ACADEMY
9705 WASHINGTON BLVD
LAUREL MD 20723

ADMINISTRATIVE HEAD
JOY IN LEARNING COLUMBIA
8991 LAMBSKIN LN
COLUMBIA MD 21045

ADMINISTRATIVE HEAD
CHILDREN'S MANOR MONTESSORI
SCHOOL AND DAY CARE
9008 RED BRANCH ROAD
COLUMBIA, MD 21045

Martha Zeher
CORNERSTONE ACADEMY
17455 Old Frederick Road
Mount Airy, MD 21771

ADMINISTRATIVE HEAD
LINWOOD CENTER INC
3421 MARTHA BUSH DR
ELLCOTT CITY MD 21043-4426

Lainie Santos
Love of Learning Montessori School
9151 Rumsey Road
Columbia, MD 21045

ADMINISTRATIVE HEAD
MOUNT AIRY CHRISTIAN ACADEMY
16700 OLD FREDERICK RD
MT AIRY MD 21771-

ADMINISTRATIVE HEAD
GLOBAL CHILDREN MONTESSORI
SCHOOL
8995 LAMBSKIN LANE
COLUMBIA, MD 21045

Sharon DellaRose
THE NORBEL SCHOOL
6135 Old Washington Road
Elkridge, MD 21075

NANCY MALLOY
OUR LADY OF PERPETUAL HELP
SCHOOL
4801 ILCHESTER RD
ELLCOTT CITY MD 21043

ADMINISTRATIVE HEAD
PHILLIPS SCHOOL LAUREL
8920 WHISKEY BOTTOM ROAD
LAUREL MD 20723

Karen Murphy
Resurrection-St. Paul School
3155 Paulskirk Drive
Ellicott City, MD 21043

PATRICIA SCHRATZ
ST AUGUSTINE SCHOOL
5990 OLD WASHINGTON RD
ELKRIDGE MD 21075

TIFFANY RATH
ST JOHN'S PARISH DAY SCHOOL
9130 FREDERICK RD
ELLCOTT CITY MD 21042

Terry Weiss
St. Louis School
12500 Clarksville Pike
Clarksville, MD 21029

SISTER CATHERINE PHELPS
TRINITY SCHOOL
4985 ILCHESTER ROAD
ELLCOTT CITY MD 21041

Lois Kelly
Woodmont Academy
2000 Woodmont Drive
Cooksville, MD 21723

ADMINISTRATIVE HEAD
THE JULIA BROWN MONTESSORI
SCHOOL
9760 OWEN BROWN ROAD
COLUMBIA, MD 21045

ADMINISTRATIVE HEAD
YOUNG SCHOOL EARLY
EDUCATION PROGRAM
8310 GUILFORD ROAD
COLUMBIA MD 21046

ADMINISTRATIVE HEAD
KINDERCARE LEARNING CENTER
10820 LITTLE PATUXENT PKWY.
COLUMBIA, MD 21044

ADMINISTRATIVE HEAD
GAN ISRAEL DAY SCHOOL
770 HOWES LANE
COLUMBIA, MD 21044

**Nonpublic School Participation in
Annual Consultation for Federal Title Programs
2010-2011 School Year**

Please type or print all information.

Name of School: _____
(must be nonprofit)
Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number _____

Email Address: _____

School Web Address: _____

Check () the appropriate line.

- _____ Either a representative from my school or I will attend the Annual Consultation meeting on **Friday, December 11, 2009 at 1:30 p.m.**
- _____ I am unable to attend the Annual Consultation meeting on **Friday, December 11, 2009 at 1:30 p.m.** However, my school intends to participate in federal grant programs during the 2010/11 school year and would like to receive more information.
- _____ I decline participation in all federal programs during the 2010/11 school year.

Please return this form by Tuesday, December 1, 2009.

Administrator's Name
(Printed or typed)

Date

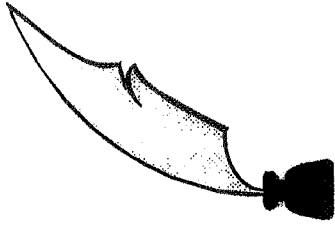
Administrator's Signature

Return this form by mail or FAX (410) 313-6795 to:
**Tricia Murphy
Nonpublic Schools Contact
Howard County Public Schools
10910 Route 108
Ellicott City, MD 21042
Fax to: 410-313-6795**

**Annual Nonpublic Consultation Meeting
Howard County Public School System
and
Howard County Nonpublic Schools
2010-2011 Federal Education Grant Programs
December 11, 2009
Board Room B
1:30 - 3:00 p.m.**

AGENDA

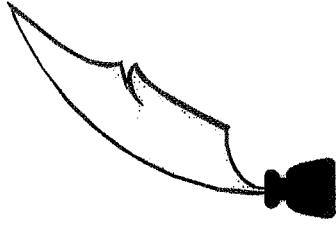
- | | | |
|-----------|---------------------------|---|
| 1:30 p.m. | Welcome and Introductions | Tricia Murphy
All Participants |
| 1:45 p.m. | Program Presentations | HCPSS Federal Grant
Program Managers |
| 2:30 p.m. | Questions/Answers | All Participants |
| 2:45 p.m. | Next Steps | Tricia Murphy |



Annual Nonpublic Consultation Meeting
Federal Education Grant Programs
Friday, December 11, 2009
1:30 p.m. - Board Room B

Sign-In for Nonpublic Representatives

School	Name of Rep	Title	Phone	Email
Bet Yeladim				
Bethel Christian	ALICE GREEN PATTE WECKER	PRINCIPAL BUSINESS MGR	301-725-4673	alice.green@fe-mbethel.org
Bright Stars Learning Academy				
Celebration Christian				
Cornerstone Academy				
Glenwood Country Day	Nadine Wright	ex. technology	210-446-5578	nw425@aol.com or administration@glennwoodcountrydayss-hed.com
The Goddard School				
Love of Learning Montessori				
Norbel School				
Our Lady of Perpetual Help	Naney F. Malloy	Principal	410-744-4251 x201	nfmalloy@olphschool.org
Resurrection-St. Paul				
St. Augustine	Barbara Bowles	Admin Asst. to Principal	410-796-3030	bbowles@staug-madurov.org



Annual Nonpublic Consultation Meeting
 Federal Education Grant Programs
 Friday, December 11, 2009
 1:30 p.m. - Board Room B

Sign-In for HCPSS Representatives

HCPSS Office	Name of Staff	Title	Phone	Email
Bridges 2 nd Cell	Marty Cifrese	Program Manager	410 313 7185	marty_cifrese@hcpss.org
Title I	Amy Tieperman	Support teacher	410-313-6762	amy_tieperman@hcpss.org
Title I	Robyn Little	Support teacher	410 313 6762	robyn_little@hcpss.org
ESOL	Laura Hook	ESOL Coordinator	410-313-6669	laura_hook@hcpss.org
POD	John Kraunapple	Coord. Cultural Prof	X 1560	john_kraunapple@hcpss.org
Title IV	Dulcy Sullivan	Senior E. Facilitator	7026	dulcy_sullivan@hcpss.org
OMET	Nancy Carnie	Resource teacher	6772	nennis@hcpss.org
OMET	Carol Fritts	Coordinator	7179	Cfritts@hcpss.org

**Howard County Public School System
Federal Education Program Managers – FY2011**

Program	Description	Program Manager or Contact Person	Telephone	Email
Title I, Part A	Helping Disadvantaged Children Meet High Standards	Caroline Walker	410-313-6762	Caroline_Walker@hcpss.org
Title II, Part A	Preparing, Training and Recruiting High Quality Teachers and Principals	Tricia Murphy Juliamm Dibble	410-313-7337 410-313-6648	Tricia_Murphy@hcpss.org Juliamm_Dibble@hcpss.org
Title II, Part D	Enhancing Education Through Technology (Technology Leadership Academy)	Carol Fritts	410-313-6823	Carol_Fritts@hcpss.org
Title II, Part D	Maryland Technology Proficiency Project	Nancy Ennis	410-313-6772	Nancy_Ennis@hcpss.org
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement	Laura Hook	410-313-7485	deborah_espitia@hcpss.org
Title IV, Part A	Safe and Drug-free Schools and Communities	Dulcy Sullivan	410-313-7026	dulcy_sullivan@hcpss.org
Title IV, Part B	21 st Century Community Learning Centers	Marty Cifrese	410-313-7185	Marty_Cifrese@hcpss.org
	Competitive Grants	Tricia Murphy	410-313-6648	Tricia_Murphy@hcpss.org

HCPSS/PPE/ProgMgrs/tm/12/09

Please complete and return this form on or before **January 25, 2010** to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

 Name of Nonpublic School (please print)

 Administrator's Name (please print)

 Administrator's Signature

 Email address

 Date

 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

_____ Title I, Part A: Helping Disadvantaged Children Meet High Standards – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.**

_____ Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

_____ Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)

_____ Title II, Part D: Maryland Technology Proficiency Project

_____ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

_____ Title IV, Part A: Safe and Drug-free Schools and Communities

_____ Title IV, Part B: 21st Century Community Learning Centers

_____ Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before
 January 25, 2010, is declining any further participation in these grant programs for the
 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Bethel Chester Academy Alice Green
 Name of Nonpublic School (please print) Administrator's Name (please print)
Alice Green alice.green@teambethel.org
 Administrator's Signature Email address
12/11/09 301-725-4673
 Date Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before **January 25, 2010** to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Beth Yeladim Preschool
 Name of Nonpublic School (please print)

Ellen H. Rappaport
 Administrator's Name (please print)

Ellen H. Rappaport
 Administrator's Signature

ehrappaport@verizon.net
 Email address

12/28/09
 Date

410-997-7378
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)

Title II, Part D: Maryland Technology Proficiency Project

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Safe and Drug-free Schools and Communities

Title IV, Part B: 21st Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Bright Stars Learning Academy Dr. Lethia Jackson
 Name of Nonpublic School (please print) Administrator's Name (please print)
Lethia Jackson lethia.jackson@hotmail.com
 Administrator's Signature Email address
1/4/2010 410-730-5234
 Date Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

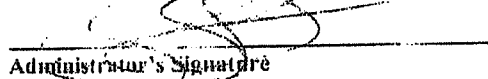
A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before **January 25, 2010** to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

GLENELG COUNTRY SCHOOL
 Name of Nonpublic School (please print)

JHAN TANGIRES
 Administrator's Name (please print)


 Administrator's Signature

tangires@glenclg.org
 Email address

2/1/2010
 Date

410-531-7321
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) **You must complete and return the attached Documentation of Low-income Nonpublic School Students form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.**
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Glenwood Country Day School

Name of Nonpublic School (please print)

Cheryl Stradling

Administrator's Signature

Dec 18, 2009

Date

Cheryl Stradling

Administrator's Name (please print)

administration@glenwoodcountrydayschool.ca

Email address

410-489-1859 / 410-489-5203

Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)

Title II, Part D: Maryland Technology Proficiency Project

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Safe and Drug-free Schools and Communities

Title IV, Part B: 21st Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Our Lady of Perpetual Help
 Name of Nonpublic School (please print)

Nancy F. Malloy, Principal
 Administrator's Name (please print)

Nancy F. Malloy
 Administrator's Signature

nfmalloy@olphschool.org
 Email address

December 11, 2009
 Date

410-744-4251 X 201
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)

Title II, Part D: Maryland Technology Proficiency Project

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Safe and Drug-free Schools and Communities

Title IV, Part B: 21st Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

<u>Resurrection-St. Paul School</u> Name of Nonpublic School (please print)	<u>Karen A. Murphy</u> Administrator's Name (please print)
<u>Karen A. Murphy</u> Administrator's Signature	<u>kmurphy@resstpaul.org</u> Email address
<u>Dec. 27, 2009</u> Date	<u>410.461.9111 x243</u> Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants.

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

St. Augustine School
 Name of Nonpublic School (please print)

Patricia Schratz
 Administrator's Name (please print)

[Signature]
 Administrator's Signature

pschratz@staug-md.org
 Email address

1/15/10
 Date

410-796-3040
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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Title II, Part D: Maryland Technology Proficiency Project

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Safe and Drug-free Schools and Communities

Title IV, Part B: 21st Century Community Learning Centers

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Please complete and return this form on or before **January 25, 2010** to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

St John's Parish Day School Tiffany Rath
 Name of Nonpublic School (please print) Administrator's Name (please print)
[Signature] trath@stjohnsec.org
 Administrator's Signature Email address
2/10/10 410-465-7044
 Date Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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- Title II, Part D: Enhancing Education Through Technology (Technology Leadership Academy)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

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Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

ST. LOUIS SCHOOL
 Name of Nonpublic School (please print)
Terry Weiss Principal
 Administrator's Signature
12/14/09
 Date

TERRY WEISS
 Administrator's Name (please print)
TWEISS@STLOUISPARISH.ORG
 Email address
410-531-6664
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

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Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Ellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

TRINITY SCHOOL
 Name of Nonpublic School (please print)

SISTER CATHERINE PHELPS
 Administrator's Name (please print)

[Signature]
 Administrator's Signature

CPHELPS@TRINITYSCHOOLMD.ORG
 Email address

January 19, 2010
 Date

410-744-1524
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

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- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Thank you!

Please complete and return this form on or before January 25, 2010 to: Tricia Murphy,
 Howard County Public School System, 10910 Route 108, Bellicott City, MD 21042.
 Telephone (410) 313-6648 Email: tmurphy@hcpss.org

Intent to Participate in Federal Grant Programs for 2010-2011 School Year

Woodmont Academy
 Name of Nonpublic School (please print)

John Farrell
 Administrator's Name (please print)

John Farrell
 Administrator's Signature

jfarrell@woodmontacademy.org
 Email address

1/18/10
 Date

443-574-8100 ext. 105
 Telephone Number

Directions: Place a check mark (✓) on the line provided for each federal grant in which your school plans to participate during the 2010-2011 school year. By choosing to participate in one or more of the programs listed below, your signature indicates that your school agrees to provide, within the specified time line requested, all information necessary to comply with all grant program requirements. Your school also agrees to develop plans and provide reports as mandated by the programs in which it will participate. As required by federal regulations, all materials purchased through these grants belong to the Howard County Public School System.

Title I, Part A: **Helping Disadvantaged Children Meet High Standards** – (A supplemental program for academically low-achieving students in schools with high concentrations of low-income students.) You must complete and return the attached *Documentation of Low-income Nonpublic School Students* form in order to participate in the Title program. Without the attached form, your school is ineligible to receive any Title I services.

Title II, Part A: **Preparing, Training and Recruiting High-Quality Teachers and Principals**

Title II, Part D: **Enhancing Education Through Technology** (Technology Leadership Academy)

Title II, Part D: **Maryland Technology Proficiency Project**

Title III, Part A: **English Language Acquisition, Language Enhancement, and Academic Achievement**

Title IV, Part A: **Safe and Drug-free Schools and Communities**

Title IV, Part B: **21st Century Community Learning Centers**

Competitive Grants

A nonpublic (not-for-profit) school that does not return this form on or before January 25, 2010, is declining any further participation in these grant programs for the 2010-2011 school year.

Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009

AFFIRMATION OF CONSULTATION

I am an administrator/designee of Bright Stars Learning Academy School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Bright Stars Learning Academy
Name of Nonpublic School (please print)
Dr. Lethia Jackson
Administrator's/Designee's Signature
lethia.jackson@hotmail.com
Email address

Dr. Lethia S. Jackson
Name of Administrator/Designee (please print)
1-4-2010
Date
410-730-5234
Telephone number

**Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009**

AFFIRMATION OF CONSULTATION

I am an administrator/designee of Glenwood Ctry. Day School School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Glenwood Country Day School
Name of Nonpublic School (please print)

Nadine Wrightington
Name of Administrator/Designee (please print)

Nadine Wrightington
Administrator's/Designee's Signature

Dec. 11, 2009
Date

administration@glenwoodcountrydayschool.com
Email address

410-489-6259/410-489-5203
Telephone number

Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009

AFFIRMATION OF CONSULTATION

I am an administrator/designee of Our Lady of Perpetual Help School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Our Lady of Perpetual Help
Name of Nonpublic School (please print)

Nancy F. Malloy
Administrator's/Designee's Signature

nfmalloy@olphschool.org
Email address

Nancy F. Malloy, Principal
Name of Administrator/Designee (please print)

December 11, 2009
Date

410-744-4251 x 201
Telephone number

**Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009**

AFFIRMATION OF CONSULTATION

I am an administrator/designee of Resurrection - St Paul School School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

Resurrection - St Paul
Name of Nonpublic School (please print)

Karen A. Mumford
Name of Administrator/Designee (please print)

Karen Mumford
Administrator's/Designee's Signature

Dec. 12, 2009
Date

Kmumfo@resstpaul.org
Email address

410.461.9111 x247
Telephone number

**Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009**

AFFIRMATION OF CONSULTATION

I am an administrator/designee of St. Augustine School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

St. Augustine School
Name of Nonpublic School (please print)

Barbara Bowles
Name of Administrator/Designee (please print)

Barbara Bowles
Administrator's/Designee's Signature

12-11-09
Date

bbowles@stang-md.org
Email address

410-796-3040
Telephone number

HCPSS/GSS/Nonpublic Affirmation/tm/12/09

**Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009**

AFFIRMATION OF CONSULTATION

I am an administrator/designee of St John's Episcopal School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

St John's PDS
Name of Nonpublic School (please print)

Tiffany Roth
Name of Administrator/Designee (please print)

TJR
Administrator's/Designee's Signature

2/15/10
Date

trathe@stjohnsec.org
Email address

410.465.7644
Telephone number

Howard County Public School System (HCPSS)
and
Howard County Nonpublic Schools
2010-2011 Federal Education Program Grants
Annual Consultation Meeting
December 11, 2009

AFFIRMATION OF CONSULTATION

I am an administrator/designee of ST. LOUIS SCHOOL School, a nonpublic school within Howard County. I hereby affirm that during today's meeting with the HCPSS' federal grant managers we engaged in meaningful consultation about the following federally funded programs for the 2010-2011 school year.

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology (Educational Technology Summer Institute)
- Title II, Part D: Maryland Technology Proficiency Project
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-free Schools and Communities
- Title IV, Part B: 21st Century Community Learning Centers
- Competitive Grants

The topics discussed at today's meeting relating to Title I services included:

- How the district will assess the academic services, and how the district will use the results of that assessment to improve Title I services
- The size and scope of the services that the district will provide, and the proportion of funds that the district will allocate for Title I services
- How the district will determine the number of private school children from low-income families residing in participating public school attendance areas
- The services the district will give teachers and families of participating students
- How the district will identify student needs
- How and when the district will make decisions about the delivery of services
- How, where, and by whom the district will provide services, including whether a third party will provide them.

ST. LOUIS SCHOOL
Name of Nonpublic School (please print)

Maureen Osborne
Administrator's/Designee's Signature

MOSBORNE@STLOUISPARISH.ORG
Email address

MAUREEN OSBORNE
Name of Administrator/Designee (please print)

12/11/09
Date

410-531-6664
Telephone number