




History Log

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/16/2016 11:19:35 AM	Karen Rogers	Status changed to 'Deputy Secretary Approved'.	S
	11/16/2016 9:54:31 AM	Eulinda Gallagher	Status changed to 'Program Manager Approved'.	S
	11/10/2016 4:31:41 PM	Mervin Daugherty	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	11/10/2016 4:31:41 PM	Mervin Daugherty	Status changed to 'Chief School Officer Approved'.	S
	11/10/2016 4:28:57 PM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	11/10/2016 4:28:57 PM	Jill Floore	Status changed to 'Chief Fiscal Officer Approved'.	S
	11/4/2016 2:01:34 PM	Michael Simmonds	Status changed to 'Draft Completed'.	S
	9/9/2016 7:45:54 AM	Eulinda Gallagher	Status changed to 'Program Manager Returned Not Approved'.	S

<input type="checkbox"/>	9/7/2016 10:55:04 AM	Mervin Daugherty	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	9/7/2016 10:55:04 AM	Mervin Daugherty	Status changed to 'Chief School Officer Approved'.	S
<input type="checkbox"/>	9/7/2016 9:22:04 AM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	9/7/2016 9:22:04 AM	Jill Floore	Status changed to 'Chief Fiscal Officer Approved'.	S
	9/6/2016 11:43:22 AM	Michael Simmonds	Status changed to 'Draft Completed'.	S
	9/1/2016 3:39:52 PM	Eulinda Gallagher	Status changed to 'Program Manager Returned Not Approved'.	S
<input type="checkbox"/>	8/29/2016 11:21:39 AM	Mervin Daugherty	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	8/29/2016 11:21:39 AM	Mervin Daugherty	Status changed to 'Chief School Officer Approved'.	S
<input type="checkbox"/>	8/29/2016 11:19:20 AM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the	C

			budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	
	8/29/2016 11:19:20 AM	Jill Floore	Status changed to 'Chief Fiscal Officer Approved'.	S
	8/25/2016 2:15:41 PM	Michael Simmonds	Status changed to 'Draft Completed'.	S
	8/18/2016 8:45:00 AM	Eulinda Gallagher	Status changed to 'Program Manager Returned Not Approved'.	S
<input type="checkbox"/>	8/11/2016 12:18:06 PM	Mervin Daugherty	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	8/11/2016 12:18:06 PM	Mervin Daugherty	Status changed to 'Chief School Officer Approved'.	S
<input type="checkbox"/>	8/11/2016 12:14:32 PM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	8/11/2016 12:14:32 PM	Jill Floore	Status changed to 'Chief Fiscal Officer Approved'.	S
	8/10/2016 2:25:23 PM	Michael Simmonds	Status changed to 'Draft Completed'.	S
	7/29/2016 5:19:45 PM	Eulinda Gallagher	Status changed to 'Program Manager Returned Not Approved'.	S

	7/15/2016 1:28:19 PM	Mervin Daugherty	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	7/15/2016 1:28:19 PM	Mervin Daugherty	Status changed to 'Chief School Officer Approved'.	S
	7/15/2016 1:26:53 PM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	7/15/2016 1:26:53 PM	Jill Floore	Status changed to 'Chief Fiscal Officer Approved'.	S
	7/15/2016 1:08:25 PM	Michael Simmonds	Status changed to 'Draft Completed'.	S
	4/28/2016 10:08:11 AM	Christine Miller	Status changed to 'Draft Started'.	S
	2/3/2016 3:36:50 PM	Eulinda Gallagher	Status changed to 'Not Started'.	S

Allocations

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Allocations

	(1) Title I-A CFDA: 84.010A	(2) Title II-A CFDA: 84.367A	(3) Title III EL CFDA: 84.365	(4) Title III Immigrant CFDA: 84.365	(5) CTE Perkins Scndry CFDA: 84.048	(6) IDEA 611 CFDA: 84.027	(7) IDEA 619 CFDA: 84.173	(8) State Curr/Prof Dev	Total
Original	\$5,635,669.00	\$1,253,503.00	\$245,595.00	\$3,710.00	\$396,009.00	\$4,281,807.00	\$98,528.00	\$180,667.00	\$12,095,488.00
Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$5,635,669.00	\$1,253,503.00	\$245,595.00	\$3,710.00	\$396,009.00	\$4,281,807.00	\$98,528.00	\$180,667.00	\$12,095,488.00

Contacts

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Contacts

Required Contacts	
Type	Contact(s)
Primary Consolidated Grant Coordinator [Select 1 contact(s)]	<u>Michael Simmonds</u>
Business Manager [Select 1 contact(s)]	<u>Jill Floore</u>
Title I, Part A Grants to Local Education Agencies Coordinator [Select 1 contact(s)]	<u>Michael Simmonds</u>
Title II, Part A Improving Teacher Quality State Grants Coordinator [Select 1 contact(s)]	<u>James Comegys</u>
Title III English Language Acquisition/General English Learner Coordinator [Select 1 contact(s)]	<u>Carolina Beck</u>
Title III English Language Acquisition/Immigrant Increase Coordinator [Select 1 contact(s)]	<u>Carolina Beck</u>
Career and Technical Education - Perkins Secondary Coordinator [Select 1 contact(s)]	<u>Sharon Rookard</u>
IDEA 611 Special Education Coordinator [Select 1 contact(s)]	<u>Sarah Celestin</u>
State Curriculum and Professional Development Coordinator [Select 1 contact(s)]	<u>James Comegys</u>
IDEA 619 Special Education Preschool Coordinator [Select 1 contact(s)]	<u>Sarah Celestin</u>

Additional Contacts	
Type	Contact(s)
Summer Contact (Complete only if Primary Consolidated Grant Coordinator is different during summer) [Select up to 1 contact(s)]	

School Eligibility

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

Please answer the following questions regarding the data and process used to determine school(s) eligibility for Title I funds.

*** 1. What source of data was used to determine the Title I eligibility status of the LEA's schools?**

Note: The LEA must use the same data set for all schools.

[Section 1112(b)(1)(G)]

U.S.DOE Guidance: <http://www2.ed.gov/programs/titleiparta/wdag.doc>

CEP guidance: <http://www2.ed.gov/programs/titleiparta/13-0381guidance.doc>, and <http://www.fns.usda.gov/school-meals/community-eligibility-provision>

- ☒ DDOE-provided % DHSS poverty data (15-16 Sept 30 Data)
- ☐ LEA-provided data, such as: feeder pattern changes, census data, FRPL, Direct Certification, TANF, Medicaid, or a composite of poverty measures.

*** 2. If the LEA-provided data was used, please explain why this method was chosen and how the poverty data was obtained. [Section 1112(b)(1)(g)]**

NA

3. Is the LEA serving all schools with poverty rates of 75% and above (based on the data source chosen above)?

If no, please provide a brief explanation as to:

- 1) Why the school was skipped and how the school meets the comparability requirements; and
- 2) How the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.
- [Section 1113(b)(D)]**

The LEA is serving its traditional public schools (K-12) with poverty levels at/above **75%**; however the LEA is choosing to not allocate Title I funding in its ungraded specialized school settings; these include First State School and Meadowood School and Richardson Park Intensive Learning Center (ILC) Of these remaining schools Warner, Shortlidge, Lewis. Baltz, Richardson Park, Mote, Highlands, and AIMS have DHSS - calculated poverty rates above 75%.

All program sites receive tuition funds to serve students with identified specialized needs and these resources far exceed the amounts that they would have received based on a Title I per pupil allocation (PPA explained: this creates an allocation based on the numbers of eligible children and a

ranking of the school's poverty levels).

MEADOWOOD: The Meadowood Program provides services to students ages 3-21 with moderate to severe disabilities. The classrooms blend the functional and developmental curriculum to serve the individual needs of our **most challenged students**. All children have an Individual Education Plan (IEP) with learning goals and objectives based on needs identified through formal testing. Students in the Meadowood Program may attend Forest Oak Elementary School for their elementary years, HB duPont Middle School for middle years as students begin to utilize their skill set across a greater variety of settings. While maintaining their involvement with the inclusive classrooms, students begin to experience vocational exploration and community-based instruction. For high school, students may attend Thomas McKean High School, which affords them increased opportunities to enhance their functional independent living skills, as well have vocational experiences that help create a better pathway to future paid employment.

FIRST STATE: The First State School provides children and adolescents with significant illness the opportunity to attend school with their peers while receiving the medical attention they need. Located at Christiana Care's Wilmington Campus, First State School offers kindergarten through high-school education to children with diabetes, sickle-cell anemia, severe asthma, cancer and other illnesses that preclude consistent attendance in their feeder pattern school. The program is only one of three in operation nationwide and is co-sponsored by Christiana Care and the Delaware Department of Education through the Red Clay School District. The First State School staff members (physicians, nurses, educators and psychologists) are available throughout the school day to oversee each student's daily needs in collaboration with their family and primary care physicians and subspecialty consultants. The first school of its kind in the United States, the First State started in 1985 as the brainchild of Janet Kramer, M.D., F.S.A.M., a medical internist and director of Christiana Care's Division of Adolescent and Young Adult Medicine Services who sought to help chronically ill children get the medical treatment they needed without missing out on the important parts of childhood—the chance to learn and grow with others. The district's **2016 and 2017** comparability reports will reflect the LEA not only meeting the required average student: staff ratio for schools serving these students, but also providing instruction in accordance with laws for students who require special and specific accommodations to meet their identified needs**(per guidance from The Delaware Dept. Of Education – (KW/TJ)

4. Is the LEA electing not to serve or 'skipping' any other eligible schools that have a higher percentage of children from low-income families than the schools that are being served?

If yes, please provide a brief explanation as to:

- 1) Why the school was skipped and how the school meets the comparability requirements; and
- 2) How the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements. [Section 1113(b)(D)]

N/A - In accordance with Section 1120A(c)(5)(B) of the ESEA, the Red Clay Consolidated School District will demonstrate comparability for its schools that serve pupils with identified and documented special needs, including: Richardson Park ILC, First State School and Meadowood School by estimating the number of staff the school would have received if it were not a school serving students with disabilities. We will use the standard unit count ratios provided by the Department in preparing the estimates. The RCCSD comparability process will be implemented and the **2016-2017**

calculations will be submitted to the Department in November using the ratios provided by the Department and in accordance with the grade configurations at the school levels.

5. This question should only be completed by LEAs with more than one school.

Please describe the methodology used to determine the per-pupil amount (PPA) for each participating Title I school.

LEAs have discretion to determine the per pupil amount for each participating school; however, there are two things LEAs should bear in mind.

- First, according to U.S. ED guidance, the PPA must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.
- Second, an LEA is not required to allocate the same PPA to each school; however, the LEA must allocate a higher PPA to schools with higher poverty rates than it allocates to schools with lower poverty rates.

Note: LEAs with an enrollment of less than 1,000 or LEAs with only one school per grade span are not required to allocate funds to schools in rank order.

Once Red Clay received its **FY 2017** Title I, Part A allocation amount, it made the following decisions related to District resource reserves:

- Homeless Services
- Parental involvement (Red Clay reserves more than (almost double) the federally required 1% per the regulations in Title I, Part A section 1118)
- LEA Instructional Services
- LEA Professional Development
- Focus and Priority school supports
- Prekindergarten and transition to kindergarten supports
- Administrative Costs

The reservation is smaller than the remaining total. The remainder is then allocated to the eligible participating schools. Red Clay identifies eligible schools with attendance areas at or above 35% DHSS-poverty and ranks them by both grade-levels and educational designation/purpose. In ranking, it establishes categories for schools to determine participation and allocations:

Category 1: Traditional PK-5 Elementary School (DHSS poverty = 83.08% or greater (Lewis, Shortlidge, Warner, Baltz)

Category 2: Traditional PK-5 Elementary School (DHSS poverty = 78% to 83% (Mote, Highlands, Richardson Park)

Category 3: Traditional K-5 Elementary School (DHSS poverty = 62% to 77% (Marbrook)
Category 3: Traditional 6-12 Middle to High School (DHSS poverty = 70% or greater (AIMS, Stanton)
Category 4: Traditional K-5 Elementary School (DHSS poverty = 60.87% (District DHSS-poverty average) to 61.70% (Richey)
Category 5: Traditional K-5 and under 50.19% poverty (ranked not participating)
Category 6: ILC with 35% poverty or greater (ranked not participating)
Category 7: Traditional K – 12 (ranked not participating and not eligible)

Once the participating public school attendance areas and categories have been established, Red Clay uses the remaining funds (after reservations) to calculate a PPA for each participating public school category – using the total number of children from low-income families residing in each attendance area to allocate funds for each participating school. Red Clay allocates resources within each category in decreasing rank order of poverty; starting with the categories above 75% poverty – prioritizing early intervention and elementary schools in categories 1 and 2; then high poverty middle schools in category 3, and then high poverty elementary schools in category 4. From these PPA amounts, Red Clay reserves funds for the private school children (calculated for low-income private school students residing in the attendance areas of eligible category 1-4 schools) to provide equitable services to eligible private school participants. The LEA adjusts the PPA until all the resources (after the set-asides) have been expended.

Schools Served

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

The underlined items in the column headings on this page can be clicked for sorting. For example, to sort your schools alphabetically by school name, click on "School Name"

<u>School Name</u> (28 Buildings)	School Number	<u>Grade Span</u>	Service Type	<u>Public Enrollment</u>	Low Income Students				<u>Sort Order</u> (Asc)	Eligible	Eligible by Other Factors
					<u>Public Low Income</u>	<u>Nonpublic Low Income</u>	<u>Total Low Income (F+G)</u>	<u>Low Income Percentage (H/E)</u>			
A	B	C	D	E	F	G	H	I	J	K	L
Warner Elementary School	953200-266	K-5	Schoolwide	414	371	15	386	93.24 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shortlidge (Evan G.) Academy	953200-248	K-5	Schoolwide	379	333	8	341	89.97 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lewis (William C.) Dual Language Elementary School	953200-246	K-5	Schoolwide	467	411	4	415	88.87 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Baltz (Austin D.) Elementary School	953200-252	K-5	Schoolwide	536	423	11	434	80.97 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Richardson Park Elementary School	953200-254	K-5	Schoolwide	591	483	8	491	83.08 %	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mote (Anna P.) Elementary School	953200-264	PreK-5	Schoolwide	445	353	4	357	80.22 %	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Highlands Elementary School	953200-244	K-5	Schoolwide	301	230	7	237	78.74 %	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
duPont (Alexis I.) Middle School	953200-274	6-8	Schoolwide	492	379	17	396	80.49 %	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stanton Middle School	953200-282	6-8	Schoolwide	650	468	10	478	73.54 %	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marbrook Elementary School	953200-256	K-5	Schoolwide	484	346	7	353	72.93 %	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Richey Elementary School	953200-260	K-5	Schoolwide	436	267	2	269	61.70 %	4	<input checked="" type="checkbox"/>	<input type="checkbox"/>
First State School	953200-530	6-12	Not Eligible	24	21	0	21	87.50 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Central School (The)	953200-527	6-12	Not Eligible	108	91	0	91	84.26 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Meadowood Program	953200-516	PreK-12	Not Eligible	163	136	0	136	83.44 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
McKean (Thomas) High School	953200-294	9-12	Not Eligible	800	511	20	531	66.38 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dickinson (John) High School	953200-290	9-12	Not Eligible	744	440	13	453	60.89 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Forest Oak Elementary School	953200-240	K-5	Not Eligible	603	364	3	367	60.86 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Skyline Middle School	953200-280	6-8	Not Eligible	898	455	14	469	52.23 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
duPont (Alexis I.) High School	953200-292	9-12	Not Eligible	1093	538	9	547	50.05 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Richardson Park Learning Center	953200-526	PreK-5	Not Eligible	240	103	0	103	42.92 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
duPont (H.B.) Middle School	953200-276	6-8	Not Eligible	779	323	7	330	42.36 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heritage Elementary School	953200-242	K-5	Not Eligible	623	228	5	233	37.40 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conrad Schools of Science	953200-284	9-12	Not Eligible	1195	294	0	294	24.60 %		<input type="checkbox"/>	<input type="checkbox"/>
William F. Cooke, Jr. Elementary School	953200-271	K-5	Not Eligible	516	125	0	125	24.22 %		<input type="checkbox"/>	<input type="checkbox"/>
Linden Hill Elementary School	953200-250	K-5	Not Eligible	604	127	5	132	21.85 %		<input type="checkbox"/>	<input type="checkbox"/>
Brandywine Springs School	953200-261	K-8	Not Eligible	981	190	2	192	19.57 %		<input type="checkbox"/>	<input type="checkbox"/>

Calloway (Cab) School of the Arts	953200-286	9-12	Not Eligible	953	159	0	159	16.68 %			
North Star Elementary School	953200-270	K-5	Not Eligible	683	67	1	68	9.96 %			
Totals:				16202	8236	172	8408	51.89 %			

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

The questions on this page require the LEA to describe how it meets the various Title I requirements for LEA-level planning, supports, and services for schools and students.

The LEA assures it is familiar with the local planning requirements of Section 1112 of the ESEA and will be able to demonstrate how those requirements are incorporated into the LEA's Title I program upon request.

1. LEAs may set aside Title I, Part A funds for LEA-led initiatives benefiting Title I students. If the LEA intends to set aside funds for such an initiative, describe

a. How the funds will be used; and

b. Which schools/students will participate in/benefit from the activity(ies).

- Warner Elementary School, Highlands and Shortlidge are our priority schools that we are using our set aside money to service.

- At the LEA-level, Red clay is providing resources for:

Literacy Coach at Warner and Shortlidge

Fulltime Unified Arts position at Highlands

Academic Deans at each school

Social Worker at Warner

2. If the LEA intends to set aside Title I, Part A funds for a subset of schools, specific subgroups, or grade bands across schools that it has determined to be low performing, please provide the following:

a. A list of the schools in which the funds will be used;

b. A description of the criteria used to identify the schools as low performing; and

c. The amount of funds to set aside for each school.

NA

3. The following question should only be answered by LEAs with Title I schools designated as "Focus". LEAs with Title I schools designated as "Focus" according to Delaware's ESEA Flexibility Plan must set aside a portion of their Title I, Part A funds (between 5% and 20%) to support state-approved interventions in these Title I schools. Indicate the amount the LEA intends to set aside and provide a justification for the amount taking into account the following factors:

- a. The number of Focus Schools the LEA is required to address;
- b. Total student enrollment in the school(s);
- c. The total number of students in each subgroup that caused the school(s) to be identified; and
- d. The scope of the state approved intervention(s) the LEA proposes to implement in the schools.

A. Set aside money will be used for AI Middle School

B. Total enrollment = 492

C. Low Income Performance (7); African American Performance (8); Hispanic Performance (3); Students with Disabilities (2); English Language Learners Performance (1)

D. The State approved intervention were:

- After School Academic Support (tutoring)
- Special Education Academic Support (during the school day)
- ELL Academic Support (during the school day)
- Student Ambassadors (student development and tutoring)

4. The following question should only be answered by LEAs with Title I schools designated as “Priority”.

LEAs with Title I schools designated as “Priority” according to Delaware’s ESEA Flexibility Plan may use a portion of their Title I, Part A funds to support these Title I schools. If the LEA intends to set aside any funds to support Title I Priority Schools, provide a list of schools in which the funds will be used:

Set aside funding will be used for the priority schools

5. This question should only be completed by LEAs using Title I funds to support LEA-operated infant/toddler and/or preschool programs.

Please list the LEA-operated infant/toddler and/or preschool programs (physical locations) the LEA intends to support with Title I funds this school year. Please also list the approximate number of infants/toddlers and preschool children impacted by the use of Title I funds in each location.

Note: All infant/toddler and/or preschool children should be counted in Title I Schoolwide schools.

Example:

LEA-Operated Program Location A – 33 children

LEA-Operated Program Location B – 25 children

LEA-Operated Program Location C – 25 children

- Red Clay Consolidated School District Operated Program Location Baltz - 40 children
- Red Clay Consolidated School District Operated Program Location Lewis Dual Language - 15 children
- Red Clay Consolidated School District Operated Program Location Warner - 40 children
- Red Clay Consolidated School District Operated Program Location Shortlidge - 15 children
- Red Clay Consolidated School District Operated Program Location Marbrook 20 children

6. This question should only be completed by LEAs using Title I funds to support LEA-operated infant/toddler and/or preschool programs.

Of the children listed above, please list the total number of children in each of the following categories by location:

- Total number of children younger than age 1 in each location
- Total number of children age 2 to age 3 in each location
- Total number of children age 4 and prior to kindergarten in each location

The Red Clay Consolidated School District will serve approximately 130 children - 4 years of age prior to entering Kindergarten

- Red Clay Consolidated School District Operated Program Location Baltz - 40 children
- Red Clay Consolidated School District Operated Program Location Lewis Dual Language - 15 children
- Red Clay Consolidated School District Operated Program Location Warner - 40 children
- Red Clay Consolidated School District Operated Program Location Shortlidge - 15 children
- Red Clay Consolidated School District Operated Program Location Marbrook - 20 children

7. This question should only be completed by LEAs using Title I funds to support LEA-operated infant/toddler and/or preschool programs.

Describe how the Title I funds will be used to support the LEA-operated programs listed above. [Section 1112(b)(1)(K)]

Title I funds will be used to support program staff (as needed) and teacher professional learning opportunities to prepare children to be grade ready by or before 3rd grade. Funds are set aside to priority and focus schools for early intervention as we have identified addressing early learning needs as crucial to removing schools from this status.

This will help to align extend learning times to the regular day, and give students continual access to effective instructional strategies, high-quality curricula, and highly-qualified and trained professional staff.

8. This question should only be completed by LEAs using Title I funds to support partnership programs (non-LEA-operated) serving infant/toddler and/or preschool children.

Please list the partner programs (physical locations) serving infant/toddler and/or preschool children the LEA intends to support with Title I funds this school year. Please also list the approximate number of infants/toddlers and preschool children impacted by the use of Title I funds in each location.

Example:

Partner Program Location A – 33 children

Partner Program Location B – 25 children

Partner Program Location C – 25 children

NA

9. This question should only be completed by LEAs using Title I funds to support partnership programs (non-LEA-operated) service infant/toddler and/or preschool children.

Of the children listed above, please list the total number of children in each of the following categories by location:

1) Total number of children younger than age 1 in each location

2) Total number of children age 2 to age 3 in each location

3) Total number of children age 4 and prior to kindergarten in each location

NA

10. This question should only be completed by LEAs using Title I funds to support partnership programs (non-LEA-operated) serving infant/toddler and/or preschool children.

Please describe how Title I funds will be used to support the partnership programs listed above. [Section 1112(b)(1)(K)]

NA

District Set-Asides and Overview

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

Initial LEA Allocations	Amount
Parental Involvement:	71,789.37
Professional Development (K-12):	42,476.00
Professional Development (Pre-K):	5,801.70
Instruction (K-12):	59,271.40
Instruction (Pre-K):	661,217.92
Homeless:	20,000.00
Administration:	693,857.73
Indirect Costs:	111,044.94
Priority Schools:	281,783.45
Focus Schools:	281,783.45
Total:	2,229,025.96

School Allocations	Amount
Total Allocation Amount	5,635,669.00
Subtract Total Set-Asides	- 2,229,025.96
Total Available for School Allocations	\$ 3,406,643.04

Per Pupil Amount (PPA)	Amount
Total Available for School Allocations	3,406,643.04
Divide by Total Number of Low Income Students in Title I Served Schools (Public and Nonpublic)	÷ 4,157.00
100% Factor	x 1.00

PPA List

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

Charters should not complete this page.

P = Public

NP = Nonpublic

Per Pupil Amount (PPA) \$

819.50

School	Low Income			Min. Alloc P + NP	Actual Allocation			
	%	#P	#NP		PPA	P Amt	NP Amt	Total
A	B	C	D	E PPA x (C+D)	F	G F x C	H F x D	I G + H
Warner Elementary School	93.24	371	15	316,325.29	1,108.08	411,097.68	16,621.20	427,718.88
Shortlidge (Evan G.) Academy	89.97	333	8	279,447.99	1,108.08	368,990.64	8,864.64	377,855.28
Lewis (William C.) Dual Language Elementary School	88.87	411	4	340,090.66	1,108.08	455,420.88	4,432.32	459,853.20
Baltz (Austin D.) Elementary School	80.97	423	11	355,661.07	1,108.08	468,717.84	12,188.88	480,906.72
Richardson Park Elementary School	83.08	483	8	402,372.32	859.50	415,138.50	6,876.00	422,014.50
Mote (Anna P.)	80.22	353	4	292,559.91	859.50	303,403.50	3,438.00	306,841.50

Budget

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

Account Code	Total
5100 - Salaries	\$3,021,812.24
5120 - OECs	\$1,619,153.04
5400 - Travel	\$52,293.92
5500 - Contractual	\$741,017.45
5500 - Audit Fees	\$5,286.23
5560 - Indirect	\$111,044.94
5600 - Supplies	\$85,061.18
5700 - Capital Outlay	\$0.00
Total	\$5,635,669.00
Adjusted Allocation	\$5,635,669.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

5100 - Salaries - \$3,021,812.24

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Administration	Red Clay Consolidated School District (953200)	1.00	\$111,833.00	\$111,833.00

Narrative Description

[Budget Amount]

1 FTE Homeless Coordinator (TBD-RCCSD Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Administration	Red Clay Consolidated School District (953200)	1.00	\$63,144.00	\$63,144.00

Narrative Description

[Budget Amount]

Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Administration	Red Clay Consolidated School District (953200)	1.00	\$108,813.51	\$108,813.51

Narrative Description

[Budget Amount]

Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Administration	Red Clay Consolidated School District (953200)	1.00	\$26,474.80	\$26,474.80
Narrative Description					
[Budget Amount] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Administration	Red Clay Consolidated School District (953200)	1.00	\$128,402.78	\$128,402.78
Narrative Description					
[Budget Amount] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Administration	Red Clay Consolidated School District (953200)	1.00	\$63,144.00	\$63,144.00
Narrative Description					
[Budget Amount] Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Administration	Red Clay Consolidated School District (953200)	1.00	\$31,572.00	\$31,572.00
Narrative Description					
[Budget Amount] Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Administration	Red Clay Consolidated School District (953200)	1.00	\$31,572.00	\$31,572.00
Narrative Description					
[Budget Amount] Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Administration	Red Clay Consolidated School District (953200)	1.00	\$91,544.20	\$91,544.20
Narrative Description					
[Budget Amount] Hire 1 FTE Wellness Coordinator (TBD-RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$5,376.00	\$5,376.00
Narrative Description					
[Budget Amount] EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$7068.94 from Title I)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$560.00	\$560.00
Narrative Description					
[Budget Amount]					

EPER for 4 staff to provide Saturday Family Literacy activities in Title I schools (est \$28/hr 4 staff x 2.5 hrs x 2 sessions)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$2,160.00	\$2,160.00

Narrative Description

[Budget Amount]

EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$2,500.00	\$2,500.00

Narrative Description

[Budget Amount]

EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Professional Development Pre-K	Red Clay Consolidated School District (953200)	1.00	\$4,032.00	\$4,032.00

Narrative Description

[Budget Amount]

(Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October – June (8FTE x 2 hours x \$28/hr x 9 meetings: \$4032)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	duPont (Alexis I.) Middle School (953200-274)	1.00	\$96,832.33	\$96,832.33

Narrative Description

[Budget Amount]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Baltz (Austin D.) Elementary School (953200-252)	1.00	\$225,244.00	\$225,244.00

Narrative Description

[Budget Amount]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Richey Elementary School (953200-260)	1.00	\$88,552.00	\$88,552.00

Narrative Description

[Budget Amount]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Richardson Park Elementary School (953200-254)	1.00	\$203,880.00	\$203,880.00

Narrative Description

[Budget Amount]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Red Clay Consolidated School District (953200)	1.00	\$7,056.00	\$7,056.00
Narrative Description					
[Budget Amount] EPER for teachers to provide targeted extended day programs in Title I schools to support literacy by 3rd grade and secondary school readiness (36 hr/month x 7 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Marbrook Elementary School (953200-256)	1.00	\$170,774.00	\$170,774.00
Narrative Description					
[Budget Amount] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Stanton Middle School (953200-282)	1.00	\$111,934.00	\$111,934.00
Narrative Description					
[Budget Amount] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$118,868.16	\$118,868.16
Narrative Description					
[Budget Amount]					

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$40,698.67	\$40,698.67

Narrative Description

[Budget Amount]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$113,008.00	\$113,008.00

Narrative Description

[Budget Amount]

Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Highlands, 12 months TS)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$113,008.00	\$113,008.00

Narrative Description

[Budget Amount]

Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Shortlidge, 12 months DA)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$116,398.00	\$116,398.00

Narrative Description

[Budget Amount]

Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Warner, 12 months JR)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$116,506.00	\$116,506.00

Narrative Description

[Budget Amount]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Lewis (William C.) Dual Language Elementary School (953200-246)	1.00	\$291,084.00	\$291,084.00

Narrative Description

[Budget Amount]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction K-12	Mote (Anna P.) Elementary School (953200-264)	1.00	\$133,419.24	\$133,419.24

Narrative Description

[Budget Amount]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$94,540.02	\$94,540.02
Narrative Description					
[Budget Amount] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$109,419.04	\$109,419.04
Narrative Description					
[Budget Amount] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$109,169.04	\$109,169.04
Narrative Description					
[Budget Amount] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$90,293.45	\$90,293.45

Narrative Description

[Budget Amount]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Total for 5100 - Salaries	\$3,021,812.24
Total for all other Account Codes	\$2,613,856.76
Total for all Account Codes	\$5,635,669.00
Adjusted Allocation	\$5,635,669.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

5120 - OECs - \$1,619,153.04

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$6,933.65	\$6,933.65

Narrative Description

[FICA]
1 FTE Homeless Coordinator (TBD-RCCSD Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$3,914.93	\$3,914.93

Narrative Description

[FICA]
Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$6,746.44	\$6,746.44

Narrative Description

[FICA]
Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,641.44	\$1,641.44
Narrative Description					
[FICA] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$7,960.97	\$7,960.97
Narrative Description					
[FICA] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$3,914.93	\$3,914.93
Narrative Description					
[FICA] Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,957.46	\$1,957.46
Narrative Description					
[FICA] Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,957.46	\$1,957.46
Narrative Description					
[FICA] Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$5,675.75	\$5,675.75
Narrative Description					
[FICA] Hire 1 FTE Wellness Coordinator					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$25,149.28	\$25,149.28
Narrative Description					
[Health Insurance] 1 FTE Homeless Coordinator (TBD-RCCSD Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$5,032.12	\$5,032.12
Narrative Description					
[Health Insurance] Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$10,084.41	\$10,084.41
Narrative Description					
[Health Insurance] Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$2,229.33	\$2,229.33
Narrative Description					
[Health Insurance] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$24,491.80	\$24,491.80
Narrative Description					
[Health Insurance] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$11,851.40	\$11,851.40
Narrative Description					

[Health Insurance]

Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$3,668.84	\$3,668.84

Narrative Description

[Health Insurance]

Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$5,453.76	\$5,453.76

Narrative Description

[Health Insurance]

Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$24,629.28	\$24,629.28

Narrative Description

[Health Insurance]

Hire 1 FTE Wellness Coordinator

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,621.58	\$1,621.58

Narrative Description

[Medicare]

1 FTE Homeless Coordinator (TBD-RCCSD Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$915.59	\$915.59

Narrative Description

[Medicare]

Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,577.80	\$1,577.80

Narrative Description

[Medicare]

Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$383.89	\$383.89

Narrative Description

[Medicare]

Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,861.85	\$1,861.85

Narrative Description					
[Medicare] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$915.59	\$915.59

Narrative Description					
[Medicare] Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$457.80	\$457.80

Narrative Description					
[Medicare] Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$457.80	\$457.80

Narrative Description					
[Medicare] Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,327.40	\$1,327.40

Narrative Description					
[Medicare] Hire 1 FTE Wellness Coordinator					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$24,916.40	\$24,916.40

Narrative Description					
[Pension] 1 FTE Homeless Coordinator (TBD-RCCSD Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$14,068.48	\$14,068.48

Narrative Description					
[Pension] Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$24,243.66	\$24,243.66

Narrative Description					
[Pension] Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$5,898.59	\$5,898.59

Narrative Description					
<p>[Pension] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)</p>					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$28,608.14	\$28,608.14
Narrative Description					
<p>[Pension] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)</p>					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$14,068.48	\$14,068.48
Narrative Description					
<p>[Pension] Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)</p>					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$7,034.24	\$7,034.24
Narrative Description					
<p>[Pension] Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)</p>					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$7,034.24	\$7,034.24
Narrative Description					
[Pension] Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$20,396.05	\$20,396.05
Narrative Description					
[Pension] Hire 1 FTE Wellness Coordinator					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$123.02	\$123.02
Narrative Description					
[Unemployment Insurance] 1 FTE Homeless Coordinator (TBD-RCCSD Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$69.46	\$69.46
Narrative Description					
[Unemployment Insurance] Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$119.70	\$119.70
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$29.12	\$29.12
Narrative Description					
[Unemployment Insurance] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$141.25	\$141.25
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$69.46	\$69.46
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)					
Account	Funding Description	Location Code	Quantity	Cost	Line Item Total

Code					
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$34.73	\$34.73
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$34.73	\$34.73
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$100.70	\$100.70
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Wellness Coordinator					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,621.58	\$1,621.58
Narrative Description					
[Workers Compensation] 1 FTE Homeless Coordinator (TBD-RCCSD Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$915.59	\$915.59
Narrative Description					
[Workers Compensation] Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,577.80	\$1,577.80
Narrative Description					
[Workers Compensation] Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$383.89	\$383.89
Narrative Description					
[Workers Compensation] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,861.85	\$1,861.85
Narrative Description					
[Workers Compensation] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$915.59	\$915.59
Narrative Description					
[Workers Compensation] Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$457.80	\$457.80
Narrative Description					
[Workers Compensation] Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$457.80	\$457.80
Narrative Description					
[Workers Compensation] Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Administration	Red Clay Consolidated School District (953200)	1.00	\$1,327.40	\$1,327.40
Narrative Description					
[Workers Compensation] Hire 1 FTE Wellness Coordinator					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$333.32	\$333.32
Narrative Description					
[FICA] EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$7068.94 from Title I)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$34.72	\$34.72
Narrative Description					
[FICA] EPER for 4 staff to provide Saturday Family Literacy activities in Title I schools (est \$28/hr 4 staff x 2.5 hrs x 2 sessions)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$133.92	\$133.92
Narrative Description					
[FICA] EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$155.00	\$155.00
Narrative Description					
[FICA]					

EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$77.96	\$77.96

Narrative Description

[Medicare]

EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$7068.94 from Title I)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$8.12	\$8.12

Narrative Description

[Medicare]

EPER for 4 staff to provide Saturday Family Literacy activities in Title I schools (est \$28/hr 4 staff x 2.5 hrs x 2 sessions)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$31.32	\$31.32

Narrative Description

[Medicare]

EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$36.25	\$36.25

Narrative Description

[Medicare]

EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$1,197.78	\$1,197.78

Narrative Description

[Pension]

EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$7068.94 from Title I)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$124.77	\$124.77

Narrative Description

[Pension]

EPER for 4 staff to provide Saturday Family Literacy activities in Title I schools (est \$28/hr 4 staff x 2.5 hrs x 2 sessions)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$481.25	\$481.25

Narrative Description

[Pension]

EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$557.00	\$557.00

Narrative Description					
[Pension] EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$5.92	\$5.92
Narrative Description					
[Unemployment Insurance] EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$7068.94 from Title I)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$0.62	\$0.62
Narrative Description					
[Unemployment Insurance] EPER for 4 staff to provide Saturday Family Literacy activities in Title I schools (est \$28/hr 4 staff x 2.5 hrs x 2 sessions)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$2.38	\$2.38
Narrative Description					
[Unemployment Insurance] EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$2.75	\$2.75
Narrative Description					
[Unemployment Insurance] EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$77.96	\$77.96
Narrative Description					
[Workers Compensation] EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$7068.94 from Title I)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$8.12	\$8.12
Narrative Description					
[Workers Compensation] EPER for 4 staff to provide Saturday Family Literacy activities in Title I schools (est \$28/hr 4 staff x 2.5 hrs x 2 sessions)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$31.32	\$31.32
Narrative Description					
[Workers Compensation] EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions)					
Account	Funding Description	Location Code	Quantity	Cost	Line Item Total

Code					
5120 - OECs	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$36.25	\$36.25
Narrative Description					
[Workers Compensation] EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Professional Development Pre-K	Red Clay Consolidated School District (953200)	1.00	\$249.99	\$249.99
Narrative Description					
[FICA] (Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October – June (8FTE x 2 hours x \$28/hr x 9 meetings: \$4032)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Professional Development Pre-K	Red Clay Consolidated School District (953200)	1.00	\$58.47	\$58.47
Narrative Description					
[Medicare] (Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October – June (8FTE x 2 hours x \$28/hr x 9 meetings: \$4032)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Professional Development Pre-K	Red Clay Consolidated School District (953200)	1.00	\$898.33	\$898.33
Narrative Description					
[Pension] (Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October – June (8FTE x 2 hours x \$28/hr x 9 meetings: \$4032)					
Account	Funding Description	Location Code	Quantity	Cost	Line Item Total

Code					
5120 - OECs	Professional Development Pre-K	Red Clay Consolidated School District (953200)	1.00	\$4.44	\$4.44
Narrative Description					
[Unemployment Insurance] (Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October – June (8FTE x 2 hours x \$28/hr x 9 meetings: \$4032)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Professional Development Pre-K	Red Clay Consolidated School District (953200)	1.00	\$58.47	\$58.47
Narrative Description					
[Workers Compensation] (Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October – June (8FTE x 2 hours x \$28/hr x 9 meetings: \$4032)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Baltz (Austin D.) Elementary School (953200-252)	1.00	\$13,965.13	\$13,965.13
Narrative Description					
[FICA] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Baltz (Austin D.) Elementary School (953200-252)	1.00	\$43,226.40	\$43,226.40
Narrative Description					
[Health Insurance] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @					

Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Baltz (Austin D.) Elementary School (953200-252)	1.00	\$3,266.04	\$3,266.04

Narrative Description

[Medicare]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Baltz (Austin D.) Elementary School (953200-252)	1.00	\$50,184.37	\$50,184.37

Narrative Description

[Pension]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Baltz (Austin D.) Elementary School (953200-252)	1.00	\$247.77	\$247.77

Narrative Description

[Unemployment Insurance]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Baltz (Austin D.) Elementary School (953200-252)	1.00	\$3,266.04	\$3,266.04
Narrative Description					
[Workers Compensation] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$2,523.32	\$2,523.32
Narrative Description					
[FICA] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Marbrook Elementary School (953200-256)	1.00	\$10,587.99	\$10,587.99
Narrative Description					
[FICA] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richey Elementary School (953200-260)	1.00	\$5,490.23	\$5,490.23

Narrative Description

[FICA]
Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richardson Park Elementary School (953200-254)	1.00	\$12,640.56	\$12,640.56

Narrative Description

[FICA]
Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Stanton Middle School (953200-282)	1.00	\$6,939.91	\$6,939.91

Narrative Description

[FICA]
Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$7,369.83	\$7,369.83

Narrative Description

[FICA]
Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @

Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Red Clay Consolidated School District (953200)	1.00	\$437.48	\$437.48

Narrative Description

[FICA]
EPER for teachers to provide targeted extended day programs in Title I schools to support literacy by 3rd grade and secondary school readiness (36 hr/month x 7 months)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	duPont (Alexis I.) Middle School (953200-274)	1.00	\$6,003.61	\$6,003.61

Narrative Description

[FICA]
Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$7,006.50	\$7,006.50

Narrative Description

[FICA]
Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Highlands, 12 months)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$7,006.50	\$7,006.50
Narrative Description					
[FICA] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Shortlidge, 12 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$7,216.68	\$7,216.68
Narrative Description					
[FICA] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Warner, 12 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$7,223.38	\$7,223.38
Narrative Description					
[FICA] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Lewis (William C.) Dual Language Elementary School (953200-246)	1.00	\$18,047.21	\$18,047.21
Narrative Description					
[FICA] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS					

and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Mote (Anna P.) Elementary School (953200-264)	1.00	\$8,272.00	\$8,272.00

Narrative Description

[FICA]
Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$56,409.84	\$56,409.84

Narrative Description

[Health Insurance]
Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richardson Park Elementary School (953200-254)	1.00	\$34,607.76	\$34,607.76

Narrative Description

[Health Insurance]
Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account	Funding Description	Location Code	Quantity	Cost	Line Item Total
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Code					
5120 - OECs	Instruction K-12	Stanton Middle School (953200-282)	1.00	\$20,088.48	\$20,088.48
Narrative Description					
[Health Insurance] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Marbrook Elementary School (953200-256)	1.00	\$24,563.42	\$24,563.42
Narrative Description					
[Health Insurance] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richey Elementary School (953200-260)	1.00	\$14,067.84	\$14,067.84
Narrative Description					
[Health Insurance] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	duPont (Alexis I.) Middle School (953200-274)	1.00	\$23,503.40	\$23,503.40

Narrative Description					
[Health Insurance]					
Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$10,044.24	\$10,044.24

Narrative Description					
[Health Insurance]					
Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$23,802.80	\$23,802.80

Narrative Description					
[Health Insurance]					
Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Highlands, 12 months)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$23,802.80	\$23,802.80

Narrative Description					
[Health Insurance]					
Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Shortlidge, 12 months)					

Account	Funding Description	Location Code	Quantity	Cost	Line Item Total
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Code					
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$22,379.20	\$22,379.20
Narrative Description					
[Health Insurance] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Warner, 12 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Mote (Anna P.) Elementary School (953200-264)	1.00	\$24,563.52	\$24,563.52
Narrative Description					
[Health Insurance] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Lewis (William C.) Dual Language Elementary School (953200-246)	1.00	\$66,409.20	\$66,409.20
Narrative Description					
[Health Insurance] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$43,396.80	\$43,396.80
Narrative Description					

[Health Insurance]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$590.14	\$590.14

Narrative Description

[Medicare]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richey Elementary School (953200-260)	1.00	\$1,284.01	\$1,284.01

Narrative Description

[Medicare]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richardson Park Elementary School (953200-254)	1.00	\$2,956.26	\$2,956.26

Narrative Description

[Medicare]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Stanton Middle School (953200-282)	1.00	\$1,623.05	\$1,623.05
Narrative Description					
[Medicare] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$1,723.59	\$1,723.59
Narrative Description					
[Medicare] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Red Clay Consolidated School District (953200)	1.00	\$102.32	\$102.32
Narrative Description					
[Medicare] EPER for teachers to provide targeted extended day programs in Title I schools to support literacy by 3rd grade and secondary school readiness (36 hr/month x 7 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Marbrook Elementary School (953200-256)	1.00	\$2,476.23	\$2,476.23
Narrative Description					

[Medicare]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	duPont (Alexis I.) Middle School (953200-274)	1.00	\$1,404.07	\$1,404.07

Narrative Description

[Medicare]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$1,638.62	\$1,638.62

Narrative Description

[Medicare]

Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Highlands, 12 months)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$1,638.62	\$1,638.62

Narrative Description

[Medicare]

Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Shortlidge, 12 months)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$1,687.78	\$1,687.78
Narrative Description					
[Medicare] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Warner, 12 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$1,689.34	\$1,689.34
Narrative Description					
[Medicare] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Lewis (William C.) Dual Language Elementary School (953200-246)	1.00	\$4,220.72	\$4,220.72
Narrative Description					
[Medicare] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Mote (Anna P.) Elementary School (953200-264)	1.00	\$1,934.58	\$1,934.58
Narrative Description					
[Medicare]					

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	duPont (Alexis I.) Middle School (953200-274)	1.00	\$21,574.25	\$21,574.25

Narrative Description

[Pension]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Marbrook Elementary School (953200-256)	1.00	\$38,048.45	\$38,048.45

Narrative Description

[Pension]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richey Elementary School (953200-260)	1.00	\$19,729.39	\$19,729.39

Narrative Description

[Pension]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Stanton Middle School (953200-282)	1.00	\$24,938.90	\$24,938.90
Narrative Description					
[Pension] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richardson Park Elementary School (953200-254)	1.00	\$45,424.47	\$45,424.47
Narrative Description					
[Pension] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$26,483.83	\$26,483.83
Narrative Description					
[Pension] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

5120 - OECs	Instruction K-12	Red Clay Consolidated School District (953200)	1.00	\$1,572.08	\$1,572.08
Narrative Description					
[Pension] EPER for teachers to provide targeted extended day programs in Title I schools to support literacy by 3rd grade and secondary school readiness (36 hr/month x 7 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$9,067.67	\$9,067.67
Narrative Description					
[Pension] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$25,178.19	\$25,178.19
Narrative Description					
[Pension] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Highlands, 12 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$25,178.19	\$25,178.19
Narrative Description					
[Pension] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Shortlidge, 12 months)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$25,933.48	\$25,933.48
Narrative Description					
[Pension] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Warner, 12 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Mote (Anna P.) Elementary School (953200-264)	1.00	\$29,725.81	\$29,725.81
Narrative Description					
[Pension] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Lewis (William C.) Dual Language Elementary School (953200-246)	1.00	\$64,853.52	\$64,853.52
Narrative Description					
[Pension] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$25,957.54	\$25,957.54

Narrative Description

[Pension]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$44.77	\$44.77

Narrative Description

[Unemployment Insurance]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	duPont (Alexis I.) Middle School (953200-274)	1.00	\$106.52	\$106.52

Narrative Description

[Unemployment Insurance]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richey Elementary School (953200-260)	1.00	\$97.41	\$97.41

Narrative Description

[Unemployment Insurance]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Marbrook Elementary School (953200-256)	1.00	\$187.86	\$187.86

Narrative Description

[Unemployment Insurance]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Stanton Middle School (953200-282)	1.00	\$123.13	\$123.13

Narrative Description

[Unemployment Insurance]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richardson Park Elementary School (953200-254)	1.00	\$224.27	\$224.27

Narrative Description

[Unemployment Insurance]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account	Funding Description	Location Code	Quantity	Cost	Line Item Total
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Code					
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$130.76	\$130.76
Narrative Description					
[Unemployment Insurance] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Red Clay Consolidated School District (953200)	1.00	\$7.77	\$7.77
Narrative Description					
[Unemployment Insurance] EPER for teachers to provide targeted extended day programs in Title I schools to support literacy by 3rd grade and secondary school readiness (36 hr/month x 7 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$124.31	\$124.31
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Highlands, 12 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$124.31	\$124.31
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Shortlidge, 12 months)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$128.04	\$128.04
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Warner, 12 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$128.16	\$128.16
Narrative Description					
[Unemployment Insurance] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Lewis (William C.) Dual Language Elementary School (953200-246)	1.00	\$320.20	\$320.20
Narrative Description					
[Unemployment Insurance] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Mote (Anna P.) Elementary School (953200-264)	1.00	\$146.77	\$146.77

Narrative Description

[Unemployment Insurance]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	duPont (Alexis I.) Middle School (953200-274)	1.00	\$1,404.07	\$1,404.07

Narrative Description

[Workers Compensation]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$1,723.59	\$1,723.59

Narrative Description

[Workers Compensation]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Stanton Middle School (953200-282)	1.00	\$1,623.05	\$1,623.05

Narrative Description

[Workers Compensation]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @

Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richardson Park Elementary School (953200-254)	1.00	\$2,956.26	\$2,956.26

Narrative Description

[Workers Compensation]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Richey Elementary School (953200-260)	1.00	\$1,284.01	\$1,284.01

Narrative Description

[Workers Compensation]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Marbrook Elementary School (953200-256)	1.00	\$2,476.23	\$2,476.23

Narrative Description

[Workers Compensation]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Red Clay Consolidated School District (953200)	1.00	\$102.32	\$102.32
Narrative Description					
[Workers Compensation] EPER for teachers to provide targeted extended day programs in Title I schools to support literacy by 3rd grade and secondary school readiness (36 hr/month x 7 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$590.14	\$590.14
Narrative Description					
[Workers Compensation] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Highlands Elementary School (953200-244)	1.00	\$1,638.62	\$1,638.62
Narrative Description					
[Workers Compensation] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Highlands, 12 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$1,638.62	\$1,638.62
Narrative Description					
[Workers Compensation] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Shortlidge, 12 months)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Warner Elementary School (953200-266)	1.00	\$1,687.78	\$1,687.78
Narrative Description					
[Workers Compensation] Hire 1 FTE Academic Dean to supplement the use of CCS, PLCs and data in targeted city Title I programs (Warner, 12 months)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Mote (Anna P.) Elementary School (953200-264)	1.00	\$1,934.58	\$1,934.58
Narrative Description					
[Workers Compensation] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Lewis (William C.) Dual Language Elementary School (953200-246)	1.00	\$4,220.72	\$4,220.72
Narrative Description					
[Workers Compensation] Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction K-12	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$1,689.34	\$1,689.34

Narrative Description

[Workers Compensation]

Hire 20 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 5 paraprofessionals (1 each @ Highlands, Shortlidge, AIMS and 2 @ Warner)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$6,783.99	\$6,783.99

Narrative Description

[FICA]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$5,861.49	\$5,861.49

Narrative Description

[FICA]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$6,768.49	\$6,768.49

Narrative Description

[FICA]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$5,598.20	\$5,598.20
Narrative Description					
[FICA] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$26,382.00	\$26,382.00
Narrative Description					
[Health Insurance] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$27,058.08	\$27,058.08
Narrative Description					
[Health Insurance] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$38,954.88	\$38,954.88

Narrative Description

[Health Insurance]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$31,732.80	\$31,732.80

Narrative Description

[Health Insurance]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$1,370.84	\$1,370.84

Narrative Description

[Medicare]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$1,586.58	\$1,586.58

Narrative Description

[Medicare]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$1,582.96	\$1,582.96
Narrative Description					
[Medicare] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$1,309.26	\$1,309.26
Narrative Description					
[Medicare] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$21,063.52	\$21,063.52
Narrative Description					
[Pension] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$24,378.57	\$24,378.57

Narrative Description

[Pension]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$24,322.87	\$24,322.87

Narrative Description

[Pension]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$20,117.39	\$20,117.39

Narrative Description

[Pension]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$104.00	\$104.00

Narrative Description

[Unemployment Insurance]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$120.37	\$120.37
Narrative Description					
[Unemployment Insurance] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$120.09	\$120.09
Narrative Description					
[Unemployment Insurance] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$99.33	\$99.33
Narrative Description					
[Unemployment Insurance] Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$1,586.58	\$1,586.58

Narrative Description

[Workers Compensation]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$1,370.84	\$1,370.84

Narrative Description

[Workers Compensation]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$1,309.26	\$1,309.26

Narrative Description

[Workers Compensation]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$1,582.96	\$1,582.96

Narrative Description

[Workers Compensation]

Hire 4 FTE Pre K teachers (1 @ each Baltz, Lewis, Mote, Shortlidge) and 4 Pre K paraprofessionals (1 @ each Baltz, Lewis, Mote, Shortlidge) serving students from the 9 Title I attendance zones

Total for 5120 - OECs	\$1,619,153.04
Total for all other Account Codes	\$4,016,515.96
Total for all Account Codes	\$5,635,669.00
Adjusted Allocation	\$5,635,669.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

5400 - Travel - \$52,293.92

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Administration	Red Clay Consolidated School District (953200)	1.00	\$19,133.30	\$19,133.30
Narrative Description					
Travel for 10 staff to Long Beach, CA to attend the National Title I Conference and provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards (10 FTE x flight(\$250); 4 days @ hotel (270/night), meals (\$75/day)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Administration	Red Clay Consolidated School District (953200)	1.00	\$2,444.00	\$2,444.00
Narrative Description					
Travel for 2 FTE staff to Washington, DC to attend National Federal Education Program Administrators conference and provide ongoing support related to using federal education funds to advance strategic plan goals (2 FTE x train (\$150); @ 4 days x hotel (\$800); pkg (\$48); meals (\$184); cab (\$40) (\$2444 otal) PD priority 1,2,3,4					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Administration	Red Clay Consolidated School District (953200)	1.00	\$24,416.62	\$24,416.62
Narrative Description					
Travel for supplemental staff (instructional supervisors, cadre and Office of Federal Programs) to RCCSD schools to provide ongoing support and effective					

professional development related to the common core areas, PLCs, inclusion and student supports related to achievement (.40/mile)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Professional Development K-12	Red Clay Consolidated School District (953200)	1.00	\$6,300.00	\$6,300.00
Narrative Description					
Travel for 3 staff to Denver, CO to attend International Society for Technology in Education to gain professional learning opportunities necessary to support and sustain improved student achievement related to supporting ESL, highly effective educators and leaders: 3 FTE x flight (\$500); 3 days @ hotel (\$1200); pkg (\$50); meals; (\$300); shuttle (\$50): \$ 2100 pp x 3= \$6300 total					
Total for 5400 - Travel					\$52,293.92
Total for all other Account Codes					\$5,583,375.08
Total for all Account Codes					\$5,635,669.00
Adjusted Allocation					\$5,635,669.00
Remaining					\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

5500 - Contractual - \$741,017.45

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Administration	Red Clay Consolidated School District (953200)	1.00	\$5,600.00	\$5,600.00
Narrative Description					
Registration for 10 staff to Long Beach, CA to attend the National Title I Conference to provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards and advance parent engagement. 10 staff x \$560)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Administration	Red Clay Consolidated School District (953200)	1.00	\$990.00	\$990.00
Narrative Description					
Registration for 2 FTE staff to Washington, DC to attend National Federal Education Program Administrators conference and provide ongoing support related to using federal education funds to advance strategic plan goals (2 FTE x Registration fees (\$495): \$990 total)PD priority 1,2,3,4					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Homeless	Red Clay Consolidated School District (953200)	1.00	\$9,050.00	\$9,050.00
Narrative Description					
Provide transportation supports to children experiencing displacement and residence insecurity (est maximum supplemental cost for services is \$9,050)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

5500 - Contractual	Equitable Services	Red Clay Consolidated School District (953200)	1.00	\$1,606.00	\$1,606.00
Narrative Description					
Contract with vendor to provide Title I LEA level parent involvement services to private school students who would've attended RCCSD Title I schools (1yr @ \$1,606.00)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Equitable Services	Red Clay Consolidated School District (953200)	1.00	\$950.23	\$950.23
Narrative Description					
Contract with vendor to provide Title I LEA level professional development services to private school students who would've attended RCCSD Title I schools (1yr @ 950.23)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Equitable Services	Red Clay Consolidated School District (953200)	1.00	\$1,325.96	\$1,325.96
Narrative Description					
Contract with vendor to provide Title I LEA level services to private school students who would've attended RCCSD Title I schools (instruction 1yr @ 1325.96)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Equitable Services	Red Clay Consolidated School District (953200)	1.00	\$52,952.36	\$52,952.36
Narrative Description					
Contract with vendor to provide Title I targeted school level services to private schools students who would've attended RCCSD Title I schools (instruction - 1 yr @ 52, 952.36)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

5500 - Contractual	Focus Schools	Red Clay Consolidated School District (953200)	1.00	\$281,783.45	\$281,783.45
Narrative Description					
Required Focus School set aside. (5%) After School Academic Support (tutoring), Special Education Academic Support (during the school day), ELL Academic Support (during the school day), Student Ambassadors (student development and tutoring)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$4,000.00	\$4,000.00
Narrative Description					
Contract with Cultural agency to enhance Saturday Family literacy events at Title I schools (\$500x8 sessions approx \$4,000)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Priority Schools	Red Clay Consolidated School District (953200)	1.00	\$281,783.45	\$281,783.45
Narrative Description					
Required Priority School set aside. (5%) To provide educational services for Highlands, Warner and Shortlidge					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Professional Development K-12	Red Clay Consolidated School District (953200)	1.00	\$35,000.00	\$35,000.00
Narrative Description					
Develop a contract with the University of DE College of Education and Human Development to support year 2 of teachers' professional development, coaching and reflection strategies to impact early literacy needs (\$17,500/school x 2 schools)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

5500 - Contractual	Professional Development K-12	Red Clay Consolidated School District (953200)	1.00	\$1,176.00	\$1,176.00
Narrative Description					
Registration for 3 staff to Denver, CO to attend International Society for Technology in Education to gain professional learning opportunities necessary to support PD priorities 1-3, to and sustain improved student achievement related to supporting ESL, highly effective school educators and leaders: (3 FTE x Registration fees (\$392): \$1176 total)PD priority 1,2,3,4					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Instruction K-12	Red Clay Consolidated School District (953200)	1.00	\$64,800.00	\$64,800.00
Narrative Description					
Contract with company to provide transportation for extended day programs in Title I elementary schools (\$7200 x 9 schools)					
Total for 5500 - Contractual					\$741,017.45
Total for all other Account Codes					\$4,894,651.55
Total for all Account Codes					\$5,635,669.00
Adjusted Allocation					\$5,635,669.00
Remaining					\$0.00

Budget Detail						
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A						
5500 - Audit Fees - \$5,286.23						
	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5500 - Audit Fees	Administration	Red Clay Consolidated School District (953200)	1.00	\$5,286.23	\$5,286.23
Narrative Description						
LEA Audit Fees for Federal Programs						
Total for 5500 - Audit Fees						\$5,286.23
Total for all other Account Codes						\$5,630,382.77
Total for all Account Codes						\$5,635,669.00
Adjusted Allocation						\$5,635,669.00
Remaining						\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A						
Indirect Cost						
Total Contributing to Indirect Cost		\$5,524,624.06				
Indirect Cost Rate		2.01%				
Maximum Allowed for Indirect Cost		\$111,044.94				
5560 - Indirect - \$111,044.94						
	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5560 - Indirect	Administration	Red Clay Consolidated School District (953200)	1.00	\$111,044.94	\$111,044.94
Narrative Description						
LEA Indirect Cost set-aside for Federal Programs						
Total for 5560 - Indirect				\$111,044.94		
Total for all other Account Codes				\$5,524,624.06		
Total for all Account Codes				\$5,635,669.00		
Adjusted Allocation				\$5,635,669.00		
Remaining				\$0.00		

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

5600 - Supplies - \$85,061.18

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Administration	Red Clay Consolidated School District (953200)	1.00	\$5,000.00	\$5,000.00
Narrative Description					
Purchase administrative supplies and subscriptions (Title I Newsletter, Ed Week, etc) and resources (Title I handbook, Fed Programs newsletter, Leveraging Leadership book) for Federal Regulated Programs Office					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Homeless	Red Clay Consolidated School District (953200)	1.00	\$10,950.00	\$10,950.00
Narrative Description					
Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	Red Clay Consolidated School District (953200)	1.00	\$2,817.83	\$2,817.83
Narrative Description					
RCPAC Refreshment costs for monthly parent workshops and planning sessions related to 2015-2016 parent involvement policy drafting and support with parent contacts from September-May (approx \$300/session x 9 sessions)					
Account	Funding Description	Location Code	Quantity	Cost	Line Item Total

Code					
5600 - Supplies	Parent Involvement	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$5,000.00	\$5,000.00
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	Warner Elementary School (953200-266)	1.00	\$5,000.00	\$5,000.00
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	Lewis (William C.) Dual Language Elementary School (953200-246)	1.00	\$8,424.07	\$8,424.07
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	Baltz (Austin D.) Elementary School (953200-252)	1.00	\$4,500.00	\$4,500.00
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	Mote (Anna P.) Elementary School (953200-264)	1.00	\$3,744.79	\$3,744.79
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	Marbrook Elementary School (953200-256)	1.00	\$4,500.00	\$4,500.00
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	Highlands Elementary School (953200-244)	1.00	\$5,000.00	\$5,000.00
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	Richardson Park Elementary School (953200-254)	1.00	\$4,500.00	\$4,500.00
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	duPont (Alexis I.) Middle School (953200-274)	1.00	\$4,500.00	\$4,500.00
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	Stanton Middle School (953200-282)	1.00	\$4,000.00	\$4,000.00
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Parent Involvement	Richey Elementary School (953200-260)	1.00	\$5,000.00	\$5,000.00
Narrative Description					
Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc.(95% of 1% set aside after the non-public equitable share is reserved)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Professional Development Pre-K	Red Clay Consolidated School District (953200)	1.00	\$500.00	\$500.00
Narrative Description					
(Title I PK transitions to K) Purchase materials for PreK to K Transition meetings (October – May) 5 sessions x \$100/session: \$500)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Instruction K-12	Red Clay Consolidated School District (953200)	1.00	\$4,993.47	\$4,993.47
Narrative Description					
Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (est Avg cost \$500/school - based on need)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Instruction Pre-K	Red Clay Consolidated School District (953200)	1.00	\$6,631.02	\$6,631.02
Narrative Description					
(Title I PK transitions to K) Purchase materials for the PreK 21st CCLC extended day programming (est. costs \$947 site x 7 sites)					
Total for 5600 - Supplies					\$85,061.18
Total for all other Account Codes					\$5,550,607.82
Total for all Account Codes					\$5,635,669.00
Adjusted Allocation					\$5,635,669.00
Remaining					\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$5,524,624.06
Indirect Cost Rate	2.01%
Maximum Allowed for Indirect Cost	\$111,044.94

Filter by Location: All

Show Unbudgeted Categories

Funding Description	Administration	Homeless	Equitable Services	Focus Schools	Parent Involvement	Priority Schools	Professional Development K-12	Professional Development Pre-K	Instruction K-12	Instruction Pre-K	Total
Account Code											
5100 - Salaries	656,500.29	0.00	0.00	0.00	10,596.00	0.00	0.00	4,032.00	1,947,262.40	403,421.55	3,021,812.24
5120 - OECs	319,322.30	0.00	0.00	0.00	3,336.73	0.00	0.00	1,269.70	1,044,058.96	251,165.35	1,619,153.04
5400 - Travel	45,993.92	0.00		0.00	0.00	0.00	6,300.00	0.00	0.00	0.00	52,293.92
5500 - Contractual	6,590.00	9,050.00	56,834.55	281,783.45	4,000.00	281,783.45	36,176.00	0.00	64,800.00	0.00	741,017.45
5500 - Audit Fees	5,286.23										5,286.23
5560 - Indirect	111,044.94										111,044.94
5600 - Supplies	5,000.00	10,950.00	0.00	0.00	56,986.69	0.00	0.00	500.00	4,993.47	6,631.02	85,061.18
Total	1,149,737.68	20,000.00	56,834.55	281,783.45	74,919.42	281,783.45	42,476.00	5,801.70	3,061,114.83	661,217.92	5,635,669.00
Adjusted Allocation											5,635,669.00
Remaining											0.00

School Program Description

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

LEAs have two options for how they can deliver services to eligible children in Title I schools: Schoolwide and Targeted Assistance school models. All Delaware schools are currently Schoolwide school models. Schoolwide schools use Title I funds to meet the needs of all students in the school, as determined through a comprehensive needs assessment. Individual students are not identified as eligible to participate in Schoolwide schools. A school must have 40% poverty or higher (or an approved ED Flex waiver) to operate a Schoolwide program. If an LEA plans to operate a Targeted Assistance school, please contact DDOE.

The LEA assures that each Title I school operating a Schoolwide program will develop a plan that addresses how the school will implement the ten components of a Schoolwide program described at the link below, and will meet all other planning requirements of Section 1114(b)(2).

<http://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=1707&dataid=4975&FileName=TitleISW.pdf>

1. Provide a general description of the different types of services that will be provided in the LEA's Title I Schoolwide school(s).

- CPI/Responsive Classroom/Restorative practices to enable families, schools, and communities to simultaneously teach, reinforce, and model good character
- Full service Community School model, related emotional, and social and mental health services to address barriers to learning for participating student families
- Research based Prekindergarten program to provide curriculum based instruction for high poverty school communities
- Research based instructional and intervention strategies; example: the SIOP and TWIOP Models based on current knowledge and researched-based practices for promoting learning with all students, especially ELLs; Responsive classroom, research-backed approach to elementary education to increase academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction; Stetson Associates strategies
- The Block Schedule for core academic subjects to provide extensive time for learning;
- Professional Development related to literacy, cultural supports, communication and other targeted areas;
- Award-winning research-proven Dual language programming;
- Extended day academic program supports: afterschool academies targeting needs, enrichment and Saturday Library/Literacy;
- Parent resources that include: Parent University; ESL classes, literacy training; funding for parent engagement leaders (teacher leadership positions); family resource centers at select schools (based on school-level parent input) and technology;
- Student transitions between school levels (kindergarten transition team workshops for families, child care agencies, DE Readiness teams and NCC Head Start)
- Counseling supportive services with external partners and expertise;

2. Provide a general description of the types of services that will be provided in the LEA's Title I Targeted Assistance school(s).

NA all 11 school are school wide programs

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

Section 1118 of the ESEA requires the involvement of parents and communities in regular, two-way, and meaningful communication involving student academic learning and other school activities. The questions on this page require the LEA to describe how it meets the various Title I requirements for parental and community involvement.

1. Describe how parents are involved in decisions regarding how funds are used for parental involvement activities at the LEA-wide level. [Section 1118(a)(3)(B)]

The Red Clay Parent Advisory Council (RCPAC) includes parents of all Title 1 schools to help review the District's Parent Involvement Plan and use of parent involvement funds. Any parent with a child in a Title 1 School is invited to monthly meetings to provide insight pertinent to student success. The meeting purpose is to discuss the varying roles of Title 1, collect input from parents to write or revise the District's Parent Involvement Plan and discuss the use of the District's parent involvement funds. The meetings are held monthly in a one hour format for parents who have asked to participate in RCPAC or contacted the Office of Federal Programs expressing an interest in becoming an RCPAC committee member.

Meeting locations alternate schools across the District and RCPAC committee members are encouraged to bring additional parents to monthly meetings. As the District Plan is discussed, parents can provide recommendations for revisions to the plan and share input on how they would like Parent Involvement funds to be used..

2. This question should only be completed by LEAs with more than one school. Describe how parents are involved in decisions regarding how funds are used for parental involvement activities at the school level. [Section 1118(a)(3)(B)]

This LEA has committed to building and maintaining strong relationships with our diverse students, families, and community partners. Parents are encouraged to participate in school level committee meetings where they can be involved in decisions regarding the use of funds for parent involvement activities. Parents attending open houses, student lead celebrations and parent nights are exposed to the diverse needs of all students in their child's school, including Students With Disabilities (SWD) and English Language Learners (ELL). This allows parents to help develop and recommend parent involvement activities that fulfill the needs of all students, including those with barriers to success. Funds can then be used toward activities that connect directly with student success and support.

Both the District's Red Clay Parent Advisory Council (RCPAC) and the Office of Federal and Regulated Programs suggest, identify and recommend parent engagement activities as they relate to student needs. The RCPAC members openly interact with District and building level administrators, federal-funded staff, and members of school PTAs, PTOs, SSAs to discuss how funds for parent involvement activities can continue to support school level needs. These decisions also help implement strategies that effectively engage parents to support student success and increase parental involvement at the building level. Membership to building level committees or attendance at monthly forums provide a platform for parental input for programming and funding of parent activities at the school level.

3. Describe how the LEA jointly develops with parents of participating children a written parental involvement policy that meets the

requirements of Section 1118(a)(2)(A-D).

The Superintendent, the Manager of Federal and Regulated Programs, building administrators at school-wide Title I schools, Title I teachers, parents of students who attend Title I schools and School Success Plan Team members all in some way provide support and direction regarding the federal requirements for the development, implementation and annual review of Compacts and Parent Involvement Policies.

This LEA has a well-established and active District Parent Advisory Council (RCPAC). Each Red Clay school is encouraged to designate two parent representatives to serve on the Red Clay Parent Advisory Council (RCPAC). The RCPAC members meet monthly with the District Parent Involvement Liaison to share strategies and also engage in training and learning opportunities that promotes parent knowledge as well as encourages parent involvement and engagement at all levels. Parents run the meetings, complete with an executive committee (President, VP, and Secretary). Strategies to help students at home and at school to achieve academic and personal success are paramount at monthly RCPAC meetings.

The RCPAC uses a model (including parents teaching parents) that helps to improve the knowledge and skills of each member. This approach in turn helps each RCPAC member to have an increased knowledge base so they can encourage other parents at the schools they represent to take an active role in the planning, decision making and implementation of policies, events and activities. The parents as teachers for other parents model ultimately should result in schools having an increased number of parents being more actively involved in the decision making process at their respective schools.

Professional development opportunities that educate parents about designing, implementing and evaluating both the school Compact and the school and district Parent Involvement Policy is conducted each year. When the need arises, the district will identify a sub-committee made up exclusively of RCPAC parents representing Title I schools to assist with requirements and educate schools and leaders about the processes. Subcommittee members work with district and school level personnel to assure parents understand the rights and responsibilities of parents.

The LEA encourages RCPAC members to attend parental trainings on the state and national levels, and will provide resource support to attend such trainings (as resources are available). Information and strategies obtained at these state-wide meetings is shared with the RCPAC members who in turn shares with the local school PTAs, PTOs and other school support associations. This networking opportunity serves to encourage and improve parental involvement and awareness at each school and at the district level.

In 2016-17, The Federal Programs Office and RCPAC are coordinating a series of meetings to assist schools with parent leadership efforts, the development of the school compact and Parent Involvement Policy. Also, best practices addressing instructional delivery, assessment and engaging parents will be shared in RCPAC meetings in 2016-17 and with schools. Strategies to be effective communicators with parents and school families are also included as a part of the professional development. Partnerships with knowledgeable resource agencies and parent engagement professionals such as but not limited to Children and Families First, Delaware State PTA and the Parent Information Center of Delaware have been established.

4. Describe how the LEA distributes the written parental involvement policy to parents of participating children.

The Parent Involvement Policy is made accessible to parents and concerned community members using the following strategies:

1. The policy is posted on the district website with a direct link to it from every school website page.
2. The policy is posted on school websites under district policies.
3. The policy may be printed in the district newsletter, The Red Clay Record, and is included in the districtwide annual calendar. Both are distributed to all homes in Red Clay and also available at all schools and the district offices.
4. The information in the policy and how to view the policy is shared during a taping of "Red Clay this Week", a cable network broadcast that airs on the district's EDTV channel, 965 on Comcast.
5. The policy is provided to all RCPAC members in the fall and is included in the resources given to all RCPAC members. (RCPAC members serve as a direct link that keeps the lines of communication open between the school's parents and the district.) Copies of this manual are also provided to principals. (Copies are available in all school offices)

Throughout the school year each Title I school is to maintain a notebook which includes a section on parent involvement and engagement opportunities. Documentation in the binder includes: meeting agendas, attendance logs, narrative summaries, photos, artifacts from events held at the school for student and parents and the procedural processes incorporated at each school for drafting school specific and authentic documents and assuring compliance of all regulations. A copy of the school compact and the school and district Parent Involvement Policy are included in this binder as well as documentation regarding the draft, review and communication of these documents to parents and schools.

5. Describe how the LEA conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the LEA's parental involvement policy.

In addition to an RCPAC subcommittee consisting of parent-members, Red Clay elicits feedback via its annual parent survey and parent focus groups (including PreK families). The RCPAC helps to review and recommend for review the Parent Involvement Policy, and works with the Federal & Regulated Programs Office to ensure that district programming aligns with the policy. Any recommendations, feedback or suggestions from the subcommittee members are provided to the Manager of Federal and Regulated Programs. This information is also shared with the larger RCPAC membership and the Superintendent. Based on the comments of the subcommittee additional meetings with key stakeholders may be scheduled with the intent of adjusting service delivery to assure compliance and if necessary, a recommendation for updating the policy. The District Parent Involvement Policy was recently revised and approved by the RCCSD board.

6. Describe how the LEA will use the results of this evaluation to revise the policy, if necessary.

A subcommittee drafted the document along with support from the Parent Involvement Liaison, the Deputy Superintendent, the Manager of Federal and Regulated Programs and the District's policy and grant writer. The draft was reviewed previously presented to and review by RCPAC and was also presented at a public board meeting with an opportunity provided for community comment. Lastly, the Policy was also reviewed by the District's Board Policy Committee before presentation to the board for approval. Once the final document was drafted and accepted by the subcommittee, RCPAC and other stakeholders, the Deputy Superintendent presented the policy to the Board and it was approved unanimously. The approved policy is posted on the District's website and each school's home webpage. The Policy includes a statement that assures it will be reviewed annually; and the RCPAC decided that the policy will be revised in 2016-17 to align with the recent parent engagement focal points, such as the focus on student asset building, literacy support, and readiness. RCPAC has designed its 2016-17 calendar to include sessions to review and revise the policy and submit it to the board for approval.

7. This question should only be completed by LEAs with more than one school.

Describe how the LEA ensures that each Title I school jointly develops with parents of participating children a written parental involvement policy and parent-school compact that meets the requirements of Section 1118(b-f) and (d) of the ESEA. Note: Schools may adopt the LEA policy only if the LEA policy contains the school-level provisions outlined in Section 1118(b-f).

The Office of Federal and Regulated Programs along with building leadership teams and Title I-funded staff at the school-wide Title I schools, provide support and direction regarding the federal requirements for the development, implementation and annual review of school Compacts and school level Parent Involvement Policies.

This LEA has a well-established district Parent Advisory Council (RCPAC). Each Red Clay school has two parent representatives that serve on the RCPAC, and the members meet monthly with the Manager of Federal and Regulated Programs to share strategies and engage in training opportunities to promote effective parent engagement strategies to help students achieve academic and personal success. This also involves a parents-teaching parents model to improve the knowledge and skills of each member (ex: In February, an RCPAC member led a presentation on resources and connecting with the school community). These approaches help members to build their knowledge and encourage other parents to be active in local school planning, policy and decision making. The model ultimately should result with schools having an increased number in parents being more actively involved in the decision making process at their respected schools.

Red Clay is providing training related to designing, implementing and evaluating both the school compact and the Parent Involvement policies. Additionally, sub-committee of parents representing Title I schools works with district personnel to help parents understand their rights and responsibilities.

Throughout the school year, each Title I school is to maintain a Title I notebook which includes a section on parent involvement and engagement opportunities. Documentation included but not limited to meeting agendas, attendance logs, narrative summaries, photos, artifacts from events held at the school for student and parents and the procedural processes incorporated at each school for drafting school specific and authentic documents to assure compliance of all regulations.

Through district meetings and small focus group sessions with the staff in Title I buildings, the building administrators will develop the capacity to educate parents about Parent engagement, the Compact and the Parent Involvement Policies, with the support from the Manager of Federal and Regulated Programs, and the Goal 5 Strategic Plan Team. Each year, Title I schools host informational events explaining their school-wide Title I program and how it serves to help students. Parents are provided with an explanation and access the Compact and Parent Involvement Policy. All documents use a language that parents understand, and are translated as needed. Some schools, based on the decision of their parents, have parents sign the compact (some also include the signatures of students, teachers and building administrators); the compact also is in many forms from paper to a poster! Additional dissemination practices include:

1. Schools will print the policy and may include it in their mailing to the parents. (The back to school packet, principal's or parent organization newsletter or

other school level distribution to parents)

2. Share copies during the fall Title I information evenings.

3. Information is also provided regarding locating the documents on the district or school website.

4. Discuss the Policy during parent organization (PTA, PTO, etc.) and building leadership team meetings

5. RCPAC has a subcommittee to review the district parent involvement policy each year. This subcommittee provides a report of their review to RCPAC members. Members are encouraged to share any information discussed at RCPAC meetings with their school parents. The RCPAC will revise the policy during the 2016-17 school year. After it is revised and approved by the local school board, the district will lend technical support to schools in the revisions and implementation of the revised policy along with the process to align compacts to the new policy. To aid these efforts, Red Clay is supporting a parent engagement leader at each Title I school in 2016-17.

The LEA, when applicable, encourages and financially supports parents of Title I students to attend parent involvement training opportunities. These events may be sponsored by various state, regional and national organizations and other local LEAs to help parents gain a better understanding and knowledge base of the components of a school-wide Title I program.

8. This question should only be completed by LEAs with more than one school.

Describe how the LEA ensures that each Title 1 school distributes the written parental involvement policy and parent-school compact to parents of participating children.

The Office of Federal and Regulated Programs along with building leadership teams and Title I-funded staff at the school-wide Title I schools, provide support and direction regarding the federal requirements for the development, implementation and annual review of school Compacts and school level Parent Involvement Policies.

This LEA has a well-established district Parent Advisory Council (RCPAC). Each Red Clay school has two parent representatives that serve on the RCPAC, and the members meet monthly with the Manager of Federal and Regulated Programs to share strategies and engage in training opportunities to promote effective parent engagement strategies to help students achieve academic and personal success. This also involves a parents-teaching parents model to improve the knowledge and skills of each member (ex: In February, an RCPAC member led a presentation on resources and connecting with the school community). These approaches help members to build their knowledge and encourage other parents to be active in local school planning, policy and decision making. The model ultimately should result with schools having an increased number in parents being more actively involved in the decision making process at their respected schools.

Red Clay is providing training related to designing, implementing and evaluating both the school compact and the Parent Involvement policies. Additionally, sub-committee of parents representing Title I schools works with district personnel to help parents understand their rights and responsibilities. Throughout the school year, each Title I school is to maintain a Title I notebook which includes a section on parent involvement and engagement opportunities. Documentation included but not limited to meeting agendas, attendance logs, narrative summaries, photos, artifacts from events held at the school for student and parents and the procedural processes incorporated at each school for drafting school specific and authentic documents to assure compliance of all regulations.

Through district meetings and small focus group sessions with the staff in Title I buildings, the building administrators will develop the capacity to educate

parents about Parent engagement, the Compact and the Parent Involvement Policies, with the support from the Manager of Federal and Regulated Programs, and the Goal 5 Strategic Plan Team. Each year, Title I schools host informational events explaining their school-wide Title I program and how it serves to help students. Parents are provided with an explanation and access the Compact and Parent Involvement Policy. All documents use a language that parents understand, and are translated as needed. Some schools, based on the decision of their parents, have parents sign the compact (some also include the signatures of students, teachers and building administrators); the compact also is in many forms from paper to a poster! Additional dissemination practices include:

1. Schools will print the policy and may include it in their mailing to the parents. (The back to school packet, principal's or parent organization newsletter or other school level distribution to parents)
2. Share copies during the fall Title I information evenings.
3. Information is also provided regarding locating the documents on the district or school website.
4. Discuss the Policy during parent organization (PTA, PTO, etc.) and building leadership team meetings
5. RCPAC has a subcommittee to review the district parent involvement policy each year. This subcommittee provides a report of their review to 2016-2017 school year. After it is revised and approved by the local school board, the district will lend technical support to schools in the revisions and implementation of the revised policy along with the process to align compacts to the new policy. To aide these efforts, Red Clay is supporting a parent engagement leader at each Title I school in 2016-2017.

The LEA, when applicable, encourages and financially supports parents of Title I students to attend parent involvement training opportunities. These events may be sponsored by various state, regional and national organizations and other local LEAs to help parents gain a better understanding and knowledge base of the components of a school-wide Title I program.

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

According to Title I, Part A, each LEA must set aside funds as necessary to provide services to homeless children who are attending elementary, middle, or high schools that are not Title I, Part A schools. Federal law does not specify how much an LEA should set aside for homeless students, but LEAs might want to consider issues such as the number of homeless students in non-Title I schools, their needs, and the cost of carrying out activities comparable to what students receive in Title I schools, in addition to the provision of services to homeless students who do not attend Title I, Part A schools. [Section 1113(c)(3)(A), 2001]

1. LEA Title I Plans must demonstrate compliance with the McKinney-Vento Homeless Assistance Act and coordination with the district's Homeless Education program. Title I, Part A - Sec. 1112(a)(1) Therefore, the LEA's Homeless Liaison is an essential part of the planning team. Certify that the LEA's Homeless Liaison was a part of the Title I planning team by indicating their name in the box below.

April Christine Anderson

Instructional and Related Service Needs

LEAs must provide services for homeless children who do not attend participating Title I schools and optionally to supplement Title I schools, including providing educationally related support services to children in shelters. The services must be comparable to those provided to children in Title I schools. Title I funds may be used to remove barriers that prevent regular attendance or provide additional support, such as tutorial, before and after school and/or summer school programs in addition to other services. Title I funds may be used to meet basic needs of students experiencing homelessness (clothing, supplies, health) so that they may participate more fully in school. **If all schools are served by Title I, funds are not required to be set aside. However, a description must be included to describe how the educational services are being provided above the Title I services (i.e. community grants, state/local funds).** - If funds are being set aside, this page must have at least 1 corresponding budget line item.

10,950.00 **2. Indicate the amount of Title I, Part A funds that have been reserved for instructional and related service needs only.**

3. Indicate how the amount of Title I, Part A funds that have been reserved for instructional and related service needs only was determined.

A reserve of \$10,950.00 for academic and personal needs has been set-aside to assist students who are homeless or living in transition. The reserved was determined by reviewing the expenditures and student needs from the previous two school years.

4. If all schools are served by Title I and no additional funds are being set aside, this page must include a description of how the LEA will meet the needs of homeless children and youth.

The district has 16 non-Title I schools and eleven Title I schools.

5. Indicate the types of costs these funds will support (be specific). Costs related to transportation and the homeless liaison's salary should

not be included here but rather in later questions.

In order to meet the academic and personal needs of Red Clay students that may be living in transition or experiencing some form of homeless, \$10,950.00 is a sufficient set-aside. This set-aside will provide funding to assist students in need by providing:

- Clothing
- Uniforms
- Personal Hygiene Products
- Food
- School Supplies
- School Fees related to instructional activities
- Public Transportation Cards
- Tutoring
- Graduation Fee
- Credit Recovery Programs
- Professional Development
- Informational Resources
- Drop out Prevention

300 **6. Approximately how many homeless students and youth will these funds support?**

400 **7. Approximately how many homeless students and youth are served by the LEA?**

Transportation and Liaison Salary

In accordance with the authority granted in the 2014 Consolidated Appropriations Act, LEAs may also reserve additional funds to pay for the salary of a homeless liaison and/or transport homeless students and youth to their school of origin. The Title I set aside for homeless transportation is to fund supplemental transportation for homeless students. For example, if you charge students for summer school transportation, you could use these funds to cover the cost of homeless students who need to attend summer school. LEAs **cannot** use the Title I funds for their 10% portion. The 10% must be

provided for all students regardless of the availability of Title I funds so it would be supplanting to use Title I funds for that purpose. If funds are being set aside, this page must have at least 1 corresponding budget line item.

9,050.00 **8. Indicate the amount of Title I, Part A funds that are being reserved for transportation?**

9. How was the amount of Title I, Part A funds reserved for transportation determined?

In consultation with the Transportation Department staff and after reviewing the expenditures from the previous two school years a reserved of \$9,050.00 was set-aside for transportation. The additional \$9,050.00 set-aside specific for transportation is to cover the cost of unique requests for transportation.

The set-aside will be used for:

- a. Transportation to before or after school tutoring sessions or academic support programs
- b. Transportation to participate in an academic event that is held beyond the instructional day
- c. Transportation to extended school year enrichment programs.

30 **10. Approximately how many students will be served with the Title I, Part A funds for transportation?**

11. Indicate the amount of Title I, Part A funds that are being reserved for the liaison's salary.

12. List the projected types of services that the liaison will provide with what is in portion to the percentage of the salary paid with Title I, Part A funds.

The projected services that the liaison will provide are as follows:

- Support the immediate enrollment of students identified homeless
- Support the coordinating of transportation and nutritional services for homeless students
- Maintain parents, school, and others informed of the rights of homeless children and youth
- Support families that need to secure medical documentation, immunization records & other documents needed for enrollment
- Make referrals to health, mental health, and other services and ensure that homeless students receive access to pre-school programs administered by district
- Post public notice of educational rights
- Ensure that homeless students have full and equal opportunity to succeed in school

13. Approximately how many students will the liaison serve proportionate to the percentage of their salary paid with Title I, Part A

funds?

Private School Data

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

Do not complete this page if a charter or vocational local school.

Geographic School Districts must provide equitable services to eligible children attending non-profit private schools who reside in the attendance zones of its public schools that are participating in Title I. Districts must list each participating non-profit private school and the number of low-income private school students in each school that generated funding from your district only (regardless of where the school is located). The number of low-income private school students listed on this page should equal the total number of low-income private school students on the District Set Aside page. If the district is pooling funds, the district must also list participating non-profit private schools that will participate in the pool, even if they do not have any low-income students to contribute funds to the pool. More information on equitable services requirements is contained in the webinar at the following link:

<https://sas.illuminate.com/p.jnlp?psid=2016-02-07.0746.M.83403179F53ECC0864DF3F206C6501.vcr&sid=2011040>

School	Status	# Low Income
St. Peter's Cathedral School - 5883	Participating Private School	18
All Saints Catholic School - 5736	Participating Private School	15
Delaware Tarbiyah School - 5729	Participating Private School	3
Holy Angels School - 5875	Participating Private School	6
Harvest Christian Acad @ Wilm. - 5642	Participating Private School	1
Islamic Academy of Delaware - 5709	Participating Private School	3
Serviam Girls Academy - 5696	Participating Private School	0
St. Michael's School & Nursery, Inc. - 5889	Participating Private School	2
St. Ann School - 5855	Participating Private School	12
St. Elizabeth Elementary School - 5880	Participating Private School	10
St. Anthony of Padua Grade School - 5856	Participating Private School	13
Red Lion Christian Academy - 5899	Participating Private School	0
Saint Peter Catholic School - 5898	Participating Private School	1

Nativity Prep. Sch of Wilm, Inc. - 5563	Participating Private School	8
St. Mary Magdalen School - 5824	Participating Private School	1
Total:		93.00

Equitable Services

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

	Set-Aside Amount	Equitable Share	Remaining
Parental Involvement	\$ 71,789.37	\$ 1,606.00	\$ 70,183.37
Professional Development (K-12)	\$ 42,476.00	\$ 950.23	\$ 41,525.77
Instruction (K-12)	\$ 59,271.40	\$ 1,325.96	\$ 57,945.44

Do not complete this page if a charter or vocational school.

Title I requires LEAs to set aside funds to provide equitable services to eligible private school students. **Please note that the scope of services described on this page should be based, in part, on the amount of funds that the LEA is required to set aside. Also if the LEA is participating in a consortium, please describe the process for the entire consortium.

1. Describe the LEA's process for notifying non-profit private schools of their eligibility to participate.

Initial communication to private schools each year includes the mailing of a packet, sent via registered US mail to all not-for-profit private schools between March 1st and 17th. The packet includes a cover letter that explains all federal programs and an invitation to participate in a meaningful consultation meeting. Also, two Letters of Intent to Participate and a Confidential Family Survey template is included in the packet along with a self-addressed stamped envelope to return all signed forms either accepting or declining to participate in the upcoming fiscal year's grant application.

Forms may also be returned via email scan or fax. All schools that do not respond by May 1st receive a phone call and/or second packet to assure they do not wish to participate. The district hosts three federal programs meeting each year, October, March and June, at the district office. School participating in the current fiscal year program and are in attendance at the March Federal Programs meeting receive the packet during the meeting. Current participating schools not in attendance also receive the packet for the upcoming fiscal year via registered US mail.

Schools electing to participate in the Title I program, current or a new school participating for the first time, are also invited to attend three Meaningful Consultation Meetings. These meetings include the Title I coordinators from the Red Clay, Brandywine, Christina, Colonial, Appoquinimink and Smyrna School Districts along with principals from the participating private school for those districts. Meeting are held at Holy Angels School throughout the school year

Federal Programs Calendar of Events

1. LEA Federal Programs Meaningful Consultation Meetings

October Title I Meaningful Consultation (consortium)

Federal Programs Meaningful Consultation (LEA)

March Federal Programs Meaningful Consultation (LEA)

May Title I Meaningful Consultation (consortium)

June Federal Programs Meaningful Consultation (LEA)

August Title I Meaningful Consultation – optional (consortium)

2. Week of March 17th - Letters of Intent to Participate – Delivered by registered US mail the week of March 17th or distributed to all attendees at the March Federal Programs Meaningful Consultation Meeting

3. May 1 deadline – All Letters of Intent to Participate are due to the LEA accepting/declining participation in the various federal programs for the upcoming fiscal

year

4. May 1 deadline – All Confidential Family Surveys due to the LEA from participating private schools requesting to participate in the Title I program
5. May 1 through 15 - Title I Meaningful Consultation Meeting scheduled with current participating private schools and newly participating private schools for all five participating schools districts that work as consortium (evaluating current year and preparation for upcoming school year)
6. May 31st deadline– All Confidential Family Surveys due to DSC to determine poverty for school participating in the Title I
7. May 31st deadline – Consortium paperwork exchanged with all participating LEAs
8. June 30th deadline – Title I Letters of Affirmation signed
9. May/June – Each LEA schedules a Federal Programs Meaningful Consultation Meeting for all current participating private schools and newly participating private schools for the upcoming fiscal year. (Programs – Title IIA, IDEA, Title III and any competitive grant opportunity (Schools only participating in Title I may also attend) (Grant application completed)
10. July – Date determined by DE DOE – Consolidated Grant application due to DE DOE
11. August – Review and revision of Consolidated Grant Application
12. August – Title I Meaningful Consultation Meeting/and or vendor meeting scheduled with current participating private schools and newly participating private schools in all five participating schools districts that work as consortium
13. September – Consolidated Grant Application approved
14. September – Title I Student referrals due
15. September – Title I services begin
16. October –Title I Meaningful Consultation Meeting scheduled with current participating private schools and newly participating private schools for all five participating schools districts that work as consortium (service delivery)
17. November – Notification of Title IIA allocations for upcoming fiscal year
18. October / November – LEA Federal Programs Meaningful Consultation Meeting (current fiscal year and upcoming fiscal year)
19. December 31st – Current Fiscal Year funding completed
20. November 1 of current year through December 31 of the upcoming year – New Fiscal Year funding available
21. March – LEA Federal Programs meeting for all participating private schools (current fiscal year) and distribution of upcoming fiscal year Letters of Intent to Participate

2. Describe the LEA's process for consulting with private school officials to design, implement, and evaluate programs for eligible private school students, staff, and their families for Title I.

Throughout the school year, meaningful consultation meetings are held to assure equitable services consistent with the Title I services that are provided to Red Clay Title I schools. Meetings are county-wide and include the Red Clay, Brandywine, Christina, Colonial, Appoquimink and Smyrna School Districts. The districts conduct these meetings collaboratively to assure consistency in communication and service delivery.

During meaningful consultation meetings the following topics are discussed:

- What services the LEA will offer to eligible private school children;
- The amount of funding available for services
- How and when the LEA will make decisions about the delivery of services;
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of funds that will be allocated to provide these services;

- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children;
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.
- The opportunity for the participating private schools to file a formal complaint with the LEA, the state or US Ed.
- Academic and Assessment Criteria
- Criteria for Referral for Services
- Processing of Referral Forms for Services
- Timeline for the Referral Process
- Site Visits
- Determining Residency Eligibility
- Scheduling of Services
- Materials and Instructional Supplies (The LEA ensures that the content of all instructional materials, supplies and resources are secular, neutral and non-ideological in accordance with federal regulations.)
- Portfolios
- Student Learning Plans
- Inventory and storage of supplies/materials (All materials and supplies used in the private schools by the vendor will be purchased and labeled property of the LEA.)
- Assessment Tools
- Summer enrichment programs
- Conferences
- Grade spans to be serviced
- Dates of assessment
- Progress reporting and timeline for reporting
- Progress reports to school staff and parents
- Use of facility by vendor
- Start and end date for providing services
- Parent Involvement opportunities
- Title I Tool Kit
- Feedback Surveys – parents, administrators, teachers
- Standardized test scores

Compliance:

To assure compliance of all regulations, public school officials, DE DOE staff who conduct audits as well as US ed. staff may audit the delivery of equitable services to private schools to assure compliance of all federal regulations.

This document is provided to all participating private schools.

Red Clay Consolidated School District Equitable Services Service Delivery Timeline

1. LEA Federal Programs Meaningful Consultation Meetings
 - October Title I Meaningful Consultation (consortium)
 - Federal Programs Meaningful Consultation (LEA)

- March Federal Programs Meaningful Consultation (LEA)
- May Title I Meaningful Consultation (consortium)
- June Federal Programs Meaningful Consultation (LEA)
- June Vendor Meeting
- August Title I Meaningful Consultation – optional (consortium)
- 2. Week of March 17th - Letters of Intent to Participate – Delivered by registered US mail the week of March 17th or distributed to all attendees at the March Federal Programs Meaningful Consultation Meeting
- 3. May 1 deadline – All Letters of Intent to Participate are due to the LEA accepting/declining participation in the various federal programs for the upcoming fiscal year
- 4. May 1 deadline – All Confidential Family Surveys due to the LEA from participating private schools requesting to participate in the Title I program
- 5. May 1 through 15 - Title I Meaningful Consultation Meeting scheduled with current participating private schools and newly participating private schools for all five participating schools districts that work as consortium (evaluating current year and preparation for upcoming school year)
- 6. May 31st deadline– All Confidential Family Surveys due to DSC to determine poverty for school participating in the Title I
- 7. May 31st deadline – Consortium paperwork exchanged with all participating LEAs
- 8. June 30th deadline – Title I Letters of Affirmation signed
- 9. May/June – Each LEA schedules a Federal Programs Meaningful Consultation Meeting for all current participating private schools and newly participating private schools for the upcoming fiscal year. (Programs – Title IIA, IDEA, Title III and any competitive grant opportunity (Schools only participating in Title I may also attend) (Grant application completed)
- 10. July – Date determined by DE DOE – Consolidated Grant application due to DE DOE
- 11. August – Review and revision of Consolidated Grant Application
- 12. August – Title I Meaningful Consultation Meeting/and or vendor meeting scheduled with current participating private schools and newly participating private schools in all five participating schools districts that work as consortium
- 13. September – Consolidated Grant Application approved
- 14. September – Title I Student referrals due
- 15. September – Title I services begin
- 16. October –Title I Meaningful Consultation Meeting scheduled with current participating private schools and newly participating private schools for all five participating schools districts that work as consortium (service delivery)
- 17. November – Notification of Title IIA allocations for upcoming fiscal year
- 18. October / November – LEA Federal Programs Meaningful Consultation Meeting (current fiscal year and upcoming fiscal year)
- 19. December 31st – Current Fiscal Year funding completed
- 20. November 1 of current year through December 31 of the upcoming year – New Fiscal Year funding available
- 21. March – LEA Federal Programs meeting for all participating private schools (current fiscal year) and distribution of upcoming fiscal year Letters of Intent to Participate

3. Describe the LEA's process for ensuring that the initial consultation occurs before any decisions are made that affect the opportunities of eligible private school students.

The Title I services provided to private schools students will be consistent with the type of services that are provided to Red Clay Title I schools. The private school program will be designed through ongoing meaningful consultation with participating private school principals. Though the LEA makes the final decisions for all services and maintains control of the funding, all decisions for program design, service delivery, and assessment are made through meaningful consultation. Meetings are county-wide and include the Red Clay, Brandywine, Christina, Colonial, Appoquinimink and Smyrna School Districts. The districts conduct these meetings

collaboratively to assure consistency in communication and service delivery. Principals are expected to sign a Letter of Affirmation of Consultation by June 1st stating that meaningful consultation was held throughout the year to plan the program and that all components of the Letter of Affirmation have been discussed.

LEA Affirmation of Consultation with Private School Officials

Sec. 1120(b) of the *Elementary and Secondary Education Act* and Sec. 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this act. Consultation shall continue throughout the implementation and assessment of activities under this section.

The following topics ***must*** be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children;
- What services the LEA will offer to eligible private school children;
- How and when the LEA will make decisions about the delivery of services;
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of funds that will be allocated to provide these services;
- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children; and

If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the **Title I, Part A** program.

_____ <i>Appoquinimink School District Official</i>	<i>Date</i>	_____ <i>Red Clay Consolidated School District Official</i>	<i>Date</i>
_____ <i>Brandywine School District Official</i>	<i>Date</i>	_____ <i>Smyrna School District Official</i>	<i>Date</i>
_____ <i>Christina School District Official</i>	<i>Date</i>	_____ <i>Private School Representative</i>	<i>Date</i>
_____		_____	

Colonial School District Official	Date	Name of Private School Agency or School
4. Describe who will provide services to eligible private school students, staff, and their families for each eligible Title I.		
<p>Instructional Services:</p> <p>An RFP is designed by the Data Service Center (DSC) for the Colonial and Red Clay School Districts to select a 3rd party vendor to provide instructional services.</p> <p>After reviewing all bids submitted, the Title I coordinators from the Colonial and Red Clay districts along with DSC staff and the Title I coordinators from the other districts participating in New Castle County, (Brandywine, Christina, Appoquinimink, Smyrna) rate the bids using a rubric and each district submits a recommendation for selection of a vendor to DSC and the Chief Financial Officers.</p> <p>Traditionally, all the other NCC districts and the Smyrna School District piggyback and sign a contract with the vendor approved by the Red Clay and Colonial School Boards. The contract with the vendor is for one year with an option to roll over for an additional year. The vendor will provide services to all participating private schools in New Castle County who sign a Letter of Intent, a Letter of Affirmation, submits Confidential Family Surveys that generate poverty data and refers identified academically at risk students who reside within the feeder of a participating Title I school.</p> <p>A new RFP was designed for the 2015-16 school year. All districts participating in New Castle County and participating private school administrators collaboratively drafted the RFP during meaningful consultation. The vendor was selected after all bids were reviewed and rated using a rubric. Only LEA staff and DSC staff served on the bid review committee. A recommendation for a vendor was submitted to each LEA in April, 2015. Each district will create its own contract with the vendor for one year with the option of a rollover for a second year. The contract was rolled over for the 2016-17 school year.</p> <p>During Meaningful Consultation it was agreed that the Title I reserve to pay for services for district students attending participating private schools will be based on the poverty data generated school by school. This district will not be pooling funds to pay for services. Also, this district will not be providing any funding to other districts. Generated set-aside is solely for instructional services to residential and academically eligible students who are attending participating private schools.</p> <p>Instructional services provided will be either two 45-minute sessions, three 30 minutes sessions or at the recommendation of the principal. Instructional services are provided weekly from September through May. Content areas could be math, reading or both. (Kindergarten students receive a blend of reading, math and readiness skills.)</p> <p>Professional Development and Parent Engagement:</p> <p>The vendor may also provide a quote to provide professional development and parent engagement activities. Additional vendors or district staff may also provide professional development and parent engagement training since the set-aside is separate from the instructional set-aside. Presently, Think Stretch and Curriculum Associates provide resources to support parent engagement.</p> <p>All districts in New Castle County and Smyrna School District work cooperatively and collaboratively to provide services to all eligible students, their families and school staff that are receiving services no matter what district the private school is located.</p>		

5. Describe the types of services that will be provided to eligible private school students, staff, and their families for Title I.

The LEA ensures that the services provided to students, teachers and parents in the participating private schools are equitable in comparison to the services provided to public school students, staff and families by assuring funds are reserved for instruction, professional development and parent engagement. Also, ongoing meaningful consultation occurs between the LEA and the participating private schools.

There are three separate allocations of the Title I funding; instruction, professional development and parent involvement. The instructional set-aside is used solely for delivery of services to students including tutoring services, supplies and materials. The professional development set-aside is to be available to each school to assist teachers who work directly with students receiving Title I services. The cost per student for the vendor to provide services to each eligible Red Clay student for the 2016-17 school year is \$920.70 Each individual school's set-aside will determine the number of student who will receive services.

The district uses the following formula for determining each participating school's professional development set-aside and parent involvement set-aside. (This formula is consistent across the county and is used by all participating NCC LEAs and Smyrna School District.

The total Professional Development set-aside for all participating private schools is divided by the total number of Red Clay students attending participating private school receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's professional development set-aside. The same formula is also used to determine each participating private schools Parent Engagement set-aside. The total Parent Engagement Set-aside is divided by the total number of Red Clay students attending participating private school receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's parent involvement set-aside.

The Title I services provided to private schools students will be consistent with the type of services that are provided to Red Clay Title I schools. The private school program will be designed through ongoing meaningful consultation with participating private school principals. Though the LEA makes the final decisions for all services and maintains control of the funding, all decisions for program design, service delivery, and assessment are made through meaningful consultation.

Principals are expected to sign a Letter of Affirmation of Consultation by June 1st stating that meaningful consultation was held throughout the year to plan the program and that all components of the Letter of Affirmation has been discussed.

A third party vendor, selected through the bid process provides the Title I services at the participating schools. Per the signed contract, each student is entitled to receive 90 minutes of service each week (either two 45 minute sessions, three 30 minute sessions or for a period of time each week at the recommendation of the principal). The schedule for delivery of services must be approved by the school principal before the vendor begins any instructional and assessment services. Instructional services will begin at the same time as the Title I program for public school students. There is flexibility if the participating principal requests a later start date, but that change must be determined in consultation. Since the funding is available as soon as the Consolidated Grant is processed by the state, the district creates a purchase order to pay for services. All services provided are invoiced by the third party vendor and sent to the LEA the last week of each month.

Throughout the school year, meaningful consultation meetings are held to assure equitable services consistent with the Title I services that are provided to Red Clay Title I schools. Meetings are county-wide and include the Red Clay, Brandywine, Christina, Colonial, Appoquimink and Smyrna School Districts. The districts conduct these meetings collaboratively to assure consistency in communication and service delivery.

6. Describe how the LEA ensures that the services are equitable in comparison to the services provided to public school students, staff, and families, and are provided in a timely manner, are secular, neutral, and non-ideological for Title I.

The LEA ensures that the services provided to students, teachers and parents in the participating private schools are equitable in comparison to the services provided to public school students, staff and families by assuring funds are reserved for instruction, professional development and parent engagement. The LEA calculates the proportion of low income private schools children to the total of all low-income children (public and private) in the participating attendance area. The proportion is then applied to the total set-aside to calculate the amount that must be made available to the private schools.

Instructional services will begin at the same time as the Title I program for public school students. The funding is available as soon as the Consolidated Grant is processed and a purchase order is created to pay for services invoiced by the third party vendor that provides the Title I services.

The Title I services provided to private schools students will be consistent with the type of supplemental services that are provided to Red Clay Title I schools.

The private school program will be designed through ongoing meaningful consultation with participating private school principals. Though the LEA makes the final decisions for all services and maintains control of the funding, all decisions for program design, service delivery, and assessment are made through meaningful consultation.

Principals are expected to sign a Letter of Affirmation by June 1st stating that meaningful consultation was held throughout the year to plan the program and that all components of the Letter of Affirmation has been discussed.

During meaningful consultation meetings the following topics are discussed:

- What services the LEA will offer to eligible private school children;
- The amount of funding available for services
- How and when the LEA will make decisions about the delivery of services;
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of funds that will be allocated to provide these services;
- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children.
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.
- The opportunity for the participating private schools to file a formal complaint with the LEA, the state or US Ed.

The Title I services provided to private school students will begin at the same time of year as the services provided to the public school students. The agreed start date is determined in meaningful consultation with the private school principals. All materials and supplies used in the private schools by the vendor will be purchased and labeled property of the LEA. The LEA ensures that the content of all instructional materials, supplies, assessments and resources are secular, neutral and non-ideological in accordance with federal regulations.

7. Describe the process the LEA uses to monitor the provision of services to eligible private school students, staff, and their families for Title I.

Title I, Part A Process includes:

1. A standard site visit observation form is used by all New Castle County LEA Title I coordinators
2. Multiple site visits are made to schools (before, while and after services are provided) throughout the year by the LEA Title I Coordinator.
3. Each vendor has a designated Title I project coordinator who serves as a liaison with the private schools, the vendor staff and the LEAs.
4. Monthly documentation includes but not limited to:
 - a. Record of instructional services provided to students
 - b. Invoicing
 - c. Assessments
 - d. Professional development
 - e. Parent Communications
 - f. Teacher/Vendor Staff communications
 - g. Discharge from service documentation
 - h. Portfolio updates
 - i. Inventory of supplies and materials
 - j. Schedule of services
 - k.. Ongoing email/and or communication with schools/vendor/vendor staff/principals
 - l. Satisfaction surveys are completed by the parents, principals and school staff.
 - m . Meaningful Consultation Meetings are held throughout the year.
 - n. Ongoing communication via email and phone with school principals.
 - o.. Periodic meetings with the vendor's administrative staff.

8. Describe the LEA's process for ensuring that allowable materials, equipment, and/or property are purchased and properly maintained and accounted for by the LEA for Title I.

DE DOE provided technical assistance to the LEAs regarding supplies and materials. (Guidance provided by email correspondence, professional development, resources on the state website and by phone communication)

Since 2009-10 this LEA has contracted with Back to Basics Learning Dynamics, Inc. as the Title I service provider. Any materials/supplies released to the LEA by the previous vendor Catapult, and were purchased prior to 2009 were/are labeled property of NCC Title I schools.

Materials purchased as of 2009 and are located in the participating private schools that are within the Red Clay Consolidate School District are identified with a label stating: Property of Red Clay Consolidated School District with a line to note the year of the purchase. (Likewise, the other districts participating also have materials/supplies labeled the same in the schools that are located within the LEA's feeder.)

An inventory is kept at the LEA of all supplies and materials purchased.

Private Schools are encouraged to provide textbooks and instructional materials to be used for re-teaching.

Supplemental materials must be approved and purchased by the LEA to be used in the private schools by the vendors.

Supplies and materials are purchased by the LEA to assist with record keeping tasks and for storage of materials/supplies.

Requisitions are processed using the First State Financial program and are charged to the appropriate budget.

9. Describe the criteria the LEA used to determine which private school students will receive equitable services for Title I. If the LEA is pooling funds among schools, the LEA must describe which schools are participating in the pool and the criteria used to determine which private school students will receive equitable services in the pool.

a. Your response should clearly state that poverty is not a criterion for services.

b. To the extent appropriate, your described process should select private school children who are failing, or most at risk of failing, to meet high student academic achievement standards.

[Section 1120(b)(1)(A) and Section B.4 of non-regulatory guidance]

* Referral to the US Ed. Private School Services Toolkit and the DE DOE website was used as the starting point to determine assessment criteria, content areas, grade spans and to address any other concerns related to providing equitable services to private schools.

* Technical assistance was requested on an as needed basis from DE DOE.

* Ongoing collaboration with all Title I coordinators in New Castle County and Smyrna School District facilitated the selection process.

Poverty is only used to determine the allocation set-aside each participating school will receive to provide instruction, professional development and parent engagement. Poverty is not a criterion for determining eligibility for services. A student's level of poverty is never the determining factor for participating in the Title I program. For a student to be referred for, and receive services, a student must reside within the feeder of a Title I school. An eligible student must also demonstrate academic need and evidence (grade C or below or a grade demonstrating working below grade level or proficiency level in reading and/or math, and a score below the 49%ile on an annual standardized test) with measurable evidence of being a struggling student.

During meaningful consultation the following academic criteria was determined and agreed upon in order to refer students for services:

* A student must live within the feeder of a participating Title I school (Red Clay has 11 schools - 9 Elementary and 2 Middle)– Mote, Marbrook, Richardson Park, Richey, Baltz, Stanton, AI dupont Middle, Highlands, Warner, Lewis, and Shortlidge) The home address must be provide and validated by the private school and the LEA.

* A standardized test score that is at or below the 49%ile in either or both Reading and Math. A copy of the standardized test score must be provided.

* The report card grade of a C or below or an academic grade that demonstrates working below grade level proficiency if letter grades are not used by the participating private school. (An A or B grade for students with accommodations may also be considered.) A copy of the last report card must be provided.

* Identified academic weaknesses using a standardized Student Referral Form that includes a checklist and anecdotal comments. (This form must be completed for each student and needs to be signed by the principal if a student is to be considered for services.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

Required Documents

This page is currently not accepting Related Documents.

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

Implementation Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)				Remaining
		1.) Deep Implementation of Common Core College and Career Standards	2.) CTE / College Access	4.) Struggling Schools (Priority, Focus, and Watch List)	Total	
Title I Part A	\$5,635,669.00	\$3,352,364.00	\$154,838.00	\$1,204,940.00	\$4,712,142.00	\$923,527.00
Total	\$5,635,669.00	\$3,352,364.00	\$154,838.00	\$1,204,940.00	\$4,712,142.00	\$923,527.00

Related Implementation Plan Action Steps ()

1) Deep Implementation of Common Core College and Career Standards

1.1) Common Core State Standards: Deepen district, school and classroom level implementation in all subject areas for all students, including struggling subgroups (SWD, ELL, etc.), with aligned curriculum & intervention programs, supports and effective professional development for all teachers and paraprofessionals.

1.1.2) Provide structures and supports necessary to ensure deep implementation of Common Core State Standards in Elementary Mathematics: Implement RTI in elementary grades, Pilot standards based report card in 2 and 3rd grades, Improve implementation of new materials, provide support for blended instruction, use DSC assessment module to monitor standards and target improved student outcome, revisit math expressions pacing guide, continue PD and use of math lead teachers to improve use of material beyond the base. (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supervisor of Mathematics (.5)	\$93,400.00
	Title II Part A	Supervisor of Mathematics (.5)	\$93,400.00
	State Curriculum and Professional Development	PD - EPER/Substitutes/Conferences - Mathematics	\$30,000.00
Total			\$216,800.00

1.1.4) Provide structures and supports necessary to ensure deep implementation of Common Core State Standards in Elementary ELA, including the following: Afterschool workshops focusing on CCSS, Smarter Balanced, close reading, writing (all grades), ELA reps will attend all monthly after school meetings with the goal of turning around information (information will be presented in faculty meetings, department meetings, and/or PLC's) and professional development focusing on instructional technology (k-12). Implement PEG writing. (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supervisor of ELA (.5)	\$86,600.00
	Title II Part A	Supervisor of SS (.75)	\$138,000.00
	State Curriculum and Professional Development	PD - EPER/Substitutes/Conferences	\$60,000.00
Total			\$284,600.00

1.2) Create a CCSS-aligned, balanced assessment system that includes formative, interim and summative assessments, and use student

results to inform instruction and professional development.

AS 1.2.4) Hire 24 teachers to support Title I schools. (Red Clay Consolidated School District)

Person Responsible:

Michael Simmonds

Estimated Completion Date:

8/5/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	24 Title 1 Teachers - Salary and OEC's	\$2,500,000.00

S 1.3) Implement Next Generation Science Standards and ensure transfer to classroom practice.

AS 1.3.2) Develop a systemic approach to review progress related to implementation - This will include the following: Use of the NGSS Practices Walkthrough form at the secondary level, participation on NGSS Leadership team (district science supervisor), and participation on the National Science Teacher association conference. (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Science supervisor (25%)	\$44,546.00
	Title II Part A	Science supervisor (75%)	\$133,368.00
Total			\$177,914.00

S 1.4) Provide early intervention programming for at-risk pre-k students in high-need schools.

AS 1.4.1) Hire and staff 4 pre-k positions at Marbrook, Baltz, Lewis, and Shortlidge. (Red Clay Consolidated School District)

Person Responsible:

Michael Simmonds

Estimated Completion Date:

8/5/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Pre-K Staffing	\$369,068.00

AS 1.4.2) Hire and staff 4 pre-k para positions. (Red Clay Consolidated School District)

Person Responsible:

Michael Simmonds

Estimated Completion Date:

8/12/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$150,000.00

AS 1.4.6) Hire and staff the Lead Nurse position. (Red Clay Consolidated School District)

Person Responsible:

Sarah Celestin
Estimated Completion Date:
8/12/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Lead Nurse (.75)	\$108,750.00
	Title II Part A	Lead Nurse (.25)	\$36,250.00
Total			\$145,000.00

G 2) CTE / College Access

S 2.2) Increase the number of CTE programs with technical skill attainment measures.

AS 2.2.9) Effectively and efficiently monitor all Perkins Grants activities. (Red Clay Consolidated School District)

Person Responsible:

Ed. associate for CTE

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Ed. Associate for CTE Salary and OEC's	\$154,838.00

G 4) Struggling Schools (Priority, Focus, and Watch List)

S 4.1) Priority Schools: Warner Elementary School, Shortlidge Academy, and Highlands Elementary School - Continue to implement priorities outlined in the Priority plans.

AS 4.1.4) Priority Schools: Shortlidge and Warner - Continue to utilize coaches to train new teachers in the skill focused model, support struggling teachers, and provide leadership in strengthening learning centers. (Red Clay Consolidated School District)

Person Responsible:

Harold Shaw Jr

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Literacy Coach - (2) Salaries and OEC's	\$246,000.00

AS 4.1.5) Priority Schools: Highlands - Continue to offer full-time unified arts. (Red Clay Consolidated School District)

Person Responsible:

Harold Shaw Jr

Estimated Completion Date:

8/31/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Unified Arts Teacher - Salary and OEC's	\$123,000.00

AS 4.1.6) Priority Schools: Warner - continue to staff a licensed social worker to provide tiered supports to students. (Red Clay Consolidated School District)

Person Responsible:

Harold Shaw Jr

Estimated Completion Date:

8/31/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Social Worker - Salary and OEC's	\$83,940.00

AS 4.1.7) Continue to staff an Academic Dean at Warner, Shortlidge, and Highlands. (Red Clay Consolidated School District)

Person Responsible:

Harold Shaw Jr

Estimated Completion Date:

8/31/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Academic Dean (3) - Salary and OEC's	\$500,000.00

AS 4.1.8) Continue to contract with Children and Families first of Delaware to support family and community engagement. Contract secures a site coordinators for both Warner and Shortlidge. (Red Clay Consolidated School District)

Person Responsible:

Harold Shaw Jr

Estimated Completion Date:

8/12/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$60,000.00

S 4.4) Effectively and efficiently monitor all consolidated grant activities, outcomes, and funding.

AS 4.4.1) Continue to staff a Manager of Federal Programs to complete the Consolidated Grant Application and manage the budget, oversee activities, and report to the Superintendent on progress of implementation toward grant objectives. (Red Clay Consolidated School District)

Person Responsible:

Deputy Superintendent

Estimated Completion Date:

8/31/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Manager of Federal Programs - Salary and OEC's	\$192,000.00

School Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)	Remaining
		Total	
Total	\$0.00	\$0.00	\$0.00

Related School Plan Action Steps ()

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title I Part A

Specific Title I

1	The local education agency (LEA) will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
2	The LEA will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3	The LEA will provide technical assistance and support to schoolwide programs.
4	The LEA will work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and will assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
5	The LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and will conduct timely and meaningful consultation with private school officials regarding such services.
6	The LEA will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
7	The LEA will, in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.
8	The LEA will work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.
9	The LEA will comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
10	The LEA will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
11	The LEA will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
12	The LEA will ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

13	The LEA will assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D).
14	The LEA will provide (i) a local educational agency-wide salary schedule; (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
15	The LEA assures each school will annually evaluate the schoolwide program to determine if the program achieved its desired results (this does not have to be a formal evaluation), and will revise the schoolwide plan if necessary to ensure continuous improvement.
16	The LEA assures it will work with its schoolwide schools to develop plans that address the ten components of a schoolwide program.
17	The LEA assures that all instructional paraeducators in Title I schoolwide programs and in programs supported with Title I funds meet the highly qualified requirement by: holding an Associates or higher degree, having at least two years of study at an institution of higher education, or passing the ParaPro test. All non-highly qualified instructional paraeducators working in Title I schools must be reassigned to either a non-Title I school OR be reassigned as a service paraeducator until they become highly qualified.

Budget

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

Account Code	Total
5100 - Salaries	\$707,304.42
5120 - OECs	\$360,540.53
5400 - Travel	\$2,077.47
5500 - Contractual	\$157,607.66
5500 - Audit Fees	\$1,273.96
5560 - Indirect	\$24,698.96
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$1,253,503.00
Adjusted Allocation	\$1,253,503.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

5100 - Salaries - \$707,304.42

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Title II TQ	Highlands Elementary School (953200-244)	1.00	\$78,338.00	\$78,338.00

Narrative Description

[Budget Amount]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Title II TQ	Warner Elementary School (953200-266)	1.00	\$73,689.00	\$73,689.00

Narrative Description

[Budget Amount]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Title II TQ	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$83,222.00	\$83,222.00

Narrative Description

[Budget Amount]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Title II TQ	Forest Oak Elementary School (953200-240)	1.00	\$46,465.00	\$46,465.00

Narrative Description

[Budget Amount]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$63,144.00	\$63,144.00

Narrative Description

[Budget Amount]

Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$105,899.20	\$105,899.20

Narrative Description

[Budget Amount]

Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to

improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$3,971.22	\$3,971.22

Narrative Description

[Budget Amount]

Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$63,144.00	\$63,144.00

Narrative Description

[Budget Amount]

Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$94,716.00	\$94,716.00

Narrative Description

[Budget Amount]

Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$94,716.00	\$94,716.00

Narrative Description

[Budget Amount]

Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)

Total for 5100 - Salaries

\$707,304.42

Total for all other Account Codes

\$546,198.58

Total for all Account Codes

\$1,253,503.00

Adjusted Allocation

\$1,253,503.00

Remaining

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

5120 - OECs - \$360,540.53

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Highlands Elementary School (953200-244)	1.00	\$22,379.20	\$22,379.20

Narrative Description

[Health Insurance]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Highlands Elementary School (953200-244)	1.00	\$1,135.91	\$1,135.91

Narrative Description

[Medicare]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Highlands Elementary School (953200-244)	1.00	\$17,453.71	\$17,453.71

Narrative Description

[Pension]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1@ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Highlands Elementary School (953200-244)	1.00	\$86.18	\$86.18

Narrative Description

[Unemployment Insurance]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Highlands Elementary School (953200-244)	1.00	\$1,135.91	\$1,135.91

Narrative Description

[Workers Compensation]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Highlands Elementary School (953200-244)	1.00	\$4,856.96	\$4,856.96

Narrative Description

[FICA]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest

Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$5,159.77	\$5,159.77

Narrative Description

[FICA]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Warner Elementary School (953200-266)	1.00	\$4,568.72	\$4,568.72

Narrative Description

[FICA]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Forest Oak Elementary School (953200-240)	1.00	\$2,880.83	\$2,880.83

Narrative Description

[FICA]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest

Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$3,914.93	\$3,914.93

Narrative Description

[FICA]

Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$6,565.75	\$6,565.75

Narrative Description

[FICA]

Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$246.22	\$246.22

Narrative Description

[FICA]

Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$3,914.93	\$3,914.93
Narrative Description					
[FICA] Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$5,872.40	\$5,872.40
Narrative Description					
[FICA] Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$5,872.40	\$5,872.40
Narrative Description					
[FICA] Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Warner Elementary School (953200-266)	1.00	\$23,802.80	\$23,802.80
Narrative Description					
[Health Insurance] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$23,182.80	\$23,182.80
Narrative Description					
[Health Insurance] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Forest Oak Elementary School (953200-240)	1.00	\$14,519.28	\$14,519.28
Narrative Description					
[Health Insurance] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, @ Forest Oak)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$5,032.12	\$5,032.12
Narrative Description					
[Health Insurance] Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$8,917.31	\$8,917.31
Narrative Description					
[Health Insurance] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$757.48	\$757.48
Narrative Description					
[Health Insurance] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$11,851.40	\$11,851.40
Narrative Description					
[Health Insurance] Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$11,006.52	\$11,006.52
Narrative Description					

[Health Insurance]

Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$16,361.28	\$16,361.28

Narrative Description

[Health Insurance]

Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$1,206.72	\$1,206.72

Narrative Description

[Medicare]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Warner Elementary School (953200-266)	1.00	\$1,068.50	\$1,068.50

Narrative Description

[Medicare]

Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Forest Oak Elementary School (953200-240)	1.00	\$673.75	\$673.75
Narrative Description					
[Medicare] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$915.59	\$915.59
Narrative Description					
[Medicare] Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$1,535.54	\$1,535.54
Narrative Description					
[Medicare] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$57.58	\$57.58

Narrative Description

[Medicare]

Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$915.59	\$915.59

Narrative Description

[Medicare]

Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$1,373.38	\$1,373.38

Narrative Description

[Medicare]

Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$1,373.38	\$1,373.38

Narrative Description

[Medicare]

Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5120 - OECs	Title II TQ	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$18,541.87	\$18,541.87
Narrative Description					
[Pension] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
5120 - OECs	Title II TQ	Warner Elementary School (953200-266)	1.00	\$16,417.91	\$16,417.91
Narrative Description					
[Pension] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
5120 - OECs	Title II TQ	Forest Oak Elementary School (953200-240)	1.00	\$10,352.41	\$10,352.41
Narrative Description					
[Pension] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$14,068.48	\$14,068.48
Narrative Description					
[Pension] Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$23,594.34	\$23,594.34
Narrative Description					
[Pension] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$884.79	\$884.79
Narrative Description					
[Pension] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$14,068.48	\$14,068.48
Narrative Description					
[Pension] Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$21,102.73	\$21,102.73
Narrative Description					
[Pension] Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$21,102.73	\$21,102.73
Narrative Description					
[Pension] Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$91.55	\$91.55
Narrative Description					
[Unemployment Insurance] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

5120 - OECs	Title II TQ	Warner Elementary School (953200-266)	1.00	\$81.06	\$81.06
Narrative Description					
[Unemployment Insurance] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
5120 - OECs	Title II TQ	Forest Oak Elementary School (953200-240)	1.00	\$51.12	\$51.12
Narrative Description					
[Unemployment Insurance] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$69.47	\$69.47
Narrative Description					
[Unemployment Insurance] Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)					
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$116.50	\$116.50

Narrative Description					
[Unemployment Insurance] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$4.37	\$4.37
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$69.47	\$69.47
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$104.19	\$104.19
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)					
Account	Funding	Location Code	Quantity	Cost	Line Item Total

Code	Description				
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$104.19	\$104.19
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Shortlidge (Evan G.) Academy (953200-248)	1.00	\$1,206.72	\$1,206.72
Narrative Description					
[Workers Compensation] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Warner Elementary School (953200-266)	1.00	\$1,068.50	\$1,068.50
Narrative Description					
[Workers Compensation] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

5120 - OECs	Title II TQ	Forest Oak Elementary School (953200-240)	1.00	\$673.75	\$673.75
Narrative Description					
[Workers Compensation] Hire 4 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Warner, 1 @ Shortlidge, 1 @ Highlands, 1 @ Forest Oak)					
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$915.59	\$915.59
Narrative Description					
[Workers Compensation] Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)					
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$1,535.54	\$1,535.54
Narrative Description					
[Workers Compensation] Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)					
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$57.58	\$57.58
Narrative Description					

[Workers Compensation]

Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$915.59	\$915.59

Narrative Description

[Workers Compensation]

Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$1,373.38	\$1,373.38

Narrative Description

[Workers Compensation]

Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$1,373.38	\$1,373.38

Narrative Description

[Workers Compensation]

Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)

Total for 5120 - OECs

\$360,540.53

Total for all other Account Codes

\$892,962.47

Total for all Account Codes

\$1,253,503.00

Adjusted Allocation

\$1,253,503.00

Remaining

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

5400 - Travel - \$2,077.47

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$2,077.47	\$2,077.47
Narrative Description					
Travel for supplemental staff (instructional supervisors, cadre and Office of Federal Programs) to RCCSD schools to provide ongoing support and effective professional development related to the common core areas, PLCs, inclusion and student supports related to achievement (.40/mile)					
Total for 5400 - Travel					\$2,077.47
Total for all other Account Codes					\$1,251,425.53
Total for all Account Codes					\$1,253,503.00
Adjusted Allocation					\$1,253,503.00
Remaining					\$0.00

Budget Detail					
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A					
5500 - Contractual - \$157,607.66					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Equitable Services	Red Clay Consolidated School District (953200)	1.00	\$157,607.66	\$157,607.66
Narrative Description					
Set aside Title II funds for non-profit private schools allocation for professional development					
Total for 5500 - Contractual					\$157,607.66
Total for all other Account Codes					\$1,095,895.34
Total for all Account Codes					\$1,253,503.00
Adjusted Allocation					\$1,253,503.00
Remaining					\$0.00

Budget Detail						
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A						
5500 - Audit Fees - \$1,273.96						
	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5500 - Audit Fees	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$1,273.96	\$1,273.96
Narrative Description						
LEA Audit Fees for Federal Programs						
Total for 5500 - Audit Fees						\$1,273.96
Total for all other Account Codes						\$1,252,229.04
Total for all Account Codes						\$1,253,503.00
Adjusted Allocation						\$1,253,503.00
Remaining						\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$1,228,804.04
Indirect Cost Rate	2.01%
Maximum Allowed for Indirect Cost	\$24,698.96

5560 - Indirect - \$24,698.96

	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5560 - Indirect	Title II TQ	Red Clay Consolidated School District (953200)	1.00	\$24,698.96	\$24,698.96
	Narrative Description					
	LEA Indirect Cost set-aside for Federal Programs					
	Total for 5560 - Indirect					\$24,698.96
	Total for all other Account Codes					\$1,228,804.04
	Total for all Account Codes					\$1,253,503.00
	Adjusted Allocation					\$1,253,503.00
	Remaining					\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$1,228,804.04
Indirect Cost Rate	2.01%
Maximum Allowed for Indirect Cost	\$24,698.96

Filter by Location: All

Show Unbudgeted Categories

Funding Description	Equitable Services	Title II TQ	Total
Account Code			
5100 - Salaries	0.00	707,304.42	707,304.42
5120 - OECs	0.00	360,540.53	360,540.53
5400 - Travel	0.00	2,077.47	2,077.47
5500 - Contractual	157,607.66	0.00	157,607.66
5500 - Audit Fees		1,273.96	1,273.96
5560 - Indirect		24,698.96	24,698.96
Total	157,607.66	1,095,895.34	1,253,503.00
Adjusted Allocation			1,253,503.00
Remaining			0.00

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

Section 9501(b)(3) requires equitable services for private school teachers and other education personnel to the extent that the LEA uses its funds for professional development.

The law presumes an LEA will spend at least as much on professional development each year as it did in fiscal year 2001 under the predecessor Eisenhower Professional Development Program and the Class Size Reduction Program. This is known as a 'hold harmless' amount, meaning regardless of how much the LEA actually spends on professional development this year, it must use its 2001 professional development spending as a minimum for calculating the equitable services set-aside. If an LEA spends more on professional development this year than it did in 2001, use the higher amount. In general, the amount set aside must be proportionate to the number of private school students in the district.

Note: Charter schools do not have to respond to this section.

☐ **1. Indicate whether the LEA has documents on file indicating that ALL the eligible private schools within its geographic boundaries have elected to NOT participate in the Title II, Part A funds. If you checked, you may skip questions 2 and 3.**

2. How much and what percentage of the LEA set-aside is required for equitable services under Section 9501 (b)(3)? The LEA assures it will comply with all equitable services requirements pertaining to Title II under Section 9501 (b)(3) of ESEA.

District Enrollment 17,816

Participating Private Schools Enrollment 5531

Total Enrollment 23,347

District Allocation \$1,253,503.00

Indirect and Administration \$580,969.36

Audit \$1,273.96

Grant Manager \$5,979.24

TOTAL: \$605,668.00

Amount District is using for PD \$647,835

FY 2001 Eisenhower Professional Development and Federal Class size reduction used for Professional Development \$254,992.29

Per Pupil Rate \$28.00

Equitable Services amount \$ PPA 28.00 X 5531 = \$153,475.00

Participating Schools Allocation \$ PPP 28.00 X individual school enrollment = \$153,475.00

3. Describe the LEA's process for notifying non-profit private schools of their eligibility to participate in federal programs and the LEA's process of consulting with private schools officials to design, implement, and evaluate programs for eligible private school students, staff, and their families (as appropriate for Title IIA). Please describe this process for your Title II, Part A program.

Process: The following process is used to assure private schools are invited to receive equitable services and participate in the Title IIA program each fiscal year.

Letter of Intent to Participate – (Due Date - May 1)

A. *First Mailing – March (week of March 17th)*

B. *Follow-up correspondence - Second Mailing or email or phone call – May*

This communication affords all private schools located within the district boundaries the opportunity to participate in the available federal programs, which includes Title IIA.

Once schools agree to participate in the Federal Program, the principal is invited to attend the first of three Meaningful Consultation Meetings held each year that affords the participating private schools the opportunity to design a plan for professional development that includes opportunities on and off site, strategies to implement and participate in professional development opportunities and assessing the benefits of the professional development experience.

Topics of discussion during the meaningful consultation meeting will include but are not limited to:

A. *The availability of professional development opportunities that address the common needs of all participating private schools.*

B. *The availability of professional development opportunities that address the specific needs of individual schools.*

C. *How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.*

D. *The creation of a plan that explains how professional development will be implemented.*

E. *Evaluating the skills/strategies/resources for effectiveness.*

F. *Determining evaluative measures.*

G. *Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s.*

H. *Arranging for staff to attend training conducted in Red Clay school or district office.*

I. *Assessing student, school and community needs.*

Meaningful Consultation Meeting - June

A. *Needs Assessment completed by each participating private school*

B. *Discussion regarding regulations, compliances and protocols for use of federal funds*

C. *Review of expenditures/reimbursements, and remaining allocation available*

D. *Discussion of formula for allocating funds to participating schools and an estimated amount of the new FY allocation*

E. *Introduction of Key Staff - Director of Curriculum and Instruction, Supervisor of ELL, Coordinator for Child Find and Assistant Superintendent for Special Services*

F. *Allocations*

G. *Processing reimbursement – proof of payment and attendance by staff*

H. *The availability of professional development opportunities that address the common needs of all participating private schools.*

- I. *The availability of professional development opportunities that address the specific needs of individual schools.*
- J. *How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.*
- K. *The creation of a plan that explains how professional development will be implemented.*
- L. *Evaluating the skills/strategies/resources for effectiveness.*
- M. *Determining evaluative measures.*
- N. *Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s*
- O. *Arranging for staff to attend training conducted in Red Clay school or district office.*
- P. *Assessing student, school and community needs.*

Meaningful Consultation – October

- A. *Review of expenditures/reimbursements, and remaining allocation available*
- B. *notification of new FY allocation*
- C. *Processing reimbursement – proof of payment and attendance by staff*
- D. *The availability of professional development opportunities that address the common needs of all participating private schools.*
- E. *The availability of professional development opportunities that address the specific needs of individual schools.*
- F. *How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.*
- G. *The creation of a plan that explains how professional development will be implemented.*
- H. *Evaluating the skills/strategies/resources for effectiveness.*
- I. *Determining evaluative measures.*
- J. *Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s.*
- K. *Arranging for staff to attend training conducted in Red Clay school or district office.*
- L. *Assessing student, school and community needs.*

Meaningful Consultation – March

- A. *Review of expenditures/reimbursements, and remaining allocation available*
- B. *Processing reimbursement – proof of payment and attendance by staff*
- C. *The availability of professional development opportunities that address the common needs of all participating private schools.*
- D. *The availability of professional development opportunities that address the specific needs of individual schools.*
- E. *How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.*

- F. *The creation of a plan that explains how professional development will be implemented.*
- G. *Evaluating the skills/strategies/resources for effectiveness.*
- H. *Determining evaluative measures.*
- I. *Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s*
- J. *Arranging for staff to attend training conducted in Red Clay school or district office.*
- K. *Assessing student, school and community needs.*
- L. *Distribution of new FY Letter of Intent to Participate for next FY*

This document is provided to all participating private schools.
 Red Clay Consolidated School District
 Equitable Services
 Service Delivery Timeline

1. LEA Federal Programs Meaningful Consultation Meetings
 - October Title I Meaningful Consultation (consortium)
 - Federal Programs Meaningful Consultation (LEA)
 - March Federal Programs Meaningful Consultation (LEA)
 - May Title I Meaningful Consultation (consortium)
 - June Federal Programs Meaningful Consultation (LEA)
 - August Title I Meaningful Consultation – optional (consortium)
2. Week of March 17th - Letters of Intent to Participate – Delivered by registered US mail the week of March 17th or distributed to all attendees at the March Federal Programs Meaningful Consultation Meeting
3. May 1 deadline – All Letters of Intent to Participate are due to the LEA accepting/declining participation in the various federal programs for the upcoming fiscal year
4. May 1 deadline – All Confidential Family Surveys due to the LEA from participating private schools requesting to participate in the Title I program
5. May 1 through 15 - Title I Meaningful Consultation Meeting scheduled with current participating private schools and newly participating private schools for all five participating schools districts that work as consortium (evaluating current year and preparation for upcoming school year)
6. May 31st deadline– All Confidential Family Surveys due to DSC to determine poverty for school participating in the Title I
7. May 31st deadline – Consortium paperwork exchanged with all participating LEAs
8. June 30th deadline – Title I Letters of Affirmation signed
9. May/June – Each LEA schedules a Federal Programs Meaningful Consultation Meeting for all current participating private schools and newly participating private schools for the upcoming fiscal year. (Programs – Title IIA, IDEA, Title III and any competitive grant opportunity (Schools only participating in Title I may also attend) (Grant application completed)
10. July – Date determined by DE DOE – Consolidated Grant application due to DE DOE
11. August – Review and revision of Consolidated Grant Application

12. August – Title I Meaningful Consultation Meeting/and or vendor meeting scheduled with current participating private schools and newly participating private schools in all five participating schools districts that work as consortium
13. September – Consolidated Grant Application approved
14. September – Title I Student referrals due
15. September – Title I services begin
16. October –Title I Meaningful Consultation Meeting scheduled with current participating private schools and newly participating private schools for all five participating schools districts that work as consortium (service delivery)
17. November – Notification of Title IIA allocations for upcoming fiscal year
18. October / November – LEA Federal Programs Meaningful Consultation Meeting (current fiscal year and upcoming fiscal year)
19. December 31st – Current Fiscal Year funding completed
20. November 1 of current year through December 31 of the upcoming year – New Fiscal Year funding available
21. March – LEA Federal Programs meeting for all participating private schools (current fiscal year) and distribution of upcoming fiscal year Letters of Intent to Participate

4. Describe who will provide services to eligible private school students, staff, and their families for Title II, Part A.

Participating private schools have multiple options for using their allocated Title IIA funding. During meaningful consultation the schools may request a specific professional development training that addresses core content areas to be provided to a group of participating private schools that have identified similar needs. Schools also have the opportunity to request the use of Title IIA funds for specific teacher training opportunities that focus on the core content areas and address the specific needs of their school. Participating private schools also may request to use funding to bring a training program/s on site that will address identified needs of their school/students. Lastly, all participating private schools may request to attend professional development trainings offered by district staff. Private schools may send administrative and instructional staff to sessions held at the district or may request for a district staff member/s to present at their school. Though the LEA makes all final decisions regarding use of school allocations, ongoing meaningful consultation with the participating private school administrators or designees assure the school use the funding to provide top quality professional development.

5. Describe the types of services that will be provided to eligible private school students, staff, and their families for Title II, Part A.

Title II, Part A provides funds to increase academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified. Funds are to be used to ensure all students have effective teachers and administrators that have subject matter knowledge and teaching skills necessary to help all children achieve high academic standards, regardless of individual learning styles and needs. Participating private schools that receive Title IIA funds are required to have a needs assessment plan for FY '16. Based on the needs assessments, the principals conferred that the FY '16 Title IIA set-aside would be used for the following:

1. Provides technical assistance and support for the goals of the Middle States evaluations.
2. Provides training opportunities in order to offer specific programs to private school students.
3. Provides the opportunity to bring onsite training to staff for instructional areas identified as being of greatest need.
4. Provides training to offer AP courses in the secondary schools.
5. Affords the opportunity to have teachers meet HQT status.

(Math, Social Studies, Science, ELA and Technology)

6. Affords the opportunity to be knowledgeable of current instructional trends and practices to improve student achievement, school climate and parent/community involvement.
7. Provides clock hours and learning opportunities to meet DEEDS certification.

6. Describe how the LEA ensures that the services are equitable in comparison to the services provided to public school students, staff, and families, and are provided in a timely manner, are secular, neutral, and non-ideological for Title II, Part A.

The LEA ensures that the services provided to participating private schools are equitable in comparison to services provide to Red Clay schools by assuring funds are reserved for professional development opportunities that address the specific needs of the participating private schools. After each private school signs a Letter of Intent to Participate in the month of March and engages in ongoing Meaningful Consultation with the LEA during the month of June, an allocation is determined for each school. During the consultation sessions in June and October the needs of each school are shared and possible professional development opportunities are discussed to address the identified needs. During all consultation sessions, June, October and March the schools are advised of due dates, timelines and the protocols for requesting funds, gaining approval for use of funds and the reimbursement process. Also, during the June consultation meeting the formula used to determine each school's allocation is discussed with all participating private schools. This meeting provides each participating school with an estimated amount so they can begin planning how the funds will be used to provide professional development opportunities to staff at their respected schools. The actual allocation for each school is provided during the October consultation meeting. Schools have to December 31st of the following year to use the FY allocation.

7. Describe the process the LEA uses to monitor the provision of services to eligible private school students, staff, and their families for Title II, Part A.

Seventeen private schools located within the district's feeder participate in the Title IIA program. Meaningful consultation meetings are held three times a year to assure the participating private schools have a complete understanding of the acceptable use of funds allocated as well as the professional development opportunities available by the district. Schools also received monthly communication by email reminding them of the procedures, protocols and responsibilities regarding services and funding provided by the federal program/s for which they are participating. Site visits are also made to the participating private schools in the Fall, and throughout the year on an as needed basis to provide technical assistance. Detailed files are kept each fiscal year and are reviewed by the Supervisor of the Business Office and the Manager of Federal and Regulated Programs.

All Saints Catholic School
CACC Montessori
Hockessin Montessori
St. John the Beloved School
St. Ann School
St. Anthony of Padua School
Padua Academy
Ursuline Academy
Salesianum School
The Tatnall School
Wilmington Christian School
St. Marks HS
Program for Innovation and Rigor
Centreville/Layton School
Harvest Christian Academy
Sharon Temple Adventist School

8. Describe the LEA's process for ensuring that allowable materials and/or property are purchased and properly maintained and accounted for by the LEA for Title II, Part A.

In meaningful consultation with the participating private schools, all schools utilize the Title IIA allocation for teacher training in the core content areas. Schools either request approval to send teachers and administrators to professional development programs off site or request to use funding to pay for a presenter/s to come to their school/s. If a school would request the use of funds for materials, the school would be required to submit a request for funding and receive prior approval from the equitable services program manager. All materials would need to be associated with a specific professional development training that was either held off site or as part of an on-site training for staff. The purchase of materials that are not associated with a specific professional development would not be an acceptable use of funding as the district does not utilize Title IIA funds to purchase materials or supplies.

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

Title II, Part A funds are made available to LEAs to increase student academic achievement through strategies such as improving teacher and principal effectiveness and increasing the number of highly qualified and effective teachers in the classroom and highly qualified and effective principals and assistant principals in schools.

To be eligible for Title II, Part A funds, LEAs must conduct a needs assessment related to improving educator effectiveness. This needs assessment should be based on local educator effectiveness data such as highly qualified teacher and paraprofessional data; educator equity data such as consistent access for all students to educators that are qualified, experienced, and high performing; comparability in class size for all students and/or class size reduction needs for the highest needs schools; and data related to the educator effectiveness continuum such as staffing needs, recruitment, candidate selection, professional development needs, staff evaluation, and retention/career pathways.

The allowable uses of Title II, Part A funds include, but are not limited to:

Support Teacher and Principal Professional Growth and Effectiveness Systems

Recruit, hire, and retain highly qualified and effective teachers and principals

Teacher advancement initiatives that emphasize multiple career paths

Equitable access to excellent educators strategies and initiatives

Provide professional development activities that improve the knowledge and effectiveness of teachers, principals, and superintendents

Establish induction and mentoring programs

Provide professional development, coursework, and exams to assist educators to become highly qualified

*** 1. List the professional development needs identified during your LEA's needs assessment process.**

Our needs are based on the 2014- 15 SMARTER assessment data results at this time. We believe we will have similar results for 2015-16. Our SBAC results were 49.2 % meeting ELA proficiency and 38. 3 % meeting proficiency in mathematics. Our greatest continued area of need are the our SWD students, ELL Students and priority, focus and Title I buildings. The greatest performance challenges for Red Clay are overall reading proficiency (all grades, all subgroups), overall math proficiency (all grades, all subgroups), Special Education (math), and ELL (math). Through our needs analysis we identified our performance challenges based on the gap in reading performance on SRI Assessments, DIBELS, historical pattern of summative data on DCAS. Our data indicates strong a focus on early grades and targeted schools, achievement gaps among subgroups and their reference groups (especially with Special Education and ELL students), in high-need schools. Similarly, there are significant gaps between African American, Hispanic, and Caucasian students in other key indicators including graduation rates and suspension rates. The root causes of our performance challenges are multi-faceted, and each one of the activities is integral to district's emphasis on increasing the quality of education provided to all of our learners.

The district has identified the following factors as contributing to our performance challenges:

* A need to continue with the work of enhancing systemic professional development for all educators. In order to deliver a consistent, research-based education to our students, our educators must be equipped with the tools and knowledge necessary to meet the learning needs of all types of learners – this includes ongoing, job- embedded professional development for all instructional and administrative staff who serve ELLs and SWDs and a system for monitoring and evaluating the effectiveness of the ELL/SWD PD. The district will build on its systemic professional development plan with training linked to specific skills and expectations (see Title III and IDEA for more details)

• A Need to expand educational opportunities and services for our neediest learners, especially intensive ongoing PD to improve literacy instruction for grades PK to 3, targeting high need schools. Due to resource constraints for the families of our struggling learners, Red Clay must enhance its programs for targeted populations on a large scale to improve academic achievement throughout Red Clay. Our reading data indicates a need to continue our comprehensive PD related to: Students with Disabilities, ELLs/Diversity, literacy, educating students in poverty/experiencing homelessness (Red Clay has over 52% of its students receiving free and reduced price lunches), and interventions that align to the core and impact student growth. We are adding two certified TAG teachers to our Title I buildings and have expanded out elementary STEM summer program to 4th and 5th grades. Our work with UVA and priority schools continues and the PLC data protocols will be replicated in additional schools. This also includes developing the capacity of our families and communities (through ongoing learning) to assist us in addressing our needs and meeting our academic and related goals.

• A need for to continue developing rigorous advanced coursework and targeted support for secondary students as a part of the emphasis on college- and career-readiness for all students to prepare them for the world of work and their roles as citizens. This will require adult learning aligned with the CCCS, and with regard to career/industry readiness, STEM/IB programs, dual enrollment, AVID, transitions between middle and high school levels, AP programs, early college programming, and initiatives to ensure that all students to graduate high school with the skills necessary to succeed academically and professionally. Lastly, we would need to increase parent and community knowledge and awareness in this area.

* A need for continued work on curriculum alignment and improved standards-based instruction and to learn to use data to draw conclusions and learn the impact of decision-making. A focus on inclusionary practices will support our struggling learners, especially as rigorous instruction aligned to common core standards is implemented for all students and as the data is discussed in professional learning communities and faculty sessions. Instructional coaches who support teachers of ELL and SWD students will be used professional development and direct coaching. The district will focus on aligning data discussions, instructional practices, supports, and academic structures to the common core standards and outcomes, along with a continual system to monitor instructional practices in the district and provide professional development in areas of need.

• A need to implement instructional technology as a way to engage, differentiate and support all learners, including our professional development for teachers. The technology will be used to build online/blended learning opportunities for students and teachers professional development. Additional digital coaches and professional development is needed to fully understand teaching and learning with technology.

*** 2. List the strategies that your LEA will implement to address the needs listed in Question 1.**

The district plans to use professional development days, Professional Learning Communities, after school professional development time and substitutes to provide ongoing and relevant professional development. During the 2016-17 school year, Teachers and principals will be required to support this work with the following activities: All professional staff are required to attend two, 1-hour professional development meetings monthly. The monthly professional development will focus on supporting struggling learners and improving common core fidelity. The elementary focus will include

Lit PD. Secondary schools will focus on Technology Integration and RTI strategies.

The PD is run by using the train the trainer model, followed up with walkthrough “look fors”, discussed in strategic planning with district office staff and principal/AP at PLC time.

Red Clay will focus work using school improvement and data documents. We will strengthen connections for schools through BLT, PLC and district collaboration.

Additional after school professional development will also be available for EPER pay. Monthly-targeted professional development for content specific areas will focus on the common core standards and on supporting struggling learners. School leaders, who identify instructional needs, may use expectations to ensure teachers obtain appropriate PD as needed.

The instructional coaches will provide professional development and coaching for teachers who serve English language learners and students with disabilities. Strategies, programs and professional development partners that we will focus on include “Classroom Instruction That Works for ELL”, Universal Design for Learning, SIOP and TWIOP, Responsive Classroom, Teach Like A Champion, Math Expressions, Delaware Reading and Writing Project, Professional Development Center for Educators (PDCE), DASL, and WIDA.

Red Clay provides high quality professional development in all content areas: Elementary Literacy: The professional development in reading and writing will continue through monthly afterschool professional development. We will onboard new staff with our Year 1 and Year 2 Literacy PD and this year work to improve our Writing process as aligned with the Common Core. Support from the Delaware writing project, Delaware Reading Project and the ELA coalition has driven the Common Core alignment work. Work will continue on improving the level of Rigor in all classrooms, while addressing the needs of students in Elementary RTI. Elementary Mathematics: Professional development this year is centered on the adoption of new core curricular materials.

Professional development days at the beginning of the school year, through monthly after school hours and through PLC work will focus on using the new materials to improve our fidelity to the Common Core. Common assessments were written through the pilot work and will be used during PLC, BLT and School Data discussions to determine additional PD needs, supplemental material needs and how to support struggling learners. Math teacher leader positions will be paid to support after school professional development and to do peer to peer coaching. Secondary ELA: After adopting our new common district wide assessments and using a revised the scope and sequence our work will now move to improved instructional strategies for meeting common core and implementation of technology. Professional development will be on the using the data from common assessments, RI and Smarter assessments needs to be provided this year. We will also be working on our implementation of RTI in the 7-9.

Professional development for instructional technology (Google Apps for Education, Schoology, Chrome books, Smart board Software), Read 180, Systems 44 and SRI is planned for the 2016-17

Secondary Mathematics: Professional development will focus on the implementation of our common assessments that have been written for 6-11 and the decision of new text materials series. We will also be working on our implementation of RTI in the 3 - 5 and 7 - 9. Professional development for Math 180, instructional technology (Google Apps for Education, Schoology, Chrome books, Smart board Software), and MI is planned for the 2016 - 17.

Social Studies, Science and Unified Arts:

Professional development in these areas will focus on deliver rigorous content within the use of the Common Core Anchor Standards. These standards should be used in planning professional development and be the starting point for new lessons and materials. Particular emphasis in Art, Science and FL where new standards have been moved forward or are being implemented.

*** 3. List the educator effectiveness continuum needs identified during your LEA's needs assessment process, including those related to staffing needs, recruitment, candidate selection, staff evaluation, and retention/career pathways.**

Red Clay currently funds content area supervisors, grant supervisor, a DPAS II Administrator, and class size reduction units. Content area supervisors provide direct professional development for teachers, curriculum revision, DPAS evaluation support, improvement plan, PLC facilitation and support, principal PD, Data analysis and more to schools. They train new teachers and veteran teachers on curriculum, pedagogy and more.

The DPAS II supervisor provides professional development to school leaders, district administrators, and teachers on the implementation of DPAS. He also meets directly with school leadership teams to provide help with documents, procedures, evidence and compliance. He host monthly expert evaluator meetings where district staff read and check teacher evaluations.

The Grant Supervisor works with building leaders to ensure the effective needs of staffing and all educational needs.

The CSRU will be highly qualified teachers that will provide additional support in Reading. We will have CSRU at Highlands Elementary School, Shortlidge Elementary School and Warner Elementary School. A fourth highly qualified teacher will be hired at Forest Oak Elementary School to help service core academic subjects for our ELL population.

*** 4. List the strategies that your LEA will implement to address the needs listed in Question 3.**

Curriculum Supervisors do school walkthroughs, support PD(for example Shortlidge, Warner, and Highlands this summer), provide teacher resources (curriculum maps, common assessments, data), support RTI development and implementation, instructional technology implementation, after school PD, faculty meeting support, PLC support, coaching and more.

The DPAS II supervisor provides professional development to school leaders, district administrators, and teachers on the implementation of DPAS. He also meets directly with school leadership teams to provide help with documents, procedures, evidence and compliance. He host monthly expert evaluator meetings where district staff read and check teacher evaluations.

*** 5. How will your LEA utilize Title II, Part A funds to address high need schools and/or high needs populations (in service of ensuring equitable access to excellent educators)? As the ESEA does not define "high needs", the LEA may address students with academic, social, emotional, or other needs.**

All Red Clay Schools serve students with high needs populations.

We concentrate additional services to schools who serve a higher population high needs students with IDEA, Title III, Title I, Focus, Priority and Action schools funding. Each of those plans directly supports students in those schools. Red Clay uses it Title II A funding to provide professional development consistently across the district for all schools serving students with needs. All Red Clay schools serve students in high need populations, including ELL, SWD, Low SES, and have achievement gap populations. Understanding that with the exception of 6 Red Clay Schools (North Star, Linden Hill, Cooke, Brandywine Springs, Cab and Conrad (25% of Red Clay Schools)) and those schools serve the identified high needs populations. We have targeted our professional development for all schools knowing that inclusion is not isolated. Our professional development outlined should support all teachers in serving the needs of at risk students. We did not plan through the grant to have separate title II PD.

All K-5 teachers will receive systematic professional development in literacy and writing. This the professional development will focus on “Quality Reading and Writing Instruction”. Teachers will receive monthly training focusing on various aspects of writing instruction in school level teams. PLC teams will discuss and use the school level PD to implement strategies for writing and literacy. Opportunities for ongoing and differentiated professional development will occur by the use of literacy coaches, reading specialists, RTI support and Title 1 instructors. Particular focus on Handwriting in K - 1, PEG writing and technology use in 3-5 will be areas of focus.

All ELA teachers, K-12, will receive ongoing training on the Common Core State Standards, and participate in discussions regarding student and curriculum expectations. Instructional materials will be evaluated to ensure that teachers have quality resources to delivery standard-based instruction. Common assessments will be used in grades K -12 and outcomes discussed in PLCs, BLTs, and with school leaders in data discussions.

All math teachers will receive ongoing training in the Common Core standards. All elementary school teachers will receive training in revised pacing for the Math Expressions and how to use supplemental resources as we move into year 2 of implementation. Grade level teacher leaders will continue their work around learning progressions and targeted instruction regarding smarter balance items, while also adding RTI for Math to schools. Teacher leaders will share the training through building level professional learning communities. District common assessments will be used in grade K through the Algebra 2/ Integrated 3 course.

Red Clay will run monthly after school professional development in content areas (Math, Science, Social Studies, ELA, Unified Arts, and Technology) that will focus on improving educational outcomes. Common Core aligned instructional planning, assessments and the use of data will be central to this professional development. Follow up during principal learning walks and district office walkthroughs will be targeted on improving teaching in the classroom as an extension of the Professional Development. Common Core Look Fors will be used in our instructional walkthroughs to guide future professional development.

Instructional technology professional development will be held to support teachers use of Schoology, Chrome books, interactive white boards and Google Apps For Education. This PD will help teachers differentiate and provide supports for all learners (targeted to low performing schools and students).

The district will also support Instructional Coaches, ELL (4) and SWD (4), that will deliver target professional development and coaching in district identified areas. They will support buildings where large population shifts occur due to changed in programs and feeder patters.

Partner with the Delaware Center for Teacher Education. This partnership will include Mathematics, Science and SS. The DCTE will provide professional development workshops for secondary social studies teachers with the focus of supporting the Common Core State Standards. Trainings include materials that support reading and writing in the content areas.

Participate in workshops provided by the Social Studies Coalition of Delaware. The SSSCD provides workshops throughout the school year targeted for cohorts of teachers in grades 4-12. 2016 * 17. Workshops are held during the school day and substitute teachers are used to provide classroom coverage for the participants. Participants will share strategies and information with like staff (grade level) through collaboration meetings such as Professional Learning Communities meetings and Social Studies Curriculum Council meetings.

Actively participate in state content coalitions (ELA, Math, Science and SS), second cohort of NextGen Teacher Leaders, Chiefs PD and State Curriculum Cadre. • School readiness protocols similar to the UVA protocol will be used with all Priority, Focus, Action List and two of the lowest performing high schools. • The curriculum and instruction department will support Priority, Focus and Action list schools with direct contact for professional development needs.

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

Briefly elaborate and provide details about the implementation strategies that will target improving educator effectiveness. The descriptions should only include those items being funded with Title IIA in this grant application's budget. Please note:

- Your LEA only needs to complete those subsections that have budgetary expenditures from Title IIA aligned to them. The remaining subsections should contain "N/A."
- Budgeted items should ONLY be listed in the one strategy subsection. For example, if your LEA has implemented a Teacher Leader program and is paying a bonus to those teachers for their additional work, your LEA might choose one of the following sections: (1) Mechanism for Retention, OR (8) Teacher Advancement Initiatives, OR (9) Exemplary Teachers. Choose the ONE strategy that is the best fit for your LEA.
- Items that have no direct funding from IIA should not be listed.

1. Mechanisms for Recruitment and Retention

This section includes developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel.

* Briefly elaborate on the strategies that your LEA has funded with Title IIA funds in this grant application and will be implementing or write N/A.

District Management holds individual meetings with principals in late winter to discuss: terminations for cause, programming changes, expansion or deletion, projected needs due to attrition, unit count projections, students needs (e.g., increasing Spanish-speaking population) and implications of federal policy. Present are representatives from the following departments: Special Education, English Language Learners, Directors of School Operations, School Turnaround Office, Office of Federal & Regulated Programs and Human Resources. The District has created partnerships with area colleges and universities for prolonged placement of practicum and student teaching cohorts especially in targeted schools such as Dickinson, Mckean, and our Title 1 schools. The District piloted a full-year teaching experience program with Wilmington University this year and plans to continue and expand the program in 2016-2017. The District has an active partnership with the Alternative Routes to Certification (ARTC) Program through the University of Delaware and successfully places candidates in many hard to fill vacancies, particularly in math and science.

2. Recruitment and Hiring of HQTs

This section includes developing and implementing initiatives to assist in recruiting highly qualified teachers and hiring highly qualified teachers. Initiatives may include:

- a. Providing scholarships, signing bonuses, or other financial incentives, such as differential pay.

b. Establishing programs that:

- (i) Train and hire regular and special education educators;
- (ii) Train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;
- (iii) Recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification;
- (iv) Provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.

* Briefly elaborate on the strategies that your LEA has funded with Title IIA funds in this grant application and will be implementing or write N/A.

NA

3. Professional Development

This section includes providing professional development/professional learning activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning:

- a. One or more of the core academic subjects that the teachers teach;
- b. Effective instructional strategies, methods, and skills to improve teaching practices and student academic achievement;
- c. That improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that:
 - (i) involve collaborative groups of teachers and administrators;
 - (ii) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
 - (iii) provide training in methods of:
 - a. improving student behavior in the classroom;
 - b. identifying early and appropriate interventions to help students described in clause (ii) learn;
 - c. provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children;

d. Provide training on how to understand and use data and assessments to improve classroom practice and student learning.

* Briefly elaborate on the strategies that your LEA has funded with Title IIA funds in this grant application and will be implementing or write N/A.

Red Clay's professional development has been described in Title II A, this section details more specific PD.

Red Clay uses monthly Admin Meetings and summer PD time to support principals knowledge of subject and instructional strategies. Time is dedicated in Test coordinator meetings, district Lead Teacher meetings, curriculum councils, curriculum cabinets, learning walks, principal meetings, after school professional development, state opportunities and national conference PD for Red Clay staff to improve their knowledge.

PLC and BLT teams work collaboratively to support the needs of teachers and students at each building. Problem solving teams meet to discuss students needs and a Gifted committee is charged with identifying students who qualify for out TAG program.

The student services department and the ELL departments both conduct professional development directly with schools as needed, including 1:1 coaching, staff meetings, direct support for co-teachers, administrative PD, ED/Psychologist monthly PD and more.

Schools are provided direct support in Positive Behavior Support (if they are one of those schools) or supports in dealing with behaviors. Behavior plans are developed with teams at schools and PD is provided to those teams via the student services department. ELL training is ongoing with the ELL department. All parent materials are translated and Red Clay provides interpreters at meetings to support ELL families.

Most of the ELL strategies are discussed in Title III or paid for locally.

4. Retention Initiatives for HQT and Principals in Low-Achieving Schools

This section includes developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide:

a. Teacher mentoring from exemplary teachers, principals, or superintendents;

b. Induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;

c. Incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement;

d. Incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

* Briefly elaborate on the strategies that your LEA has funded with Title IIA funds in this grant application and will be implementing or write N/A.

NA

5. Improving Teacher Quality

This section includes carrying out programs and activities that are designed to improve the quality of the teacher force, such as:

- a. Innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy;
- b. Development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;
- c. Tenure reform;
- d. Merit pay programs;
- e. Testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.

* Briefly elaborate on the strategies that your LEA has funded with Title IIA funds in this grant application and will be implementing or write N/A.

- c. No tenure reform
- d. No merit-pay programs
- e. Red Clay follows state/DOE certification regulations that include Praxis II assessment in the certification area.

6. Improving the Quality of Principals and Superintendents

This section includes carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

* Briefly elaborate on the strategies that your LEA has funded with Title IIA funds in this grant application and will be implementing or write N/A.

Principals and Assistant Principals participate in self selected PD (menu) and district PD. Our summer PD includes school improvement planning, Data Digs, use of instructional technology. Summer coaching and during the year PD is provided to all administrators on DPAS II for providing effective feedback to teachers. The district will be hosting an Aspiring Administrators Cohort and a Aspiring District Office Cohort during the 2016-2017 school year for leadership opportunities. Also throughout the school year all district administrators will be participating in Learning Walks, Principal Meetings and various national conferences.

7. Class Size Reduction Units

This section includes hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

* Briefly elaborate on the strategies that your LEA has funded with Title II, Part A funds in this grant application and will be implementing or write N/A.

NA

8. Teacher Advancement Initiatives

This section includes carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

* Briefly elaborate on the strategies that your LEA has funded with Title II, Part A funds in this grant application and will be implementing or write N/A.



NA

9. Exemplary Teachers

This section includes carrying out programs and activities related to exemplary teachers.

* Briefly elaborate on the strategies that your LEA has funded with Title II, Part A funds in this grant application and will be implementing or write N/A.

NA

Related Documents		
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A		
Optional Documents		
Type	Document Template	Document/Link
Title II Equitable Services Calculation [Upload up to 1 document(s)]	 Title II Equitable Services Calculation	 RCCSD Title II Calculations FY17

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

Implementation Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)				Remaining
		1.) Deep Implementation of Common Core College and Career Standards	2.) CTE / College Access	3.) School Leadership	Total	
Title II Part A	\$1,253,503.00	\$441,018.00	\$10,000.00	\$182,158.95	\$633,176.95	\$620,326.05
Total	\$1,253,503.00	\$441,018.00	\$10,000.00	\$182,158.95	\$633,176.95	\$620,326.05

Related Implementation Plan Action Steps ()

1) Deep Implementation of Common Core College and Career Standards

1.1) Common Core State Standards: Deepen district, school and classroom level implementation in all subject areas for all students, including struggling subgroups (SWD, ELL, etc.), with aligned curriculum & intervention programs, supports and effective professional development for all teachers and paraprofessionals.

1.1.2) Provide structures and supports necessary to ensure deep implementation of Common Core State Standards in Elementary Mathematics: Implement RTI in elementary grades, Pilot standards based report card in 2 and 3rd grades, Improve implementation of new materials, provide support for blended instruction, use DSC assessment module to monitor standards and target improved student outcome, revisit math expressions pacing guide, continue PD and use of math lead teachers to improve use of material beyond the base. (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supervisor of Mathematics (.5)	\$93,400.00
	Title II Part A	Supervisor of Mathematics (.5)	\$93,400.00
	State Curriculum and Professional Development	PD - EPER/Substitutes/Conferences - Mathematics	\$30,000.00
Total			\$216,800.00

1.1.4) Provide structures and supports necessary to ensure deep implementation of Common Core State Standards in Elementary ELA, including the following: Afterschool workshops focusing on CCSS, Smarter Balanced, close reading, writing (all grades), ELA reps will attend all monthly after school meetings with the goal of turning around information (information will be presented in faculty meetings, department meetings, and/or PLC's) and professional development focusing on instructional technology (k-12). Implement PEG writing. (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supervisor of ELA (.5)	\$86,600.00
	Title II Part A	Supervisor of SS (.75)	\$138,000.00
	State Curriculum and Professional Development	PD - EPER/Substitutes/Conferences	\$60,000.00
Total			\$284,600.00

1.2) Create a CCSS-aligned, balanced assessment system that includes formative, interim and summative assessments, and use student

results to inform instruction and professional development.

AS 1.2.1) Establish comprehensive assessment calendar (ELA and Math). Including the following: Summative Assessments (Smarter ELA/Math), Interim Assessments (SRI/SMI), and Formative Assessments (Scott Foresman (ELA), Math Expressions (Math), (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

8/5/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Professional Development (Sub Coverage/EPER)	\$5,000.00
Other	Other	Assessments and Interventions	\$100,000.00
Total			\$105,000.00

AS 1.2.2) Utilize common formative and summative assessments in Professional Learning Communities to inform instruction through use of weekly data meetings and 6 week teacher action planning (Priority Schools). (Red Clay Consolidated School District)

Person Responsible:

Harold Shaw Jr

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	PD - EPER/Substitutes	\$10,000.00
Other	Other	PLC Leads	\$50,000.00
Total			\$60,000.00

S 1.3) Implement Next Generation Science Standards and ensure transfer to classroom practice.

AS 1.3.1) Deliver high quality professional development through summer, after-school, and professional day opportunities . Focus areas will include: Participation in NGSS Teacher Leader Program (1Teacher), Science Kit Trainings (Emphasis on Science and Engineering and revised kits) and NGSS Science and Engineering Training for administrators.) (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Coalitions funding and PD (EPER/Subs)	\$25,000.00

AS 1.3.2) Develop a systemic approach to review progress related to implementation - This will include the following: Use of the NGSS Practices Walkthrough form at the secondary level, participation on NGSS Leadership team (district science supervisor), and participation on the National Science Teacher association conference. (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
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Consolidated	Title I Part A	Science supervisor (25%)	\$44,546.00
	Title II Part A	Science supervisor (75%)	\$133,368.00
Total			\$177,914.00

S 1.4) Provide early intervention programming for at-risk pre-k students in high-need schools.

AS 1.4.6) Hire and staff the Lead Nurse position. (Red Clay Consolidated School District)

Person Responsible:

Sarah Celestin

Estimated Completion Date:

8/12/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Lead Nurse (.75)	\$108,750.00
	Title II Part A	Lead Nurse (.25)	\$36,250.00
Total			\$145,000.00

G 2) CTE / College Access

S 2.3) Increase student readiness and access for college level coursework including AP, IB and dual enrollment.

AS 2.3.4) Send additional staff to AVID training. (Red Clay Consolidated School District)

Person Responsible:

Samuel Golder

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Estimated for AVID Travel/ additional local too	\$10,000.00
Other	Other	AVID, Dual Enrollment, PSAT/AP/SAT,	\$170,000.00
Total			\$180,000.00

G 3) School Leadership

S 3.3) Provide ongoing professional learning opportunities for school leaders related to specific skills/competencies and areas of growth, particularly in the implementation of the Common Core and in the area of educator evaluation.

AS 3.3.1) Use district in-house capacity to provide expertise and dedicated support for the DPAS process. Needs-based PD will be utilized. PD will take place during school-level administrator meetings. RCCSD expectations will be clearly communicated. (Red Clay Consolidated School District)

Person Responsible:

Chad Carmack

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Principal on Special Assignment -Salary and OEC's	\$182,158.95

School Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)	Remaining
		Total	
Total	\$0.00	\$0.00	\$0.00

Related School Plan Action Steps ()

Specific Title II, Part A Assurances

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title II Part A

Specific Title II, Part A

A	The LEA shall conduct an assessment of local needs for professional development and hiring.
B	The LEA shall target funds to schools that have the lowest proportion of highly-qualified teachers and/or the largest class size particularly at the primary level.
C	The LEA shall comply with Section 9501 regarding consultation with private schools in order to provide professional development services for private school teachers.
D	All teachers paid by the LEA with Title II, Part A funds for class size reduction are highly qualified.
E	The LEA assures that it has conducted an assessment of local needs for professional development and hiring that takes into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, to provide students with the opportunity to meet challenging State and local student academic assessments, and to give principals the instructional leadership skills to help teachers. This needs assessment was conducted with the involvement of teachers.
F	The LEA assures it will comply with all equitable services requirements pertaining to Title II under Section 9501(b)(3) of the ESEA.

Budget

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner

Account Code	Total
5100 - Salaries	\$36,973.73
5120 - OECs	\$26,162.33
5400 - Travel	\$14,920.00
5500 - Contractual	\$112,025.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$3,960.10
5600 - Supplies	\$51,553.84
5700 - Capital Outlay	\$0.00
Total	\$245,595.00
Adjusted Allocation	\$245,595.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner

5100 - Salaries - \$36,973.73

	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5100 - Salaries	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$560.00	\$560.00
Narrative Description						
[Budget Amount] EPER for staff to conduct parent meetings with ELL families to support transitions and inclusive practices (2 staff x 2hrs/session x 5 sessions x 28/hr)						
	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5100 - Salaries	Title III ELL	Marbrook Elementary School (953200-256)	1.00	\$36,413.73	\$36,413.73
Narrative Description						
[Budget Amount] Hire 1 FTE Paraprofessional (Marbrook)						
Total for 5100 - Salaries						\$36,973.73
Total for all other Account Codes						\$208,621.27
Total for all Account Codes						\$245,595.00
Adjusted Allocation						\$245,595.00
Remaining						\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner

5120 - OECs - \$26,162.33

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$34.72	\$34.72
Narrative Description					
[FICA] EPER for staff to conduct parent meetings with ELL families to support transitions and inclusive practices (2 staff x 2hrs/session x 5 sessions x 28/hr)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title III ELL	Marbrook Elementary School (953200-256)	1.00	\$2,257.66	\$2,257.66
Narrative Description					
[FICA] Hire 1 FTE Paraprofessional (Marbrook)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title III ELL	Marbrook Elementary School (953200-256)	1.00	\$14,519.28	\$14,519.28
Narrative Description					
[Health Insurance] Hire 1 FTE Paraprofessional (Marbrook)					

[Pension]

Hire 1 FTE Paraprofessional (Marbrook)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$0.62	\$0.62

Narrative Description

[Unemployment Insurance]

EPER for staff to conduct parent meetings with ELL families to support transitions and inclusive practices (2 staff x 2hrs/session x 5 sessions x 28/hr)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title III ELL	Marbrook Elementary School (953200-256)	1.00	\$40.06	\$40.06

Narrative Description

[Unemployment Insurance]

Hire 1 FTE Paraprofessional (Marbrook)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$8.12	\$8.12

Narrative Description

[Workers Compensation]

EPER for staff to conduct parent meetings with ELL families to support transitions and inclusive practices (2 staff x 2hrs/session x 5 sessions x 28/hr)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5120 - OECs	Title III ELL	Marbrook Elementary School (953200-256)	1.00	\$528.00	\$528.00
Narrative Description					
[Workers Compensation] Hire 1 FTE Paraprofessional (Marbrook)					
Total for 5120 - OECs					\$26,162.33
Total for all other Account Codes					\$219,432.67
Total for all Account Codes					\$245,595.00
Adjusted Allocation					\$245,595.00
Remaining					\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner

5400 - Travel - \$14,920.00

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$4,000.00	\$4,000.00

Narrative Description

Travel for 5 FTE's to Philadelphia, PA to attend WIDA and provide ongoing support for ELs to increase language proficiency. (5 FTE x 80 miles @ .40/mile- \$160, 3 nights hotel @ \$210/night- \$3,150, 3 days of meals @ \$46/day- \$690, Total Travel Expenses \$4,000)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$10,920.00	\$10,920.00

Narrative Description

Travel for 5 FTE's to Seattle, WA to attend TESOL and provide ongoing support for ELs to increase language proficiency. (5 FTE @ \$500/flight- \$2,500, 5 nights hotel @ \$300/night- \$7,500, 4 days of meals @ \$46/day- \$920, Total Travel Expenses \$10,920)

Total for 5400 - Travel

\$14,920.00

Total for all other Account Codes

\$230,675.00

Total for all Account Codes

\$245,595.00

Adjusted Allocation

\$245,595.00

Remaining

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner

5500 - Contractual - \$112,025.00

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Title III ELL	Lewis (William C.) Dual Language Elementary School (953200-246)	1.00	\$10,000.00	\$10,000.00
Narrative Description					
After school services- supplemental tutoring for identified English Learners (max \$1,000/month x 10 months with LACC) to be provided at William C. Lewis Elementary or The Latin American Community Center.					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$52,425.00	\$52,425.00
Narrative Description					
Contract with Imagine Learning to support ELL's (450 multi-year licenses, \$52,425/year for 3 years)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$4,500.00	\$4,500.00
Narrative Description					
Contract with West Ed Teaching ELLs & SWDs in the Inclusive classroom					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$10,000.00	\$10,000.00
Narrative Description					
Provide tuition reimbursement through the ACE Program for up to 10 teachers- \$1,000 per teacher					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$2,975.00	\$2,975.00
Narrative Description					
Registration for 5 staff to Philadelphia, PA to attend the annual WIDA conference to gain professional learning opportunities to support EL's to increase language proficiency (est \$595/staff, Total Registration \$2,975)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$2,125.00	\$2,125.00
Narrative Description					
Registration for 5 staff to Seattle, WA to attend TESOL to gain professional learning opportunities to support EL's to increase language proficiency (est \$425/staff, Total Registration- \$2,125)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$30,000.00	\$30,000.00
Narrative Description					
SIOP professional development sessions (Locations TBD)					

Total for 5500 - Contractual	\$112,025.00
Total for all other Account Codes	\$133,570.00
Total for all Account Codes	\$245,595.00
Adjusted Allocation	\$245,595.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner						
Indirect Cost						
Total Contributing to Indirect Cost		\$241,634.90				
Indirect Cost Rate		2.00%				
Maximum Allowed for Indirect Cost		\$4,832.70				
5560 - Indirect - \$3,960.10						
	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5560 - Indirect	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$3,960.10	\$3,960.10
Narrative Description						
LEA Indirect Cost set-aside for Federal Programs						
Total for 5560 - Indirect						\$3,960.10
Total for all other Account Codes						\$241,634.90
Total for all Account Codes						\$245,595.00
Adjusted Allocation						\$245,595.00
Remaining						\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner

5600 - Supplies - \$51,553.84

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Equitable Services	Red Clay Consolidated School District (953200)	1.00	\$5,000.00	\$5,000.00

Narrative Description

Set aside Title III funds for non-profit private schools allocation for educational materials for ELL's

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$6,553.84	\$6,553.84

Narrative Description

Purchase instructional supplies and materials. Approximately 10 WIDA Can Do Descriptors (updated version) at each grade level cluster- Early Years, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12 (approximately 60 total booklets @ \$8.00 per booklet- approx. \$480 total) and classroom sets of leveled readers for our grades 6-8 ELD classrooms- classic literature and original stories for low-beginning through advanced students (approximately 15 copies of 10 titles for 4 middle schools @ \$10 per book- approx. \$6,000 total)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$20,000.00	\$20,000.00

Narrative Description

Purchase of Pearson Longman Keystone English Language Development Curriculum to support our ELL's in the classroom

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Title III ELL	Red Clay Consolidated School District (953200)	1.00	\$20,000.00	\$20,000.00
Narrative Description					
Replenishment of English Language Development Curriculum materials for supplemental language develop support for ELL's.					
Total for 5600 - Supplies					\$51,553.84
Total for all other Account Codes					\$194,041.16
Total for all Account Codes					\$245,595.00
Adjusted Allocation					\$245,595.00
Remaining					\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner

Indirect Cost	
Total Contributing to Indirect Cost	\$241,634.90
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	\$4,832.70

Filter by Location:

[Show Unbudgeted Categories](#)

Funding Description	Equitable Services	Title III ELL	Total
Account Code			
5100 - Salaries		36,973.73	36,973.73
5120 - OECs		26,162.33	26,162.33
5400 - Travel		14,920.00	14,920.00
5500 - Contractual	0.00	112,025.00	112,025.00
5560 - Indirect		3,960.10	3,960.10
5600 - Supplies	5,000.00	46,553.84	51,553.84
Total	5,000.00	240,595.00	245,595.00
Adjusted Allocation			245,595.00
Remaining			0.00

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner

The questions in this section require the LEA to describe how it will serve English Learner (EL) children in accordance with the various requirements in Title III Public Law Sections 3115, 3116, 3122, and 3302. This section is part of a Consolidated Application pursuant to Section 9305 of the Elementary and Secondary Education Act. As such, it does not address each planning element that would be required in a standalone Title III application. LEAs are required to comply with all Title III requirements including:

- Meeting annual measurable achievement objectives described in Section 3122 of the ESEA,
- Providing notice to parents as required by Section 3302 of the ESEA,
- Annually assessing the English proficiency of all ELL children participating in Title III-funded programs,
- Complying with state laws regarding the education of ELL children, consistent with Sections 3126 and 3127 of the ESEA,
- Promoting parental and community participation in programs for ELL children, and
- Using Title III, Part A funds on permissible activities consistent with Section 3115 of the ESEA, taking into account supplement not supplant restrictions and the 2% cap on administrative costs (which include indirect costs).

1. Describe how the LEA will use Title III funds to increase the English proficiency of EL children by providing high-quality language instruction educational programs that are research-based and effective in increasing English proficiency and student achievement in core academic subjects.

The Red Clay Consolidated School District will be using Title III funds under Contracted Services in the following way:

SIOP Training- specific school to be determined
West Ed Training- Teaching ELLs & SWDs in the Inclusive Classroom
Imagine Learning licenses
After-School Tutoring provided by the LACC
Tuition Reimbursement for teachers enrolled in the ACE Program

There are 3 schools (Marbrook, Baltz, and Lewis) that have completed the SIOP/TWIOP training school wide. We would like to add an additional building to increase the number of teachers that have an understanding of the stages of language acquisition and how to best meet the needs of an ELL at various proficiency levels. In addition, during the 2015-2016 school year there was a transition of all special education and English Language Learners back to their feeder school. We would like to provide specific training provided by West Ed on our dual identified students and how to best meet their needs in an inclusive environment. Over the last 2 years, we have increased the number of Imagine Learning licenses available for our ELLs. During the 16-17 school year, we would like to redistribute those licenses to specific schools in order to fully implement the program and evaluate the effectiveness of the program for our ELLs. Collaboration with the LACC to provide after-school tutoring assistance will continue. The

majority of the students identified for the after-school tutoring attend Lewis and Marbrook Elementary. In order to build on the number of ESOL certified teachers, we will continue to provide tuition reimbursement support for a small cohort that is invited to be a part of the ACE Program.

The RCCSD will be using Title III funds under Salary in the following way:

The addition of 1 ELL Paraprofessional salary was recently approved by DOE, so we will continue supporting this salary through the FY17 grant. We will also be hosting at least 5 Parent Meetings throughout the school year to provide families with information about the services we offer our English Language Learners and answer any questions they may have.

The RCCSD will be using Title III funds under Travel in the following way:

We have been able to hire 4 full-time ELL Coaches that are assigned to various buildings throughout the district. Their role is to support all teachers in meeting the needs of our ELLs. They provide professional development, conduct observations, lead PLCs, meet with individual teachers, and provide a wealth of strategies and ideas that can be incorporated into classroom instruction. In order for the coaches to stay abreast of current trends they need to further their own professional growth. They will be invited to attend the WIDA and TESOL Conferences throughout the year.

The RCCSD will be using Title III funds under Supplies and Materials in the following way:

Language Central has been used as the elementary and middle school language development curriculum for the last 2 years. We will need to replenish the consumable materials for the upcoming school year. We are looking to build on the middle and high school language development resources, so Longman Keystone will be purchased for our secondary ELL classrooms.

\$5,000 will also be set aside for equitable services for our participating private schools. This set aside may be amended if students are found eligible and in need of supports/services.

2. Identify the English as a second language (ESL) program models used at each school within the LEA to increase the English proficiency of EL children. (Examples of program models are: ESL pull-out, ESL push-in, self-contained ESL classes such as ESOL I, ESOL II, bi-lingual transitional and bi-lingual maintenance. The identified program must provide English language development instruction.) [Section 3115(c)(1)]

The Red Clay Consolidated School District provides instructional programs incorporating English Language Development to help students learn English while providing academic instruction in English to support mastery of the common core standards. In meeting the needs of our diverse ELL population, a variety of instruction programs are offered throughout the district. All students receive access to grade level curriculum, as well as additional support to meet their language needs. The following programs are currently provided:

Two-Way Bilingual/Dual Language
Sheltered Instruction
ESL pull-out
ESL push-in

There is a team at one of the high schools that has been working on developing a "Newcomer Program" in their building. The program will be available for all newcomers and some level 1 & 2 students. Decisions will be made on a student-by-student basis. Some of the courses that will be offered/are being considered:

ELD 1 ELA
ELD 2 ELA
ELD Math- Prep for Algebra 1
ELD Science- Biology
ELD Social Studies- Civics

These will be self-contained classes that will address language development and content.

3. Provide the name and number of ESL certified teachers actively providing supplemental language instruction educational programs to EL children and the number of paraprofessionals/tutors serving this program per grade level/school. (LEAs have an obligation to provide the personnel and resources necessary to effectively implement their chosen ESL program. This obligation includes employing enough certified ESL teachers to provide regularly scheduled, consistent language development instructional services to all English language learners until they are eligible to be exited from services. Paraprofessionals, aides, and tutors may not take the place of qualified teachers and may be used only as an interim measure while the district hires, trains, and secures enough qualified teachers to serve its EL students.)

These are the teachers, tutors, and coaches that supported our English Language Learners during the 2015/2016 school year. Changes will occur for the 2016/2017 school year due to voluntary transfers within the district, resignations, need, etc.

AI High School

Santana, Aida	Teacher
Zezima, Brittany	Teacher

AI Middle School

Acevedo, Lisa	Teacher
Garvey, Victoria	Teacher
Rocha, Raimundo	Teacher

Baltz Elementary

Chancey, John	Teacher
Fintzel, Evonne	Teacher
Fuentes, Odette	Teacher
Personti, Christina	Teacher
Rivera, Mario	Teacher
Skipski, Jaclyn	Teacher

Toto, Joanna	Teacher
Quezada, Leinny	Paraprofessional
Serrano, Josefina	Paraprofessional

Conrad Schools of Science

Prillaman, Barbara	Teacher
Viscarra, Ana	Teacher

Dickinson High School

Outten, Megan	Teacher
Urquijo, Margarita	Paraprofessional

Forest Oak Elementary

Magana, Leticia	Teacher
Tos, Jonathan	Teacher

Lewis Dual Language

Aguilera, Maritza	Teacher
Burke, Michelle	Teacher
Carballo, Ruth	Teacher
Cawthray, Gena	Teacher
Cordwell, Layla	Teacher
Desmond, Sandra	Teacher
Flowers, Jamee	Teacher
Grant, Angela	Teacher
Lorenzo Gil, Diana	Teacher
Millhous, Bonnie	Teacher
Peddrick, Jill	Teacher
Saura-Marin, Luis	Teacher
Sexton, Stacey	Teacher
Trusello, Dora	Teacher
Wilkins, Brandy	Teacher
Cortes, Maria	Paraprofessional
Reyes, Lisandra	Paraprofessional

Marbrook Elementary

Bonet, Nydia	Teacher
Choffo, Heather	Teacher
Cohen, Jason	Teacher
McCloskey, Erin	Teacher
O'Brian, Shannon	Teacher

Quinones, Victoria	Teacher
Senkus, Brittany	Teacher
Steffy, Susan	Teacher
Valente, Christine	Teacher
Williams-Saly, Dawn	Teacher
Silfies, Christine	Paraprofessional

McKean High School

Bartlett, Michelle	Teacher
Sargent, Maria	Teacher
Casalini, Nilda	Paraprofessional

Mote Elementary

Argain, Maria	Teacher
Gutierrez, Javier	Teacher
Pryor, Richele	Teacher
Saunders, Jennifer	Teacher

Richardson Park Elementary

Thompson, Anne	Teacher
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Stanton Middle

Yaneva, Ivanka	Teacher
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Warner Elementary

Weaver, Ashley	Teacher
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ELD Tutors

Armstrong, Patricia	Linden Hill
Murphy, Maureen	Richardson Park
Quinn, Lana	Brandywine Springs & North Star
Rupert, Rose	HB Middle

Back-to-Basics ELD Tutors

Davis, Andrea	Heritage & Skyline
Kang, Jessica	Richardson Park
Clarke, Marilyn	Mote
Nichols, Julie	Mote

ELL Coaches

Anastasia, Anne

Diokno, Natasha
Klein, Amy
Saienni, Mabel

4. Describe the high-quality professional development the LEA will provide to classroom teachers, principals, administrators, and other school or community-based organizational personnel in order to improve the instruction and assessment of EL children. The description should address how the professional development will help to increase the English proficiency or subject matter knowledge of EL students. [Section 3115(c)(2)]

All teachers, administrators, specialists, and district office staff are provided the opportunity to participate in professional development specifically designed to meet the needs of our English Language Learners. The ELL Office has provided, and will continue to provide, specialized workshops on strategies to help ELLs in the classroom, language acquisition and literacy, accessing online data, WIDA standards and framework, interpreting ACCESS data, appropriate accommodations in the classroom, and other topics as requested.

Two of the ELL Coaches will be participating in a 4-day intensive CLIMBS certification program this summer. They will be turning around the information they learn at monthly ELL PLCs and other district wide professional development opportunities.

The following is a list of some of the professional development opportunities that will be available during the 2016/2017 school year to address the needs of our ELLs:

- *Registration procedures for front office staff- assistance in completing home language survey, entering LMS information, forwarding information to ELL Office, and what to do when questions arise regarding ELLs

- *DSC Program Enhancements

- *ACCESS Data Dig

- *Can Do Descriptors Key Uses

- **Planning for Academic Language Success*

- **SIOP* (Admin review in summer, schoolwide yet to be determined)

- *ELD Curriculum (*Language Central, Longman Keystone, Houghton Mifflin Newcomers, Oxford*)

- **Imagine Learning*

- **Teaching ELLs & SWDs in the Inclusive Classroom* (West Ed)

- *CLIMBS turnaround

- *other as needs arise

Focus School Administrators have held meetings with the Supervisor of English Language Learners and assigned ELL Coach to discuss professional development and other specific activities to support the improvement of language proficiency for the ELs in their buildings. Focus School grant funds will be supporting these activities as needed.

5. Describe how the high quality professional development the LEA will provide to classroom teachers, principals, administrators, and other school or community-based organization personnel will be of sufficient intensity and duration to have a positive and lasting impact on

classroom performance. [Section 3115(c)(2)]

The District is sending two ELL Coaches to Wisconsin to become CLIMBS certified. This is an intensive 3-day training that will deepen their knowledge of topics pertaining to English Language Learners and provide guidance on how to bring their knowledge back to the district to turnaround to all staff. This will be the foundation of our professional development for the school year. The plan is to schedule monthly ELL professional learning meetings that will be open to all ESL teachers interested in expanding their knowledge of ELs and how to best meet their needs.

Other topics that will be covered during these after-school meetings will be: reviewing ACCESS data and digging into the scores and how to better plan instruction based on proficiency levels and reviewing the enhancements that have been added to our ELL tab on DSC (e.g. Can Do Chart, Language Acquisition Plans, Accommodations, Monitoring Checklists, Immigrant Reports). These trainings will provide teachers with a wealth of information and data on each of their students that will guide them in adapting lessons, developing assessments, and guiding overall instruction to meet the needs of all ELs.

During the 2015-2016 school year, a 6-hour overview of *SIOP* was provided to all teachers on 3 separate in-service days. During this summer, 2 Admin overviews will be held to introduce principals and assistant principals to the framework and how it benefits our ELs. The goal is to identify one school that will receive the full *SIOP* training for all staff. As our numbers consistently increase in all schools, it would be beneficial to have schoolwide training on research based strategies to meet the needs of our ELs at all levels of proficiency.

Due to the number of dual identified students (ELL & SWD), the plan to provide the West ED workshop on *Teaching ELLs & SWDs in the Inclusive Classroom* would be provided to select staff at each elementary & secondary building in order to gain a better understanding of meeting both language and cognitive needs.

6. Describe how the LEA's proposed Title III budget will help the LEA to meet its annual measurable achievement objectives (AMAOs). For an LEA that has failed to meet AMAOs for two or more years, describe how the LEA's proposed Title III budget is aligned to its improvement plan. [Section 3116(b)(2)]

The Supervisor of English Language Learners and Title III Field Agent met at the beginning of the school year to discuss the existing improvement plan and how DOE would support the district. I would like to schedule monthly meetings with the Title III Office to continue discussions regarding an improvement plan and next steps.

The District has made the following changes/enhancements to the ELL program over the 2015/2016 school year:

- 4 reported time ELD tutors hired to provide language support in select schools (Linden Hill, Brandywine Springs, Richardson Park, and HB Middle School)
- 4 Back-to-Basic ELD tutors contracted to provide language support in select schools (Mote, Richardson Park, Heritage, and Skyline)
- ELD minimum contact hours were determined based on proficiency level of the individual student and some teacher recommendations
- 3 additional full time ELL teachers were hired (Forest Oak and Richardson Park Elementary)
- 4 full time ELL Coaches were hired to support all teachers in meeting the needs of our ELLs

- ELL Resource Guide was developed and distributed to all teachers (also available on district website)
- Informational pamphlet developed for parents
- Additional Imagine Learning licenses purchased
- Building level discussions held to discuss programming and delivery models
- ELL representation at all staffing meetings to discuss projections for next year and approximate number of service hours
- ELL Coaches and approximately 7 teachers attended the National TESOL Conference in Baltimore, MD
- 6 teachers from three buildings attended the technical assistance WIDA series provided by DOE in order to examine data and develop a plan to meet a building specific need (Forest Oak, Stanton, and AI High)
- Beginning level SIOP training offered to all staff (administrators, teachers, paraprofessionals) during 3 district wide staff development days (April 26, June 10, and June 13)
- "Planning for Academic Language Success" was developed by ELL Coaches and offered to all staff (administrators, teachers, paraprofessionals) during 3 district wide staff development days (April 26, June 10, and June 13)
- Preparation and implementation of ACCESS 2.0
- Initial screenings of Pre-K students
- Administration of the Students with Interrupted Formal Education interview
- 7 schools supported by bilingual office aides
- Partnership with the LACC to provide after-school tutoring support to specific students that are enrolled in their program and are also ELLs
- Tuition reimbursement for a small cohort of teachers enrolled in the ACE Program
- English Language Acquisition Plans created for all ELLs
- After-school tutoring sessions held at Forest Oak and Stanton Middle to support targeted ELLs

Changes/enhancements that will occur over the 2016/2017 school year to meet the needs of our diverse ELL and help meet AMAOs:

- *Continuation of the changes/enhancements from previous school year
- *Data review of long term ELLs and those who have missed AMAO multiple years
- *Development of an ELL Planning Tool to assist building administrators in identify the strengths and needs of their ELL program (academics, language, parent engagement, behavior, attendance, communication) and discussing ways in which the ELL Office can support the building
- *Individual meetings with school administrators to develop specific goals for their ELL program and how the Coach can assist in meeting these goals
- *Summer office aide support and additional office aides during the school year
- *Revision of the ELL Resource Guide
- *Additional ELD tutors may be hired to support specific schools (reported time and/or contractual)
- *Additional full-time ELL teachers will be/have been hired at specific schools with higher numbers of ELLs (Linden Hill, Richey, Cooke, Highlands)
- *Replenishment of ELD Curriculum
- *Purchase of a secondary ELD Curriculum and resources
- *Reorganization of Imagine Learning to target specific schools for a more comprehensive implementation but maintaining a handful of licenses for newcomers
- *Preparation for the roll-out of Early Childhood ELD standards, observation protocol, and screener

*Identification of ELL Lead Teachers that will receive a stipend and be required to attend monthly meetings, turn around PD, review monitoring student data, consult with teachers, and other responsibilities

*Scheduling of monthly ELL PLC Meetings for the lead teachers as well as other teachers interesting in attending (EPER) that will provide targeted PD on strategies, data, updates, etc.

*Quarterly parent meetings to address updates, provide information regarding programming, provide information regarding ACCESS 2.0, etc.

*2 ELL Coaches will attend the 4-day intensive CLIMBS training provided by WIDA in July which will be the focus of our professional development for the school year

7. How does the LEA promote parental and community participation in programs for EL children? [Section 3116(b)(4)]

Develop a district wide outreach plan that integrates culturally and linguistically responsive approaches to address the needs of our EL parent and community. Provide schools with the opportunity to share strategies for increasing parent involvement of ELs. Leverage local efforts by particular schools that have been successful at recruiting parents of ELs, and "scale up" these programs to other schools. Support schools to assess and address barriers that prevent EL parent involvement and then develop and implement strategies to mitigate these challenges. Work with schools to ensure that all parents, including those who speak low incidence languages, receive appropriate translation and interpretation services. Also provide a bilingual office aide to support registration, transition, and placement at select schools. Provide quarterly parent informational meetings.

Equitable Services

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner

Do not complete this subsection if a charter or vocational school.

Section 9501 requires the LEA to provide equitable services to eligible ELL private school students. Additional details can be reviewed at:
<http://www2.ed.gov/about/offices/list/oii/nonpublic/title3-factsheet.html>

1. After timely and meaningful consultation with appropriate private school officials, districts receiving Title III funds must provide educational services to ELL children and their teachers or other educational personnel in private schools that are located in the geographic area served by the LEA. Provide the following to determine the amount that must be set aside for equitable services:

(a)	Public school enrollment of EL/Immigrant students	2328
(b)	Private school enrollment of EL/Immigrant students	0
(c)	Proportion of EL/Immigrant students in private school	.00
(d)	Title III allocation	
(e)	Amount of set-aside	.00

2. Describe the LEA's process for notifying non-profit private schools of their eligibility to participate in the Title III English Language Acquisition program and the LEA's process of consulting with private school officials to design, implement, and evaluate programs for eligible EL private school students, staff, and their families.

Initial communication to private schools each year includes the mailing of a packet, sent via registered US mail to all not-for-profit private schools between March 1st and 17th. The packet includes a cover letter that explains all of the federal programs and an invitation to participate in meaningful consultation meetings. Also, two Letters of Intent to Participate and a Confidential Family Survey template is included in the packet. Private schools are asked to return all signed forms either accepting or declining to participate in the upcoming fiscal year's grant application. If they do not respond by May 1st, they receive a phone call and/or second packet as a reminder. The district hosts three federal program meetings each year- October, March, and June- where information is shared regarding Title III services. Topics of discussion include- professional development opportunities, set aside funds, review of regulations, evaluating school needs, etc.

3. Describe the types of services and who will provide the services to eligible EL private school students, staff, and their families for the Title III federal program.

Professional development regarding best practices and strategies to meet the needs of English Language Learners will be offered to the private school teachers/staff. This professional development will be provided by the district or may also be requested on/off-site (e.g. WIDA, TESOL) by the participating private school. The Supervisor of English Language Learners, ELL Testing Specialist, or ELL Coach may also provide support and/or information to individual private schools who request assistance. Educational resources will be shared if requested. Additional training on the W-APT screening tool may be provided by our testing specialist if requested. Family informational nights will be open to families of ELLs in private schools. If specific tutoring support is needed, a contract with Back-to-Basics has been established and the private school contact will communicate with the Supervisor of English Language Learners to determine appropriate support. Though the LEA makes all final decisions regarding use of school allocations, ongoing meaningful consultation with the participating private schools assures that all funding is providing quality professional development and/or services.

4. Describe how the LEA ensures that the Title III services are equitable in comparison to the Title III services provided to public school students, staff, and families, and are provided in a timely manner, are secular, neutral, and non-ideological for each eligible Title III federal program. Reference:

<http://www2.ed.gov/policy/elsec/guid/equitableseguidance.doc>

The Red Clay Consolidated School District ensures that the services provided to students, teachers, and parents in the participating private schools are equitable in comparison to the services provided to public school students, staff, and families. Ongoing meaningful consultation occurs to ensure that participating private schools are aware of the supports and/or services available to their English Language Learners. . All professional development regarding ELLs that will be offered to District staff will be made available to the private school staff. Resources that are shared with District staff will be made available to private school staff. Families will be offered the opportunity to attend informational nights and other family events that are made available to District families. Training on the W-APT screener will be demonstrated on the WIDA website and individual training may be provided by our testing specialist if requested.

5. Describe how the LEA will monitor the provision of Title III services to eligible parentally placed private school students and their families.

Five private school located within the district's feeder have elected to participate in the Title III program. Meaningful consultation meetings are held three times a year to assure the participating private school have a complete understanding of the acceptable use of funds allocated as well as the professional development opportunities available by the district. Schools also receive communication via email reminding them of the procedures, protocols, and responsibilities regarding services.

Attendance will be kept at the quarterly Federal Program meetings where Title III information will be shared. Private school representatives unable to attend a quarterly meeting will receive any information shared through the mail. Lists of students screened and found eligible for services will be requested on a quarterly basis. Attendance will be kept at family events and shared with the private schools. Regular communication with private school officials regarding the supports/services being offered will be discussed to determine effectiveness. If funds are requested for professional development, materials, or contracted services the participating private schools will need to submit a specific request detailing the target areas, method of evaluating the impact it will have on their English Language Learners, an evaluation of the professional development, sign-in sheets, and any other data that will assist in determining the effectiveness of the request.

Related Documents
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner
Required Documents
This page is currently not accepting Related Documents.


Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner


Implementation Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)		Remaining
		1.) Deep Implementation of Common Core College and Career Standards	Total	
Title III English Learner	\$245,595.00	\$235,000.00	\$235,000.00	\$10,595.00
Total	\$245,595.00	\$235,000.00	\$235,000.00	\$10,595.00

Related Implementation Plan Action Steps ()

1) Deep Implementation of Common Core College and Career Standards

 1.1) Common Core State Standards: Deepen district, school and classroom level implementation in all subject areas for all students, including struggling subgroups (SWD, ELL, etc.), with aligned curriculum & intervention programs, supports and effective professional development for all teachers and paraprofessionals.

 1.1.7) Provide direct services and supports to ELL students to ensure that they have access to the Common Core state standards. This will include purchase of the following resources: dictionaries, handheld translators, technology devices, and licenses for online programs to enhance the use of the language development curriculum. Additionally the following supports will be provided: family supports, summer programming for ELL students, targeted tutorial support through partnership with the Latin American Community Center, and translation/interpreting services. (Red Clay Consolidated School District)


Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title III English Learner	Family services, student tutoring, ELD curriculum	\$180,000.00

 1.1.8) Provide structures and supports for staff to ensure that ELL students have access to the Common Core State standards including the following: This will include professional development for teachers and ELL coaches on best practices, SIOP training, Classroom instruction that Works training, Language Central Training, ELL Certification Support, and ELL conference attendance (WIDA and TESOL) for select staff. (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding	Grant	Notes	Amount
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Application			
Consolidated	Title III English Learner	Professional Development (Subs/EPER/Conf)	\$55,000.00

School Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)	Remaining
		Total	
Total	\$0.00	\$0.00	\$0.00

Related School Plan Action Steps ()

Specific Title III Assurances

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III English Learner

Specific Title III

1. The LEA will not use more than 2 percent of the funds for the cost of administration.
2. (1) The LEA shall, not later than 30 days after the beginning of the school year, inform the parent or guardian of an English language learner (ELL) student in language that is understandable, and to the extent practicable, in the native language: a. the reasons for the identification of their child(ren) of English proficiency, b. the assessment used and the level of English proficiency, c. the type of program or instruction and how that program will assist in the development of English proficiency and meet the state content standards, d. the exit criteria for the program, e. how the program meets the objectives of the IEP for the ELL/Special Education student, f. the right that parents have upon request to remove or to refuse to enroll their ELL child(ren) in a program. (2) The LEA shall inform the parent or guardian of an ELL student of the failure of the program to make progress on the annual measurable achievement objectives set by the state, no later than 30 days after the failure occurs. (3) If a student registers after the beginning of a school year, the parent or guardian shall be informed of (1) (a) through (f) within two weeks of placement in a program.
3. The LEA will inform the parents of an English Learner in any given year when it has failed to meet the progress in and/or attainment of annual measurable achievement objective target.
4. The LEA shall comply with Title IX, Part E, Section 9501, to provide consultation to private school officials in a timely and meaningful way to address services that can be provided under the Title III, Part A program.
5. The LEA will annually assess the English proficiency of all identified English Learners (ELs).
6. Title III LEAs will use the subgrant funds to meet measurable achievement objectives (AMAOs) as established in Delaware's Title III Accountability Model. [Section 3116(b)(2)]
7. The LEA consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing the Title III plan [Section 3116(b)(5)].
8. The LEA will maintain documentation supporting the required consultation regarding equitable services has occurred.
9. The LEA has processes for ensuring that allowable Title III materials, equipment, and/or property are purchased, properly maintained and accounted for when used to support private school students.
10. Services must supplement and not supplant what the LEA and/or private schools eligible students attend, would otherwise offer in the absence of the Title III program.
11. Private schools with ELL children participating in programs funded under Title III are not required to report annual assessments, but must conduct diagnostic assessment to determine eligibility for services. The results of the assessment should be used to improve services to the participating private school students.

Budget

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III Immigrant

Account Code	Total
5100 - Salaries	\$336.00
5120 - OECs	\$105.84
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$60.38
5600 - Supplies	\$3,207.78
5700 - Capital Outlay	\$0.00
Total	\$3,710.00
Adjusted Allocation	\$3,710.00
Remaining	\$0.00

Budget Detail						
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III Immigrant						
5100 - Salaries - \$336.00						
	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5100 - Salaries	Immigrant	Red Clay Consolidated School District (953200)	1.00	\$336.00	\$336.00
Narrative Description						
[Budget Amount]						
EPER for staff to conduct Family Informational Nights for Immigrant families. (\$28/hr x 3 hrs x 4 staff)						
Total for 5100 - Salaries						\$336.00
Total for all other Account Codes						\$3,374.00
Total for all Account Codes						\$3,710.00
Adjusted Allocation						\$3,710.00
Remaining						\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III Immigrant

5120 - OECs - \$105.84

	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5120 - OECs	Immigrant	Red Clay Consolidated School District (953200)	1.00	\$20.84	\$20.84
Narrative Description						
[FICA] EPER for staff to conduct Family Informational Nights for Immigrant families. (\$28/hr x 3 hrs x 4 staff)						
	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5120 - OECs	Immigrant	Red Clay Consolidated School District (953200)	1.00	\$4.88	\$4.88
Narrative Description						
[Medicare] EPER for staff to conduct Family Informational Nights for Immigrant families. (\$28/hr x 3 hrs x 4 staff)						
	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5120 - OECs	Immigrant	Red Clay Consolidated School District (953200)	1.00	\$74.87	\$74.87
Narrative Description						
[Pension] EPER for staff to conduct Family Informational Nights for Immigrant families. (\$28/hr x 3 hrs x 4 staff)						

	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5120 - OECs	Immigrant	Red Clay Consolidated School District (953200)	1.00	\$0.37	\$0.37
	Narrative Description					
	[Unemployment Insurance] EPER for staff to conduct Family Informational Nights for Immigrant families. (\$28/hr x 3 hrs x 4 staff)					
	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5120 - OECs	Immigrant	Red Clay Consolidated School District (953200)	1.00	\$4.88	\$4.88
	Narrative Description					
	[Workers Compensation] EPER for staff to conduct Family Informational Nights for Immigrant families. (\$28/hr x 3 hrs x 4 staff)					
Total for 5120 - OECs						\$105.84
Total for all other Account Codes						\$3,604.16
Total for all Account Codes						\$3,710.00
Adjusted Allocation						\$3,710.00
Remaining						\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III Immigrant

Indirect Cost	
Total Contributing to Indirect Cost	\$3,649.62
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	\$72.99

5560 - Indirect - \$60.38

	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5560 - Indirect	Immigrant	Red Clay Consolidated School District (953200)	1.00	\$60.38	\$60.38
		Narrative Description				
		LEA Indirect Cost set-aside for Federal Programs				
Total for 5560 - Indirect						\$60.38
Total for all other Account Codes						\$3,649.62
Total for all Account Codes						\$3,710.00
Adjusted Allocation						\$3,710.00
Remaining						\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III Immigrant

5600 - Supplies - \$3,207.78

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Immigrant	Red Clay Consolidated School District (953200)	1.00	\$1,000.00	\$1,000.00
Narrative Description					
Purchase one to one bilingual dictionaries for lowest proficiency immigrant students. (estimated cost \$1,000.00)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Immigrant	Red Clay Consolidated School District (953200)	1.00	\$500.00	\$500.00
Narrative Description					
Purchase parent education handbooks and resource materials for immigrant families to support Family Informational Nights (estimated cost \$500)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Immigrant	Red Clay Consolidated School District (953200)	1.00	\$1,707.78	\$1,707.78
Narrative Description					
Purchase school supplies for immigrant students					
Total for 5600 - Supplies					\$3,207.78

Total for all other Account Codes	\$502.22
Total for all Account Codes	\$3,710.00
Adjusted Allocation	\$3,710.00
Remaining	\$0.00

Budget Overview		
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III Immigrant		
<div> <div>Indirect Cost</div> <div> <div>Total Contributing to Indirect Cost</div> <div>\$3,649.62</div> </div> <div> <div>Indirect Cost Rate</div> <div>2.00%</div> </div> <div> <div>Maximum Allowed for Indirect Cost</div> <div>\$72.99</div> </div> </div>		
<div> <div>Filter by Location:</div> <div>All</div> </div> <div>Show Unbudgeted Categories</div>		
Funding Description	Immigrant	Total
Account Code		
5100 - Salaries	336.00	336.00
5120 - OECs	105.84	105.84
5560 - Indirect	60.38	60.38
5600 - Supplies	3,207.78	3,207.78
Total	3,710.00	3,710.00
Adjusted Allocation		3,710.00
Remaining		0.00

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III Immigrant

This question should only be answered by LEAs receiving Title III funds for Immigrant Students.

1. LEAs that have experienced a significant increase in enrollment of immigrant children and youth receive additional Title III funds to provide such students with enhanced instruction opportunities, which can include any of the activities listed in Section 3115(e)(1)(A)-(G). Describe the activities the LEA will support with its Title III funds for Immigrant Students.

At the beginning of the school year, a "Family Night" will be held to welcome all new families to the district, introduce them to the ELL Office and available supports, review programming, and answer any questions.

A basic "welcome to school kit" will be provided to all new immigrant students with school supplies that they may need throughout the school year (contents will vary based on grade level).

Picture and/or word-to-word dictionaries will be provided to all new immigrant students to use throughout the school year and at home.

Plan Relationships

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III Immigrant

Implementation Plan Funding Summary

Related Implementation Plan Action Steps ()

School Plan Funding Summary

Related School Plan Action Steps ()

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Title III Immigrant

Required Documents

This page is currently not accepting Related Documents.

Budget

**Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE
Perkins Secondary**

Account Code	Total
5100 - Salaries	\$3,019.49
5120 - OECs	\$1,230.66
5400 - Travel	\$17,000.00
5500 - Contractual	\$83,000.00
5500 - Audit Fees	\$404.75
5560 - Indirect	\$0.00
5600 - Supplies	\$291,354.10
5700 - Capital Outlay	\$0.00
Total	\$396,009.00
Adjusted Allocation	\$396,009.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary

5100 - Salaries - \$3,019.49

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	POS Administration	Red Clay Consolidated School District (953200)	1.00	\$3,019.49	\$3,019.49
Narrative Description					
[Budget Amount]					
Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)					
Total for 5100 - Salaries					\$3,019.49
Total for all other Account Codes					\$392,989.51
Total for all Account Codes					\$396,009.00
Adjusted Allocation					\$396,009.00
Remaining					\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary

5120 - OECs - \$1,230.66

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	POS Administration	Red Clay Consolidated School District (953200)	1.00	\$187.21	\$187.21

Narrative Description

[FICA]

Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	POS Administration	Red Clay Consolidated School District (953200)	1.00	\$279.83	\$279.83

Narrative Description

[Health Insurance]

Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	POS Administration	Red Clay Consolidated School District (953200)	1.00	\$43.78	\$43.78

Narrative Description

[Medicare]

Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	POS Administration	Red Clay Consolidated School District (953200)	1.00	\$672.74	\$672.74
Narrative Description					
[Pension] Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	POS Administration	Red Clay Consolidated School District (953200)	1.00	\$3.32	\$3.32
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	POS Administration	Red Clay Consolidated School District (953200)	1.00	\$43.78	\$43.78
Narrative Description					
[Workers Compensation] Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD-Blatz Admin; .973 Title I & .027 Perkins)					
Total for 5120 - OECs					\$1,230.66
Total for all other Account Codes					\$394,778.34
Total for all Account Codes					\$396,009.00
Adjusted Allocation					\$396,009.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary

5400 - Travel - \$17,000.00

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Professional Learning	Red Clay Consolidated School District (953200)	1.00	\$17,000.00	\$17,000.00

Narrative Description

Provide support for staff to travel and participate in CTE and CTSO conferences and provide ongoing support to RCCSD schools with college and career readiness programming (\$17,000 maximum to support non-registrations support costs. PD priorities 1, 3,4)
 Local, State and National Conferences for 10 schools/50 CTE staff members
 \$800/person (est. total costs including travel and registration) - Computer Science POS summer training – Josh Farside, Shawn Bowser
 \$1750/person (est. total costs including travel and registration) – ITEEA Annual Conference – Rich Alexandre, Jermaine Wilson, Steve Mayo, Kathy Sheehy
 \$1200 (est. total costs including travel and registration) - PhotoPlus Conference/PD – Will Greider
 \$1,200 (est. total costs including travel and registration)– PLTW summer certification class - Donte Davis and Rob Naylor - BioMedical
 \$800/person (est. total costs including travel and registration) – Pro-start Summer Institute – Ashley Fox and J. Rosato
 \$1,500/person (est. total costs including travel and registration)– NHSC Conference – Maureen Olejar, Renee Allen, Jean Ann Crowe, Heather Husler-Grossclose

CTSO National Conference – one advisor for 100 students per CTSO meeting qualification for national competition \$1500/advisor (est. total costs including travel and registration)
 AIDHS – BPA, DECA, FCCLA, Skills, TSA and Ford AAA
 CAB – BPA-MS, TSA-HS, and TSA-MS
 CSS – FFA, HOSA, TSA-HS, and TSA-MS
 JDHS – TSA, VEX & FIRST Robotics, Skills, and Ford AAA
 TMHS – DECA, FCCLA, FFA, Skills, TSA and Ford AAA
 AIDMS – BPA and FCCLA
 BSS – BPA
 HBDMS – BPA, FCCLA, and TSA

Skyline – BPA
Stanton – BPA and TSA

Professional conferences vary each year, staff are encouraged to attend conferences for their content area – examples would be ITEEA, National Physical Therapy, Adobe, and ACTE.

Total for 5400 - Travel	\$17,000.00
Total for all other Account Codes	\$379,009.00
Total for all Account Codes	\$396,009.00
Adjusted Allocation	\$396,009.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary

5500 - Contractual - \$83,000.00

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	POS Support	Red Clay Consolidated School District (953200)	1.00	\$12,500.00	\$12,500.00

Narrative Description

Contracted services for coverage so our staff can meet with content area, school specific and business & industry partners.

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	POS Support	Red Clay Consolidated School District (953200)	1.00	\$20,000.00	\$20,000.00

Narrative Description

Contracted services to support PD activities and staff attendance at CTE and CTSO conferences (ITEEA, NTSA, TSA, Skills USA, FFA, HOSA, BPA, ACTE) to improve program delivery to be shared/transferred through PLCs, BLTs, CTE content sessions and CTSO mtgs. (not to exceed \$20,000)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	POS Support	Red Clay Consolidated School District (953200)	1.00	\$25,000.00	\$25,000.00

Narrative Description

Contracted services to support PD/CTE work sessions related to the CTE curriculum- CTE Core, Common Core, evaluate, implement, collaborations; a 2 day work session "Common Core in your CTE Classroom, Dough Buellh; and professionalism and employability skills to prepare students for the 21st Century work environment (cost not to exceed \$25,000) - PD priority 1, 3 and 4)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	POS Support	Red Clay Consolidated School District (953200)	1.00	\$17,500.00	\$17,500.00
Narrative Description					
Set aside Perkins funds for substitutes (from approved Sub agency) to provide coverage so that RCCSD CTE staff can collaborate in specific CTE content area to develop specific options in addressing Perkins improvement plan and Program of Study (estimated 190 sub days, cost not to exceed \$20,000)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Professional Learning	Red Clay Consolidated School District (953200)	1.00	\$8,000.00	\$8,000.00
Narrative Description					
<p>Registration fees for CTE and CTSO conference to improve program delivery (DECA,BPA,TSA,FCCLA,FFA) and staff professional conferences as requested (ex ITEEA, NTSA) est \$8,000 max). Local, State and National Conferences for 10 schools/50 CTE staff members</p> <p>\$800/person (est. total costs including travel and registration) - Computer Science POS summer training – Josh Farside, Shawn Bowser</p> <p>\$1750/person (est. total costs including travel and registration) – ITEEA Annual Conference – Rich Alexandre, Jermaine Wilson, Steve Mayo, Kathy Sheehy</p> <p>\$1200 (est. total costs including travel and registration) - PhotoPlus Conference/PD – Will Greider</p> <p>\$1,200 (est. total costs including travel and registration)– PLTW summer certification class - Donte Davis and Rob Naylor - BioMedical</p> <p>\$800/person (est. total costs including travel and registration) – Pro-start Summer Institute – Ashley Fox and J. Rosato</p> <p>\$1,500/person (est. total costs including travel and registration)– NHSC Conference – Maureen Olejar, Renee Allen, Jean Ann Crowe, Heather Husler-Grossclose</p> <p>CTSO National Conference – one advisor for 100 students per CTSO meeting qualification for national competition \$1500/advisor (est. total costs including travel and registration)</p> <p>AIDHS – BPA, DECA, FCCLA, Skills, TSA and Ford AAA</p> <p>CAB – BPA-MS, TSA-HS, and TSA-MS</p> <p>CSS – FFA, HOSA, TSA-HS, and TSA-MS</p> <p>JDHS – TSA, VEX & FIRST Robotics, Skills, and Ford AAA</p> <p>TMHS – DECA, FCCLA, FFA, Skills, TSA and Ford AAA</p> <p>AIDMS – BPA and FCCLA</p>					

BSS – BPA
HBDMS – BPA, FCCLA, and TSA
Skyline – BPA
Stanton – BPA and TSA

Professional conferences vary each year, staff are encouraged to attend conferences for their content area – examples would be ITEEA, National Physical Therapy, Adobe, and ACTE.

Total for 5500 - Contractual	\$83,000.00
Total for all other Account Codes	\$313,009.00
Total for all Account Codes	\$396,009.00
Adjusted Allocation	\$396,009.00
Remaining	\$0.00

Budget Detail					
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary					
5500 - Audit Fees - \$404.75					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Audit Fees	POS Administration	Red Clay Consolidated School District (953200)	1.00	\$404.75	\$404.75
Narrative Description					
LEA Audit Fees for Federal Programs					
Total for 5500 - Audit Fees					\$404.75
Total for all other Account Codes					\$395,604.25
Total for all Account Codes					\$396,009.00
Adjusted Allocation					\$396,009.00
Remaining					\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary

5600 - Supplies - \$291,354.10

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Professional Learning	Red Clay Consolidated School District (953200)	1.00	\$10,000.00	\$10,000.00

Narrative Description

Provide resources to support Perkins Advisory Council meetings to support 1S, 2S1, 6S1, 6S2, 5S1 (\$2500 x1 Program of study mtg per year, \$3750 x 2 district wide mtgs; \$10,000) Provide coverage so our staff can meet with content area, school specific and business & industry partners as a content area, school CTE department or district CTE.

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	POS Enhancement	Stanton Middle School (953200-282)	1.00	\$39,259.10	\$39,259.10

Narrative Description

Refer to Perkins Budget Documentation in the Related Documents section for an itemized list of each type of supply for the POS Business Management & Administration

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	POS Enhancement	Calloway (Cab) School of the Arts (953200-286)	1.00	\$65,086.93	\$65,086.93

Narrative Description

Refer to Perkins Budget Documentation in the Related Documents section for an itemized list of each type of supply for the POS 1.) Digital Media and Imaging

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	POS Enhancement	Calloway (Cab) School of the Arts (953200-286)	1.00	\$43,259.31	\$43,259.31

Narrative Description

Refer to Perkins Budget Documentation in the Related Documents section for an itemized list of each type of supply for the POS 3.) Communication Arts

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	POS Enhancement	duPont (Alexis I.) High School (953200-292)	1.00	\$84,367.76	\$84,367.76

Narrative Description

Refer to Perkins Budget Documentation in the Related Documents section for an itemized list of each type of supply for the POS Business Management & Administration

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	POS Enhancement	Calloway (Cab) School of the Arts (953200-286)	1.00	\$49,381.00	\$49,381.00

Narrative Description

Refer to Perkins Budget Documentation in the Related Documents section for an itemized list of each type of supply for the POS 2.) Business Management & Administration

Total for 5600 - Supplies

\$291,354.10

Total for all other Account Codes

\$104,654.90

Total for all Account Codes

\$396,009.00

Adjusted Allocation

\$396,009.00

Remaining

\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary

Indirect Cost	
Total Contributing to Indirect Cost	\$396,009.00
Indirect Cost Rate	2.01%
Maximum Allowed for Indirect Cost	\$7,959.78

Filter by Location:

[Show Unbudgeted Categories](#)

Funding Description	POS Administration	POS Support	Professional Learning	POS Enhancement	Total
Account Code					
5100 - Salaries	3,019.49	0.00	0.00		3,019.49
5120 - OECs	1,230.66	0.00	0.00		1,230.66
5400 - Travel	0.00	0.00	17,000.00		17,000.00
5500 - Contractual	0.00	75,000.00	8,000.00	0.00	83,000.00
5500 - Audit Fees	404.75				404.75
5600 - Supplies	0.00	0.00	10,000.00	281,354.10	291,354.10
Total	4,654.90	75,000.00	35,000.00	281,354.10	396,009.00
Adjusted Allocation					396,009.00
Remaining					0.00

Core Indicators of Performance

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary

Core indicators of performance for CTE students are defined in the Delaware State Plan for Career and Technical Education. A local education agency receiving funds under the Carl D. Perkins Act of 2006 must establish performance goals, or Local Agreed Upon Performance Levels (LAUPL), per Section 113. Each eligible recipient must agree to accept the state adjusted levels of performance or negotiate with the DDOE adjusted levels of performance for each of the core indicators established through the State Plan. Local levels must be expressed in percentage or numerical form, require continuous improvement, and be identified in the local plan submitted under Section 134.

The performance levels for 2014-2015 are listed in the table for both the prior target levels and the level of actual performance. The current target levels are provided in the 2015-2016 column. The proposed state target levels are provided in the 2016-2017 column. Either confirm the proposed state target for 2016-2017 or recommend a new target with a justification.

	2014-2015		2015-2016	2016-2017	LEA Check if Proposed State Target is Accepted	Proposed Target, if Not Accepted	Justification	Final Target
	Prior Performance (Actual)	Prior Target	Current Target	Proposed State Target (FAUPL)		(LAUPL)		
1S1: Academic Attainment - Reading Language Arts	85.53%	70.00%	70.00%	70.00%	<input checked="" type="checkbox"/>	%		
1S2: Academic Attainment - Mathematics	82.20%	70.20%	70.20%	70.20%	<input checked="" type="checkbox"/>	%		
2S1: Technical Skill Attainment	94.18%	97.00%	96.00%	96.00%	<input checked="" type="checkbox"/>	%		

3S1: Secondary School Completion	94.70%	94.00%	94.00%	94.00%	<input checked="" type="checkbox"/>	%		
4S1: Student Graduation Rates	100.00%	96.00%	96.00%	96.00%	<input checked="" type="checkbox"/>	%		
5S1: Secondary Placement	34.34%	61.00%	56.15%	56.15%	<input checked="" type="checkbox"/>	%		
6S1: Nontraditional Participation	33.27%	36.00%	35.00%	35.00%	<input checked="" type="checkbox"/>	%		
6S2: Nontraditional Completion	35.11%	28.00%	28.00%	28.00%	<input checked="" type="checkbox"/>	%		

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary

A local education agency application for funding under the Carl D. Perkins Act of 2006 must incorporate and reflect the required components of the local plan per Section 134. The local plan shall cover the same period of time as the period of time applicable to the Delaware State Plan for Career and Technical Education. Each response should provide an overview of the local delivery model for CTE programs and include sufficient detail for the reviewer to understand the local system of CTE.

1. Describe how the CTE activities will meet State and local adjusted levels of performance that are established under Section 113.

Student success is our priority and Career & Technical Education provides the students the opportunity to apply all academic content areas in business & industry settings within our CTE programs. We use the Perkins Performance Goals/targets in our decision-making process and support efforts. Red Clay places a priority on Career and Technical Education: we have high expectations for all CTE programs, staff and students and use meaningful collaboration with higher education, business and industry to support continuous improvement within our diverse community. The Perkins data is an integral part of our decision-making process for the academic success of all CTE students and is included in our Implementation Plan/strategic plan. With the continued growth and improvement of our CTE programs, integration of the academic courses, and marketing our program to all students, particularly the non-traditional we will have created an atmosphere that is inviting for all students to succeed. By placing CTE as a district priority and developing a working CTE plan we stay focused on the data and providing quality CTE programs for all students which supports their academic achievement to be college and career ready as they leave Red Clay.

Focus on Performance Goals to support student success -

- All instructional improvements are focused on closing the achievement gap. Our schools under improvement have placed CTE as an area of support to enhance the student's academic achievement; this includes: paraprofessionals, tutoring and the usage of credit recovery to increase the support for reading/language arts skills for CTE students.
- In addition, via our working plan all CTE courses are being aligned to the common core for academic purposes and CTE participates in a curriculum council to make targeted decisions related to funding.
- Working to ensure successful integration into our schools as part of our inclusion plan CTE is a part of the alignment to help students with identified special needs develop necessary skills for academic and technical success.
- Improving facilities, programs and curriculum via our CTE Advisory Council, district CTE working plan and working with the state to add new "State Approval Pathways"
- Designing course curriculum content according to identified academic, technical and industry standards.
- Funding content area professional development for targeted CTE areas and instructors
- .032 CTE Supervisor/Ed Associate funded to lead CTE teachers with curriculum integration strategies
- Involve businesses in the design and delivery of course content to students. Enlist business representatives to serve on advisory committee.
- Inviting business and industry representatives to visit your classroom and to be involved in evaluating classroom projects and presentations
- Complete all the requirements to ensure that programs are state approved.
- Facilities upgrades are business-like and appropriate creating an inviting atmosphere for all students and having a district goal focused on closing the

achievement gap.

- Working CTE district plan for CTE improvement
- Working with Director of Secondary Schools to support transitions from middle to high school
- Involve women-owned and minority-owned businesses in all phases of planning and implementation
- Work with a Data Service Center to conduct follow-up surveys; and additional staff time to administer CTE follow-up surveys, and to record, retrieve, and analyze the data
- Partnership with DTCC to align students with skills center and post-high school employment
- Professional development with Director of District Services to support guidance counselors
- using Career Cruising in areas to support career planning
- Advisory support and area partnerships focus on nontraditional enrollment
- Communicate with students/parents about non-traditional careers/CTE options

2. Describe how the CTE programs required under Section 135(b) REQUIRED USE OF FUNDS will be carried out.

NOTE: Below is a breakdown of the use of funds, our district's focus on CTE is an integral part of our academic achievement and career & technical skills attainment for all students so they are ready to enter post-secondary or the work force. Staying focused on our students, keeping in mind our Perkins Performance Goals and the goals set by DOE in our Implementation Plan we strongly feel that the use of all funds address all specific request. Each budget area listed provides details as far as use of the funds.

Perkins FY16 Breakdown of Funds

\$45,000.00 CTE facilities/program - new, upgrade, innovation, and enhancement of #8

Major projects to improve and enhance our CTE POS to state of the art, industry standard facilities/instructional space and to assist students in skill and academic attainment as well as collage and career readiness. Red Clay will provide facility support, electrical, cabling or any required construction. All programs of study are approved by DEDOE/CTE.

We vendor BIDs to outfit the renovation/upgrade of each of the below facility as a laboratory price including all items except the technology which will be purchased through out tech office from state bids.

AIDHS – BFM Qomo/smartboard for A.I. DuPont High School – renovate/transform three classrooms into a Business Center. The following POS will utilize this center 1.) Administrative Services 2.) Accounting 3.) Banking Services and 4.) Marketing Management.

Cab HS – Digital Media Qomo/smartboard for Cab Calloway – POS 1.) Digital Media and Imaging renovation/upgrade to add studio space to this facility

Cab MS – Communication Arts Qomo/smartboard for POS 3.) Career Exploration renovation/upgrade will include equipment upgrade, instructional teaching enhancement, instructional technology, student work space, collaboration space and presentation space

Cab MS – BFM Qomo/smartboard for POS 2.) Business Management & Administration renovation/upgrade will include equipment upgrade, instructional teaching enhancement, instructional technology, student work space, collaboration space and presentation space

Stanton MS – BFM Qomo/smartboard for POS Business Management & Administration renovation/upgrade will include upgrade students work station/equipment and teaching/instructional space/equipment and instructional technology.

\$12,500 Upgrade, innovate, enhance our CTE Programs and the continued development of our middle school CTE programs

Focusing on the continued improvement of all CTE programs as a district priority we are now ready to develop our middle school programs to vertically align and support the high school programs available and provide what our students need to succeed in meeting academic attainment and technical skills to be college and career ready. Work sessions to evaluate current program, develop new options, enhance successful programs and innovative middle school programs

\$246,354.10 CTE Resources, supplies and materials #2

To support the major addition of new program facilities, upgrades and enhancements such as hand tools, appliances, reusable and consumable supplies/materials to outfit new and renovated facilities. As listed in this grant and the second phase of projects from FY15 projects – such as Bio-Medical lab, Computer Science

POS

and the major projects within this grant listed under Capital improvement.

A.I. DuPont High School – renovate/transform three classrooms into a Business Center. The following POS will utilize this center 1.) Administrative Services 2.) Accounting 3.) Banking Services and 4.) Marketing Management. Supplies and materials specific to each POS – examples would be software upgrades, projectors, cameras, smartboards, printers and resource/content specific textbooks, conference tables and chairs

student work space/presentation space, student work desks, computers.

Cab Calloway – POS 1.) Digital Media and Imaging 2.) Business Management & Administration and 3.) Career Exploration Supplies and materials specific to each POS – examples would be software upgrades, projectors, cameras, smartboards, printers and resource/content specific textbooks, student work desks, conference tables and chairs, equipment storage cabinets, computers, studio green screen lighting, free standing cameras.

Stanton Middle School – POS is Business Management & Administration - Supplies and materials specific to each POS – examples would be software upgrades, projectors, cameras, smartboards, printers and resource/content specific textbooks, student work desks, instructional podium, computers.

Professional CTE and CTSO Conferences #3

\$8,000 Registration fees for CTE and CTSO conference to improve program delivery (DECA,BPA,TSA,FCCLA,FFA) and staff professional conferences as requested (ex ITEEA, NTSA) est \$8,000 max). Local, State and National Conferences for 10 schools/50 CTE staff members

\$800/person (est. total costs including travel and registration) - Computer Science POS summer training – Josh Farside, Shawn Bowser

\$1750/person (est. total costs including travel and registration) – ITEEA Annual Conference – Rich Alexandre, Jermaine Wilson, Steve

Mayo, Kathy Sheehy

\$1200 (est. total costs including travel and registration) - PhotoPlus Conference/PD – Will Greider

\$1,200 (est. total costs including travel and registration)– PLTW summer certification class - Donte Davis and Rob Naylor - BioMedical

\$800/person (est. total costs including travel and registration) – Pro-start Summer Institute – Ashley Fox and J. Rosato

\$1,500/person (est. total costs including travel and registration)– NHSC Conference – Maureen Olejar, Renee Allen, Jean Ann Crowe,

Heather Husler-Grossclose

CTSO National Conference – one advisor for 100 students per CTSO meeting qualification for national competition \$1500/advisor (est. total costs including travel and registration)

AIDHS – BPA, DECA, FCCLA, Skills, TSA and Ford AAA

CAB – BPA-MS, TSA-HS, and TSA-MS

CSS – FFA, HOSA, TSA-HS, and TSA-MS

JDHS – TSA, VEX & FIRST Robotics, Skills, and Ford AAA

TMHS – DECA, FCCLA, FFA, Skills, TSA and Ford AAA

AIDMS – BPA and FCCLA

BSS – BPA

HBDMS – BPA, FCCLA, and TSA

Skyline – BPA

Stanton – BPA and TSA

Professional conferences vary each year, staff are encouraged to attend conferences for their content area – examples would be ITEEA, National Physical Therapy, Adobe, and ACTE.

\$17,000 Travel support for CTE and CTSO conference to improve program delivery (DECA,BPA,TSA,FCCLA,FFA) and staff professional conferences as requested (ex ITEEA, NTSA)Local, State and National Conferences for 10 schools/50 CTE staff members

\$800/person (est. total costs including travel and registration) - Computer Science POS summer training – Josh Farside, Shawn Bowser

\$1750/person (est. total costs including travel and registration) – ITEEA Annual Conference – Rich Alexandre, Jermaine Wilson, Steve Mayo, Kathy Sheehy

\$1200 (est. total costs including travel and registration) - PhotoPlus Conference/PD – Will Greider

\$1,200 (est. total costs including travel and registration)– PLTW summer certification class - Donte Davis and Rob Naylor - BioMedical

\$800/person (est. total costs including travel and registration) – Pro-start Summer Institute – Ashley Fox and J. Rosato

\$1,500/person (est. total costs including travel and registration)– NHSC Conference – Maureen Olejar, Renee Allen, Jean Ann Crowe, Heather Husler-Grossclose

CTSO National Conference – one advisor for 100 students per CTSO meeting qualification for national competition \$1500/advisor (est. total costs including travel and registration)

AIDHS – BPA, DECA, FCCLA, Skills, TSA and Ford AAA

CAB – BPA-MS, TSA-HS, and TSA-MS

CSS – FFA, HOSA, TSA-HS, and TSA-MS

JDHS – TSA, VEX & FIRST Robotics, Skills, and Ford AAA

TMHS – DECA, FCCLA, FFA, Skills, TSA and Ford AAA

AIDMS – BPA and FCCLA

BSS – BPA

HBDMS – BPA, FCCLA, and TSA

Skyline – BPA

Stanton – BPA and TSA

Professional conferences vary each year, staff are encouraged to attend conferences for their content area – examples would be ITEEA, National Physical Therapy, Adobe, and ACTE. National Conferences for 10 schools/50 CTE staff members – professional conferences as requested and CTSO National Conference as students qualify

\$20,000 PD CTE Work sessions - Subs – Contracted Services

10 schools/50 CTE staff members

Work sessions are content specific and are determined by CTE program/staff need and request -such as Adobe Creative Suite, Google Sketch-up, 3D printing/design development, use of instructional technology, robotics, business networking and training needed for program specific upgrades or enhancements and new CTE programs.

\$10,000 Perkins Advisory Council #4

Two district CTE Advisory Council work session, support building and program specific sessions, each CTE staff/program maintains a CTE Advisory Council – representing all stakeholders and records ongoing contact and communications during each school year as part of their individual CTE plan

\$12,500 Focus on all Performance Goals – Academic Attainment 1S1 & 1S2, Secondary Completion 1S3, Secondary Placement 5S1

High school CTE staff group sessions and school specific for each of our five high schools (CTE staff/Guidance/admin) – sessions will focus all Perkins targets as well as those not currently met

\$20,000 CTE/CTSO conferences – Subs - Contracted Services #5

Local, State and National Conferences for 10 schools/50 CTE staff members

AIDHS – BPA, DECA, FCCLA, Skills, TSA and Ford AAA

CAB – BPA-MS, TSA-HS, and TSA-MS

CSS – FFA, HOSA, TSA-HS, and TSA-MS

JDHS – TSA, VEX & FIRST Robotics, Skills, and Ford AAA

TMHS – DECA, FCCLA, FFA, Skills, TSA and Ford AAA

AIDMS – BPA and FCCLA

BSS – BPA

HBDMS – BPA, FCCLA, and TSA

Skyline – BPA

Stanton – BPA and TSA

\$3,019.49 Associate/Restructure (limit 5%)

Facilitate, manage, and support the improvement of CTE within Red Clay at both the district, building, and program levels

The CTE programs in our district are a priority. Implementation/Strategic Plan organizes our main focuses for CTE into five activities; upgrading current facilities/programs, implementing new CTE programs/facilities at both the high school and middle school levels, stakeholder involvement by facilitating our CTE Advisory Council, Professional development opportunities and developing opportunities for CTE students to experience business & industry.

Perkins funds will be used to provide professional development to all CTE staff in the knowledge and skills of their area to support the state standards, district initiatives and industry standards. We will focus on the integration of reading and math strategies as they relate to the technical content and support student achievement. Areas such as summarization, critical details, problem-solving and technical vocabulary building will be the focus. We will provide professional development to the staff of the new programs, innovated, enhanced and upgraded programs. We will provide professional development to support the continued implementation of STEM as a focused area.

As part of our plan to improve and meet our Perkins Performance Goals, based on the pathway completion, graduation rates, academic attainment targets, and the nontraditional participation data will help us prioritize the professional development for 2016-17.

3. Describe how the eligible recipient will:

- a. Offer at least one (1) CTE program(s) of study, Section 122(c)(1)(A);
- b. Improve the academic and technical skills of CTE students through the integration of the Common Core State Standards, the Next Generation Science Standards, and relevant CTE programs;
- c. Provide students with a strong experience in, and understanding of, all aspects of an industry; and
- d. Ensure that students who participate in CTE programs are taught challenging academic standards and enroll in rigorous academic courses.

CTE staff work closely with DOE CTE Education Associations in the ongoing development of Programs of Study. At the building level CTE staff work within their schedule and system to establish what each pathway needs are for student success. With State support we continue to move our CTE programs to available "State approved Pathways" which will serve as a great model for continued improvement in our current pathways.

The continuous improvement of our facilities and programs are designed to maximize student success within the specific CTE area and provide support the core academic areas. State of the art facilities meeting business standards set up an environment for the application of both CTE and academic content to provide a real-world experience for our students. We have high expectations for all CTE programs, staff and students focusing on academic achievement and technical skill development. With each of our expansions & enhancements of our CTE programs/facilities we provide training and professional work sessions for CTE teachers, as well as opportunities through conferences and content specific professional develop.

Perkins funds will be used to purchase new materials, resources, and equipment as well as enhance, innovate, upgrade and implement new pathways/facilities to support the integration of academic content and CTE content with an emphasis on STEM – Science, Technology, Engineering and Mathematics to support academic achievement. CTE workshops and available conferences will be supported by Perkins resources. The upgrade of the pathway/facilities to industry standard will focus on college and career readiness, as well as leadership and employability skills.

As part of our plan to improve and meet our Perkins targets we will work directly with staff, guidance and administration to have a continued understanding of the data and what is needed to help our students succeed and improve our data. The integration of the CTE content standards, academic content standards and business & industry standards establish a challenging and rigorous teaching and learning environment for student success. High expectations are set for all students and CTE is an integral part of our District's Implementation Plan/Strategic Plan (College and Career Readiness).

4. Describe how comprehensive professional learning experiences (aligned to Section 122 of the Perkins Act, Delaware Administrative Code 1598, and the Delaware State Plan for CTE) will be provided for CTE educators.

The upgrade of our facilities/programs to demonstrate a real world environment provides each student the opportunity to develop and apply the skills need to enter the work-force. Our focus on improving all programs and facilities to commercial grade, state of the art industry standard facilities provides an instructional environment to prepare students for employment. Supporting a variety of activities to provide different perspectives to business and industry as well as participation in local, state and national conferences to compete and develop leadership skills and engaging students in job shading, internships and employment opportunities to provide firsthand experience. We believe by upgrading our facilities to commercial and industrial grade will make them inviting to both traditional and nontraditional students.

The strength of the majority of the programs of study in Red Clay is the hands-on experiences gained from class instruction, student competitions, practicum, and work study/internships. These experiences give the students a real world of work vantage point and to prepare them for entry into their chosen career. The District ensures that programs offered provide students strong experience in and understanding of the associated business and/or industry. The laboratories and simulation classrooms prepare the students for the actual work world by providing the opportunity to work and live through possible scenarios they could encounter in the work world such as; The Automotive Technology lab simulates an automotive shop, Highlander Café/Commercial Kitchen, Lil' Highlander Pre-School, the Communications labs simulate studios and the additional of Bio-Medical POS and the Computer Science POS. Students are exposed to many aspects of these chosen industries through these simulations. The Perkins funds provide faculty opportunities for professional development to increase knowledge and skills. Local funds provide opportunities for connections and partnerships (and advisement from) with local businesses/ industries related to the pathways. As each new program or innovation/enhancement or grade is implemented professional development/training is provided to our staff.

Perkins funds will be used to provide professional development to all CTE staff in the knowledge and skills of their area to support the state standards, district initiatives and industry standards. We will focus on the integration of reading and math strategies as they relate to the technical content and support student achievement. Areas such as summarization, critical details, problem-solving and technical vocabulary building will be the focus. We will provide professional development to the staff of the new programs, innovated, enhanced and upgraded programs. We will provide professional development to support the continued implementation of STEM as a focused area.

As part of our plan to improve and meet our Perkins target, based on the pathway completion, graduation rates, academic attainment targets, and the nontraditional participation data will help us prioritize the professional development. 2016-17 Professional development will address:

- Evaluation, implementation, and collaboration of CTE core and Academic Common core (CTE-Core PLC)
- Common Core in CTE Pathways – work session and resource materials
- Ethics, professionalism and employability skills for business & industry
- Developing certification options for each program
- Developing POS for all CTE pathways
- Support content specific conferences
- Work sessions on Perkins data and plans on improving the data as a classroom teacher

CTE staff participates in ALL instructional teaching & learning professional development with the complete school staff and are held to the same high expectation of implementation as all other staff.

5. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.

The Implementation Plan/Strategic Plan project management system tracks all work done. There are required monthly updates. CTE specific activities are identified in the plan. Ongoing progress checks and tracking, number of students in a pathway, teacher evaluation, individual program plans, state and federal audits to assure compliance are some of the most common metrics. This information is shared with the local school board and is shared with the public via the local board meetings, mailings and the webpage.

Regular updates are scheduled with the Federal and Regulated Programs Manager and with the Superintendent of Schools to review expenditures and alignment to the implementation plan/strategic plan and our working CTE plan.

We celebrate the successes our students have competing in their CTSO. The number of students participating in local, state and national conferences is increasing and the level of success is as well.

We are putting together a district level team to observe, provide feedback and evaluate the CTE programs, facilities and the instructional practices.

6. Describe how the eligible recipient will:

- a. Review CTE programs and overcome barriers that result in decreased rates of access or success for special populations as defined in Section 3(29);
- b. Provide programs that enable special populations to meet the local adjusted levels of performance;
- c. Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency; and
- d. Ensure that individuals who are members of special populations will not be discriminated against on the basis of their status.

All Perkins supported CTE programs in Red Clay have an open enrollment policy which guarantees special populations the same opportunities to prepare themselves for career and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of and explore CTE options and make successful choices in CTE to prepare them for career and college readiness. New and upgraded facilities all plan for any student need.

All CTE programs are actively working to find and put in place end of pathway assessments and certification options as well as using the success rate using the traditional grading process. We encourage all students including our special populations to participate in our CTE pathways; at McKean and HB DuPont MS we have our Meadowood students and continue to work towards our district-wide inclusion plan.

The district has a non-discrimination policy and enforces this. All Perkins supported CTE programs in Red Clay have an open enrollment policy which guarantees special populations the same opportunities to prepare themselves for career and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of and explore CTE options and make successful choices in CTE to prepare them for career and college readiness.

The programs encourage inclusive enrollment and practices, for example, the Meadowood School is a program that serves students ages 3-21 with moderate to severe disabilities. The middle school program for Meadowood students is located at H. B. DuPont Middle School. During the middle school years, students begin to utilize their skill set across a greater variety of settings. While maintaining their involvement with the inclusive classrooms, students begin to experience vocational and technical exploration and community-based instruction. In High School, students attend Thomas McKean High School. A significant reason for the transition to McKean High School centered upon the enhancements that the school made to their Career and Technical Education (CTE) program. These classes also give increased opportunity for Meadowood students to enhance their functional independent living skills, as well as have increased involvement in vocational experiences that help create a better pathway to future paid employment. The vocational rotations, community instruction, and inclusive classes provide an opportunity for students to refine skills necessary for them to experience success after completion of the high school program.

7. Describe strategies that will be used to promote preparation for underrepresented genders in nontraditional occupational fields.

In Red Clay, Perkins funding provides the opportunities to enhance each of our programs to business and industry standards, we market the CTE programs to all students as well as maintain an open enrollment policy. We work with students and their SSP to make appropriate choices for success. The district develops partnerships with business and industry to present all career possibilities to all students and we also allow for job site visits and guest speakers and provide positive encouragement.

We maintain an open enrollment policy, provide marketing materials and resources, tutoring service if needed and maintain an instructional setting they supports independent choice and opportunity for all students. Provide professional development to any staff in this area as needed. We believe by upgrading our facilities to business and industrial standard will make them inviting to both traditional and non-traditional students. The District also provides advisory support and develops area partnerships to focus on nontraditional enrollment. Other strategies include:

- Working with Director of Secondary Schools to support transitions from middle to high school
- Communicating with students/parents about non-traditional careers/CTE options
- Involving women-owned and minority-owned businesses in all phases of planning and implementation

Having an open enrollment policy and monitoring the programs to ensure the policy is in place as well as maintaining an environment of student success for all CTE students.

8. Describe how career guidance and academic counseling will be provided to CTE students, which includes linkages to future education and training opportunities as well as placement in the workforce.

All CTE teachers, guidance counselors and mentors as well as administrators support students in making the linkage to post-secondary/future education and training opportunities. This is done as a district priority. Students receive advisement to support their career pathway goals, this guidance is purposed to lead to career or college enrollment. They also access Career Cruising, which helps to add value to their dreams and personal goals. The Perkins Advisory guidance and CTE and CTSO competitions and conferences provide students with exposure to a variety of fields and competencies. This helps students to effectively navigate the pathways that connect education to employment so that they are prepared to achieve

fulfilling and successful lives.

As part of our plan to improve and meet our targets; we will include and provide professional develop to our guidance staff and building administration. With an increased understanding of all aspects of CTE we enable our guidance staff to support the success of our students. As stated - Red Clay has placed

CTE as integral part of Implementation Plan – “All students will graduate College and Career Ready.” We maintain an open enrollment policy to all

CTE courses & pathways. Students are mentored in advisory programs, the SSP process and with our guidance staff support ALL students have equal opportunity to participate in our CTE programs. Our focus as a district on CTE allows us to continually evaluate the CTE programs to ensure equal opportunity for all students. So we are encouraging ALL students to challenge themselves as well as taking academic courses that are appropriate for success in the specific CTE pathway the student has selected. Additional training/professional development will be provided specifically to our guidance staff to support students’ success and to meet the Perkins targets as well as the Program of Study work as we move forward.

Red Clay works with the Data Service Center to conduct follow-up surveys; and provides additional staff time to administer CTE follow-up surveys, and to record, retrieve, and analyze the data. We have a partnership with DTCC to align students with skills center and post-high school employment. Additional professional development with Director of District Services supports guidance counselors in their work with children.

9. Describe efforts to improve:

a. The recruitment and retention of CTE teachers, faculty, and school counselors, including underrepresented individuals or groups in the teaching profession; and

b. Support the transition of industry professionals to teach CTE programs.

We collaborate with our Human Resource department, our building administration and follow all district/state hiring practices. School and district staff participated in multiple job fairs this spring and improved efforts to recruit at HBCU (historically black colleges and universities) and to discuss potential partnerships for candidate recruitment. HR uses website and newspaper advertising to include major mid-Atlantic markets and some national advertising (ASCD, Teachers of Color magazine). Principals from targeted schools also attended minority employment fairs and activities in neighboring states to address hard-to-staff vacancies (ex: ESL certification).



Coordinating new teacher orientation programming helps to assist individuals in making a smooth transition from business and industry into education. The New teacher orientation provides information and training related to diversity, curriculum and content standards, and sessions specific to CTE. In Addition, the Ed. Associate provides onsite and ongoing support for new teachers during the year regardless of their origin (from industry, college, or another district).

This helps the individual to become comfortable with the classroom setting and to be successful with their students and in their school.



Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary

Required Documents

Type	Document Template	Document/Link
Perkins Advisory Committee [Upload 1 document(s)]	 Perkins Advisory Committe Template	 Perkins Advisory Committee

Optional Documents

Type	Document Template	Document/Link
Improvement Plan [Upload up to 1 document(s)]	 Perkins Improvement Plan Template	 Perkins Budget Documentation
Perkins Budget Documentation [Upload up to 1 document(s)]	N/A	

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary
Implementation Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)		Remaining
		2.) CTE / College Access	Total	
CTE Perkins Secondary	\$396,009.00	\$390,000.00	\$390,000.00	\$6,009.00
Total	\$396,009.00	\$390,000.00	\$390,000.00	\$6,009.00

Related Implementation Plan Action Steps ()
G 2) CTE / College Access
S 2.2) Increase the number of CTE programs with technical skill attainment measures.

AS 2.2.1) CTE facilities/programs of study - new, upgrade, innovation and enhancement - Specifics pending approval of the Perkins Grant. (Red Clay Consolidated School District)

Person Responsible:

ED Associate for CTE

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	CTE Perkins Secondary	Capital Outlay Cost for Upgrades/Enhancements	\$230,000.00

AS 2.2.2) Develop CTE middle school options, including: Development of engineering/tech ed course blends at the middle school level (Dickinson) year 2. (Red Clay Consolidated School District)

Person Responsible:

Ed Associate for CTE

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	CTE Perkins Secondary	Middle School Program Development	\$12,500.00

AS 2.2.3) Provide resources, supplies and materials to current projects. (Red Clay Consolidated School District)

Person Responsible:

Ed associate for CTE

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	CTE Perkins Secondary	CTE Resources and Materials	\$50,000.00

AS 2.2.4) Professional CTE and CTSO conferences including 4 to 7 representatives to attend the International Technology and Engineering Educators Association conference. (Red Clay Consolidated School District)

Person Responsible:

Ed. Associate for CTE

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	CTE Perkins Secondary	Cost of Conference Attendance	\$25,000.00

AS 2.2.5) Facilitate CTE content specific PD including the following: Required Animal Science/Vet Tech PD (Conrad), Required Physical Therapists/Health Science PD (Conrad), State Required training for transition to new state approved programming (Culinary Arts - Year 2 (Conrad), Computer Science - Year 2 (Conrad), Computer Science - Year 1 (Dickinson), and Project Lead the Way - Year 1 (Dickinson). (Red Clay Consolidated School District)

Person Responsible:

Ed. Associate for CTE

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	CTE Perkins Secondary	Subs for PD	\$25,000.00

AS 2.2.6) Facilitate Perkins Advisory Council. High level activities will focus on engaging business/industry partners and building/district leadership in the evaluation of CTE programs. (Red Clay Consolidated School District)

Person Responsible:

Ed. associate for CTE

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	CTE Perkins Secondary	Cost of Advisory Council	\$17,500.00

AS 2.2.7) Facilitate Academic attainment and Pathway completion work session. High-level activities will include the following ongoing supports for students: goal-setting, conferencing, and mentoring. (Red Clay Consolidated School District)

Person Responsible:

Ed. associate for CTE
 Estimated Completion Date:
 1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	CTE Perkins Secondary	Academic Attainment and Pathway Completion PD	\$20,000.00

 2.2.8) Support staff and students in CTE/CTSO conference. (Red Clay Consolidated School District)

Person Responsible:
 Ed associate for CTE
 Estimated Completion Date:
 1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	CTE Perkins Secondary	Cost of CTE Advisory Council	\$10,000.00

School Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)	Remaining
		Total	
Total	\$0.00	\$0.00	\$0.00

Related School Plan Action Steps ()

Specific Perkins Assurances

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - CTE Perkins Secondary

Specific Perkins

1. The Delaware Department of Education (DDOE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this subgrant. However, DDOE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the subgrant award.
2. Grantee shall adhere to DDOE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent subgrant payments until such time as the reports are filed.
3. Requests for subgrant extension, when allowed, must be submitted at least 45 days prior to the end of the subgrant period.
4. Grantee shall repay any funds that have been determined through the federal or state audit 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. The repayment may be made by an offset to funds that are otherwise due the grantee.
5. Federal funds made available will be used to supplement, and to the extent practicable increase the amount of state and local funds for Career and Technical Education but in no case supplant (replace) such state or local funds.
6. CTE programs of study are of such size, scope, and quality to bring about improvement in the quality of CTE education and are in alignment with the Delaware State Plan for Career and Technical Education.
7. Sufficient information will be provided to the State to enable the State to comply with the provisions of the Perkins Act, including evaluation/review of grant implementation and data collection. Cooperation will be provided to enable the State to continue to collect data for the core Perkins indicators. The complete annual data report for the previous school year has already been submitted to DDOE.
8. A local career and technical advisory committee including business and industry personnel is organized and utilized to assist in overall planning, coordinating, and evaluating all Career and Technical Education programs. (A listing of committee members is included in the Related Documents section utilizing the Advisory Committee form provided). Agendas, attendance, and minutes from these meetings will be kept on file for a period of five (5) years and made available for DDOE review upon request.
9. Abilities, interests and needs of students, and recommendations from advisory councils, State and community labor needs surveys were considered in order to provide appropriate and supplementary programs and services for special populations.
10. CTE services will be coordinated with relevant programs conducted under the Workforce Innovation and Opportunity Act (WIOA), including cooperative arrangements established with private industry councils and the Delaware Workforce Development Board, in order to avoid duplication and to expand the range of and accessibility to Career and Technical Education services.
11. Any eligible recipient that has not expended all Perkins funds within the academic/program year for which they are provided will remit all unexpended monies to the eligible agency for redistribution in accordance with the Carl D. Perkins Career & Technical Education Act of 2006, Section 133b.

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|-----|--|
| 12. | Grantee shall assure that semi-annual, annual, and/or final grant reports are submitted within the approved project timeline associated with the grant award. |
| 13. | The Local Agreed Upon Performance Levels (LAUPL) established through the Consolidated Grant Application, which includes revisions, if any, to the State's performance levels for the Perkins IV core indicators, is accurate and complete. The LEA understands that this information will be incorporated into the LEA's Perkins IV grant award through the State's Consolidated Grant Application and that the LEA will be held accountable for meeting at least 90 percent of each agreed-upon performance level or be required to implement a program improvement plan pursuant to Section 123(a)(1) of Perkins IV. |

Budget

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

Account Code	Total
5100 - Salaries	\$1,784,614.87
5120 - OECs	\$852,186.83
5400 - Travel	\$40,190.73
5500 - Contractual	\$1,368,472.00
5500 - Audit Fees	\$4,028.41
5560 - Indirect	\$84,314.16
5600 - Supplies	\$148,000.00
5700 - Capital Outlay	\$0.00
Total	\$4,281,807.00
Adjusted Allocation	\$4,281,807.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

5100 - Salaries - \$1,784,614.87

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$95,000.00	\$95,000.00

Narrative Description

[Budget Amount]

EPER for Extended School Year Staff (ESY) to work with students with identified disabilities (34 staff x 100 hrs x \$28/hr: \$95,000est.)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$159,512.08	\$159,512.08

Narrative Description

[Budget Amount]

Hire 2 FTE Child Find Coordinators focused on transition of students from Child Development Watch to Red Clay preschool programs (TA & SH-T)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$45,000.00	\$45,000.00

Narrative Description

[Budget Amount]

Pay EPER for homebound instructional services at hospitals and treatment centers for students with disabilities

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$88,436.70	\$88,436.70
Narrative Description					
[Budget Amount] Hire 1 FTE Birth Mandate Disabilities & Special Transportation Coordinator (DG RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$61,500.00	\$61,500.00
Narrative Description					
[Budget Amount] Pay EPER for homebound instruction for students with identified disabilities (estimated 20 staff x 200 hours x \$20/hr; \$80,000 estimated with OEC's)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$44,800.00	\$44,800.00
Narrative Description					
[Budget Amount] EPER for teachers to attend after school professional development regarding services and supports for students with disabilities (32 sessions x 25 ppl per session x 2 hours per session x \$28 per hour)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$51,795.60	\$51,795.60

Narrative Description					
[Budget Amount]					
Hire .5 FTE Special Services Data and Compliance Coordinator (DS RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$28,282.32	\$28,282.32
Narrative Description					
[Budget Amount]					
Hire .6 FTE Child Find Screening Coordinator (KK)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$86,848.30	\$86,848.30
Narrative Description					
[Budget Amount]					
Hire 1 FTE Autism Services Coordinator (DS RCCSD- Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$91,544.20	\$91,544.20
Narrative Description					
[Budget Amount]					
Hire 1 FTE ICT & Homebound Services Coordinator (BG RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$28,282.32	\$28,282.32

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$86,848.30	\$86,848.30

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$91,544.20	\$91,544.20

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$134,428.00	\$134,428.00
Narrative Description					
[Budget Amount] Hire 1 FTE IDEA Compliance Director, Special Education Programs to manage Special Education/IDEA compliance and provide information and guidance to district to ensure compliance (SC RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$93,934.50	\$93,934.50
Narrative Description					
[Budget Amount] Hire 1 FTE MTSS Behavior Coordinator with a focus on students with special needs (SK RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$50,327.00	\$50,327.00
Narrative Description					
[Budget Amount] Hire 1 FTE Secondary Transition Coordinator (LB RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$122,610.00	\$122,610.00
Narrative Description					
[Budget Amount] Hire 1 FTE Special Education Supervisor to provide research-based best practices/PD to district (effective accommodations, modifications to					

curriculum and instructional strategies) (KO RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$117,757.50	\$117,757.50

Narrative Description

[Budget Amount]

Hire 2 Behavior Analysts to provide direct support and consultation to school teams working with students with disabilities in need of intensive behavioral support including development of FBAs and BSPs, guidance on behavioral health and social/emotional supports (GK & LM).

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$62,788.00	\$62,788.00

Narrative Description

[Budget Amount]

Hire 1 FTE Special Education Lead Teacher (LM Early Years)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$80,153.67	\$80,153.67

Narrative Description

[Budget Amount]

Hire 2 FTE Early Childhood Paraprofessionals (KK & CF)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5100 - Salaries	Equitable Services	Red Clay Consolidated School District (953200)	1.00	\$82,327.00	\$82,327.00
Narrative Description					
[Budget Amount] Hire 1 FTE Childfind PPPS (K-12) Coordinator (MS)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	CEIS	Red Clay Consolidated School District (953200)	1.00	\$50,400.00	\$50,400.00
Narrative Description					
[Budget Amount] EPER K-12 PBS Team Meetings (6 staff per building x 12 buildings x 25 hours x \$28/hr)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	CEIS	Red Clay Consolidated School District (953200)	1.00	\$84,672.00	\$84,672.00
Narrative Description					
[Budget Amount] EPER K-12 PST Team Meetings (6 staff per building x 28 buildings x 18 hours x \$28/hour)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	CEIS	Red Clay Consolidated School District (953200)	1.00	\$128,498.00	\$128,498.00
Narrative Description					
[Budget Amount] Hire 2 Behavior School Support Team t o conduct needs assessments and review current school climate data, develop and impl SW behavior programs, individual student BIPs and classroom systems in collaboration with admin, plan and provide PD on: behavior interventions, classroom					

mgmt, PBS and related topics, maintain case recs; track student progress; collect and monitor data on SW and indiv student behavior (working closely w/school psychologist) to support high needs schools (AS & ND)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	CEIS	Red Clay Consolidated School District (953200)	1.00	\$7,200.00	\$7,200.00

Narrative Description

PBS Team Leader Stipends (\$600 per building x 12 buildings)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	CEIS	Red Clay Consolidated School District (953200)	1.00	\$16,800.00	\$16,800.00

Narrative Description

PBS Team Leader Stipends (\$600 per building x 28 buildings)

Total for 5100 - Salaries				\$1,784,614.87
Total for all other Account Codes				\$2,497,192.13
Total for all Account Codes				\$4,281,807.00
Adjusted Allocation				\$4,281,807.00
Remaining				\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

5120 - OECs - \$852,186.83

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$5,890.00	\$5,890.00

Narrative Description

[FICA]

EPER for Extended School Year Staff (ESY) to work with students with identified needs (34 staff x 100 hrs x \$28/hr: \$95,000est.)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$9,889.75	\$9,889.75

Narrative Description

[FICA]

Hire 2 FTE Child Find Coordinators (TA & TBD)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$5,483.08	\$5,483.08

Narrative Description

[FICA]

Hire 1 FTE Birth Mandate Disabilities & Special Transportation Coordinator (DG RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$3,813.00	\$3,813.00
Narrative Description					
[FICA] Pay EPER for homebound instructions (estimated 20 staff x 200 hours x \$20/hr; \$80,000 estimated with OEC's)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$2,777.60	\$2,777.60
Narrative Description					
[FICA] EPER for teachers to attend after school professional development (32 sessions x 25 ppl per session x 2 hours per session x \$28 per hour)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,605.66	\$1,605.66
Narrative Description					
[FICA] Hire .5 FTE Special Services Vocational, Data and Compliance Coordinator (DS RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$5,384.60	\$5,384.60
Narrative Description					

[FICA]

Hire 1 FTE Autism Services Coordinator (DS RCCSD- Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$8,334.54	\$8,334.54

Narrative Description

[FICA]

Hire 1 FTE IDEA Compliance Director, Special Education Programs to manage Special Education/IDEA compliance and provide information and guidance to district to ensure compliance (SC RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$5,823.94	\$5,823.94

Narrative Description

[FICA]

Hire 1 FTE MTSS Behavior Coordinator with a focus on students with special needs (SK RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$3,120.28	\$3,120.28

Narrative Description

[FICA]

Hire 1 FTE Secondary Transition Coordinator (LB RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$7,601.82	\$7,601.82
Narrative Description					
[FICA] Hire 1 FTE Special Education Supervisor to provide research-based best practices/PD to district (effective accommodations, modifications to curriculum and instructional strategies) (KO RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$5,675.75	\$5,675.75
Narrative Description					
[FICA] Hire 1 FTE Unique Alternative and Supportive Instruction Coordinator (BG RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$7,300.97	\$7,300.97
Narrative Description					
[FICA] Hire 2 Behavior Analysts to provide direct support and consultation to school teams working with students with disabilities in need of intensive behavioral support including development of FBAs and BSPs, guidance on behavioral health and social/emotional supports (GK & LM).					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$20,088.48	\$20,088.48
Narrative Description					
[Health Insurance]					

Hire 2 FTE Child Find Coordinators (TA & TBD)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$23,182.80	\$23,182.80

Narrative Description

[Health Insurance]

Hire 1 FTE Birth Mandate Disabilities & Special Transportation Coordinator (DG RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$11,591.40	\$11,591.40

Narrative Description

[Health Insurance]

Hire .5 FTE Special Services Vocational, Data and Compliance Coordinator (DS RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$21,859.20	\$21,859.20

Narrative Description

[Health Insurance]

Hire 1 FTE Autism Services Coordinator (DS RCCSD- Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$20,223.36	\$20,223.36

Narrative Description

[Health Insurance]

Hire 1 FTE IDEA Compliance Director, Special Education Programs to manage Special Education/IDEA compliance and provide information and guidance to district to ensure compliance (SC RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$15,428.16	\$15,428.16

Narrative Description

[Health Insurance]

Hire 1 FTE MTSS Behavior Coordinator with a focus on students with special needs (SK RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$23,182.80	\$23,182.80

Narrative Description

[Health Insurance]

Hire 1 FTE Secondary Transition Coordinator (LB RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$24,945.12	\$24,945.12

Narrative Description

[Health Insurance]

Hire 1 FTE Special Education Supervisor to provide research-based best practices/PD to district (effective accommodations, modifications to curriculum and instructional strategies) (KO RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$24,629.28	\$24,629.28
Narrative Description					
[Health Insurance] Hire 1 FTE Unique Alternative and Supportive Instruction Coordinator (BG RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$33,204.48	\$33,204.48
Narrative Description					
[Health Insurance] Hire 2 Behavior Analysts to provide direct support and consultation to school teams working with students with disabilities in need of intensive behavioral support including development of FBAs and BSPs, guidance on behavioral health and social/emotional supports (GK & LM).					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,377.50	\$1,377.50
Narrative Description					
[Medicare] EPER for Extended School Year Staff (ESY) to work with students with identified needs (34 staff x 100 hrs x \$28/hr: \$95,000est.)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$2,312.93	\$2,312.93
Narrative Description					

[Medicare]

Hire 2 FTE Child Find Coordinators (TA & TBD)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$652.50	\$652.50

Narrative Description

[Medicare]

Pay EPER for homebound instructional services at hospitals and treatment centers

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,282.34	\$1,282.34

Narrative Description

[Medicare]

Hire 1 FTE Birth Mandate Disabilities & Special Transportation Coordinator (DG RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$891.75	\$891.75

Narrative Description

[Medicare]

Pay EPER for homebound instructions (estimated 20 staff x 200 hours x \$20/hr; \$80,000 estimated with OEC's)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$649.60	\$649.60
Narrative Description					
[Medicare] EPER for teachers to attend after school professional development (32 sessions x 25 ppl per session x 2 hours per session x \$28 per hour)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$375.52	\$375.52
Narrative Description					
[Medicare] Hire .5 FTE Special Services Vocational, Data and Compliance Coordinator (DS RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,259.31	\$1,259.31
Narrative Description					
[Medicare] Hire 1 FTE Autism Services Coordinator (DS RCCSD- Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,949.21	\$1,949.21
Narrative Description					
[Medicare] Hire 1 FTE IDEA Compliance Director, Special Education Programs to manage Special Education/IDEA compliance and provide information and guidance to district to ensure compliance (SC RCCSD-Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,362.06	\$1,362.06
Narrative Description					
[Medicare] Hire 1 FTE MTSS Behavior Coordinator with a focus on students with special needs (SK RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$729.75	\$729.75
Narrative Description					
[Medicare] Hire 1 FTE Secondary Transition Coordinator (LB RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,777.85	\$1,777.85
Narrative Description					
[Medicare] Hire 1 FTE Special Education Supervisor to provide research-based best practices/PD to district (effective accommodations, modifications to curriculum and instructional strategies) (KO RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,327.40	\$1,327.40

Narrative Description					
[Medicare] Hire 1 FTE Unique Alternative and Supportive Instruction Coordinator (BG RCCSD-Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,707.49	\$1,707.49

Narrative Description					
[Medicare] Hire 2 Behavior Analysts to provide direct support and consultation to school teams working with students with disabilities in need of intensive behavioral support including development of FBAs and BSPs, guidance on behavioral health and social/emotional supports (GK & LM).					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$21,166.00	\$21,166.00

Narrative Description					
[Pension] EPER for Extended School Year Staff (ESY) to work with students with identified needs (34 staff x 100 hrs x \$28/hr: \$95,000est.)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$35,539.30	\$35,539.30

Narrative Description					
[Pension] Hire 2 FTE Child Find Coordinators (TA & TBD)					

Account	Funding	Location Code	Quantity	Cost	Line Item Total
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Code	Description				
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$10,026.00	\$10,026.00
Narrative Description					
[Pension] Pay EPER for homebound instructional services at hospitals and treatment centers					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$19,703.70	\$19,703.70
Narrative Description					
[Pension] Hire 1 FTE Birth Mandate Disabilities & Special Transportation Coordinator (DG RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$13,702.20	\$13,702.20
Narrative Description					
[Pension] Pay EPER for homebound instructions (estimated 20 staff x 200 hours x \$20/hr; \$80,000 estimated with OEC's)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$9,981.44	\$9,981.44
Narrative Description					
[Pension] EPER for teachers to attend after school professional development (32 sessions x 25 ppl per session x 2 hours per session x \$28 per hour)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$5,770.03	\$5,770.03
Narrative Description					
[Pension] Hire .5 FTE Special Services Vocational, Data and Compliance Coordinator (DS RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$19,349.81	\$19,349.81
Narrative Description					
[Pension] Hire 1 FTE Autism Services Coordinator (DS RCCSD- Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$29,950.56	\$29,950.56
Narrative Description					
[Pension] Hire 1 FTE IDEA Compliance Director, Special Education Programs to manage Special Education/IDEA compliance and provide information and guidance to district to ensure compliance (SC RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$20,928.61	\$20,928.61

Narrative Description					
[Pension] Hire 1 FTE MTSS Behavior Coordinator with a focus on students with special needs (SK RCCSD-Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$11,212.86	\$11,212.86

Narrative Description					
[Pension] Hire 1 FTE Secondary Transition Coordinator (LB RCCSD-Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$27,317.51	\$27,317.51

Narrative Description					
[Pension] Hire 1 FTE Special Education Supervisor to provide research-based best practices/PD to district (effective accommodations, modifications to curriculum and instructional strategies) (KO RCCSD-Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$20,396.05	\$20,396.05

Narrative Description					
[Pension] Hire 1 FTE Unique Alternative and Supportive Instruction Coordinator (BG RCCSD-Baltz Admin)					

Account	Funding	Location Code	Quantity	Cost	Line Item Total
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Code	Description				
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$26,236.38	\$26,236.38
Narrative Description					
[Pension] Hire 2 Behavior Analysts to provide direct support and consultation to school teams working with students with disabilities in need of intensive behavioral support including development of FBAs and BSPs, guidance on behavioral health and social/emotional supports (GK & LM).					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$104.50	\$104.50
Narrative Description					
[Unemployment Insurance] EPER for Extended School Year Staff (ESY) to work with students with identified needs (34 staff x 100 hrs x \$28/hr: \$95,000est.)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$175.47	\$175.47
Narrative Description					
[Unemployment Insurance] Hire 2 FTE Child Find Coordinators (TA & TBD)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$49.50	\$49.50
Narrative Description					

[Unemployment Insurance]

Pay EPER for homebound instructional services at hospitals and treatment centers

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$97.29	\$97.29

Narrative Description

[Unemployment Insurance]

Hire 1 FTE Birth Mandate Disabilities & Special Transportation Coordinator (DG RCCSD-Baltz Admin)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$67.65	\$67.65

Narrative Description

[Unemployment Insurance]

Pay EPER for homebound instructions (estimated 20 staff x 200 hours x \$20/hr; \$80,000 estimated with OEC's)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$49.28	\$49.28

Narrative Description

[Unemployment Insurance]

EPER for teachers to attend after school professional development (32 sessions x 25 ppl per session x 2 hours per session x \$28 per hour)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$28.49	\$28.49
Narrative Description					
[Unemployment Insurance] Hire .5 FTE Special Services Vocational, Data and Compliance Coordinator (DS RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$95.54	\$95.54
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Autism Services Coordinator (DS RCCSD- Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$147.88	\$147.88
Narrative Description					
[Unemployment Insurance] Hire 1 FTE IDEA Compliance Director, Special Education Programs to manage Special Education/IDEA compliance and provide information and guidance to district to ensure compliance (SC RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$103.33	\$103.33
Narrative Description					
[Unemployment Insurance] Hire 1 FTE MTSS Behavior Coordinator with a focus on students with special needs (SK RCCSD-Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$55.36	\$55.36
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Secondary Transition Coordinator (LB RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$134.88	\$134.88
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Special Education Supervisor to provide research-based best practices/PD to district (effective accommodations, modifications to curriculum and instructional strategies) (KO RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$100.70	\$100.70
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Unique Alternative and Supportive Instruction Coordinator (BG RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$129.54	\$129.54

Narrative Description					
[Unemployment Insurance] Hire 2 Behavior Analysts to provide direct support and consultation to school teams working with students with disabilities in need of intensive behavioral support including development of FBAs and BSPs, guidance on behavioral health and social/emotional supports (GK & LM).					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,377.50	\$1,377.50

Narrative Description					
[Workers Compensation] EPER for Extended School Year Staff (ESY) to work with students with identified needs (34 staff x 100 hrs x \$28/hr: \$95,000est.)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$2,312.93	\$2,312.93

Narrative Description					
[Workers Compensation] Hire 2 FTE Child Find Coordinators (TA & TBD)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$652.50	\$652.50

Narrative Description					
[Workers Compensation] Pay EPER for homebound instructional services at hospitals and treatment centers					

Account	Funding	Location Code	Quantity	Cost	Line Item Total
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Code	Description				
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,282.34	\$1,282.34
Narrative Description					
[Workers Compensation] Hire 1 FTE Birth Mandate Disabilities & Special Transportation Coordinator (DG RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$891.75	\$891.75
Narrative Description					
[Workers Compensation] Pay EPER for homebound instructions (estimated 20 staff x 200 hours x \$20/hr; \$80,000 estimated with OEC's)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$649.60	\$649.60
Narrative Description					
[Workers Compensation] EPER for teachers to attend after school professional development (32 sessions x 25 ppl per session x 2 hours per session x \$28 per hour)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$375.52	\$375.52
Narrative Description					
[Workers Compensation] Hire .5 FTE Special Services Vocational, Data and Compliance Coordinator (DS RCCSD-Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,259.31	\$1,259.31
Narrative Description					
[Workers Compensation] Hire 1 FTE Autism Services Coordinator (DS RCCSD- Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,949.21	\$1,949.21
Narrative Description					
[Workers Compensation] Hire 1 FTE IDEA Compliance Director, Special Education Programs to manage Special Education/IDEA compliance and provide information and guidance to district to ensure compliance (SC RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,362.06	\$1,362.06
Narrative Description					
[Workers Compensation] Hire 1 FTE MTSS Behavior Coordinator with a focus on students with special needs (SK RCCSD-Baltz Admin)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$729.75	\$729.75

Narrative Description					
[Workers Compensation] Hire 1 FTE Secondary Transition Coordinator (LB RCCSD-Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,777.85	\$1,777.85

Narrative Description					
[Workers Compensation] Hire 1 FTE Special Education Supervisor to provide research-based best practices/PD to district (effective accommodations, modifications to curriculum and instructional strategies) (KO RCCSD-Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,327.40	\$1,327.40

Narrative Description					
[Workers Compensation] Hire 1 FTE Unique Alternative and Supportive Instruction Coordinator (BG RCCSD-Baltz Admin)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$1,707.49	\$1,707.49

Narrative Description					
[Workers Compensation] Hire 2 Behavior Analysts to provide direct support and consultation to school teams working with students with disabilities in need of intensive behavioral support including development of FBAs and BSPs, guidance on behavioral health and social/emotional supports (GK & LM).					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$1,753.51	\$1,753.51
Narrative Description					
[FICA] Hire .6 FTE Childfind Screening Coordinator (KK)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$5,104.28	\$5,104.28
Narrative Description					
[FICA] Hire 1 FTE Childfind PPPS (K-12) Coordinator (MS)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$3,892.86	\$3,892.86
Narrative Description					
[FICA] Hire 1 FTE Special Education Lead Teacher (LM Early Years)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$4,969.53	\$4,969.53
Narrative Description					

[FICA]

Hire 2 FTE Early Childhood Paraprofessionals (KK & CF)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$504.00	\$504.00

Narrative Description

[Health Insurance]

Hire .6 FTE Childfind Screening Coordinator (KK)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$10,044.24	\$10,044.24

Narrative Description

[Health Insurance]

Hire 1 FTE Childfind PPPS (K-12) Coordinator (MS)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$9,776.16	\$9,776.16

Narrative Description

[Health Insurance]

Hire 1 FTE Special Education Lead Teacher (LM Early Years)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$32,803.92	\$32,803.92
Narrative Description					
[Health Insurance] Hire 2 FTE Early Childhood Paraprofessionals (KK & CF)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$410.09	\$410.09
Narrative Description					
[Medicare] Hire .6 FTE Childfind Screening Coordinator (KK)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$1,193.75	\$1,193.75
Narrative Description					
[Medicare] Hire 1 FTE Childfind PPPS (K-12) Coordinator (MS)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$910.43	\$910.43
Narrative Description					
[Medicare] Hire 1 FTE Special Education Lead Teacher (LM Early Years)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$1,162.23	\$1,162.23
Narrative Description					
[Medicare] Hire 2 FTE Early Childhood Paraprofessionals (KK & CF)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$6,301.30	\$6,301.30
Narrative Description					
[Pension] Hire .6 FTE Childfind Screening Coordinator (KK)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$18,342.46	\$18,342.46
Narrative Description					
[Pension] Hire 1 FTE Childfind PPPS (K-12) Coordinator (MS)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$13,989.17	\$13,989.17
Narrative Description					

[Pension]

Hire 1 FTE Special Education Lead Teacher (LM Early Years)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$17,858.24	\$17,858.24

Narrative Description

[Pension]

Hire 2 FTE Early Childhood Paraprofessionals (KK & CF)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$31.12	\$31.12

Narrative Description

[Unemployment Insurance]

Hire .6 FTE Childfind Screening Coordinator (KK)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$90.56	\$90.56

Narrative Description

[Unemployment Insurance]

Hire 1 FTE Childfind PPPS (K-12) Coordinator (MS)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
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5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$69.07	\$69.07
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Special Education Lead Teacher (LM Early Years)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$88.17	\$88.17
Narrative Description					
[Unemployment Insurance] Hire 2 FTE Early Childhood Paraprofessionals (KK & CF)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$410.09	\$410.09
Narrative Description					
[Workers Compensation] Hire .6 FTE Childfind Screening Coordinator (KK)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$1,193.75	\$1,193.75
Narrative Description					
[Workers Compensation] Hire 1 FTE Childfind PPPS (K-12) Coordinator (MS)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$910.43	\$910.43
Narrative Description					
[Workers Compensation] Hire 1 FTE Special Education Lead Teacher (LM Early Years)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 611 PK	Red Clay Consolidated School District (953200)	1.00	\$1,162.23	\$1,162.23
Narrative Description					
[Workers Compensation] Hire 2 FTE Early Childhood Paraprofessionals (KK & CF)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$3,124.80	\$3,124.80
Narrative Description					
[FICA] EPER K-12 PBS Team Meetings (6 staff per building x 12 buildings x 25 hours x \$28/hr)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$5,249.67	\$5,249.67
Narrative Description					

[FICA]

EPER K-12 PST Team Meetings (6 staff per building x 28 buildings x 18 hours x \$28/hour)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$7,966.88	\$7,966.88

Narrative Description

[FICA]

Hire 2 Behavior Analysts to provide direct support and consultation to school teams working with students with disabilities in need of intensive behavioral support including development of FBAs and BSPs, guidance on behavioral health and social/emotional supports (GK & LM).

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$37,250.64	\$37,250.64

Narrative Description

[Health Insurance]

Hire 2 Behavior School Support Team to conduct needs assessments and review current school climate data, develop and impl SW behavior programs, individual student BIPs and classroom systems in collaboration with admin, plan and provide PD on: behavior interventions, classroom mgmt, PBS and related topics, maintain case recs; track student progress; collect and monitor data on SW and indiv student behavior (working closely w/school psychologist) to support high needs schools (AS & ND)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$730.80	\$730.80

Narrative Description

[Medicare]

EPER K-12 PBS Team Meetings (6 staff per building x 12 buildings x 25 hours x \$28/hr)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$1,227.75	\$1,227.75
Narrative Description					
[Medicare] EPER K-12 PST Team Meetings (6 staff per building x 28 buildings x 18 hours x \$28/hour)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$1,863.23	\$1,863.23
Narrative Description					
[Medicare] Hire 2 Behavior School Support Team t o conduct needs assessments and review current school climate data, develop and impl SW behavior programs, individual student BIPs and classroom systems in collaboration with admin, plan and provide PD on: behavior interventions, classroom mgmt, PBS and related topics, maintain case recs; track student progress; collect and monitor data on SW and indiv student behavior (working closely w/school psychologist) to support high needs schools (AS & ND)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$11,229.12	\$11,229.12
Narrative Description					
[Pension] EPER K-12 PBS Team Meetings (6 staff per building x 12 buildings x 25 hours x \$28/hr)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$18,864.93	\$18,864.93

Narrative Description					
[Pension] EPER K-12 PST Team Meetings (6 staff per building x 28 buildings x 18 hours x \$28/hour)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$28,629.36	\$28,629.36

Narrative Description					
[Pension] Hire 2 Behavior School Support Team t o conduct needs assessments and review current school climate data, develop and impl SW behavior programs, individual student BIPs and classroom systems in collaboration with admin, plan and provide PD on: behavior interventions, classroom mgmt, PBS and related topics, maintain case recs; track student progress; collect and monitor data on SW and indiv student behavior (working closely w/school psychologist) to support high needs schools (AS & ND)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$55.44	\$55.44

Narrative Description					
[Unemployment Insurance] EPER K-12 PBS Team Meetings (6 staff per building x 12 buildings x 25 hours x \$28/hr)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$93.14	\$93.14

Narrative Description					
[Unemployment Insurance] EPER K-12 PST Team Meetings (6 staff per building x 28 buildings x 18 hours x \$28/hour)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$141.35	\$141.35
Narrative Description					
[Unemployment Insurance] Hire 2 Behavior School Support Team t o conduct needs assessments and review current school climate data, develop and impl SW behavior programs, individual student BIPs and classroom systems in collaboration with admin, plan and provide PD on: behavior interventions, classroom mgmt, PBS and related topics, maintain case recs; track student progress; collect and monitor data on SW and indiv student behavior (working closely w/school psychologist) to support high needs schools (AS & ND)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$730.80	\$730.80
Narrative Description					
[Workers Compensation] EPER K-12 PBS Team Meetings (6 staff per building x 12 buildings x 25 hours x \$28/hr)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$1,227.75	\$1,227.75
Narrative Description					
[Workers Compensation] EPER K-12 PST Team Meetings (6 staff per building x 28 buildings x 18 hours x \$28/hour)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	CEIS	Red Clay Consolidated School District (953200)	1.00	\$1,863.23	\$1,863.23

Narrative Description

[Workers Compensation]

Hire 2 Behavior School Support Team t o conduct needs assessments and review current school climate data, develop and impl SW behavior programs, individual student BIPs and classroom systems in collaboration with admin, plan and provide PD on: behavior interventions, classroom mgmt, PBS and related topics, maintain case recs; track student progress; collect and monitor data on SW and indiv student behavior (working closely w/school psychologist) to support high needs schools (AS & ND)

Total for 5120 - OECs	\$852,186.83
Total for all other Account Codes	\$3,429,620.17
Total for all Account Codes	\$4,281,807.00
Adjusted Allocation	\$4,281,807.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

5400 - Travel - \$40,190.73

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$15,190.73	\$15,190.73

Narrative Description

Mileage for homebound instruction (based on est travel costs to support student with special needs (\$0.40/mile)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$25,000.00	\$25,000.00

Narrative Description

Mileage for inclusion coaches & itinerant autism teachers (.40/mile)

Total for 5400 - Travel

\$40,190.73

Total for all other Account Codes

\$4,241,616.27

Total for all Account Codes

\$4,281,807.00

Adjusted Allocation

\$4,281,807.00

Remaining

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

5500 - Contractual - \$1,368,472.00

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$20,000.00	\$20,000.00
Narrative Description					
Contract for ESY bus transportation \$5,000 per site (4 sites)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$850,000.00	\$850,000.00
Narrative Description					
Contract for OT/PT/SLT/AT services based on 15-16 actuals					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$406,891.00	\$406,891.00
Narrative Description					
Contract for translation and interpreter services based on 15-16 actuals (approximately 50% of total cost split with local funds)					
Account	Funding	Location Code	Quantity	Cost	Line Item Total

Code	Description				
5500 - Contractual	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$35,000.00	\$35,000.00
Narrative Description					
Registration fee for staff to attend Legal workshop for Educational Diagnosticians to gain professional learning opportunities necessary to support inclusive practices and PD priorities 1, 2 and 3 (LRP - 8 staff, PBIS-5 staff, CEC-4 staff)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Equitable Services	Red Clay Consolidated School District (953200)	1.00	\$56,581.00	\$56,581.00
Narrative Description					
Contracted Services (OT/PT/SLP/AT) for Parentally Placed Private School Students based on 15-16 actuals					
Total for 5500 - Contractual					\$1,368,472.00
Total for all other Account Codes					\$2,913,335.00
Total for all Account Codes					\$4,281,807.00
Adjusted Allocation					\$4,281,807.00
Remaining					\$0.00

Budget Detail						
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611						
5500 - Audit Fees - \$4,028.41						
	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5500 - Audit Fees	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$4,028.41	\$4,028.41
Narrative Description						
LEA Audit Fees for Federal Programs						
Total for 5500 - Audit Fees						\$4,028.41
Total for all other Account Codes						\$4,277,778.59
Total for all Account Codes						\$4,281,807.00
Adjusted Allocation						\$4,281,807.00
Remaining						\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	\$4,197,492.84
Indirect Cost Rate	2.01%
Maximum Allowed for Indirect Cost	\$84,369.61

5560 - Indirect - \$84,314.16

	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5560 - Indirect	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$84,314.16	\$84,314.16
Narrative Description						
LEA Indirect Cost set-aside for Federal Programs						
Total for 5560 - Indirect						\$84,314.16
Total for all other Account Codes						\$4,197,492.84
Total for all Account Codes						\$4,281,807.00
Adjusted Allocation						\$4,281,807.00
Remaining						\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

5600 - Supplies - \$148,000.00

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$30,000.00	\$30,000.00
Narrative Description					
Purchase ESY materials and supplies (Curricular materials & online subscriptions)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$56,000.00	\$56,000.00
Narrative Description					
School Psychologist Testing Protocols & Materials (\$2000/school x 28 schools)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	IDEA 611	Red Clay Consolidated School District (953200)	1.00	\$56,000.00	\$56,000.00
Narrative Description					
Speech Therapist Testing Protocols & Materials (\$2000/school x 28 schools)					
Account	Funding	Location Code	Quantity	Cost	Line Item Total

Code	Description				
5600 - Supplies	CEIS	Red Clay Consolidated School District (953200)	1.00	\$6,000.00	\$6,000.00
Narrative Description					
Support PBS schools with student incentives to maximize implementation (\$500/bldg x 12 bldgs Est. cost: \$6,000)					
Total for 5600 - Supplies					\$148,000.00
Total for all other Account Codes					\$4,133,807.00
Total for all Account Codes					\$4,281,807.00
Adjusted Allocation					\$4,281,807.00
Remaining					\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	\$4,197,492.84
Indirect Cost Rate	2.01%
Maximum Allowed for Indirect Cost	\$84,369.61

Filter by Location:

[Show Unbudgeted Categories](#)

Funding Description	IDEA 611	IDEA 611 PK	Equitable Services	CEIS	Total
Account Code					
5100 - Salaries	1,271,776.20	142,941.67	82,327.00	287,570.00	1,784,614.87
5120 - OECs	598,966.35	132,971.59	0.00	120,248.89	852,186.83
5400 - Travel	40,190.73	0.00	0.00	0.00	40,190.73
5500 - Contractual	1,311,891.00	0.00	56,581.00	0.00	1,368,472.00
5500 - Audit Fees	4,028.41			0.00	4,028.41
5560 - Indirect	84,314.16			0.00	84,314.16
5600 - Supplies	142,000.00	0.00	0.00	6,000.00	148,000.00
Total	3,453,166.85	275,913.26	138,908.00	413,818.89	4,281,807.00
Adjusted Allocation					4,281,807.00
Remaining					0.00

Equitable Services

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

IDEA requires LEAs to spend a proportionate amount of their IDEA, Part B allocation for special education and related services on students with disabilities who are parentally placed in private schools ("equitable participation services").

Provide the numbers and the calculations listed below that are being used to determine the proportionate share that must be set aside for equitable participation services.

Number of eligible children with disabilities in public schools in the LEA	2386
Number of parentally placed eligible children with disabilities in private elementary schools and elementary schools located in the LEA	80
IDEA, Part B allocation	4281807
Average per-child allocation	1736.34
Amount to be expended for parentally placed children with disabilities	138907.20

*** 1. Describe the LEA's process for notifying non-profit private schools and parents of parentally placed private school children of their eligibility to participate in IDEA.**

Red Clay Consolidated School District notifies private schools and parents of parentally placed private school (PPPS) students in the fall of each school year. The notification includes information about what services can be provided such as evaluations for special education eligibility and therapy services. In addition to written notification, meetings are held to provide additional information on IDEA services a minimum of two times per year.

*** 2. Describe the process for involving non-profit private schools and parents of parentally placed private school children in discussions regarding how proportionate share is determined, equitable participation of eligible parentally placed private school children, and the design and development of special education and related services for parentally placed private school children including the types of services that will be provided and who will provide those services.**

Red Clay's Office of Federal Programs in conjunction with the Special Services' Child Find Office conducts a minimum of two meetings per year to discuss proportionate share and the design and development of special education and related services. In the fall meeting, discussion focuses on the types of services that can be provided including psychological evaluation, individual therapy sessions or consultative therapy as well as training and technical assistance related to IDEA services and supports. During meetings later in the school year, the Special Services' Child Find Office follows up with private schools to discuss questions and concerns and provide training on identified topics. For example, in spring 2016, Special Services provided information on testing accommodations and SAT accessibility, and the speech therapist who provides evaluation and services within the private schools provided training and resources on speech development so that the private school staff could better identify students in need of speech evaluation.

*** 3. Describe how the LEA will ensure that the services are equitable in comparison to the services provided to public school students, staff, and families and are provided in a timely manner, are secular, neutral, and non-ideological for IDEA.**

Red Clay employs a Special Education Coordinator who provides support for all PPPS student cases. The coordinator works directly with psychologists and therapists providing supports to the private school students and ensures development of appropriate IEPs and equitable services. In addition, Red Clay conducts an internal audit process reviewing a sampling of records from all schools/programs including PPPS students. Through this audit process, the District Administration can identify any concerns around equity of services.

*** 4. Describe how the LEA will monitor the provision of services to eligible, parentally placed private school students and their families for IDEA.**

Red Clay conducts an internal audit process reviewing a sampling of records from all schools/programs including PPPS students. Through this audit process, the District Administration can identify any concerns around equity of services. In addition, the Director of Special Services provides oversight to the Special Education Coordinator for Private School Child Find. During monthly meetings between the Director and Coordinator, PPPS cases are reviewed including provision of services.

*** 5. Describe how the LEA will ensure that allowable materials, equipment, and/or property purchased/provided for use by non-private schools and/or parentally placed private school children are properly maintained and accounted for by the LEA for IDEA.**

All materials and equipment that are needed for PPPS students are purchased through the same acquisition process as all Red Clay schools/programs. The Private School Child Find Special Education Coordinator, and psychologists and therapists can order materials as needed for each student. Evaluation materials for the psychologists and therapists are purchased through IDEA funds, and materials for services are provided through a combination of IDEA and local funds. Psychologist and therapists are responsible for maintaining materials and keeping an inventory for re-ordering that is provided to the Office of Special Services.

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

If using IDEA funds for Coordinated Early Intervening Services (CEIS), please note the following reporting requirement: The regulations require, in 34 CFR §300.226(d), each LEA that implements CEIS to report to the State on the number of children who received CEIS and the number of those children who subsequently received special education and related services under Part B during the preceding two-year period (i.e., the two years after the child has received CEIS).

Under 34 CFR §300.646(b)(2), if a State identifies significant disproportionality, the LEA must use the maximum amount (15%) of the total of IDEA 3-5 and IDEA 6-21 funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were “significantly over identified” and/or “disproportionality suspended/expelled.” LEAs with significant disproportionality must reserve funds for such services. LEAs without significant disproportionality can choose to set aside funds and may reserve up to 15% of their IDEA, Part B grant to provide coordinated early intervening services to struggling students who are not yet identified for special education.

1. Please indicate which of following applies to your LEA regarding CEIS utilizing IDEA funds:

- ☐ CEIS is required (full 15% of total IDEA 3-5 and IDEA 6-21 funds).
- ☒ CEIS is voluntary (up to 15% of total IDEA 3-5 and IDEA 6-21 funds).
- ☐ CEIS is not being used.

2. For LEAs utilizing IDEA funds for CEIS, explain how the LEA will develop and implement its CEIS system to provide coordinated, early intervening services for students in grades K-12 who are not identified as needing special education, but who need additional academic and behavioral support to succeed in a general education environment. [Section 613(f), 34 CFR § 300.226].

Red Clay is voluntarily using up to 15% of IDEA funds for coordinated early intervening services (CEIS) in order to further develop our Problem Solving Teams (PST) structure and Multi-tiered Systems of Support (MTSS) for behavior. IDEA funds will support PST team leader stipends and Extra Pay for Extra Responsibility (EPER) for PST team meetings twice per month. PST teams are critical in identifying interventions and supports for general education students who are struggling academically, behaviorally and/or social/emotionally. The funds used for CEIS will also support development of tiered behavioral supports through 2.0 FTE Behavior Coaches who will provide systems-level support to develop tiered interventions across all schools. In addition, support will be provided for Positive Behavior Support (PBS) team leader stipends, EPER for monthly team meetings, and PBS activities and materials. The further development of MTSS is district goal across all schools/programs and will provide support for all students with behavioral and social/emotional needs.

The IDEA funds are used to further develop the above aspects of Red Clay's CEIS system. Red Clay utilizes a variety of funding sources including Title I and local funds to fully support our CEIS system including PST, MTSS for Behavior and Response to Intervention to address academic needs.

Related Documents
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611
Required Documents
This page is currently not accepting Related Documents.

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

Implementation Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)			Remaining
		1.) Deep Implementation of Common Core College and Career Standards	2.) CTE / College Access	Total	
IDEA 611	\$4,281,807.00	\$3,766,721.00	\$155,000.00	\$3,921,721.00	\$360,086.00
Total	\$4,281,807.00	\$3,766,721.00	\$155,000.00	\$3,921,721.00	\$360,086.00

Related Implementation Plan Action Steps ()

G 1) Deep Implementation of Common Core College and Career Standards

S 1.1) Common Core State Standards: Deepen district, school and classroom level implementation in all subject areas for all students, including struggling subgroups (SWD, ELL, etc.), with aligned curriculum & intervention programs, supports and effective professional development for all teachers and paraprofessionals.

AS 1.1.10) Provide direct services and supports to SWD students to ensure that they have access to the Common Core state standards including the following: Autism Itinerant staff support and direct services, teacher of the deaf services, assistive technology support, therapy services, extended school year instruction, homebound/hospital instructional services, and translation/interpreting services. (Red Clay Consolidated School District)

Person Responsible:

Sarah Celestin

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	IDEA 611	Assistive Technology Specialist - Vendor Contract	\$106,000.00
	IDEA 611	Autism Coord. Salary and OEC's (11 mo)	\$136,000.00
	IDEA 611	Child Find Private School Coor (Salary and OEC's)	\$117,000.00
	IDEA 611	ESY - Staffing, Transportation, Supplies/Materials	\$187,421.00
	IDEA 611	Homebound Instruction - (EPER and Vendor Contract)	\$80,000.00
	IDEA 611	Hospital Instruction (EPER and Vendor)	\$59,000.00
	IDEA 611	Psychologist Evaluation Materials	\$10,000.00
	IDEA 611	Therapy Services - Contracted Multiple Vendors	\$799,000.00
	IDEA 611	Translation/Interpreting Services-Vendor Contract	\$200,000.00

AS 1.1.11) Provide structures and supports for staff to ensure that SWD students have access to the Common Core state standards including the following: Inclusion coach staff support, problem solving team support, technical assistance from special services team, ongoing professional development on topics related to inclusive practices, specialized instruction, accommodations/modifications. PD to support students with disabilities will include: academic supports & interventions (e.g., differentiation strategies, skill-based interventions), multi-tiered systems of behavioral supports, 504 & IEP development (Red Clay Consolidated School District)

Person Responsible:

Sarah Celestin

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	IDEA 611	Director of Spec Ed - Salary and OEC's	\$179,000.00
	IDEA 611	Dist. Birth Mandate. Salary and OEC's (11 mo)	\$137,000.00
	IDEA 611	Dist. Spec. ED Coord. Salary and OEC's (11 mo)	\$142,000.00
	IDEA 611	District Spec Ed Supervisor	\$170,000.00
	IDEA 611	District Spec. ED Coord. Salary and OEC's (11 mo)	\$134,000.00
	IDEA 611	Problem Solving Team Support (EPER)	\$185,000.00
	IDEA 611	Professional Development (Sub Coverage/EPER)	\$59,000.00
Total			\$1,006,000.00

S 1.4) Provide early intervention programming for at-risk pre-k students in high-need schools.

AS 1.4.5) Provide early education screening, evaluation, and direct services for students with disabilities. (Red Clay Consolidated School District)

Person Responsible:

Sarah Celestin

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	IDEA 611	Child Find Coordinators (2 - Salary and OEC's)	\$226,000.00
	IDEA 611	Child Find Screening Coord (.5 Salary and OEC'S)	\$32,000.00
	IDEA 611	Early Childhood Para (2 - Salary and OEC's)	\$135,000.00
	IDEA 611	Early Childhood Spec Educator (Salary and OEC's)	\$87,000.00

IDEA 619	Early Childhood Spec Educator (Salary and OEC's)	\$87,000.00
Total		\$567,000.00

S 1.5) Behavioral and Social Emotional Supports: Deepen district, school, and classroom level implementation of multi-tiered systems of behavioral supports.

AS 1.5.1) Provides structures and supports for staff to provide appropriate social emotional behavioral supports for at risk students and students with disabilities. Supports include training on multi-tiered systems of support, de-escalation strategies, mental health supports, as well as coaching and technical assistance from the Delaware PBS Project. 3 schools will receive targeted support through the school climate transformation grant. (Red Clay Consolidated School District)

Person Responsible:

Sarah Celestin

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	IDEA 611	Behavior Coach (2 positions salary and OEC's)	\$200,000.00
	IDEA 611	Dist. Spec. ED Coord. Salary and OEC's (10 mo)	\$138,000.00
	IDEA 611	PBS Incentives/Materials	\$6,000.00
	IDEA 611	PBS Team EPER	\$12,000.00
	IDEA 611	Professional Development (Sub Coverage/EPER)	\$30,300.00
Total			\$386,300.00

AS 1.5.2) Provides direct services and social emotional behavioral supports to at risk students and students with disabilities. (Red Clay Consolidated School District)

Person Responsible:

Sarah Celestin


Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	IDEA 611	Behavior Analyst (2 positions salary and OEC's)	\$200,000.00

G 2) CTE / College Access

S 2.1) Improve opportunities for students to access career readiness via pathway development & implementation, SSPs, SPaRC, etc.

 2.1.5) Provide support from student transition from secondary school to college and career opportunities, including programs such as Project Search and Start on Success. (Red Clay Consolidated School District)

Person Responsible:

Sarah Celestin

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	IDEA 611	Dist.Transition Specialist (11 mo Salary and OECs)	\$130,000.00
	IDEA 611	Start on Success Intern Stipends	\$25,000.00
Other	Other	Pro. Search Teach- Salary and OEC's (Local/Unit)	\$132,000.00
Total			\$287,000.00

School Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)	Remaining
		Total	
Total	\$0.00	\$0.00	\$0.00

Related School Plan Action Steps ()

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 611

The applicant makes the following assurances that it meets each of the conditions required by Part B of the Individuals with Disabilities Education Act ("IDEA-B"). (34 CFR §§ 300.201–300.213)

1. The LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under the IDEA Part B regulations at 34 CFR §§300.101 through 300.163, and §§300.165 through 300.174.
(20 U.S.C. 1413(a)(1); 34 CFR § 300.201)
2. Amounts provided to the LEA under IDEA-B –
(1) Will be expended in accordance with the applicable provisions of IDEA-B;
(2) Will be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with 34 CFR § 300.202(b); and
(3) Will be used to supplement State, local, and other Federal funds and not to supplant those funds.
(20 U.S.C. 1413(a)(2)(A); 34 CFR § 300.202)
3. Except as provided in 34 CFR §§ 300.204 and 300.205, funds provided to the LEA under IDEA-B will not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.
(20 U.S.C. 1413(a)(2)(A); 34 CFR § 300.203)
4. To the extent the LEA uses IDEA-B funds to carry out a schoolwide program under section 1114 of the Elementary and Secondary Education Act, the LEA will use those funds consistent with 34 CFR § 300.206, and the LEA will meet all other requirements of IDEA-B, including ensuring that children with disabilities in schoolwide program schools –
(1) Receive services in accordance with a properly developed IEP; and
(2) Are afforded all of the rights and services guaranteed to children with disabilities under IDEA-B. (20 U.S.C. 1412(a)(2)(D); 34 CFR § 300.206)
5. The LEA will ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 34 CFR §300.156 (related to personnel qualifications) and section 2122 of the ESEA. (20 U.S.C. 1413(a)(3); 34 CFR § 300.207)
6. To the extent the LEA uses IDEA-B funds to carry out any of the permissive uses described in 34 CFR § 300.208, such funds will be used consistent with 34 CFR § 300.208. (20 U.S.C. § 1413(a)(4); 34 CFR § 300.208)
7. The LEA will provide Accessible Instructional Materials (AIMS) to students with visual impairment or other students with print disabilities in a timely manner. The LEA will provide AIMS through the DOE-sponsored AIM Center and the Division for the Visually Impaired (DVI) Materials Center and may also provide electronic materials through their own textbook agreements if applicable. (20 U.S.C. 1413(a)(6); 34 CFR § 300.210)

- | | |
|-----|---|
| 8. | The LEA will provide the SEA with information necessary to enable the SEA to carry out its duties under IDEA-B, including, with respect to 34 CFR §§ 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under IDEA-B. (20 U.S.C. 1413(a)(7); 34 CFR § 300.211) |
| 9. | The LEA will make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under IDEA-B. (20 U.S.C. 1413(a)(8); 34 CFR § 300.212) |
| 10. | The LEA will cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the states, health and educational information regarding those children.
(20 U.S.C. 1413(a)(9); 34 CFR § 300.213) |
| 11. | If a charter school is applying for IDEA B funding under 34 CFR § 300.705, the charter school will be responsible for ensuring that the IDEA B requirements are met, unless State law has assigned that responsibility to some other entity. (20 U.S.C. 1413 (a)(5); 34 CFR § 300.209) |
| 12. | If a charter school is applying for IDEA B funding under 34 CFR § 300.705, the LEA will ensure that children with disabilities who attend the charter school and their parents retain all rights under IDEA [34 CFR § 300.209(a)]. |

Budget

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 619

Account Code	Total
5100 - Salaries	\$62,788.00
5120 - OECs	\$29,816.20
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$1,941.39
5600 - Supplies	\$3,982.41
5700 - Capital Outlay	\$0.00
Total	\$98,528.00
Adjusted Allocation	\$98,528.00
Remaining	\$0.00

Budget Detail					
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 619					
5100 - Salaries - \$62,788.00					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5100 - Salaries	IDEA 619 Preschool	Red Clay Consolidated School District (953200)	1.00	\$62,788.00	\$62,788.00
Narrative Description					
[Budget Amount]					
Hire 1 FTE Early Childhood Teacher to support students with disabilities (AM RCCSD)					
Total for 5100 - Salaries					\$62,788.00
Total for all other Account Codes					\$35,740.00
Total for all Account Codes					\$98,528.00
Adjusted Allocation					\$98,528.00
Remaining					\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 619

5120 - OECs - \$29,816.20

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 619 Preschool	Red Clay Consolidated School District (953200)	1.00	\$3,892.86	\$3,892.86
Narrative Description					
[FICA] Hire 1 FTE Early Childhood Teacher to support students with disabilities (AM RCCSD)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 619 Preschool	Red Clay Consolidated School District (953200)	1.00	\$10,044.24	\$10,044.24
Narrative Description					
[Health Insurance] Hire 1 FTE Early Childhood Teacher to support students with disabilities (AM RCCSD)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 619 Preschool	Red Clay Consolidated School District (953200)	1.00	\$910.43	\$910.43
Narrative Description					
[Medicare] Hire 1 FTE Early Childhood Teacher to support students with disabilities (AM RCCSD)					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 619 Preschool	Red Clay Consolidated School District (953200)	1.00	\$13,989.17	\$13,989.17
Narrative Description					
[Pension] Hire 1 FTE Early Childhood Teacher to support students with disabilities (AM RCCSD)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 619 Preschool	Red Clay Consolidated School District (953200)	1.00	\$69.07	\$69.07
Narrative Description					
[Unemployment Insurance] Hire 1 FTE Early Childhood Teacher to support students with disabilities (AM RCCSD)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	IDEA 619 Preschool	Red Clay Consolidated School District (953200)	1.00	\$910.43	\$910.43
Narrative Description					
[Workers Compensation] Hire 1 FTE Early Childhood Teacher to support students with disabilities (AM RCCSD)					
Total for 5120 - OECs					\$29,816.20
Total for all other Account Codes					\$68,711.80
Total for all Account Codes					\$98,528.00
Adjusted Allocation					\$98,528.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	\$96,586.61
Indirect Cost Rate	2.01%
Maximum Allowed for Indirect Cost	\$1,941.39

5560 - Indirect - \$1,941.39

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5560 - Indirect	IDEA 619 Preschool	Red Clay Consolidated School District (953200)	1.00	\$1,941.39	\$1,941.39
Narrative Description					
LEA Indirect Cost set-aside for Federal Programs					
Total for 5560 - Indirect					\$1,941.39
Total for all other Account Codes					\$96,586.61
Total for all Account Codes					\$98,528.00
Adjusted Allocation					\$98,528.00
Remaining					\$0.00

Budget Detail					
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 619					
5600 - Supplies - \$3,982.41					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	IDEA 619 Preschool	Red Clay Consolidated School District (953200)	1.00	\$3,982.41	\$3,982.41
Narrative Description					
Purchase SLP protocols/supplies and materials					
Total for 5600 - Supplies					\$3,982.41
Total for all other Account Codes					\$94,545.59
Total for all Account Codes					\$98,528.00
Adjusted Allocation					\$98,528.00
Remaining					\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	\$96,586.61
Indirect Cost Rate	2.01%
Maximum Allowed for Indirect Cost	\$1,941.39

Filter by Location: All

Show Unbudgeted Categories

Funding Description	IDEA 619 Preschool	Total
Account Code		
5100 - Salaries	62,788.00	62,788.00
5120 - OECs	29,816.20	29,816.20
5560 - Indirect	1,941.39	1,941.39
5600 - Supplies	3,982.41	3,982.41
Total	98,528.00	98,528.00
Adjusted Allocation		98,528.00
Remaining		0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 619

Required Documents

This page is currently not accepting Related Documents.

Plan Relationships

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - IDEA 619

Implementation Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)		Remaining
		1.) Deep Implementation of Common Core College and Career Standards	Total	
IDEA 619	\$98,528.00	\$87,000.00	\$87,000.00	\$11,528.00
Total	\$98,528.00	\$87,000.00	\$87,000.00	\$11,528.00

Related Implementation Plan Action Steps ()

G 1) Deep Implementation of Common Core College and Career Standards

S 1.4) Provide early intervention programming for at-risk pre-k students in high-need schools.

AS 1.4.5) Provide early education screening, evaluation, and direct services for students with disabilities. (Red Clay Consolidated School District)

Person Responsible:

Sarah Celestin

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	IDEA 611	Child Find Coordinators (2 - Salary and OEC's)	\$226,000.00
	IDEA 611	Child Find Screening Coord (.5 Salary and OEC'S)	\$32,000.00
	IDEA 611	Early Childhood Para (2 - Salary and OEC's)	\$135,000.00
	IDEA 611	Early Childhood Spec Educator (Salary and OEC's)	\$87,000.00
	IDEA 619	Early Childhood Spec Educator (Salary and OEC's)	\$87,000.00
Total			\$567,000.00

School Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)	Remaining
		Total	
Total	\$0.00	\$0.00	\$0.00

Related School Plan Action Steps ()

Budget

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - State Curriculum and Professional Development

Account Code	Total
5100 - Salaries	\$62,200.00
5120 - OECs	\$19,586.78
5400 - Travel	\$18,752.00
5500 - Contractual	\$77,825.00
5500 - Audit Fees	\$0.00
5600 - Supplies	\$2,303.22
5700 - Capital Outlay	\$0.00
Total	\$180,667.00
Adjusted Allocation	\$180,667.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - State Curriculum and Professional Development

5100 - Salaries - \$62,200.00

	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
	5100 - Salaries	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$62,200.00	\$62,200.00
Narrative Description						
[Budget Amount] Provide EPER for professional development workshops for staff related to PD priorities 1-3 (est clst \$28/hr x 2222 hours)						
Total for 5100 - Salaries						\$62,200.00
Total for all other Account Codes						\$118,467.00
Total for all Account Codes						\$180,667.00
Adjusted Allocation						\$180,667.00
Remaining						\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - State Curriculum and Professional Development

5120 - OECs - \$19,586.78

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$3,856.40	\$3,856.40
Narrative Description					
[FICA] Provide EPER for professional development workshops for staff related to PD priorities 1-3 (est clst \$28/hr x 2222 hours)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$901.90	\$901.90
Narrative Description					
[Medicare] Provide EPER for professional development workshops for staff related to PD priorities 1-3 (est clst \$28/hr x 2222 hours)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$13,858.16	\$13,858.16
Narrative Description					

[Pension]

Provide EPER for professional development workshops for staff related to PD priorities 1-3 (est clst \$28/hr x 2222 hours)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$68.42	\$68.42

Narrative Description

[Unemployment Insurance]

Provide EPER for professional development workshops for staff related to PD priorities 1-3 (est clst \$28/hr x 2222 hours)

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5120 - OECs	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$901.90	\$901.90

Narrative Description

[Workers Compensation]

Provide EPER for professional development workshops for staff related to PD priorities 1-3 (est clst \$28/hr x 2222 hours)

Total for 5120 - OECs					\$19,586.78
Total for all other Account Codes					\$161,080.22
Total for all Account Codes					\$180,667.00
Adjusted Allocation					\$180,667.00
Remaining					\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - State Curriculum and Professional Development

5400 - Travel - \$18,752.00

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$4,392.00	\$4,392.00
Narrative Description					
Travel for 4 staff to Denver, CO to attend International Society for Technology in Education to gain professional learning opportunities necessary to support and sustain improved student achievement related to supporting ESL, highly effective educators and leaders: 4 FTE x flight (\$500); 3 days @ hotel (\$1200); pkg (\$50); meals; (\$300); shuttle (\$50): \$ 2100 pp x 4= \$8400 total					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$8,400.00	\$8,400.00
Narrative Description					
Travel for 4 staff to Oakland, CA attend National Council of Supervisors of Mathematics (NSCM) to gain professional learning opportunities necessary to support and sustain improved student achievement related to district math achievement per ESEA End-of-the-Year Review in June 2016: 4 FTE x flight (\$500); 3 days @ hotel (\$1200); pkg (\$50); meals; (\$300); shuttle (\$50): \$ 2100 pp x 4= \$8400 total) PD priority 1,3,4					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5400 - Travel	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$5,960.00	\$5,960.00

Narrative Description

Travel for 4 staff to TBD to attend International Literacy Association Conference (ILA) to gain professional learning opportunities necessary to support and sustain improved student achievement related to reading on grade level by 3rd grade (Strategy 4 and PD 1-3): 4 FTE x flight (\$360); 4 days @ hotel (\$800); pkg (\$50); meals (\$230); shuttle (\$50): \$1490 pp \$5,960 total) PD priority 1,2,3,

Total for 5400 - Travel	\$18,752.00
Total for all other Account Codes	\$161,915.00
Total for all Account Codes	\$180,667.00
Adjusted Allocation	\$180,667.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - State Curriculum and Professional Development

5500 - Contractual - \$77,825.00

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$40,000.00	\$40,000.00
Narrative Description					
Contract for substitutes for teachers to receive professional development related to PD priorities 1-3					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$33,517.00	\$33,517.00
Narrative Description					
Contract for technology workshops related to PD priorities 1, 2 and 3					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$1,200.00	\$1,200.00
Narrative Description					
Registration for 4 FTE staff to TBD to attend International Literacy Association Conference (ILA) to gain professional learning opportunities necessary to support and sustain improved student achievement related to reading on grade level by 3rd grade (Strategy 4 and PD 1-3): (4 FTE x Registration fees (\$300): \$1,200 total)PD priority 1,2,3					

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$1,568.00	\$1,568.00
Narrative Description					
Registration for 4 staff to Denver, CO to attend International Society for Technology in Education to gain professional learning opportunities necessary to support PD priorities 1-3, to and sustain improved student achievement related to supporting ESL, highly effective school educators and leaders: (4 FTE x Registration fees (\$392): \$1588 total)PD priority 1,2,3,4					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5500 - Contractual	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$1,540.00	\$1,540.00
Narrative Description					
Registration for 4 staff to Oakland, CA to attend National Council of Supervisors of Mathematics (NSCM) to gain professional learning opportunities necessary to support PD priorities 1-3, and sustain improved student achievement related to supporting ESL, highly effective building-level educators and leaders: (4 FTE x Registration fees 385 = 1540 total)PD priority 1,3,4					
Total for 5500 - Contractual					\$77,825.00
Total for all other Account Codes					\$102,842.00
Total for all Account Codes					\$180,667.00
Adjusted Allocation					\$180,667.00
Remaining					\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - State Curriculum and Professional Development

5600 - Supplies - \$2,303.22

Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$1,303.22	\$1,303.22
Narrative Description					
Purchase training materials for Praxis preparation - HQ/HE teachers (PD priority 1-3 \$1,303.22 for booklets and ETS resources, etc)					
Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
5600 - Supplies	Curriculum & PD	Red Clay Consolidated School District (953200)	1.00	\$1,000.00	\$1,000.00
Narrative Description					
Reimburse Praxis registration fees for teachers who qualify as HQT (PD priority 1-3 est costs not to exceed \$150/teacher max 10 teachers)					
Total for 5600 - Supplies					\$2,303.22
Total for all other Account Codes					\$178,363.78
Total for all Account Codes					\$180,667.00
Adjusted Allocation					\$180,667.00
Remaining					\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - State Curriculum and Professional Development

Indirect Cost	
Total Contributing to Indirect Cost	\$180,667.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

Filter by Location: All

Show Unbudgeted Categories

Funding Description	Curriculum & PD	Total
Account Code		
5100 - Salaries	62,200.00	62,200.00
5120 - OECs	19,586.78	19,586.78
5400 - Travel	18,752.00	18,752.00
5500 - Contractual	77,825.00	77,825.00
5600 - Supplies	2,303.22	2,303.22
Total	180,667.00	180,667.00
Adjusted Allocation		180,667.00
Remaining		0.00

Related Documents	
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - State Curriculum and Professional Development	
Required Documents	
This page is currently not accepting Related Documents.	

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - State Curriculum and Professional Development
Implementation Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)		Remaining
		1.) Deep Implementation of Common Core College and Career Standards	Total	
State Curriculum and Professional Development	\$180,667.00	\$100,000.00	\$100,000.00	\$80,667.00
Total	\$180,667.00	\$100,000.00	\$100,000.00	\$80,667.00

Related Implementation Plan Action Steps ()
1) Deep Implementation of Common Core College and Career Standards

1.1) Common Core State Standards: Deepen district, school and classroom level implementation in all subject areas for all students, including struggling subgroups (SWD, ELL, etc.), with aligned curriculum & intervention programs, supports and effective professional development for all teachers and paraprofessionals.

1.1.2) Provide structures and supports necessary to ensure deep implementation of Common Core State Standards in Elementary Mathematics: Implement RTI in elementary grades, Pilot standards based report card in 2 and 3rd grades, Improve implementation of new materials, provide support for blended instruction, use DSC assessment module to monitor standards and target improved student outcome, revisit math expressions pacing guide, continue PD and use of math lead teachers to improve use of material beyond the base. (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supervisor of Mathematics (.5)	\$93,400.00
	Title II Part A	Supervisor of Mathematics (.5)	\$93,400.00
	State Curriculum and Professional Development	PD - EPER/Substitutes/Conferences - Mathematics	\$30,000.00
Total			\$216,800.00

1.1.3) Provide structures and supports necessary to ensure deep implementation of Common Core State Standards in Secondary Mathematics, including the following: after school workshops focusing on CCSS, Monitor administrative walkthroughs and Common Core Look-Fors PD, Develop, analyze common assessment data and support RTI 6-9, secondary council will use vision and rubric to develop a trial for curriculum adoption, and professional development focusing on instructional technology. (Red Clay Consolidated School District)

Person Responsible:

James Comegys

Estimated Completion Date:

1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	State Curriculum and Professional Development	BRINC work related to Math instruction	\$10,000.00

1.1.4) Provide structures and supports necessary to ensure deep implementation of Common Core State Standards in Elementary ELA, including the following: Afterschool workshops focusing on CCSS, Smarter Balanced, close reading, writing (all grades), ELA reps will attend all monthly after school meetings with the goal of turning around information (information will be presented in faculty meetings, department meetings, and/or PLC's) and professional development focusing on instructional technology (k-12). Implement PEG writing. (Red Clay Consolidated School District)

Person Responsible:

James Comegys
 Estimated Completion Date:
 1/31/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supervisor of ELA (.5)	\$86,600.00
	Title II Part A	Supervisor of SS (.75)	\$138,000.00
	State Curriculum and Professional Development	PD - EPER/Substitutes/Conferences	\$60,000.00
Total			\$284,600.00

School Plan Funding Summary

Grant	Allocation	Funding Sources (View Item Numbers)	Remaining
		Total	
Total	\$0.00	\$0.00	\$0.00

Related School Plan Action Steps ()

Specific Curriculum/Professional Development Assurances	
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - State Curriculum and Professional Development	
Specific Curriculum/Professional Development	
A	The LEA acknowledges that local curriculum is aligned to the content standards as named in 14 DE Admin. Code 502, Alignment of Local School District Curricula to the State Content Standards.
B	Funds (other than Title II, Part A funds) used for developing curriculum must meet Delaware content standards as named in 14 DE Admin. Code 502. Alignment of Local School District Curricula to the State Content Standards or for other professional development activities aligned to the LEA Success Plan. The LEA will provide evidence of curriculum alignment upon request from the Department of Education per Regulation 502.
C	The curriculum and/or professional development supported by these funds is directly related to an analysis of student performance data by each school.

General Education Provisions Act (GEPA)	
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Assurances	
General Education Provisions Act (GEPA)	
1.	The LEA will comply with the General Education Provisions Act (GEPA), 20 U.S.C. chapter 31, including the privacy rules in 20 U.S.C. § 1232 f-j.
2.	The LEA assures it consulted with appropriate stakeholders in developing this Consolidated Grant Application such as teachers, principals, other appropriate school staff, and parents.

Education Department General Administrative Regulations (EDGAR)	
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Assurances	
Education Department General Administrative Regulations (EDGAR)	
1.	The LEA will comply with Title 2 of the Code of Federal Regulations, Parts 180 (suspension and debarment), 200 (Uniform Grant Guidance) and 3474 (ED-specific exceptions to Uniform Grant Guidance rules), and the Education Department General Administrative Regulations in Title 34 of the Code of Federal Regulations, Parts 75-77, 81-82, 84, 86, and 97-99.
2.	Each LEA spending \$750,000 or more in federal awards in a year must have a single program-specific audit conducted for that year in accordance with 2 CFR part 200, subpart F.
3.	The LEA will comply with Title 2 of the Code of Federal Regulations, Part 200, Subpart E, §200.313 and §200.33 for capital expenditures.
4.	The LEA will comply with the time and effort requirements listed at: www.doe.k12.de.us/domain/314

General Elementary and Secondary Education Act (ESEA) Assurances

Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Assurances

General Elementary and Secondary Education Act (ESEA)

1. Each ESEA program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The control of funds provided under each ESEA program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and that the public agency, nonprofit private agency, institution, or organization will administer the funds and property to the extent required by the authorizing statutes.
3. The LEA will adopt and use proper methods of administering each ESEA program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
4. The LEA will cooperate in carrying out any evaluation of each ESEA program conducted by or for the State educational agency, the Secretary, or other Federal officials.
5. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under each ESEA program.
6. The LEA will (A) submit reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each ESEA program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
7. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
8. The LEA will comply with the all of the legislative and regulatory requirements of ESEA programs for which it receives funds, including all applicable sections of Title IX.
9. The LEA certifies that it does not have any policy that prevents or otherwise denies participation in constitutionally protected prayer in the elementary and secondary schools under its authority as set forth in the U.S. Department of Education guidance to the extent that the guidance does not conflict with controlling precedent.
10. In any publication or public announcements, the LEA will clearly identify any program assisted under the Elementary and Secondary Education Act (ESEA) as a federal program funded under the specific title.

Civil Rights and Related Laws	
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Assurances	
Civil Rights and Related Laws	
1.	The LEA will comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Americans With Disabilities Act of 1991, and all regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

State of Delaware	
Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Assurances	
State of Delaware	
1.	The LEA will comply with all requirements put forth by the State of Delaware Office of the Governor, Delaware Office of Management and Budget, and Delaware Department of Education.
2.	The LEA will comply with all State procurement procedures outlined in Delaware Code, Title 29, Chapter 69 - State Procurement.




Consolidated Checklist


Red Clay Consolidated School District (953200) Public District - FY 2017 - Consolidated - Rev 0 - Consolidated Checklist





This checklist is a means of communication between the DDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.



- After the LEA submits the application, the DDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the DDOE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the DDOE determines that the item has been corrected, Attention Needed will be changed to OK by the DDOE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.




Checklist Description [\(Collapse All\)](#) [Expand All](#)


	1. Title I, Part A: School Eligibility	<input type="text" value="OK"/>	Theodore Jarrell	8/12/2016 2:49:34 PM
	1. A source of data was used to determine the Title I eligibility status of the LEA's schools.			
	2. If LEA-provided data was used, the LEA has provided an adequate justification for using its own data.			
	3. The LEA has provided adequate justification for "skipping" schools with poverty rates at or above 75%.			
	4. The LEA has provided adequate justification for skipping any other eligible schools.			
	5. If the LEA has more than one school, the methodology used to determine the per-pupil amount (PPA) is allowable.			
	2. Title I, Part A: Schools Served	<input type="text" value="OK"/>	Theodore Jarrell	7/25/2016 5:02:08 PM
	1. The LEA has designated each school's Title I status appropriately.			
	2. If the LEA has designated any school(s) as Schoolwide with poverty rates under 40%, the LEA has an active Ed Flex waiver for the school(s).			
	3. Title I, Part A: LEA Set-Asides	<input type="text" value="OK"/>	Theodore Jarrell	7/25/2016 5:02:08 PM
	1. If the LEA set aside funds for district-led initiatives, the LEA described how the funds will be used.			
	2. If the LEA set aside funds for district-led initiatives, the LEA described which students/schools will benefit.			



	3. If the LEA set aside funds for a subset of low-performing schools or specific subgroups or grade bands across school(s), the LEA listed the schools in which the funds will be used.			
	4. If the LEA set aside funds for a subset of low-performing schools or specific subgroups or grade bands across school(s), the LEA listed the criteria used to identify the schools.			
	5. If the LEA set aside funds for a subset of low-performing schools or specific subgroups or grade bands across school(s), the LEA listed the amount of funds for each school.			
	6. If the LEA set aside funds for Focus schools, the amount is between 5% and 20% of the LEA's allocation.			
	7. If the LEA set aside funds for Focus schools, the LEA listed the schools to be addressed.			
	8. If the LEA set aside funds for Focus schools, the LEA listed the enrollment of each school.			
	9. If the LEA set aside funds for Focus schools, the LEA listed the number of students in each subgroup that caused the school(s) to be identified.			
	10. If the LEA set aside funds for Focus schools, the LEA described the scope of the interventions to be implemented in the schools.			
	11. If the LEA set aside funds for Priority schools, the LEA listed the schools in which the funds will be used.			
	12. If the LEA set aside funds for LEA-operated Pre-K programs, the LEA listed the locations of the programs.			
	13. If the LEA set aside funds for LEA-operated Pre-K programs, the LEA listed the approximate number of children to be served in each location.			
	14. If the LEA set aside funds for LEA-operated Pre-K programs, the LEA listed the approximate number of children by age group to be served in each location.			
	15. If the LEA set aside funds for LEA-operated Pre-K programs, the LEA described how the Title I funds will be used to support the program(s).			
	16. If the LEA set aside funds for partnership Pre-K programs, the LEA listed the locations of the programs.			
	17. If the LEA set aside funds for partnership Pre-K programs, the LEA listed the approximate number of children to be served in each location.			
	18. If the LEA set aside funds for partnership Pre-K programs, the LEA listed the approximate number of children by age group to be served in each location.			
	19. If the LEA set aside funds for partnership Pre-K programs, the LEA described how the Title I funds will be used to support the program(s).			
	4. Title I, Part A: District Set-Asides and Overview	<input type="text" value="OK"/>	Theodore Jarrell	7/25/2016 5:02:08 PM
	1. Sufficient funds were set aside for Parental Involvement.			
	2. If the LEA has one or more Priority schools, between 5% and 20% has been set aside from its Title I funds.			
	3. If the LEA has one or more Focus schools, between 5% and 20% has been set aside from its Title I funds.			

	5. Title I, Part A: PPA List	<input type="text" value="OK"/>	Theodore Jarrell	8/12/2016 2:57:13 PM
	1. The LEA has provided allowable PPAs to all of its schools.			
	2. The LEA has zeroed out the funds indicated in the PPA table.			
	6. Title I, Part A: Budget	<input type="text" value="OK"/>	Theodore Jarrell	8/12/2016 3:00:42 PM
	1. Budgeted items for salaries included sufficient detail.			
	2. Budgeted items for OECs included sufficient detail.			
	3. Budgeted items for travel included sufficient detail.			
	4. Budgeted items for contractual services included sufficient detail.			
	5. Budgeted items for supplies and materials included sufficient detail.			
	6. Budgeted items for capital outlay included sufficient detail.			
	7. Funding descriptions are appropriate for each budgeted item.			
	8. Budgeted items are supplemental.			
	9. Budgeted items are allowable per 2 CFR Part 200.			
	10. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
	11. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
	12. Budgeted items at the LEA-wide level are aligned with the "LEA Set-Asides and Overview" section.			
	13. Budgeted items at the LEA-wide level are aligned with the "PPA List" section.			
	7. Title I, Part A: School Program Description	<input type="text" value="OK"/>	Theodore Jarrell	7/25/2016 8:19:00 PM
	1. The LEA has provided a general description of the different services that will be provided in the LEA's Title I Schoolwide school(s).			
	2. The LEA has provided a general description of the different services that will be provided in the LEA's Title I Targeted Assistance school(s).			
	8. Title I, Part A: Parental and Community Involvement	<input type="text" value="OK"/>	Theodore Jarrell	7/25/2016 8:19:01 PM
	1. The LEA has described how parents are involved in decisions regarding how funds are used for parental involvement activities at the LEA level.			
	2. If the LEA has more than one school, the LEA has described how parents are involved in decisions regarding how funds are used for parental involvement activities at the school level.			
	3. The LEA has described how the LEA jointly develops with parents of participating children a written parental involvement policy.			



	4. The LEA has described how the LEA distributes the written parental involvement policy to parents of participating children.		
	5. The LEA has described how the LEA conducts, with the involvement of parents, an annual evaluation of the LEA's parental involvement policy.		
	6. The LEA has described how the LEA will use the results of this evaluation to revise the policy.		
	7. If the LEA has more than one school, the LEA has described how the LEA ensures that each Title I school jointly develops, with parents of participating children, a written parental involvement policy and parent-school compact.		
	8. If the LEA has more than one school, the LEA has described how the LEA ensures that each Title I school distributes the written parental involvement policy and parent-school compact to parents of participating children.		
	9. Title I, Part A Homeless Students and Youth: Budget Section	<input type="text" value="OK"/>	Jennifer Davis 7/19/2016 3:41:31 PM
	1. Budgeted items for salaries include sufficient detail.		
	2. Budgeted items for OECs include sufficient detail.		
	3. Budgeted items for travel include sufficient detail.		
	4. Budgeted items for contractual services include sufficient detail.		
	5. Budgeted items for supplies and materials include sufficient detail.		
	10. Title I, Part A Homeless Students and Youth	<input type="text" value="OK"/>	Jennifer Davis 7/19/2016 3:41:31 PM
	1. The assigned homeless liaison's name is indicated.		
	2. The LEA indicated the amount of funding reserved for only instructional and related services. The amount does not include funding for other services such as transportation.		
	3. The LEA indicated how they determined the amount reserved for only instructional and related services.		
	4. The LEA described how they will meet the needs of homeless children and youth, if all schools are served by Title I and no additional funds are being set aside.		
	5. The LEA indicated the types of costs funds will support. The amount does not include costs for transportation or the homeless liaison's salary.		
	6. The LEA indicated a reasonable number of homeless students and youth the funds will support.		
	7. The LEA indicated a reasonable number of homeless students that will be served.		
	8. The amount of funds reserved is only for transportation costs.		
	9. The LEA clearly indicated how the reservation for transportation costs was determined.		
	10. The LEA indicated a reasonable number of students that will be served with the Title I funds reserved for transportation.		
	11. The LEA indicated a reasonable amount of funds reserved for the liaison's salary.		


	12. The LEA listed types of services the liaison will provide that is proportionate to the percentage of salary paid with Title I funds.			
	13. The LEA listed a reasonable number of students the liaison will service proportionate to their salary paid with Title I funds.			
	11. Title I, Part A: Private School Data	<input type="text" value="OK"/>	Theodore Jarrell	8/12/2016 3:01:57 PM
	1. The total number of low income, private school students in this table matches with the total number of low income, non-public school students in the "PPA List" Section.			
	12. Title I, Part A: Equitable Services	<input type="text" value="OK"/>	Theodore Jarrell	7/25/2016 8:19:01 PM
	1. The LEA has described the LEA's process for notifying non-profit private schools of their eligibility to participate.			
	2. The LEA has described the LEA's process for consulting with private school officials to design, implement, and evaluate programs for eligible private school students, staff, and their families for Title I.			
	3. The LEA has described the LEA's process for ensuring that the initial consultation occurs before any decisions are made that affect the opportunities of eligible private school students.			
	4. The LEA has described who will provide services to eligible private school students, staff, and their families for each eligible Title I.			
	5. The LEA has described the types of services that will be provided to eligible private school students, staff, and their families for Title I.			
	6. The LEA has described how the LEA ensures that the services are equitable in comparison to the services provided to public school students, staff, and families, and are provided in a timely manner, are secular, neutral, and non-ideological for Title I.			
	7. The LEA has described the process the LEA uses to monitor the provision of services to eligible private school students, staff, and their families for Title I.			
	8. The LEA has described the LEAs process for ensuring that allowable materials, equipment, and/or property are purchased and properly maintained and accounted for by the LEA for Title I.			
	9. The LEA has described the criteria the LEA used to determine which private school students will receive equitable services for Title I. If the LEA is pooling funds among schools, the LEA must describe which schools are participating in the pool and the criteria used to determine which private school students will receive equitable services in the pool. The response clearly states that poverty is not a criterion for services and the described process selects private school children who are failing, or most at risk of failing, to meet high student academic achievement standards.			
	13. Title II, Part A: Budget	<input type="text" value="OK"/>	Wendy Modzelewski	7/29/2016 1:19:19 PM
	1. The budgeted items are in alignment with the LEA's identified needs.			
	2. Budgeted items for salaries included sufficient detail.			
	3. Budgeted items for OECs included sufficient detail.			
	4. Budgeted items for travel included sufficient detail.			




	5. Budgeted items for contractual services included sufficient detail.		
	6. Budgeted items for supplies and materials included sufficient detail.		
	7. Budgeted items for capital outlay included sufficient detail.		
	8. Funding descriptions are appropriate for each budgeted item.		
	9. Budgeted items are supplemental.		
	10. Budgeted items are allowable per 2 CFR Part 200.		
	11. Budgeted items are necessary for the proper and efficient performance and administration of the Federal award. [2 CFR -200.403]		
	12. Budgeted items are reasonable for the proper and efficient performance and administration of the Federal award. [2 CFR -200.403]		
	13. If the LEA is classified as a moderate or intense district, the LEA's Implementation Plan notes any items that will be funded by Title II, Part A, and the items are included in the grant budget.		
	14. Improving the Quality of Principals and Superintendents: The LEA did not budget funds for items in this section.		
	15. Improving the Quality of Principals and Superintendents: Strategies have been described with sufficient detail.		
	16. Exemplary Teachers: Strategies are allowable under Title II, Part A.		
	14. Title II, Part A: Equitable Services	<input type="text" value="OK"/>	Wendy Modzelewski 7/25/2016 3:12:09 PM
	1. The LEA is a geographical district that has participating private schools within its geographical district boundaries.		
	2. The LEA has completed and attached the Title II, Part A Equitable Services spreadsheet.		
	3. The LEA allocated the appropriate amount in the budgeted items.		
	4. The LEA has met or exceeded its hold harmless allocation requirement.		
	5. The LEA described its process for notifying non-profit private schools of their eligibility to participate in Title II, Part A funds.		
	6. The LEA described its process for consulting with private school officials to design, implement, and evaluate programs for eligible private school students, staff, and their families as appropriate to Title II, Part A.		
	7. The LEA described the types of services that will be provided to eligible private school students, staff, and their families for Title II, Part A.		
	8. The LEA described who will provide services to eligible private school students, staff, and their families for Title II, Part A.		
	9. The LEA described how it ensures that the services are equitable in comparison to the services provided to public school students, staff, and families, and are provided in a timely manner, and are secular, neutral, and non-ideological for Title II, Part A.		

	10. The LEA described the process it uses to monitor the provision of services to eligible private school students, staff, and their families for Title II, Part A.			
	11. The LEA described its process for ensuring that allowable materials and/or property are purchased and properly maintained and accounted for by the LEA for Title II, Part A.			
	12. The LEA allocated funds for purposes of Title IX in the budget and those funds are equal to those indicated in the Title II, Part A Equitable Services spreadsheet.			
	15. Title II, Part A	<input type="text" value="OK"/>	Wendy Modzelewski	9/1/2016 11:07:32 AM
	1. The professional development needs of the LEA are identified.			
	2. The strategies that will be used to address the professional development needs are identified.			
	3. The educator effectiveness needs of the LEA are identified.			
	4. The strategies that will be used to address the educator effectiveness needs are identified.			
	5. Addressing high needs schools and/or population(s): The LEA has identified its high needs schools and/or population(s).			
	6. Addressing high needs schools and/or population(s): The LEA has provided details about its plan for targeting the needs of the identified high needs schools and/or population(s).			
	16. Title II, Part A: Description of Strategies for Improving Educator Effectiveness	<input type="text" value="OK"/>	Wendy Modzelewski	7/25/2016 3:12:09 PM
	1. Mechanisms for Recruitment and Retention: The LEA did not budget funds for items in this section.			
	2. Mechanisms for Recruitment and Retention: Strategies listed are in alignment with this section.			
	3. Mechanisms for Recruitment and Retention: Strategies listed align to the LEA's identified needs.			
	4. Mechanisms for Recruitment and Retention: Strategies have been described with sufficient detail.			
	5. Mechanisms for Recruitment and Retention: Strategies are allowable under Title II, Part A.			
	6. Recruitment and Hiring of HQTs: The LEA did not budget funds for items in this section.			
	7. Recruitment and Hiring of HQTs: Strategies listed are in alignment with this section.			
	8. Recruitment and Hiring of HQTs: Strategies listed align to the LEA's identified needs.			
	9. Recruitment and Hiring of HQTs: Strategies have been described with sufficient detail.			
	10. Recruitment and Hiring of HQTs: Strategies are allowable under Title II, Part A.			
	11. Professional Development: The LEA did not budget funds for items in this section.			
	12. Professional Development: Strategies listed are in alignment with this section.			
	13. Professional Development: Strategies listed align to the LEA's identified needs.			


14. Professional Development: Strategies have been described with sufficient detail.	
15. Professional Development: Strategies are allowable under Title II, Part A.	
16. Retention Initiatives for HQTs and Principals in Low-Achieving Schools: The LEA did not budget funds for items in this section.	
17. Retention Initiatives for HQTs and Principals in Low-Achieving Schools: Strategies listed are in alignment with this section.	
18. Retention Initiatives for HQTs and Principals in Low-Achieving Schools: Strategies listed align to the LEA's identified needs.	
19. Retention Initiatives for HQTs and Principals in Low-Achieving Schools: Strategies have been described with sufficient detail.	
20. Retention Initiatives for HQTs and Principals in Low-Achieving Schools: Strategies are allowable under Title II, Part A.	
21. Improving Teacher Quality: The LEA did not budget funds for items in this section.	
22. Improving Teacher Quality: Strategies listed are in alignment with this section.	
23. Improving Teacher Quality: Strategies listed align to the LEA's identified needs.	
24. Improving Teacher Quality: Strategies have been described with sufficient detail.	
25. Improving Teacher Quality: Strategies are allowable under Title II, Part A.	
26. Improving the Quality of Principals and Superintendents: The LEA did not budget funds for items in this section.	
27. Improving the Quality of Principals and Superintendents: Strategies listed are in alignment with this section.	
28. Improving the Quality of Principals and Superintendents: Strategies listed align to the LEA's identified needs.	
29. Improving the Quality of Principals and Superintendents: Strategies have been described with sufficient detail.	
30. Improving the Quality of Principals and Superintendents: Strategies are allowable under Title II, Part A.	
31. Class Size Reduction Units: The LEA did not budget funds for items in this section.	
32. Class Size Reduction Units: Strategies listed are in alignment with this section.	
33. Class Size Reduction Units: Strategies listed align to the LEA's identified needs.	
34. Class Size Reduction Units: Strategies have been described with sufficient detail.	
35. Class Size Reduction Units: Strategies are allowable under Title II, Part A.	
36. Teacher Advancement Initiatives: The LEA did not budget funds for items in this section.	
37. Teacher Advancement Initiatives: Strategies listed are in alignment with this section.	
38. Teacher Advancement Initiatives: Strategies listed align to the LEA's identified needs.	


	39. Teacher Advancement Initiatives: Strategies have been described with sufficient detail.		
	40. Teacher Advancement Initiatives: Strategies are allowable under Title II, Part A.		
	41. Exemplary Teachers: The LEA did not budget funds for items in this section.		
	42. Exemplary Teachers: Strategies listed are in alignment with this section.		
	43. Exemplary Teachers: Strategies listed align to the LEA's identified needs.		
	44. Exemplary Teachers: Strategies have been described with sufficient detail.		
	45. Exemplary Teachers: Strategies are allowable under Title II, Part A.		
	17. Title III English Learners: Budget	<input type="text" value="OK"/>	Terry Richard
	1. Budgeted items for salaries included sufficient detail.		8/15/2016 10:11:04 PM
	2. Budgeted items for OECs included sufficient detail.		
	3. Budgeted items for travel included sufficient detail.		
	4. Budgeted items for contractual services included sufficient detail.		
	5. Budgeted items for supplies and materials included sufficient detail.		
	6. Budgeted items for capital outlay included sufficient detail.		
	7. Funding descriptions are appropriate for each budgeted item.		
	8. Budgeted items are supplemental.		
	9. Budgeted items are allowable per 2 CFR Part 200.		
	10. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
	11. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
	18. Title III: English Learner	<input type="text" value="OK"/>	Terry Richard
	1. The LEA described how Title III funds will be used to increase the English proficiency of EL children by providing high-quality language instruction educational programs that are research-based.		8/15/2016 10:11:04 PM
	2. The LEA described how Title III funds will be used to increase the English proficiency of EL children by providing high-quality language instruction educational programs that are effective in increasing English proficiency and student achievement in core academic subjects.		
	3. The LEA identified program models used at each school building.		
	4. The LEA provided the name and number of ESL-certified teachers providing supplemental instructional programs to EL children.		

	5. The LEA provided the number of paraprofessional/tutors serving the program per grade level and school.	
	6. The LEA employs enough certified ESL teachers to provide regularly scheduled, consistent, language development instructional services to all EL students.	
	7. Paraprofessionals, aides, and tutors are used as an interim measure while the LEA hires, trains, and secures enough qualified teachers to serve EL students.	
	8. The LEA described the high-quality professional development provided to classroom teachers, principals, administrators, and other school or community-based organizational personnel in order to improve the instruction and assessment of EL children.	
	9. The description addresses how the professional development will help to increase the English proficiency or subject-matter knowledge of EL students.	
	10. The LEA described how the high-quality professional development provided to classroom teachers, principals, administrators, and other school or community-based organizational personnel will be of sufficient intensity.	
	11. The LEA described how the high-quality professional development provided to classroom teachers, principals, administrators, and other school or community-based organizational personnel will be of sufficient duration.	
	12. The LEA described how the Title III funds will be used to help meet the annual measurable achievement objectives (AMAOs).	
	13. LEAs that have failed to meet AMAOs for two or more years described how the Title III budget is aligned to its improvement plan.	
	14. The LEA described how parental and community participation in programs for EL children is promoted.	
	19. Title III: Equitable Services	<div data-bbox="922 1150 1143 1201" data-label="Text">OK</div> <div data-bbox="1188 1159 1364 1192" data-label="Text">Terry Richard</div> <div data-bbox="1396 1142 1546 1209" data-label="Text">7/27/2016 9:52:12 PM</div>
	1. The LEA indicated the number of public school enrollment of EL/Immigrant students.	
	2. The LEA indicated the number of private school enrollment EL/Immigrant students.	
	3. The LEA indicated the correct Title III allocation.	
	4. The LEA has described the LEA's process for notifying non-profit private schools of their eligibility to participate.	
	5. The LEA has described the LEA's process for consulting with private school officials to design, implement, and evaluate programs for eligible private school students, staff, and their families for Title III.	
	6. The LEA has described the types of services that will be provided to eligible private school students, staff, and their families.	
	7. The LEA has described who will provide services to eligible private school students, staff, and their families.	
	8. The LEA has described how the LEA ensures that the services are equitable in comparison to the services provided to public school students, staff, and families, and are provided in a timely manner, are secular, neutral, and non-ideological.	

9. The LEA has described the process the LEA uses to monitor the provision of services to eligible private school students, staff, and their families.			
	20. Title III Immigrant Increase Funds: Budget	<input type="text" value="OK"/>	Terry Richard 7/27/2016 9:52:12 PM
1. Budgeted items for salaries included sufficient detail.			
2. Budgeted items for OECs included sufficient detail.			
3. Budgeted items for travel included sufficient detail.			
4. Budgeted items for contractual services included sufficient detail.			
5. Budgeted items for supplies and materials included sufficient detail.			
6. Budgeted items for capital outlay included sufficient detail.			
7. Funding descriptions are appropriate for each budgeted item.			
8. Budgeted items are supplemental.			
9. Budgeted items are allowable per 2 CFR Part 200.			
10. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
11. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
	21. Title III Immigrant Increase Funds	<input type="text" value="OK"/>	Terry Richard 7/27/2016 9:52:12 PM
1. The LEA provided a description of activities for which the Title III Immigrant increase funds will be used that support immigrant students only.			
	22. CTE Perkins Secondary: Core Indicators of Performance	<input type="text" value="OK"/>	Rita Hovermale 7/20/2016 2:02:50 PM
1. The final target has been established for the "1S1" indicator.			
2. The LEA selected the proposed state target for the "1S1" indicator.			
3. The LEA proposed a unique target for the "1S1" indicator.			
4. If yes, the rationale included sufficient detail to determine the calculation for the local performance level.			
5. If yes, the proposed target showed continuous improvement.			
6. The final target has been established for the "1S2" indicator.			
7. The LEA selected the proposed state target for the "1S2" indicator.			
8. The LEA proposed a unique target for the "1S2" indicator.			
9. If yes, the rationale included sufficient detail to determine the calculation for the local performance level.			



10. If yes, the proposed target showed continuous improvement.	
11. The final target has been established for the "2S1" indicator.	
12. The LEA selected the proposed state target for the "2S1" indicator.	
13. The LEA proposed a unique target for the "2S1" indicator.	
14. If yes, the rationale included sufficient detail to determine the calculation for the local performance level.	
15. If yes, the proposed target showed continuous improvement.	
16. The final target has been established for the "3S1" indicator.	
17. The LEA selected the proposed state target for the "3S1" indicator.	
18. The LEA proposed a unique target for the "3S1" indicator.	
19. If yes, the rationale included sufficient detail to determine the calculation for the local performance level.	
20. If yes, the proposed target showed continuous improvement.	
21. The final target has been established for the "4S1" indicator.	
22. The LEA selected the proposed state target for the "4S1" indicator.	
23. The LEA proposed a unique target for the "4S1" indicator.	
24. If yes, the rationale included sufficient detail to determine the calculation for the local performance level.	
25. If yes, the proposed target showed continuous improvement.	
26. The final target has been established for the "5S1" indicator.	
27. The LEA selected the proposed state target for the "5S1" indicator.	
28. The LEA proposed a unique target for the "5S1" indicator.	
29. If yes, the rationale included sufficient detail to determine the calculation for the local performance level.	
30. If yes, the proposed target showed continuous improvement.	
31. The final target has been established for the "6S1" indicator.	
32. The LEA selected the proposed state target for the "6S1" indicator.	
33. The LEA proposed a unique target for the "6S1" indicator.	
34. If yes, the rationale included sufficient detail to determine the calculation for the local performance level.	
35. If yes, the proposed target showed continuous improvement.	
36. The final target has been established for the "6S2" indicator.	



	37. The LEA selected the proposed state target for the "6S2" indicator.		
	38. The LEA proposed a unique target for the "6S2" indicator.		
	39. If yes, the rationale included sufficient detail to determine the calculation for the local performance level.		
	40. If yes, the rationale included sufficient detail to determine the calculation for the local performance level.		
	23. CTE Perkins Secondary: Local Plan	<input type="text" value="OK"/>	Rita Hovermale 8/15/2016 3:48:48 PM
	1. The LEA described with sufficient detail how the CTE activities will meet state and local adjusted levels of performance.		
	2. The LEA described with sufficient detail how the CTE programs required under Section 135(b) REQUIRED USE OF FUNDS will be carried out.		
	3. The LEA described with sufficient detail how the eligible recipient will meet the following: Offer at least one (1) CTE program(s) of study.		
	4. The LEA described with sufficient detail how the eligible recipient will meet the following: Improve the academic and technical skills of CTE students.		
	5. The LEA described with sufficient detail how the eligible recipient will meet the following: Provide students with a strong experience in, and understanding of, all aspects of an industry.		
	6. The LEA described with sufficient detail how the eligible recipient will meet the following: Ensure that students who participate in CTE programs are taught challenging academic standards and enroll in rigorous academic courses.		
	7. The LEA described with sufficient detail how comprehensive professional learning experiences (aligned to Section 122 of the Perkins Act, Delaware Administrative Code 1598, and the Delaware State Plan for CTE) will be provided for CTE educators.		
	8. The LEA described with sufficient detail the process that will be used to evaluate and continuously improve the performance of the eligible recipient.		
	9. The LEA described with sufficient detail how the eligible recipient will meet the following: Review CTE programs and overcome barriers that result in decreased rates of access or success for special populations.		
	10. The LEA described with sufficient detail how the eligible recipient will meet the following: Provide programs that enable special populations to meet the local adjusted levels of performance.		
	11. The LEA described with sufficient detail how the eligible recipient will meet the following: Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency.		
	12. The LEA described with sufficient detail how the eligible recipient will meet the following: Ensure that individuals who are members of special populations will not be discriminated against on the basis of their status.		
	13. The LEA described with sufficient detail strategies that will be used to promote preparation for underrepresented genders in nontraditional occupational fields.		

	14. The LEA described with sufficient detail how career guidance and academic counseling will be provided to CTE students, which includes linkages to future education and training opportunities as well as placement in the workforce.		
	15. The LEA described with sufficient detail efforts to improve the following: The recruitment and retention of CTE teachers, faculty, and school counselors, including underrepresented individuals or groups in the teaching profession.		
	16. The LEA described with sufficient detail efforts to improve the following: Support the transition of industry professionals to teach CTE programs.		
	17. The LEA included the list of Perkins Advisory Committee members.		
	18. The LEA's Perkins Advisory Committee comprised of business, industry and education constituents, and representatives of all career and technical programs.		
	19. The LEA included an improvement plan for each core indicator of performance that did not meet the 90% threshold for all Perkins targets (if applicable). The plan included: Perkins core indicator of performance that did not meet the 90% threshold, the eligible recipient's current performance, and the anticipated performance or goal that will result from implementing the improvement plan.		
	20. The LEA included an improvement plan for each core indicator of performance that did not meet the 90% threshold for all Perkins targets (if applicable). The plan included: Timeline for implementation of the plan, which includes key dates, activities, and person(s) responsible for implementation of the improvement plan.		
	21. The LEA included an improvement plan for each core indicator of performance that did not meet the 90% threshold for all Perkins targets (if applicable). The plan included: Funding source and/or resource allocation that is required to implement the improvement plan.		
	22. The LEA included an improvement plan for each core indicator of performance that did not meet the 90% threshold for all Perkins targets (if applicable). The plan included: A description of the strategy that the eligible recipient will apply to improve the gap in performance, the identified root cause, and the demonstrated need(s) of the recipient.		
	24. CTE Perkins Secondary: Budget	<input type="text" value="OK"/>	Eulinda Gallagher 11/16/2016 9:52:07 AM
	1. Budgeted items in the "Salaries" account code included sufficient detail and meet the following: The budgeted items are allowable and/or appropriate for the account code.		
	2. Budgeted items in the "Salaries" account code included sufficient detail and meet the following: The proposed uses of funds are supplemental.		
	3. Budgeted items in the "Salaries" account code included sufficient detail and meet the following: The budgeted items can be fully expended during grant period.		
	4. Budgeted items in the "Salaries" account code included sufficient detail and meet the following: The budgeted items identify the appropriate funding description.		
	5. Budgeted items in the "Salaries" account code included sufficient detail and meet the following: The budgeted items identify the location, quantity, and cost.		
	6. Budgeted items in the "Salaries" account code included sufficient detail and meet the following: The budgeted items include in the narrative--the program of study title, the expense justification or outcome, and the item/service description.		

7. Budgeted items in the "OECs" account code included sufficient detail and meet the following: The budgeted items are allowable and/or appropriate for the account code.	
8. Budgeted items in the "OECs" account code included sufficient detail and meet the following: The proposed uses of funds are supplemental.	
9. Budgeted items in the "OECs" account code included sufficient detail and meet the following: The budgeted items can be fully expended during grant period.	
10. Budgeted items in the "OECs" account code included sufficient detail and meet the following: The budgeted items identify the appropriate funding description.	
11. Budgeted items in the "OECs" account code included sufficient detail and meet the following: The budgeted items identify the location, quantity, and cost.	
12. Budgeted items in the "OECs" account code included sufficient detail and meet the following: The budgeted items include in the narrative--the program of study title, the expense justification or outcome, and the item/service description.	
13. Budgeted items in the "Travel" account code included sufficient detail and meet the following: The budgeted items are allowable and/or appropriate for the account code.	
14. Budgeted items in the "Travel" account code included sufficient detail and meet the following: The proposed uses of funds are supplemental.	
15. Budgeted items in the "Travel" account code included sufficient detail and meet the following: The budgeted items can be fully expended during grant period.	
16. Budgeted items in the "Travel" account code included sufficient detail and meet the following: The budgeted items identify the appropriate funding description.	
17. Budgeted items in the "Travel" account code included sufficient detail and meet the following: The budgeted items identify the location, quantity, and cost.	
18. Budgeted items in the "Travel" account code included sufficient detail and meet the following: The budgeted items include in the narrative--the program of study title, the expense justification or outcome, and the item/service description	
19. Budgeted items in the "Contractual" account code included sufficient detail and meet the following: The budgeted items are allowable and/or appropriate for the account code.	
20. Budgeted items in the "Contractual" account code included sufficient detail and meet the following: The proposed uses of funds are supplemental.	
21. Budgeted items in the "Contractual" account code included sufficient detail and meet the following: The budgeted items can be fully expended during grant period.	
22. Budgeted items in the "Contractual" account code included sufficient detail and meet the following: The budgeted items identify the appropriate funding description.	
23. Budgeted items in the "Contractual" account code included sufficient detail and meet the following: The budgeted items identify the location, quantity, and cost.	
24. Budgeted items in the "Contractual" account code included sufficient detail and meet the following: The budgeted items include in the narrative--the program of study title, the expense justification or outcome, and the item/service description.	
25. Budgeted items in the "Audit Fees" account code included sufficient detail and meet the following: The budgeted items are allowable and/or appropriate for the account code.	

26. Budgeted items in the "Audit Fees" account code included sufficient detail and meet the following: The budgeted items can be fully expended during grant period.	
27. Budgeted items in the "Audit Fees" account code included sufficient detail and meet the following: The budgeted items identify the appropriate funding description.	
28. Budgeted items in the "Audit Fees" account code included sufficient detail and meet the following: The budgeted items identify the location, quantity, and cost.	
29. Budgeted items in the "Audit Fees" account code included sufficient detail and meet the following: The budgeted items include in the narrative--the program of study title, the expense justification or outcome, and the item/service description.	
30. Budgeted items in the "Indirect" account code included sufficient detail and meet the following: The budgeted items are allowable and/or appropriate for the account code.	
31. Budgeted items in the "Indirect" account code included sufficient detail and meet the following: The budgeted items can be fully expended during grant period.	
32. Budgeted items in the "Indirect" account code included sufficient detail and meet the following: The budgeted items identify the appropriate funding description.	
33. Budgeted items in the "Indirect" account code included sufficient detail and meet the following: The budgeted items identify the location, quantity, and cost.	
34. Budgeted items in the "Indirect" account code included sufficient detail and meet the following: The budgeted items include in the narrative--the program of study title, the expense justification or outcome, and the item/service description.	
35. Budgeted items in the "Materials and Supplies" account code included sufficient detail and meet the following: The budgeted items are allowable and/or appropriate for the account code.	
36. Budgeted items in the "Materials and Supplies" account code included sufficient detail and meet the following: The proposed uses of funds are supplemental.	
37. Budgeted items in the "Materials and Supplies" account code included sufficient detail and meet the following: The budgeted items can be fully expended during grant period.	
38. Budgeted items in the "Materials and Supplies" account code included sufficient detail and meet the following: The budgeted items identify the appropriate funding description.	
39. Budgeted items in the "Materials and Supplies" account code included sufficient detail and meet the following: The budgeted items identify the location, quantity, and cost.	
40. Budgeted items in the "Materials and Supplies" account code included sufficient detail and meet the following: The budgeted items include in the narrative--the program of study title, the expense justification or outcome, and the item/service description	
41. Budgeted items in the "Capital Outlay" account code included sufficient detail and meet the following: The expenses are allowable and/or appropriate for the account code.	
42. Budgeted items in the "Capital Outlay" account code included sufficient detail and meet the following: The proposed uses of funds are supplemental.	
43. Budgeted items in the "Capital Outlay" account code included sufficient detail and meet the following: The budgeted items can be fully expended during grant period.	
44. Budgeted items in the "Capital Outlay" account code included sufficient detail and meet the following: The budgeted items identify the appropriate funding description.	

45. Budgeted items in the "Capital Outlay" account code included sufficient detail and meet the following: The budgeted items identify the location, quantity, and cost.			
46. Budgeted items in the "Capital Outlay" account code included sufficient detail and meet the following: The budgeted items include in the narrative--the program of study title, the expense justification or outcome, and the item/service description.			
	25. IDEA 611: Budget	OK <input type="text"/>	Linda Smith 8/17/2016 4:29:08 PM
1. Budgeted items for salaries clearly indicated how positions will support students with disabilities.			
2. Budgeted items for travel clearly indicated how travel will support students with disabilities.			
3. Budgeted items for contractual services clearly indicated how contractual services will support students with disabilities.			
4. Budgeted items for supplies and materials provided examples of items to be purchased and clearly indicated how supplies and materials will support students with disabilities.			
5. Budgeted items for capital outlay clearly identified the items to be purchased and cost per unit.			
6. Funding descriptions are appropriate for each budgeted item.			
7. Budgeted items are supplemental.			
8. Budgeted items are allowable per 2 CFR Part 200.			
9. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
10. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
	26. IDEA 611: Equitable Services	OK <input type="text"/>	Linda Smith 8/16/2016 7:05:19 PM
1. Is the LEA a school district? If yes, move to question #3.			
2. Is the LEA a school district? If no, move to the IDEA 611: CEIS Services Section.			
3. The LEA entered the correct IDEA allocation amount.			
4. The LEA clearly indicates how they will notify non-profit private schools of their eligibility to participate in IDEA.			
5. The LEA clearly indicates how they will notify parents of parentally placed private school children of their eligibility to participate in IDEA.			
6. The LEA clearly indicates how they will involve both non-profit private schools and parents of parentally placed private school children in discussions regarding the determination of proportionate share to serve parentally placed private school children with disabilities.			
7. The LEA clearly indicates how they will involve both non-profit private schools and parents of parentally placed private school children in discussions regarding equitable participation of eligible private school children with disabilities in federally funded special education and related services.			

	8. The LEA clearly indicates how they will involve both non-profit private schools and parents of parentally placed private school children in discussions regarding the design and development of special education and related services for parentally placed private school children including the types of services that will be provided and who will provide those services.			
	9. The LEA clearly indicates how they will ensure that services for parentally placed private school children will be equitable in comparison to the services provided to public school students, staff, and families and are provided in a timely manner, are secular, neutral, and non-ideological for IDEA.			
	10. The LEA clearly indicates how they will monitor the provision of services to eligible parentally placed private school children, staff, and their families for IDEA.			
	11. The LEA described how they will ensure that allowable materials, equipment, and/or property purchased/provided for use by non-private schools and/or parentally placed private school children are properly maintained and accounted for by the LEA for IDEA.			
	27. IDEA 611: CEIS Services	<input type="text" value="OK"/>	Linda Smith	7/21/2016 5:14:33 PM
	1. If the LEA was directed by the DDOE to use CEIS funds, the funds were allocated. (If an LEA is identified with significant disproportionality, they must use up to 15% of the total of IDEA 3-5 and IDEA 6-21 funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were "significantly over identified" and/or "disproportionality suspended/expelled." LEAs with significant disproportionality must reserve funds for such services.)			
	2. If the LEA voluntarily used up to 15% of their funds for CEIS, funds were allocated.			
	28. IDEA 619: Budget	<input type="text" value="OK"/>	Mary Ann Mieczkowski	9/1/2016 11:42:41 AM
	1. Budgeted items for salaries clearly indicated how positions will support students with disabilities.			
	2. Budgeted items for travel clearly indicated how travel will support students with disabilities.			
	3. Budgeted items for contractual services clearly indicated how contractual services will support students with disabilities.			
	4. Budgeted items for supplies and materials provided examples of items to be purchased and clearly indicated how supplies and materials will support students with disabilities.			
	5. Budgeted items for capital outlay clearly identified the items to be purchased and cost per unit.			
	6. Funding descriptions are appropriate for each budgeted item.			
	7. Budgeted items are supplemental.			
	8. Budgeted items are allowable per 2 CFR Part 200.			
	9. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
	10. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			

**29. State Curriculum and Professional Development**Wendy
Modzelewski7/28/2016
11:10:00
AM

- | | |
|--|--|
| 1. Funding descriptions are appropriate for each budgeted item. | |
| 2. The account codes are appropriate for each budgeted item. | |
| 3. Budgeted items are allowable and within those uses specified in the most current Governor's Recommended Budget. | |