



APPLICATION FOR PARTICIPATION

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

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

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

MARYLAND STATE DEPARTMENT OF EDUCATION

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Table of Contents

Cover Page	3
Evidence of Impact.....	4
Required Strategies	4
Strategy #1: Increase the English Language Proficiency of English Learners.....	4
Strategy #2: Effective Professional Development.....	6
Strategy #3: Parent, Family and Community Engagement.....	8
Authorized Optional Strategies	10
Equitable Services to ELs in Nonpublic Schools.....	14
Evaluation	16
Budget Detail	17
Appendix.....	18
Attestation – Section 3115 (a).....	19
Attestation – Educational Equity Regulation (COMAR 13A.01.06).....	20

Instructions

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

Contact Information	Local Education Agency
Ilhye Yoon, English Learners / Title III Coordinator Division of Curriculum, Instructional Improvement, and Professional Learning Maryland State Department of Education 410-767-0714 ilhye.yoon@maryland.gov	Anne Arundel County, Baltimore County, Carroll County, Caroline County, Cecil County, Charles County, Harford County, Prince George’s County, St. Mary’s County, Talbot County, Worcester County
Laurel Williams, English Learners / Title III Specialist Division of Curriculum, Instructional Improvement, and Professional Learning Maryland State Department of Education 410-767-6756 laurel.williams@maryland.gov	Baltimore City, Calvert County, Dorchester County, Frederick County, Kent County, Howard County, Montgomery County, Queen Anne’s County, Somerset County, Washington County, Wicomico County

Cover Page

Local Education Agency (LEA): Prince George's County Public Schools

Address: 14201 School Lane

Address: Upper Marlboro, MD 20772

Phone number: 301-952-6000

Email address: ceo@pgcps.org

Name of Title III Coordinator: Melissa Kanney, Ed.D.

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Total Title III allocation: \$ 3,630,756.00

Dr. Monica Goldson, CEO



9/30/22

LEA Superintendent or Head of Agency Signature

Date

Dr. Melissa Kanney, ESOL Supervisor



9/28/22

LEA Title III Coordinator Signature

Date

**Desann Manzano-Lee, Coordinating Supervisor - Specialty Programs signed for Dr. Kanney*

Evidence of Impact

Explain how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes.

Each year the implementation of professional development and curriculum, as well as the use of resources is evaluated to determine its impact on meeting the needs of English Learners (ELs). For this grant the following outcomes will be focused on for the activities being funded:

- Increasing the English language proficiency of ELs by providing effective language instruction with supplemental educational programs and resources that meet the needs of ELs and ensure they demonstrate success in increasing English language proficiency and student academic achievement, which will be measured by an increase in the percent of students meeting their growth to target goals by 4%.
 - The use of software programs and tools will be monitored by analyzing the percent of student and teacher usage.
 - The implementation of curriculum development will be measured by analyzing students' growth on ESOL Speaking and Writing benchmark assessments.
- Increasing subject matter knowledge, teaching knowledge, and teaching skills of staff of English Learners by providing professional development around: assessment of ELs; implementing the curricula, assessment practices and instructional strategies for ELs which will be measured by the results of professional development evaluations with a target of at least 90% effective or highly effective responses.
- University partnerships to provide graduate courses that lead to an ESOL endorsement and the ESOL CPD pathway which will provide the courses to increase in the percent of staff in the district who have their ESOL endorsement, which as of March 2022 was at 8.7%.
- Improving parents' and families' knowledge around understanding the US school system with a focus on PGCPs as well as how to meet the needs of their children will be provided and measured by the number of parents who complete training or workshops provided by Title III.

Required Strategies

STRATEGY #1: INCREASE THE ENGLISH LANGUAGE PROFICIENCY OF ENGLISH LEARNERS

Using the chart below, please provide a description of each key activity that the LEA will implement to address the required strategy, the intended outcomes of the activity, and important dates related to that activity. Use the numbering convention 1.1, 1.2, 1.3, etc. for multiple activities.

Strategy #1: To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].

Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 1.1: Oxford Picture Dictionary for Content Areas will be purchased for use in high school ESOL classes.	Supplemental materials will allow teachers to enhance their	December 2022

Strategy #1: To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
	daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores	
Key activity 1.2: Supplemental start up high school materials (supplemental books, dictionaries, professional library, supplemental instructional supplies) for two new high school ESOL programs.	Supplemental materials will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores.	December 2022
Key activity 1.3: Supplemental middle school materials (Cengage Learning theme books and Oxford Picture Dictionary for Content Areas, English Explorers) for use in Middle School ESOL and sheltered content classes.	Supplemental materials will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores.	September 2022
Key activity 1.4: EdScale, LLC will provide consulting and support the implementation of ESOL's strategic plan and support the office with performance management and capacity building. Edscale LLC will provide support with project planning, progress monitoring and strategic advising as it relates to the implementation of the ESOL Strategic Plan to improve ESOL programs and to increase students' language acquisition as evidenced by their WIDA ELP scores.	Edscale LLC will provide support with project planning, progress monitoring and strategic advising as it relates to the implementation of the ESOL Strategic Plan to improve ESOL programs and to increase students' language acquisition as evidenced by their WIDA ELP scores.	August 2022 – June 2023
Key activity 1.5: Supplemental materials (Cengage Learning theme books and Oxford Picture Dictionary for Content Areas, English Explorers) for use schools with fewer than 16 ELs.	Supplemental materials will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores	December 2022

**Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 1.1: N/A
Key activity 1.2: N/A
Key activity 1.3: N/A
Key activity 1.4: N/A
Key activity 1.5: N/A

**Add or remove rows as necessary*

STRATEGY #2: EFFECTIVE PROFESSIONAL DEVELOPMENT

Using the chart below, please provide a description of each key activity that the LEA will implement to address the required strategy, the intended outcomes of the activity, and important dates related to that activity. Use the numbering convention 2.1, 2.2, 2.3, etc. for multiple activities.

Strategy #2: To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

Provide a description of how the LEA will provide professional development designed to:

- 2.1 Improve the instruction and assessment of English learners.
- 2.2 Enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners; and
- 2.3 Increase children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers.

Using the chart below, please provide a description of each activity that the LEA will implement to address required activity #2, as stated above. Please use the numbering convention 2.1.a, 2.1.b, 2.2.a, 2.2.b, etc. for multiple activities.

Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 2.1.a: Provide professional development for teachers of High School ESOL Language Lab program. The objectives of the ESOL Language Lab program are to prepare English Learners (ELs) to speak, understand, read, and write in English to achieve academically, to communicate in academic settings, and to use English in socially and culturally appropriate ways in such a setting.	The intent is to improve student mastery of English language skills through focused academic support to be prepared for state-mandated assessments (for example ACCESS) and matriculate into higher education.	August 2022 – June 2023
Key activity 2.1.b The Six Key ESOL strategies workshops will provide professional development to ESOL teachers, content teachers, specialists, instructional lead teachers, and administrators throughout the county. The Six Key ESOL strategies are visuals, sentence starters, learning by doing, direct vocabulary instruction, modified graphic organizers, and collaborative conversations. During the 2022-2023 school year we will be doing a deep dive into how the Six Key ESOL Strategies can be applied to math, science, social studies, art, physical education, media, and music instruction.	ESOL teachers are responsible for training at their schools. A "Look For" document and lesson planning rubric will be provided to help administrators monitor the implementation of the training.	August 2022 – June 2023
Key activity 2.2.a: Provide opportunities for staff members to obtain memberships to relevant professional organizations, as well as attend the Maryland TESOL conference. Additionally, 16 staff members will attend national conferences such as WIDA and TESOL. These opportunities are provided to stay abreast of current research and professional development practices.	Participants will use the information learned to enhance their own knowledge of innovative practices for working with ELs and their families and share this information with teachers through newsletters, professional development, and coaching sessions as outlined in their professional development	August 2022 – June 2023

Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
<p>Key activity 2.2.b: Tuition support for four distinct cohorts that will offer opportunities for staff members to earn graduate level credits in courses related to Teaching English to Speakers of Other Languages (TESOL). These programs will prepare the teachers to seek and obtain an additional certification from the State of Maryland (for those not already certified) to teach ELs in PGCPs and to ultimately support the growing need for content-area teachers to have expertise in teaching ESOL theory and methodology to better address the needs of this student population. All applicants will participate in a rigorous application process, including face to face (virtual) interviews. (1) Two Master's cohorts through McDaniel College specifically for elementary classroom teachers who aspire to transition to an ESOL teacher position. (2) A TESOL Master's in Teacher Leadership cohort through Loyola for current ESOL teachers who on track to become leaders and advocates for ELs. (3) Graduates of the Post-Baccalaureate Certificate program (cohorts 3, 4, and 5) will have the opportunity to continue for a full Master's in TESOL. (4) An Ed.D. Program in School System Leadership with a Specialization in Teaching English to Speakers of Other Languages (TESOL) and Dual Language will begin August 2022 with 15 participants.</p>	<p>plans</p> <p>The success of these programs will be measured by the percentage of staff that complete the course of study and add the ESOL endorsement to their teaching certificate.</p>	<p>August 2022 – June 2023</p>
<p>Key activity 2.2.d: Continuing Professional Development (CPD) Pathway to ESOL Certification strives to increase the number of teachers with ESOL certification in PGCPs by guiding cohorts of teachers through a series of six CPD courses, a 15-hour asynchronous course "Engaging Immigrant Families," and culminating with a Praxis II (ESOL) Prep course.</p>	<p>The success will be measured by the percentage of teachers that complete the course of study and add the ESOL endorsement to their teaching certificate.</p>	<p>August 2022 – June 2023</p>
<p>Key activity 2.3.a: Continue to provide high quality professional development for ESOL and classroom-based teachers with ELs in their classrooms. Additionally, materials will be purchased to help teachers implement the strategies learned during the professional development. For professional development outside of working hours, stipends will be provided for the teachers. Informal walkthroughs or virtual classroom visits will be conducted to monitor implementation of strategies learned during professional development. Additionally, an online survey will track participants' evaluation of the courses. The following professional development offerings will be supported through Title III: (a) Quarterly department chairperson meetings will provide department chairs with important updates, curriculum documents, technology training, and assessment updates. (b) First year teacher meetings will provide specific strategy and curriculum training sessions for first year ESOL teachers. (c) The ESOL Office will provide professional development opportunities for ESOL teachers to help them better understand the curriculum, assessment measures, instructional strategies for ELs, and how to better utilize supplemental instructional software. (d) Elementary ESOL paraprofessionals will be provided training on essential ESOL strategies to enhance their toolkit of strategies to utilize with English Learners</p>	<p>Participants will use the information learned to enhance their own knowledge on updated curriculum, analyzing assessment data, and instructional strategies for ELs .</p>	<p>July 2022- June 2023</p>

**Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 2.1.a: N/A
Key activity 2.1.b: N/A
Key activity 2.2.a: Memberships will be purchased for staff members at one nonpublic school.
Key activity 2.2.b: N/A
Key activity 2.3.a: High quality professional development regarding supporting English learners will be provided to four nonpublic schools by English Learner Portal.
Key activity 2.3.b: N/A

**Add or remove rows as necessary*

STRATEGY #3: PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Using the chart below, please provide a description of each key activity that the LEA will implement to address the required strategy, the intended outcomes of the activity, and important dates related to that activity. Use the numbering convention 3.1, 3.2, 3.3, etc. for multiple activities.

<p>Strategy #3: To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which: [section 3115 (c)(3)]</p> <ul style="list-style-type: none"> ▪ Shall include parent, family, and community engagement activities ▪ May include strategies that serve to coordinate and align related programs 		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 3.1: The Prince George’s County Public Schools International Parent Leadership Consortium (IPLC) serves to engage ESOL families through building parent leadership capacity. The mission of the program is to strengthen the diversity of parental leadership across the county to improve achievement for ELs. Workshops sessions will begin the school year virtually and transition to in person when possible.	Parents will be able to navigate their child’s school, be an active advocate for their child, and be able to support other parents in the district.	January 2023 - June 2023
Key activity 3.2: KinderConnect: These workshops are offered to international families registering kindergarten students at the International Student Admissions and Enrollment Office (ISAE0). The workshop provides families of English Learners a hands-on opportunity to work with reading and math activities to practice over the summer to prepare their child for kindergarten. Each family is able to take home all the instructional materials needed to effectively practice the learned activities. Kindergarten LitCamp is a summer literacy program that combines innovative, research-based reading and writing lessons with an engaging and interactive summer camp approach.	Families will be able to use the resources and strategies learned in Math and Reading to support their child prior to school enrollment.	August 2022 – June 2023
Key activity 3.3: Camp Schmidt: This unique outdoor/nature/science activity provides international families and students in the ESOL program the opportunity to visit the PGCPs Schmidt Center to learn more about the environmental program that is integral to the science curriculum for 5th graders in PGCPs. In preparation for the 5th grade overnight visit, targeted families of 4th grade (and below) ESOL students tour the camp, participate	The success of this program will be assessed by the evaluations of parents who attend the Camp Schmidt workshop.	January 2023 – June 2023

Strategy #3: To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which: [section 3115 (c)(3)]		
<ul style="list-style-type: none"> ▪ Shall include parent, family, and community engagement activities ▪ May include strategies that serve to coordinate and align related programs 		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
in science instructional activities, enjoy a wagon nature ride, hear from a parent/student panel of previous participants, and meet camp leadership and staff. A virtual visit will be developed if the face-to-face visit is not available for parents and students.		
Key activity 3.4: ESOL interpreters to provide foreign language assistance to ESOL families during ESOL specific parent outreach and family learning opportunities. ESOL interpreters will provide virtual support to families using iPads when necessary.	Parents will be able to access the materials provided and information communicated during meetings and learning opportunities.	August 2022 – June 2023
Key activity 3.5: The In-School Promotor Pathway Intervention Program provides support to at-risk English learners, who have the potential of dropping out, facilitated through Maryland Multicultural Youth Center. The Promotors will function as a caseworker and be assigned to either the northern or southern half of PGCPs in order to provide a one-on-one intervention model for youth facing multiple obstacles to assist them with accessing resources and achieving educational, employment, and healthy living goals.	The Promotors will track progress of students in the program using their structured case note system to show re-engagement in education, an increase in students obtaining a high school diploma, and an increase in students enrolled in post-secondary program or beginning a career.	August 2022 – June 2023
Key activity 3.6: Four sessions will be offered throughout the year geared towards helping ESOL parents navigate the American school experience. Session topics include: August (K-12) How to start the school year with the right attitude and what parent should do beginning of the year to support their children. We also share resources to enhance students' learning- ESOL resources SPED resources; November/December (6-12 grades) The Dos and Don'ts of College Applications, scholarship opportunities, how to apply for honors programs and AP classes, and why placement in honors classes is important; Spring (K-12) summer programs, community service opportunity during spring break and summer, mental health or other issues that might be pressing at the time); and, Spring (6-12) PSAT, SAT and ACT.	In order to increase the understanding of the educational system, these workshops will share valuable resources and information to guide immigrant students (first or second generation) on the right path to college. Parents will complete a survey at the end of each session to show success of the programs offered.	August 2022 – June 2023

**Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 3.1.: N/A
Key activity 3.2.: N/A
Key activity 3.3.: N/A
Key activity 3.4.: N/A
Key activity 3.5.: N/A
Key activity 3.6.: N/A

**Add or remove rows as necessary*

Authorized Optional Strategies

LEAs may use the funds to achieve any of the authorized optional strategies (4-12). See pages 7-8 of the Grant Information Guide for further guidance.

Complete the table below for each authorized optional strategy selected from the dropdown menu (choose an item). Use the numbering convention such as, 4.1, 4.2, 4.3, etc. for multiple activities. Copy and paste the table and nonpublic question below it as often as necessary to add additional strategies.

Choose an authorized optional strategy: Strategy #4: Upgrading program objectives and effective instructional strategies		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 4.1: Curriculum Writers will develop supplemental lesson plans and resources for curricula for existing high school courses (ESOL Newcomer, ESOL Beginner, and ESOL Intermediate, Language Lab 1 & 2) to streamline to new WIDA Standards and better align with the high school Reading/English Arts curricula.	Updated curricula will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP and RELA MCAP scores.	July 2022 - December 2022
Key activity 4.2: Curriculum Writers will develop supplemental lesson plans and resources for middle school Intermediate level English Learners. Upon completion, this newly created, sheltered ESOL course for Intermediate English Learners will be implemented at Buck Lodge Middle School.	Updated curricula will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP and RELA MCAP scores.	July 2022- June 2023
Key activity 4.3: Curriculum Writers will develop lesson plans for elementary writing toolkits. The lesson plans will be designed for ELs in 2nd-5th grade that are at WIDA Language Proficiency Levels 3 and 4. The lesson plans will run in six day cycles that teach students about writing to the WIDA's Key Language Usages. The lesson plans will also take ELs through the writing process every six days to result in a final product which aligns with Common Core Writing Standards.	Updated curricula will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores, with a focus on writing.	July 2022 – June 2023

**Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 4.1.: N/A Key activity 4.2.: N/A Key activity 4.3.: N/A
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**Add or remove rows as necessary*

Choose an authorized optional strategy: Strategy #5: Improving the instructional program for English learners (ELs) by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 5.1: Joy School English by Alegra Learning Inc. is an interactive computer program that gets kids speaking from the very first activity. Joy School English is specifically designed to teach children English with a focus on oral language. Oral language is the foundation for communication and literacy. This program has speech recognition software that analyzes children’s speech and adapts the program to the needs of each learner. Joy School English is designed for our youngest learners in kindergarten through first grade.	The online Joy English supports will increase students’ language acquisition as evidenced by their WIDA ELP oral scores.	August 2022 – June 2023
Key activity 5.2: Learning A-Z licenses (Reading A-Z, RAZ Kids, ELL Edition, Science A-Z, Writing A-Z, Vocabulary A-Z) will be provided to all elementary ESOL teachers to supplement literacy instruction.	The use of the online Learning A-Z resources will increase students’ language acquisition as evidenced by their WIDA ELP literacy and RELA MCAP scores. The use of the resources will allow teachers to enhance their daily planned instruction and lesson delivery to increase students’ language acquisition as evidenced by their WIDA ELP scores.	August 2022 – June 2023
Key activity 5.3: Rosetta Stone English language acquisition licenses will be used to supplement the curriculum for Newcomer and Beginning English Learners in grades 6-9. Rosetta Stone Foundations is an online program focused on building basic language skills through an immersion-based learning method.	The online Rosetta Stone core lessons and exercises will increase students’ language acquisition as evidenced by their WIDA ELP scores.	August 2022 – June 2023
Key activity 5.4: Purchase headsets with microphones for ELs so they can access lessons delivered through online resources designed to enhance the listening and speaking domains of language.	Headsets will allow for enhanced listening and speaking experiences to increase students’ language acquisition as evidence by their WIDA ELP listening and speaking scores.	August 2022- June 2023

**Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 5.1.: N/A Key activity 5.2.: N/A Key activity 5.3: Licenses for programs for ELs to use for both instruction and assessment will be purchased for 9 non-publics Key activity 5.4.: N/A
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**Add or remove rows as necessary*

Choose an authorized optional strategy: Strategy #6.1: Providing tutorials and academic or career and technical education		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 6.1: Through the partnership between the Maryland State Department of Education (MSDE), the Maryland Department of Labor, Licensing and Regulation (DLLR), and Prince George’s County Public Schools (PGCPS), staff, and materials are provided for the General Equivalency Degree (GED) ESOL program for a targeted group of ELs at risk of not graduating or potentially dropping out. Title III provides salaries for the staff supporting the GED ESOL program which is in addition to ELs receiving their ESOL Services.	The GED ESOL program will support the successful completion of the GED, as evidenced by the percent of ELs who complete the GED test.	August 2022 - June 2023

**Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 6.1: N/A

**Add or remove rows as necessary*

Choose an authorized optional strategy: Strategy #7: Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 7.1: Three ESOL/RELA collaboration workshops will be held during the 2022-2023 school year. ESOL and RELA co-teachers will be provided professional development, as well as guidance on best practices for instructing ELs using the RELA curriculum. These specially designed trainings will increase teacher and student capacity and self-efficacy as evidenced by increased WIDA ELP scores in co-taught classrooms.	Both ESOL teachers and content teachers will be provided with co-teaching and EL specific strategies to enhance their co-teaching lessons for ELs.	August 2022 - June 2023

**Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 7.1: N/A

**Add or remove rows as necessary*

Choose an authorized optional strategy: Strategy #8: Improving the English language proficiency and academic achievement of ELs		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 8.1: Math teachers at 33 non-Title I middle schools and elementary schools with sixth grade, will receive subscriptions to Speak Agent which includes scaffolds and supports for ELs within all four domains in the mathematics classroom. Additionally, Speak Agent will support the development of supplemental supports for two ESOL courses,	Licenses will allow mathematics teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP	September 2022 – June 2023

Choose an authorized optional strategy: Strategy #8: Improving the English language proficiency and academic achievement of ELs		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Applications in Algebra at High School and CABLE Science at Middle School. This is a district initiative coordinated with the Mathematics Department where ESSER and Title III funds will be braided to pay for Speak Agent.	scores and MCAP Mathematics assessments.	

**Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 8.1.: N/A

**Add or remove rows as necessary*

Choose an authorized optional strategy: Strategy #12: Carrying out other activities that are consistent with the purposes of this section		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 12.1.a: ESOL hosts a job fair annually to recruit and screen any incoming ESOL candidate and provide candidates with an overview of ESOL in Prince George's County Public Schools. Hosting the job fair allows the county to recruit high quality ESOL teachers in the district. The success of the job fair will be determined by the number of candidates screened and hired annually. Title III funds will be used to hire a project coordinator and interviewers. The county does not host a separate job fair for any other content areas.	Success of the job fairs will be determined by the number of qualified candidates screened and hired for ESOL positions.	May 2023
Key activity 12.1.b: Supplemental resources will be copied through the district's printing office to enhance parents' knowledge regarding ESOL. Parent notification will be mailed to ESOL families throughout the county.	Letters will provide families with information about their child's EL placement and ESOL services that will be provided.	October 2022
Key activity 12.1.c: Bilingual dictionaries will be utilized by English Learners during classroom instruction and at home to complete school assignments.	The dictionaries will allow students to utilize this scaffold to better understand the instruction provided to increase students' English acquisition as evidenced by their WIDA ELP scores.	September 2022
Key activity 12.1.d: Diane Staehr Fenner will provide the keynote address for ESOL's first systemic professional development day of SY 23. The topic of the address will be <i>Advocating and Leading for Culturally Responsive Teaching of Multilingual Learners</i> . Thirty ESOL teachers will have the opportunity to follow up on the keynote address by participating in a self-paced book study featuring the book <i>Culturally Responsive Teaching for Multilingual Learners</i> during the fall semester.	Teachers will be provided with strategies for creating culturally responsive schools and classrooms for their ELs.	August 2022
Key activity 12.1.e: Resident Teacher Program Facilitator will be provided to support with recruitment, training, and mentoring of	The success of this program will be determined by the number	June 2023

Choose an authorized optional strategy: Strategy #12: Carrying out other activities that are consistent with the purposes of this section		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
ESOL resident teacher in collaboration with the Office of Professional Leadership and Learning.	of Resident Teachers recruited who become fully ESOL certified and complete the ESOL Resident Teacher Program.	
Key activity 12.1.f: To meet the anticipated influx of immigrant and unaccompanied youth, teachers and administrators will be invited to participate in synchronous and asynchronous experiences (Understanding the Backgrounds of Muslim Students, Supported Unaccompanied Immigrant Youth in US Schools, Understanding the Backgrounds of Refugee Students and Families; and Immigrant and Community Engagement - Learning through Cultural Immersion) facilitated by Immigrant Connections, Hope and Resilience, and English Learner Portal.	Teachers will be provided with information to build their background as well as strategies to support the groups focused on in the professional development.	August 2022- June 2023

**Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 12.1: N/A

**Add or remove rows as necessary*

Equitable Services to ELs in Nonpublic Schools

If the LEA provides services to ELs in nonpublic schools, provide the names of participating nonpublic schools and the number of ELs in each nonpublic school that will benefit from Title III services.

Name of Nonpublic school	Number of Nonpublic School EL Students
Holy Redeemer	14
New Hope Academy	3
St. Columba	17
St. Jerome	29
St. John	32
St. Joseph	39
St. Mary’s of Landover Hills	44
St. Matthias	45
St. Pius	2

**Add more rows if necessary*

If the LEA provides services to ELs in nonpublic schools, describe the process for providing equitable services to ELs in nonpublic schools [Sec. 8501(c)]. How and in what location are services to ELs in nonpublic schools delivered? What is the grade level or area of services agreed upon?

The LEA does not directly provide services to ELs in nonpublic schools. The nonpublic schools in collaboration with the LEA chose materials/professional development/educational software to support their English learners across grade levels.

How are services to ELs in nonpublic schools being monitored?

The effectiveness of purchases is monitored annually at the next meaningful consultation meeting when past purchases are reviewed and discussed.

Please provide the date at which the LEA submitted the Equitable Services Report to the MSDE State Ombudsman for Equitable Services: 10/14/2022

Evaluation

Applicants must evaluate the following program goals and any other goals that align to required and authorized activities. Complete the chart below with a specific target and how success will be measured.

Goals	Target and Measure
1. Increase the percentage of ELs demonstrating growth in English language proficiency.	<p>Projected 48 % of English learners will demonstrate English language proficiency growth as measured by the ACCESS for ELLs/Alternate ACCESS for ELLs.</p> <p>Projected 9 % of English learners will exit the English language development program as measured by the ACCESS for ELLs (4.5 overall composite proficiency level) or Alternate ACCESS for ELLs (P2 overall composite proficiency level).</p>
2. Increase the academic achievement of ELs.	Projects at least 50% of English learners in K-12 will demonstrate growth on the ESOL writing benchmark assessments.
3. Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	Professional learning opportunities will be offered to at least 800 educators who work with ELs. This activity aligns with preliminary recommendation #3 All Teachers Prepared to Serve English Learners
4. Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for ELs and increased parental involvement in the education of their children.	Attendance at family engagement events will increase by 10% from the previous year. Sign in sheets and evaluations will be completed. These activities align with preliminary recommendation #7 Equitable Engagement and Communication with Multilingual Families.
5. Align with one or more of the preliminary recommendations in MSDE's Workgroup on English Learners in Public Schools Interim Report .	Increase the percent of staff who have an ESOL endorsement on their teaching certificate by 10% in the next 5 years. This activity aligns with preliminary recommendation #4 Teacher Pipeline.
6. Lower instances of long-term ELs.	Decrease the percent of Long Term ELs by 10% in the next 5 years.
7. Increase attendance rates for ELs.	Decrease the percent of ELs by 1% with chronic absenteeism.
8. Increase graduation rates for ELs.	Decrease the percent of ELs by 1% who are dropping out.

**Add more rows if necessary*

Budget Detail

LEAs must complete the Title III, Part A Budget Detail and include as an attachment.

Appendix

The following Appendices must be included in the application submission.

- A signed Attestation – Section 3115 (A)
- A signed Attestation – Educational Equity Regulation (COMAR 13A.01.06)
- A completed Title III, Part A Budget Detail spreadsheet
- A [signed C-1-25 MSDE budget form](#)
- A [signed recipient assurances page](#)

ATTESTATION – SECTION 3115 (A)

A State educational agency may make a subgrant to an eligible entity from funds received by the agency under this subpart only if the entity agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes:

- (1) Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- (2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.
- (3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- (4) Implementing, within the entire jurisdiction of a local educational agency, agencywide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

Dr. Monica Goldson, CEO



9/30/2022

LEA Superintendent or Head of Agency Signature

Date

Dr. Melissa Kanney, ESOL Supervisor *



9/28/22

LEA Title III Coordinator Signature

Date

**Desann Manzano-Lee, Coordinating Supervisor - Specialty Programs signed for Dr. Kanney*


ATTESTATION – EDUCATIONAL EQUITY REGULATION (COMAR 13A.01.06)

The LEA ensures that this application is developed in alignment with the requirements of the Educational


Equity regulation (COMAR 13A.01.06). In the development of the LEA’s Title III, Part A application, the LEA has applied an equity lens demonstrating that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

The LEA ensures:

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

Dr. Monica Goldson, CEO  9/30/22
 LEA Superintendent or Head of Agency Signature Date

Dr. Melissa Kanney, ESOL Supervisor*  9/28/22
 LEA Title III Coordinator Signature Date
**Desann Manzano-Lee, Coordinating Supervisor - Specialty Programs signed for Dr. Kanney*

Dr. David Rease, Director, Office of Equity and Excellence  9/29/22
 LEA Equity Point of Contact Signature Date