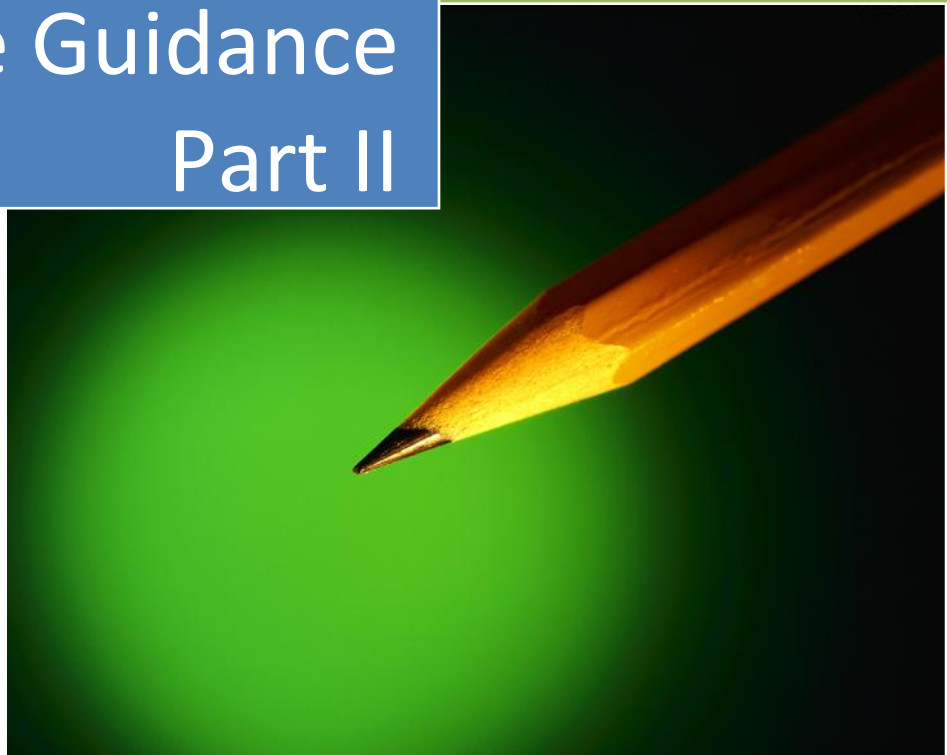


2011

Bridge to Excellence
Annual Update Guidance
Part II



**SOMERSET COUNTY
PUBLIC SCHOOLS**
November 22, 2011 Submission



**Maryland's Reform Plan
Bridge to Excellence in Public Schools
Race to the Top**

2011 Guidance Part 2: Attachments

Maryland State Department of Education
Division of Student, Family, and School Support
Division of Academic Reform and Innovation
Office of Finance



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Bridge to Excellence Master Plan

2011 Annual Update

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

Part 2: Attachments—Due: November 22, 2011

Local School System Submitting This Report: Somerset County Public Schools

**Address: 7982A Tawes Campus Drive
Westover, MD 21871**

Local Point of Contact:

Name: Douglas Bloodsworth

Telephone: (410) 651-1616

E-Mail: dbloodsworth@somerset.k12.md.us

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2011 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)

Date

Signature (Local Point of Contact)

Date

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2012**

Local School System: Somerset

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I School-wide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Greenwood Elementary (SW)	0105	74.59%	368,654.72		120,918				
Woodson Elementary (SW)	0705	73.05%	485,072.00		56,569				
Somerset Intermediate	1303	68.27%							
Princess Anne Elementary (SW)	0106	65.31%	301,957.32		55,469				
Crisfield High	0702	57.92%							
Washington High	0102	58.47%							
Deal Island Elementary (SW)	1401	49.07%	56,995.96						
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			1,212,680		232,956				
School System Administration (For Title I, Use Table 7-8			104,592						

LINE 5)								
System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 13)		91,054						
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)								
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)		1,408,326		232,956				

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2012**

Local School System: Somerset 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)¹². 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 2012 Allocation	\$ Amount to be transferred <u>out of each program</u>	\$ 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	232,956	0	0	0		
Title II-D Ed Tech						
Title IV-A Safe and Drug Free Schools & Communities						

¹² 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 2012**

Local School System: Somerset 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 III-A (Limit: 2 Percent)		Total ESEA Consolidation (Reasonable and Necessary)
\$0	\$0		\$0		\$0

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS**

Fiscal Year 2012

Local School System: Somerset County

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, and Title III 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 III-A		Comments (Optional)
	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	
Private School							
Public School							
Neutral Site							
Private School							
Public School							
Neutral Site							
Private School							
Public School							
Neutral Site							

Guidance for Completion of the Budget Narrative for Individual Grants

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application or Master Plan, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in section B so the reviewer clearly sees their necessity. Make absolutely sure your numbers add up.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Transfers

- Transfers are payments to other LEAs, Non-Public Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.
- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity.

You should use the format as shown in the sample on the following page.

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #	300 participants x \$120	\$36,000		\$36,000
Fixed Charges	FICA	7.65% x \$36,000	\$2,754		2,754
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
Instructional Staff Development Contracted Services	Facility Rental for Staff Development Strategy #	6 days x \$1,000	\$4,000	2,000 (AAPS)	6,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #	300 participants x \$40	\$12,000		\$12,000
Student Transportation Contracted Services	Buses for 2 field trips to art museums Strategy #	2 x \$450	900		900
Administration Business Support Services/Transfers	Indirect Costs	2.5% x direct costs (\$58,654)	1,466		1,466
	TOTAL		\$60,120	\$2,000	\$62,120

Note: [MSDE grant and budget forms](http://www.marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information) are available at:
<http://www.marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information>

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>Somerset County Public Schools</u> Fiscal Year 2012
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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)		
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)].	<p>Goals, Objectives and Strategies: to continue to provide quality instructional materials as needed by ELL and regular education teachers.</p> <p>Instructional/General Materials Bilingual Dictionaries for students, 25 @ \$17.95 Shipping Costs</p> <p>Timeline: September 2011-June 2013</p> <p>Goals, Objectives, and Strategies To upgrade curricula to better integrate instructional practices to support ELL students.</p>	\$1165 \$449	\$4200

	<p>Providing Stipends for Co-Teaching/Co-Planning Sessions to upgrade curricula (15 teachers X \$20/hr X 7 months/yr X 2 times/month = \$4200) Fringe</p> <p>Timeline: September 2011- June 2013</p>	\$333	
1.3	Providing intensified instruction for ELL children [section 3115(d)(3)(B)].		
1.4	Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].		

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

Local School System: Somerset County Public Schools ____ Fiscal Year 2011

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>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>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>Goal, Objectives and Strategies to increase the academic achievement of all students All teachers will participate in ongoing professional development targeted at improving academic achievement of every student. This includes using common assessments, analyzing assessment data and then modifying instruction. This is referred to as the CFIP's (Classroom Focused Improvement Process). Secondary teachers will participate in weekly 75 minute sessions (After School Professional Development or APD). Elementary teachers will participate in Early dismissal sessions of approximately 2.5 hours each. This</p>	<p>\$ 1320 \$ 105</p>	

	<p>process will continue to be one of the main focuses of Somerset County Public Schools this year. It has proven to make a difference in all students' achievement, including Special Education and ELL students.</p> <p>ELL teachers will participate in professional development on effective integration of technology tools to support English language acquisition, including the use of student laptops and associated software, etc. (4 teachers X \$20/hr X 6/hrs = \$480) (2 Technology Leaders X \$35/hr X 12/hrs = \$840)</p> <p>Fringe for participating teacher stipends and PD leaders.</p> <p>Timeline: September 2011-June 2013</p>		
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**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Somerset County Public Schools</u> _____ Fiscal Year 2012
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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
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	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)		
3.2 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)].	Goals, Objectives and Strategies to provide services that help parents understand how best to support children in school activities Providing Stipends for Bilingual Interpreters (19 hrs X \$20/hr = \$380) Parent Conferences/Events (18 hrs X \$20/hr = \$360) School Enrollment (60 hrs X \$20/hr - \$1,200) Mtgs., Translations/Etc. Parent dinner to discuss expectations/rules/procedures for laptop use and instruction on effective use of technology tools to support English language acquisition, development of academic language skills, and support academic achievement. Dinner (15 Family Members/Staff X \$15.00/person = \$225) Stipends for Staff (2 hrs X \$20/hr X 3 Teachers = \$120)	\$380 \$360 \$1,200 \$164 \$225 \$120	

	Timeline: September 2011-June 2013		
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)].	<p>Goals, Objectives, and Strategies to provide educational technology equipment to support ELL students in English language acquisition and academic achievement.</p> <p>Providing Student Laptops with access to online dictionary/thesaurus, interactive language activities, microphone/speakers to support critical speaking and listening exercises, word processing tools, etc. Will supplement existing secondary 1-to-1 student laptop initiative which is not currently available for K-6, 11th, and 12th grade students.</p> <p>Providing Student laptop bags</p>	\$4875 \$175	
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)].			
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)].		Public School Costs	Nonpublic Costs

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

Local School System: <u>Somerset County Public Schools</u> _ Fiscal Year 2012
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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%	\$300	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$15,395	

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

Local School System: <u>Somerset County Public Schools</u> _____ Fiscal Year 2012
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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			

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.
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;
Letters of invitation were sent to Crisfield Christian Academy, The Well Watered Wells Leadership Academy and Holly Grove Christian School. The letters asked for a response if interested. Holly Grove sent back a response form that they were not interested. Phone calls were made to Crisfield Christian Academy. A return call and form indicating they were not interested. It was determined by a previous phone call with Well Water Academy, their students actually went to SCPS schools during the school day and were only present before and after school, thus making them ineligible to access funding.
 - b) The basis for determining the needs of private school children and teachers;
Holly Grove sent back a response form that they were not interested. Phone calls were made to Crisfield Christian Academy. A return call and form indicating they were not interested. It was determined by a previous phone call with Well Water Academy, their students actually went to SCPS schools during the school day and were only present before and after school, thus making them ineligible to access funding
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon;
and
NA
 - 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.)

NA
3. ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2011-2012 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.

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

Local School System: Somerset County Public Schools Fiscal Year 2012

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

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

**Title III Budget Narrative
FY 2012**

Category/Object	Line Item	Calculation	Amount	In Kind	Total
Program 02 Special Programs/ Instructional Materials	Bilingual Dictionaries for Students	25 X \$17.95	\$449		\$1,789.00
	Student laptop bags to ease carrying and to protect equipment	5 X \$35/EA	\$175		
	Instructional/General Materials including manipulatives, printer cartridges, folders, paper, etc.	\$1165	\$1165		
Program 02 Special Programs/ Equipment	Student Laptops with access to online dictionaries, thesaurus, interactive grammar and language activities, microphones/speakers to use for critical speaking and listening activities, word processing tools, etc. Will supplement existing Secondary 1-to-1 student laptop initiative which is not currently available for 6 th grade, 11 th grade, or 12 th grade.	5 X \$975/EA	\$4875.00		\$4,875.00
Program 02 Special Programs/ Other Charges	Parent Involvement Meeting/Dinner to Discuss Expectations for Laptop Use and Instruction on Effective Use of Technology Tools to support ELL students	Dinner 15 Family Members and Staff X \$15.00/person = \$225	\$225		\$225
Program 02 Special Programs/ Salaries and Wages	Stipends for Teachers to Attend Parent Involvement Meeting/Dinner to Discuss Expectations for Laptop Use and Instruction on Effective Use of Technology Tools to support ELL students	Stipends for Staff 2 hrs. X \$20/hr X 3 Teachers = \$120	\$120		\$2,060.00
	Providing Stipends for Bilingual Interpreters (time sheet/contractual as needed basis)	19 hrs. X \$20/hr- Parents	\$380		
		18 hrs. X \$20- School Enrollment	\$360		
		60 hrs. X \$20/hr.- Mtgs., translations, etc.	\$1,200		

Category/Object	Line Item	Calculation	Amount	In Kind	Total
Program 09 Instructional Staff Development/ Salaries and Wages	Providing Stipends for Professional Development on Effective Use of Technology Tools	4 teachers X \$20/hr X 6/hrs = \$480	\$480		\$5,520.00
	Providing Stipends for Technology Leaders to Lead the Professional Development on Effective Use of Technology Tools	2 Tech. Leaders X \$35/hr X 12/hrs = \$840	\$840		
	Providing Stipends for Co-Teaching Planning Sessions	15 teachers X \$20/hr X 7 months/yr X 2 times/month = \$4200	\$4,200		
Program 16 Mid-Level Admin. Inst. Admin. & Supv.	Administrative Associate for Compliance and Accuracy Support	20 hrs. X \$15/hr = \$300	\$300		\$300.00
212 Fixed Charges/ Other Charges	Fringe for All Stipends and Admin. Associate	Fringe for Teachers (Technology) (SS = \$120 X 7.65% = \$9.00) (WC = \$120 X .263% = \$1.00) Fringe for Interpreters (SS = \$1940 x 7.65% = \$149.00) (WC = 1940 x .263% = \$5.00) Fringe on Teachers (SS = \$4200 x 7.65% = \$322) (WC = \$4200 x .263% = \$11) Fringe on Teachers (SS = \$480 x 7.65% = \$37) (WC = \$480 x .263% = \$2.00)	\$626		\$626

Category/Object	Line Item	Calculation	Amount	In Kind	Total
		Fringe on Tech. Leaders (SS = \$840 X 7.65% = \$64.00) (WC = \$840 X .263% = \$2.00) Fringe on Administrative Associate (SS = \$300 X 7.65% = \$23.00) (WC = \$300 X .263% = \$1.00)			
	Total		\$15,395		\$15,395.00

ORIGINAL GRANT BUDGET	\$15,395	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	TITLE IIIA	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2011	9/30/2012	

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							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	300.00						300.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	2,060.00		1,789.00	225.00	4,875.00		8,949.00
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.	5,520.00						5,520.00
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				626.00			626.00
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	7,880.00	0.00	1,789.00	851.00	4,875.00	0.00	15,395.00

Finance Official Approval	Vicki Miller			410-651-1616
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Marjorie E. Miles			410-651-1616
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

GENERAL 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 will 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.
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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.
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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.
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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 maintaining 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 for 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	Date

Attachment 12



Title I, Part D Prevention and Intervention Programs for Children And Youth Who Are Neglected, Delinquent, or At-Risk

ATTACHMENT 12 TITLE I, PART D

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

Local School System: _____ Fiscal Year 2012
Title I-D Coordinator: _____
Telephone: _____ E-mail: _____

A. ALLOWABLE ACTIVITIES [Section 1424]: For all allowable activities that will be implemented under Title I-D, (a) provide a brief description of services, (b) how the services will be coordinated with local institutions for neglected and delinquent youth and/or correctional institutions, and (c) timelines or target dates. Provide the amount of funding for the Title I-D services. *Use separate pages as necessary for descriptions.*

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	Public School Costs
1.1 Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education [section 1424(1)].		
1.2 Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members [section 1423(2)].		
1.3 The coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education [section 1424(3)].		
1.4 Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education [section 1424(4)].		
1.5 Programs providing mentoring and peer mediation [section 1424(5)].		

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

Local School System: _____	Fiscal Year 2012
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B. LOCAL AGENCY PROGRAMS

1. Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and an accounting of these individuals. Also include the number of individuals returning to the system. Describe what services are provided.
2. Provide a description of how the programs will involve the parents in efforts to improve the education achievement of their children.
3. Provide a description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs.
4. Provide a description of the steps the local school system will take to find alternative placement for children and youth interested in continuing their education, but unable to participate in the regular public school program.
5. Report by charting the last three years the progress the local school system is making in dropout prevention. [Section 1426]
6. Provide annually the number served during the period of the grant. The “period” is described as the school year or period of funding from July 1 to September 30 the following year. [Section 1412 – Eligibility]

ATTACHMENT 12 TITLE I, PART D

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

Local School System: _____ **Fiscal Year 2012**

C. EVALUATION OF TITLE I-D PROGRAM ACTIVITIES: The local school system must evaluate the program at least once every three years, disaggregating data on participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants —

- To maintain and improve educational achievement;
- To accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- To make the transition to a regular program or other education program operated by the school system;
- To complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- As appropriate, to participate in postsecondary education and job training programs.

At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs. However, the evaluation should contain sufficient information for the services that were provided and the effect on academic achievement.

In conducting each evaluation, the school system must use multiple and appropriate measures of student progress. Because the new requirements under No Child Left Behind began in 2002, the first evaluation was due to MSDE on October 17, 2005 as part of the annual Bridge to Excellence update, and a new evaluation will be due this October as part of the annual update. The school system will use the results of the evaluation to plan and improve subsequent programs for participating children and youth.

D. BUDGET INFORMATION AND NARRATIVE

1. 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.
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 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. 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

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 13



Fine Arts

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

1. Describe the **progress** that was made in 2010-2011 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.

Progress in fine arts for Somerset County included the following. We continued using a variety of funding sources to provide a fine arts performance or field trip for all students K-12. Visual Arts teachers met county wide three times to plan and set up the Visual Arts Expo which had 450 visitors. Secondary Visual Arts teachers met to refine scope and sequences using the State Curriculum as a guide. Washington High School will be offering a new Audio and Video Production course taught by the chorus and instrumental teachers. During the 2010-11 session, both Crisfield High School and Washington High School offered AP Studio Art. Chorus and instrumental music professors from Salisbury University provided professional development on four occasions to music instructors during afternoon professional development. Two instrumental and chorus concerts were held at each secondary school and both band and chorus performed several times in the community. One band directors attended Marching band camp in July. There were two drama productions at Washington High School. All elementary schools held at least one drama and music production. Both Crisfield and Washington High School had students to participate in All-Shore Band. Students from Washington High School participated in Regional Chorus. A new choral director was hired to work at both Crisfield and Somerset Intermediate. New risers were purchased for the cove

Related Resource Allocations

The Maryland Fine Arts Initiative provided transportation or admission money so that all students could attend a fine arts performance or participate on a fine arts based field trip. The professional development provided for fine arts instructors by local artists was paid for by the Fine Arts Initiative. Visual Arts and chorus and instrumental music Instructors received stipends for curriculum work completed during June after school was out. Refreshments for the reception for the Visual Arts Expo were provided by the Fine Arts Initiative. Student groups from Crisfield High School attended plays in New York City with assistance from the Fine Arts Initiative.

Challenges include providing chorus experiences at both Crisfield High School and Somerset Intermediate since they shared an instructor. Drama was not offered at Crisfield this year.

Goals, Objectives, and Strategies

1. We will provide a variety of fine arts experiences outside of classroom offerings for K-12 students.
2. We will encourage students to participate in local and regional exhibitions and competitions.
3. We will offer a new course at Washington called *Audio and Video Production*.
4. We will provide stipends for after-hours curriculum work for fine arts teachers.
5. We will continue content specific professional development and vertical teaming for fine arts instructors on six occasions during the 2011-12 session.
6. We will provide access to regional or state meetings for fine arts instructors.
7. We will continue to offer *Advanced Placement Studio Art* at both high schools.
8. We will continue to work toward improving the choral offering at both high schools.

A. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. 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 “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals, objectives, and strategies identified in Attachment 13 of the BTE Master Plan.**

Fine Arts Budget Narrative

The FY2012 Fine arts Initiative has been designed to supplement local school division expenditures to provide an effective offering for the students of the school system. The expenditures not only will provide fine art opportunities for students but will increase staff knowledge and expertise.

Instructional Category/Regular Program/Contracted Services- \$2940

\$2850 has been allotted for contract services to provide performance opportunities for every student within the school system during the 2011-2012 school year (Goal 1).

This money will be used to pay for performances on campus or to pay for admission for performances elsewhere. The Master Plan Goal for the school system is for every student in the school system to either attend a concert, performance, or exhibit.

Examples would be plays, concerts, or trips to museums or exhibitions.

- 5 elementary performances or visits to art exhibitions or museums with admission supplement of \$300 each- \$1500
- 3 secondary performances or visits to art exhibitions or museums with admission supplement of \$300 each- \$900
- Supplements for three secondary instrumental trips- \$180 each= \$540.

Instructional Category/Regular Program/Supplies and materials- \$700

To improve visual arts instruction, \$700 has been allotted to supplement supplies and materials to encourage students to enter local and regional competitions and exhibitions (Goal 2).

- Mounting and presentation materials. \$700

Instructional Category/Instructional Staff Development/Supplies and Materials- \$124

A reception is provided for visitors on the first evening of the Visual Arts Expo. The Culinary Arts Program provides labor and service to provide punch and cookies for the approximate 400 people who will attend. (Goal 2)

Materials for punch and cookies= \$124

Instructional Category/Instructional Staff Development/Supplies and Materials- \$200

\$200 has been allotted to provide new music for both high school choruses. (Goal 8)

- High School Chorus materials \$200

Instructional Category/Instructional staff Development/Salaries & Wages- \$1200

To ensure that the school staff follows the Fine Arts SC, stipends are provided for all fine arts teachers to work a half day during the summer to develop or improve scope and sequence so that there are no major imbalances in what is included or omitted (Goal 4). This money will be used to pay teachers to attend curriculum workshops outside of

the regular school hours. Teachers are paid \$20/hr. for after hours curriculum work or professional development.

10 teachers x 6 hours x \$20/hr= \$1200

Instructional Category/Instructional Staff Development/Contracted Services-\$1800

To provide the best instructional practices for both visual arts and performing arts, staff at local universities or local professional artists will be contracted to provide professional development on three occasions (Goal 5). The cost per 2 hour workshop is \$200.

- Visual Arts- 3 workshops x \$200= \$600
- Chorus- 3 workshops x \$200= \$600
- Instrumental Band- 3 workshops x \$200= \$600

Instructional Category/Instructional Staff Development/ Other Charges- \$1950

This money will provide for three staff members to attend a regional or national conference. (Goal 6)

- Conference and workshop fees will be \$1200
3 teachers x \$400
- \$450 is allotted for lodging
3 days x \$150
- \$300 has been set aside for food
6 days x \$50

Student Transportation/Contract Services- \$1925

To support student performances, \$1925 has been allotted for student transportation under the category of contracted services. In most cases, the transportation will be provided by our regular contract bus drivers. At other times, charter busses will have to be used. These calculations assume eight programs off campus. (Goal 1)

- 8 Trips with local drivers=
 - Driver's fee per bus- 3.3 hours x \$15/hr + \$100 average mileage fee+ \$25 startup fee= \$175 per bus per trip
 - 1 bus per trip
 - 8 Trips- 8 trips x \$175=\$1400
- Supplements for transportation for secondary instrument/drama trips- 3 schools x 1 bus for \$175= \$525

Fixed Charges/Other Charges- \$95

\$95 in fixed charges has been included to reflect the associated salary costs of FICA (.0765) and Workman's Compensation (.00263) based on \$1200 for salary stipends. The purpose of the workshops is to write scope and sequences based on the new VSC (Goal 4).

- \$1200 x .0765= \$92.00
- \$1200 x .00263= \$3.00
- Total= \$95.00

TOTAL= \$10934

	A	B	C	D	E	F
2		Somerset Fine Arts 2012 Line Item				
3						
4	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
5						
6	Instructional	Elementary Field Trips	5 trips x \$300	1,500.00		
7	Category/Regular	Secondary Field Trips	3 trips x \$300	900.00		
8	Program/Contract	Instrumental Trips	3 trips x \$180	540.00		
9	Services					2,940
10	Instructional	Mounting Materials	7 tch X 100.00	700		
11	Category/Regular					
12	Program/Supplies and					
13	Materials					700
14	Instructional	Refreshments for Visual	Cookies and	124.00		
15	Category/Regular	Arts Expo Reception	Punch for 400			
16	Program/Supplies and					
17	Materials					124
18	Instructional	Music for Chorus	2 tch x \$100	200.00		
19	Category/Regular					
20	Programs/Supplies and					200.00
21	Instructional	Stipends for Methods &	10 tch x 6 hrs x			
22	Category/Instructional	Curriculum Workshops	\$20/hr	1,200.00		
23	Staff Development					
24	/Salaries and Wages					1,200
25	Instructional	Visual Arts Presenters	3 presenters x 200	600.00		
26	Category/Instructional	Chorus Presenters	3 presenters x 200	600.00		
27	Staff Development/	Instrumental Music	3 presenters x 200	600.00		
28	Contract Services					1,800
29	Instructional	Conference Fees	3 tch.x \$400	1,200.00		
30	Category/Instructional	Lodging	3 daysx150	450.00		
31	Staff Development/	Food	6 days x 50	300.00		
32	Other Charges					1,950
33		Transportation for	8 trips x 1 bus			
34	Student transportation/	student trips	x 175 per bus	1,400.00		
35	Contract Services	Fine Arts Trips	3 tripsx 175.00	525.00		1,925
36						
37						
38	Fixed charges / Other	FICA	1200 x .0765	92.00		
39	Charges	Worksman Comp.	1200 x.263	3.00		
40						95
41						
42						
43			TOTAL			10,934
44						
45						10,934.00
46						

ORIGINAL GRANT BUDGET	10,934	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2011	6/30/2012	
		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
Prog. 22 Business Support							0
Prog. 23 Centralized Support							0
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0
Prog. 16 Inst. Admin. & Supv.							0
203-205 Instruction Categories							
Prog. 01 Regular Prog.		2,940	1,024				3,964
Prog. 02 Special Prog.							0
Prog. 03 Career & Tech Prog.							0
Prog. 04 Gifted & Talented Prog.							0
Prog. 07 Non Public Transfers							0
Prog. 08 School Library Media							0
Prog. 09 Instruction Staff Dev.	1,200	1,800		1,950			4,950
Prog. 10 Guidance Services							0
Prog. 11 Psychological Services							0
Prog. 12 Adult Education							0
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0
Prog. 09 Instruction Staff Dev.							0
Prog. 15 Office of the Principal							0
Prog. 16 Inst. Admin & Superv.							0
207 Student Personnel Serv.							0
208 Student Health Services							0
209 Student Transportation		1,925					1,925
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0
Prog. 31 Operating Services							0
211 Plant Maintenance							0
212 Fixed Charges				95			95
214 Community Services							0
215 Capital Outlay							
Prog. 34 Land & Improvements							0
Prog. 35 Buildings & Additions							0
Prog. 36 Remodeling							0
Total Expenditures By Object	1,200	6,665	1,024	2,045	0	0	10,934

Finance Official Approval	Vicki Miller			410-651-1616
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Marjorie E. Miles			410-651-1616
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

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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 reason for the requested change. Budget alignments 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 maintaining 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 for 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	Date

Victims of Violent Criminal Offenses in Schools (VVCO) SY 2010-11

Local School System: Somerset County

Local Point of Contact: Renee U. McLaughlin

Telephone: 410-621-6269

E-mail: rmclaughlin@somerset.k12.md.us

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

NOTE: See attached guidance for completing the VVCO Report.

Guidance for Completion of the SY 2010-11 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).

State Fiscal Stabilization Fund Program Requirements – Phase II Achieving Equity in Teacher 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:

Please update the school system web site to report required information. **For this reporting year, use 2010-2011 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems

Directions:

Include the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website.

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.
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.
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.

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.
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.

Please provide the link on the line below:

URL: _____

PART II: Achievement Outcomes and Evaluation Systems

Directions: Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3)** and **(a)(6)**.

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.

1. Do your evaluation systems include student 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.

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.

2. 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.

Facilities to Support Master Plan Strategies and Early Childhood Programs

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 prekindergarten programs as required by COMAR 13.06.02.

A. Overall Facilities Plan:

1. Provide a list of board of education goals, objectives, and implementation strategies that significantly impact facility needs, such as class size reduction plans and required prekindergarten programs.

Somerset County Public Schools completed school realignment in January 2008 with the opening of Somerset Intermediate school. This new alignment includes four elementary schools (not counting Ewell school with a population of 9 students), one intermediate school, and two middle/high schools. Maintaining a class size of approximately 20 students at the elementary level and 22 at the intermediate level will remain possible with this present facilities alignment.

2. Provide a brief description of any major changes to these goals, objectives, and implementation strategies since the last update.

There are no changes to goals, objectives and implementation strategies impacting facility needs. The Board of Education and County Government remain committed to our facility needs and continuous program of renovations to buildings and building systems.

3. 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. Detailed capital improvement project descriptions and schedules are not required.

SCPS is nearing the end of the Washington High School renovation project. The final phase is about 85% complete and is due to be complete other than punch list items by the 15th of August. Punch list work will continue through September with minimal disruption to the school instructional program.

B. Full or Half-Day Prekindergarten Programs:

Please address the statements below related to mandatory early childhood programs. Submission of the table of school names and program locations required in prior year updates is not required.

1. Provide a brief narrative description of any continuing issues related to providing facilities for prekindergarten programs as mandated by COMAR 13.A.06.02.

SCPS would like to move the Pre-K programs that are currently being held at Woodson Elementary School in portable buildings, back into the main building at some point in the future. The school is currently used to capacity.

2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2011-2012. Please identify if the new programs will be full-day or half-day.

SCPS currently operates a Pre-K program in all the elementary schools and will not be expanding or opening any additional programs this year.

3. Provide a list of schools by name where existing prekindergarten programs will be eliminated for school year 2011-2012. Please identify if the eliminated programs are full-day or half-day.

SCPS currently operates a Pre-K program in all the elementary schools and will not be eliminating any programs this year.

**Student Records Review and Update Verification
Certification Statement**

Local School System: *Somerset County*

Point of Contact: *Renee U. McLaughlin*

Address: 7982-A Tawes Campus Drive, Westover, MD 21871

Telephone: 410-621-6269 **FAX:** 410-651-2931

Email: rmclaughlin@somerset.k12.md.us

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 **Date**

Please complete certification statement and submit as part of your 2011 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker 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