

History Log

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Administration

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/28/2017 2:53:44 PM	Karen Rogers	Status changed to 'DDOE Deputy Secretary Approved'.	S
	8/28/2017 8:01:38 AM	Eulinda Gallagher	Status changed to 'DDOE Program Manager Approved'.	S
☐	8/22/2017 10:45:51 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
	8/22/2017 10:45:51 AM	Mervin Daugherty	Status changed to 'LEA Chief School Officer Approved'.	S
☐	8/22/2017 10:42:22 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	C

			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."	
	8/22/2017 10:42:22 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/22/2017 9:42:40 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	8/15/2017 8:44:10 AM	Eulinda Gallagher	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
☐	8/10/2017 3:42:19 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
	8/10/2017 3:42:19 PM	Mervin Daugherty	Status changed to 'LEA Chief School Officer Approved'.	S
☐	8/10/2017 3:39:41 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	C

			agree to abide by the applicable assurances attached to this Application."	
	8/10/2017 3:39:41 PM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/10/2017 8:26:55 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	7/27/2017 3:30:10 PM	Eulinda Gallagher	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
☐	7/14/2017 2:11:08 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
	7/14/2017 2:11:08 PM	Mervin Daugherty	Status changed to 'LEA Chief School Officer Approved'.	S
☐	7/14/2017 2:09:55 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

7/14/2017 2:09:55 PM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
7/14/2017 1:39:32 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
4/26/2017 8:30:01 AM	Jennifer Jeanes	Status changed to 'LEA Draft Started'.	S
4/3/2017 4:26:39 PM	Eulinda Gallagher	Status changed to 'LEA Not Started'.	S

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Administration

	(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) Title IV-A	(6) CTE Perkins Scndry CFDA: 84.048	(7) IDEA 611 CFDA: 84.027	(8) IDEA 619 CFDA: 84.173	(9) State Curr/Prof Dev	Total
Original	\$6,509,950.00	\$1,180,867.00	\$219,281.00	\$3,228.00	\$239,032.00	\$414,649.00	\$4,312,804.00	\$98,531.00	\$177,955.00	\$13,156,297.00
Reallocated	\$0.00	\$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	\$0.00
Released	\$0.00	\$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	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$6,509,950.00	\$1,180,867.00	\$219,281.00	\$3,228.00	\$239,032.00	\$414,649.00	\$4,312,804.00	\$98,531.00	\$177,955.00	\$13,156,297.00
	(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) Title IV-A	(6) CTE Perkins Scndry CFDA: 84.048	(7) IDEA 611 CFDA: 84.027	(8) IDEA 619 CFDA: 84.173	(9) State Curr/Prof Dev	Total
From Title I-A	0.00									0.00
From Title II-A	0.00	0.00	0.00	0.00	0.00					0.00
From Title III EL			0.00							0.00
From Title III Immigrant				0.00						0.00
From Title IV-A	0.00	0.00	0.00	0.00	0.00					0.00
From CTE Perkins Scndry						0.00				0.00
From IDEA 611							0.00			0.00
From IDEA 619								0.00		0.00
From State Curr/Prof Dev									0.00	0.00
Total	\$6,509,950.00	\$1,180,867.00	\$219,281.00	\$3,228.00	\$239,032.00	\$414,649.00	\$4,312,804.00	\$98,531.00	\$177,955.00	\$13,156,297.00

Contacts

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Administration

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>Louis Mingione</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)]	<u>Amy Grundy</u>

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Administration

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. ESSA Requirements: Engaged and Informed Families, Schools, Districts, Communities and Other Agencies (Title I and Title III)	OK		Theodore Jarrell	7/24/2017 3:49:47 PM
	1. Application Question 1: The LEA listed at least one strategy for implementing effective parental and family involvement. (Title I)				
	2. Application Question 2: The LEA described how parental and family engagement in the education of English learners will be promoted. (Title III)				
	3. Application Question 3: The LEA described how community engagement in the education of English learners will be promoted. (Title III)				
	4. Application Question 4: The LEA listed services that will be provided to support the enrollment, attendance and success of homeless children and youths in coordination with the services under the McKinney-Vento Homeless Assistance Act. (Title I)				
	2. ESSA Requirements: Safe and Healthy Environments, Conducive to Learning (Title I only)	OK		Theodore Jarrell	7/24/2017 3:49:47 PM
	1. Application Question 1: The LEA described how they will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. (Title I)				
	2. Application Question 2a: The LEA described how strategies will be implemented to facilitate effective transitions for students from middle grades through high school through coordination with institutions of higher education, employers, and other local partners. (Title I)				
	3. Application Question 2a: The LEA described how strategies will be implemented to facilitate effective transitions for students from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners. (Title I)				
	4. Application Question 2b: The LEA listed strategies to facilitate effective transitions for students from middle grades through high school through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify students' interests and skills. (Title I)				
	5. Application Question 2b: The LEA listed strategies to facilitate effective transitions for students from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. (Title I)				

-	3. ESSA Requirements: Equitable Access to Excellent Educators (Title I and Title II)	OK ☐	Theodore Jarrell	7/24/2017 3:49:47 PM
	1. Application Question 1: The LEA indicated how they will identify any disparities that result in low income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (Title I)			
	2. Application Question 1: The LEA clearly indicated how they will address any disparities that result in low income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (Title I)			
	3. Application Question 2: The LEA provided a description of the system of professional growth and improvement. (Title II)			
	4. Application Question 3: The LEA provided a description of the system of building the capacity of teachers. (Title II)			
	5. Application Question 3: The LEA provided a description of the system to develop meaningful teacher leadership. (Title II)			
-	4. ESSA Requirements: Rigorous Standards, Instruction and Assessments (Title I, Title II, and Title III)	OK ☐	Theodore Jarrell	7/24/2017 3:49:47 PM
	1. Application Question 1: The LEA described the Title II activities they will engage in and how these activities will be aligned with challenging state academic standards. (Title II)			
	2. Application Question 2a: The LEA described how they will monitor students' progress in meeting challenging state academic standards through developing a well-rounded program of instruction to meet the academic needs of all students. (Title I)			
	3. Application Question 2b: The LEA described how they will monitor students' progress in meeting challenging state academic standards through identifying students who may be at risk for academic failure. (Title I)			
	4. Application Question 2c: The LEA described how they will monitor students' progress in meeting challenging state academic standards through providing additional educational assistance to individual students the LEA has determined need help in meeting the challenging State academic standards. (Title I)			
	5. Application Question 2d: The LEA described how they will monitor students' progress in meeting challenging state academic standards through identifying instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.			
	6. Application Question 2d: The LEA described how they will monitor students' progress in meeting challenging state academic standards through identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. (Title I)			
	7. Application Question 3: The LEA described the effective program and activities, including language instruction educational programs proposed to be developed, implemented, and administered under Title III that will help English learners increase their English language proficiency and meet the challenging state academic standards. (Title III)			
	8. Application Question 4: The LEA clearly described how they will ensure that elementary schools and secondary schools will assist English learners in meeting the challenging state academic standards (SBAC/DCAS/SAT). (Title III)			
	9. Application Question 5: The LEA clearly described how they will ensure that elementary schools and secondary schools assist English learners in achieving English proficiency based on the state's English language proficiency assessment (Access). (Title III)			
	10. Application Question 6a: The LEA clearly indicated how they will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skill attainment important to in-demand occupations or industries in the state. (Title I)			
	11. Application Question 6b: The LEA clearly indicated how they will support programs that coordinate and			

integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. (Title I)		
12. Application Question 7: The LEA indicated how they will identify gifted and talented students. (Title I)		
13. Application Question 7: The LEA indicated how they will serve gifted and talented students. (Title I)		
14. Application Question 8: The LEA described how they will assist schools in developing effective library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. (Title I)		
	5. ESSA Requirements: High Quality Early Learning Opportunities (Title I only) OK 	Theodore Jarrell 7/24/2017 3:49:47 PM
1. Application Question 1: The LEA described how they will support, coordinate, and integrate services with early childhood education programs, including plans for the transition of participants in such programs to local elementary programs. (Title I)		
	6. ESSA Requirements: Related Documents - Needs Assessment (Title IV) OK 	Elizabeth Jetter 7/26/2017 10:39:25 AM
1. If LEA received at least \$30,000 in SSAE program funds, the LEA provided a comprehensive needs assessment that includes, at a minimum, a focus on the three content areas: Well-Rounded Educational Opportunities, Safe and Healthy Students, and Effective Use of Technology.		
2. The needs assessment was conducted during the initial plan development year or within 3 years since the last needs assessment under ESSA. (ESEA section 4106(d)(3))		
	7. Title I: Allocations Not Applicable 	Theodore Jarrell 7/24/2017 3:49:47 PM
1. The LEA indicated they are transferring funds from Title II funds to Title I.		
2. The LEA indicated they are transferring funds from Title II funds to Title I.		
	8. Title I, Part A: Participating Public Schools OK 	Theodore Jarrell 7/24/2017 3:49:47 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 waiver for the school(s).		
3. If the LEA has participating private schools, the LEA has entered the number of nonpublic low income students for the participating schools and only the participating schools.		
4. If the LEA has participating private schools, the total number of "Public Low Income" matches the "District Low Income" in the Equitable Share calculator in Related Documents.		
5. If the LEA has participating private schools, the total number of "Nonpublic Low Income" matches the "Participating Private School Low Income" in the Equitable Share calculator in Related Documents.		
6. If the LEA is using different PPAs across its participating schools, the LEA has designated the PPA category for each participating school.		
	9. Title I, Part A: Methodology for Determining Participating Public Schools OK 	Theodore Jarrell 7/24/2017 3:49:47 PM
1. Application Question 1: The LEA indicated the source of data that was used to determine the Title I eligibility status of the LEA's schools.		
2. Application Question 2: If LEA-provided data was used, the LEA has explained why this method was chosen.		
3. Application Question 2: If LEA-provided data was used, the LEA has explained how the poverty data was		

obtained.			
4. Application Question 3: If the LEA has more than one school, the methodology used to determine the PPA is allowable.			
5. Application Question 4: If the LEA did not serve a school(s) with a poverty rate of 75% or greater, the LEA has provided adequate justification for "skipping" the school(s).			
6. Application Question 5: The LEA has provided adequate justification for skipping any other eligible school (s) that have a higher percentage of poverty than served schools.			
10. Title I, Part A: Participating Private Schools OK Theodore Jarrell 7/24/2017 3:49:47 PM			
1. All participating private schools have at least one low income student.			
2. All nonparticipating private schools have zero participating students.			
3. The total number of low income, private school students in this table matches with the total number of low income, nonpublic school students in the "Participating Public Schools" page.			
11. Title I, Part A: Budget-District Set Asides OK Theodore Jarrell 8/13/2017 9:23:54 AM			
1. If the LEA is a charter, the budget is zeroed out.			
2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.			
3. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.			
4. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.			
5. The narrative description for contractual services budgeted items clearly indicates the type of service.			
6. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, and purpose.			
7. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.			
8. Funding descriptions are appropriate for each budgeted item.			
9. Budgeted items are supplemental.			
10. Budgeted items are allowable. [2 CFR -200.403]			
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. The LEA has at least one budgeted item for services for homeless students.			
14. If the LEA received more than \$500,000, the LEA has budgeted at least 1% of the total allocation to parent and family engagement.			
15. If the LEA received more than \$500,000, there is at least one budgeted item documenting the allocation of at least 90% of 1% of the total allocation to parent and family engagement at the school level.			
16. If the LEA has participating private schools, the amount of the "District Allocation" in the Equitable Share calculator in Related Documents matches the LEA allocation.			
17. If the LEA has participating private schools, the budgeted amount for administration of equitable services matches the amount for "Administration of Equitable Services" in the Equitable Share calculator in Related Documents.			
18. If the LEA has participating private schools, there is one or more budgeted items for instruction and/or			

professional development for participating private schools that is equal to the amount in "Equitable Share for Instruction and Professional Development" in the Equitable Share calculator in Related Documents.			
19. If the LEA has participating private schools, there is one or more budgeted items for parent and family engagement for participating private schools that is equal to the amount in "Equitable Share for Parent and Family Engagement" in the Equitable Share calculator in Related Documents.			
20. If the LEA has participating private schools, the budgeted amount for services for participating private schools matches the amount in the Equitable Share calculator in Related Documents.			
	12. Title I, Part A: Public School Allocations	OK 	Theodore Jarrell 7/24/2017 3:49:47 PM
1. The LEA has provided allowable PPAs to all of its schools based on the rank and serve rules.			
2. If the LEA is serving eligible schools under 35% poverty, the LEA uses the 125% rule for the PPA or the LEA has 125% rule EdFlex waiver.			
3. The LEA has zeroed out the funds indicated in the Total column.			
	13. Title I, Part A: Budget - Public Schools	OK 	Theodore Jarrell 7/24/2017 3:49:47 PM
1. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.			
2. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.			
3. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.			
4. The narrative description for contractual services budgeted items clearly indicates the type of service.			
5. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, and purpose.			
6. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.			
7. Funding descriptions are appropriate for each budgeted item.			
8. Budgeted items are supplemental.			
9. Budgeted items are allowable. [2 CFR -200.403]			
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]			
	14. Title I, Part A: Public School Program Description	OK 	Theodore Jarrell 7/24/2017 3:49:47 PM
1. Application Question 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. Application Question 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).			
	15. Title I, Part A: Family and Community Involvement	OK 	Theodore Jarrell 7/24/2017 3:49:47 PM
1. Application Question 1: The LEA has described how parents are involved in decisions regarding how funds are used for parent and family engagement activities at the LEA level.			
2. Application Question 1: If the LEA has more than one school, the LEA has described how parents are involved in decisions regarding how funds are used for parent and family engagement activities at the			

school level.			
3. Application Question 2a: The LEA has described how the LEA jointly develops with parents of participating children an LEA-level written parent and family engagement policy.			
4. Application Question 2b: 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 school-level written parent and family engagement policy.			
5. Application Question 2c: 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 school-parent compact.			
6. Application Question 3a: The LEA has described how the LEA distributes the LEA-level written parent and family engagement policy to parents of participating children.			
7. Application Question 3b: If the LEA has more than one school, the LEA has described how the LEA ensures that each Title I school distributes the school-level written parent and family engagement policy to parents of participating children.			
8. Application Question 3c: If the LEA has more than one school, the LEA has described how the LEA ensures that each Title I school distributes the written school-parent compact to parents of participating children.			
9. Application Question 4a: The LEA has described how the LEA conducts, with the involvement of parents, an annual evaluation of the LEA's parent and family engagement policy.			
10. Application Question 4b: The LEA has described how the LEA will use the results of this evaluation to revise the parent and family engagement policy.			
	16. Title I, Part A: Homeless Students and Youth	OK 	Theodore Jarrell 7/24/2017 3:49:47 PM
1. Application Question 1: The assigned homeless liaison's name is indicated.			
2. Application Question 2: The LEA indicated how they determined the amount reserved for only instructional and related services.			
3. Application Question 3: The LEA indicated a reasonable number of homeless students and youth the funds will support.			
4. Application Question 4: The LEA indicated a reasonable number of homeless students that will be served..			
5. Application Question 5: The LEA listed types of services the liaison will provide that is proportionate to the percentage of salary paid with Title I funds.			
6. Application Question 6: The LEA listed a reasonable number of students the liaison will service proportionate to their salary paid with Title I funds.			
	17. Title I, Part A: Equitable Services	OK 	Theodore Jarrell 7/24/2017 3:49:47 PM
1. Application Question 1: The LEA has described the LEA's process for notifying nonprofit private schools of their eligibility to participate.			
2. Application Question 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. Application Question 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. Application Question 4: The LEA has described who will provide services to eligible private school students, staff, and their families for each eligible Title I school.			
5. Application Question 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. Application Question 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 nonideological for Title I.			
7. Application Question 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. Application Question 8: The LEA has described 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.			
9. Application Question 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.			
	18. Title I: Related Documents	Not Applicable 	Theodore Jarrell 7/24/2017 3:49:47 PM
1. The LEA provided a Transfer Budget Summary for Title II funds.			
2. The LEA provided a Transfer Budget Summary for Title IV funds.			
	19. Title II, Part A: Budget	OK 	Wendy Modzelewski 8/25/2017 11:47:42 AM
1. The budget is zeroed out.			
2. The budget was zeroed out as funds were transferred by the LEA; no review was completed by DDOE.			
3. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.			
4. For substitute budgeted items, the narrative description includes the professional development that is funded with the Title II A funds.			
5. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.			
6. The narrative description for travel budgeted items clearly lists the name position of staff traveling, conference name, and purpose if not clear by conference name.			
7. The narrative description for contractual services budgeted items clearly indicates the type of service.			
8. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items and purpose, and items are clearly aligned to professional development activities that are funded with Title II, Part A funds.			
9. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased and provides a description and purpose.			
10. Funding descriptions are appropriate for each budgeted item.			
11. Budgeted items are supplemental.			
12. Budgeted items are allowable. [2 CFR -200.403]			
13. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
14. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
	20. Title II, Part A: Related Documents	OK 	Wendy Modzelewski 8/14/2017 5:54:20 PM

1. The district uploaded the equitable share calculation template.	
2. The district indicated the number of students enrolled.	
3. The district indicated the number of students enrolled at participating private schools.	
4. The district listed the correct Title II allocation amount.	
5. The district indicated the amount of administration funds.	
6. The district indicated the amount of indirect costs.	
21. Title II, Part A: Equitable Services OK ▼ Wendy Modzelewski 8/14/2017 5:54:20 PM	
1. The LEA is a geographical district that has participating private schools within its geographical district boundaries.	
2. Application Question 1: The LEA indicated all eligible private schools within its geographic boundaries have elected not to participate in the Title II Part A funds.	
3. Application Question 2: The LEA indicated how much and what percentage of the LEA set-aside is required.	
4. Application Question 3: The LEA described its process for notifying non-profit private schools of their eligibility to participate in Title II, Part A funds.	
5. Application Question 3: 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.	
6. Application Question 4: The LEA described who will provide services to eligible private school students, staff, and their families for Title II, Part A.	
7. Application Question 5: 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. Application Question 6: 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.	
9. Application Question 7: 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.	
10. Application Question 8: 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.	
11. The budgeted amount for the equitable services funding description is the same amount indicated on the Equitable Share Calculation document uploaded to the Related Documents page.	
22. Title II, Part A OK ▼ Wendy Modzelewski 8/14/2017 5:54:20 PM	
1. Application Question 1: The professional development needs of the LEA are identified.	
2. Application Question 2: The strategies that will be used to address the professional development needs are identified.	
3. Application Question 3: The educator effectiveness needs of the LEA are identified.	
4. Application Question 4: The strategies that will be used to address the educator effectiveness needs are identified.	
5. Application Question 5: The LEA is prioritizing funds to schools that (1) Are implementing comprehensive support and improvement activities AND (2) Are implementing targeted support and improvement activities AND (3) Have the highest percentage of low income children. The LEA has provided a description of how the IIA funds have been prioritized to these schools ensuring equitable access to excellent educators.	

☐	23. Title II Part A: Class Size Reduction Units	OK ☐	Wendy Modzelewski	8/25/2017 11:51:46 AM
1. Application Question 1: The LEA listed the schools supported with class size reduction units.				
2. Application Question 1: For the schools supported with class size reduction units, the grade(s) were indicated.				
3. Application Question 1: If the school(s) listed are secondary, the content area(s) are listed.				
4. Application Question 2: For each class size reduction unit, the LEA cited the relevant, evidence based study or studies that support the initiative.				
5. Application Question 2: For each class size reduction unit, the LEA provided a description of the study or URL where the study abstract can be found.				
6. Application Question 2: For each class size reduction unit, the LEA specified the evidence level with one of the choices provided.				
☐	24. Title III English Learners: Budget	OK ☐	Gregory Fulkerson	8/14/2017 9:40:00 AM
1. The budget is zeroed out.				
2. The narrative description for salary budgeted items lists the title of the position, percent of the FTE, and location.				
3. For EPER budgeted items, the narrative description includes the activity, the location, and the person who will be conducting the activity.				
4. For substitute budgeted items, the narrative description includes the purpose of using a substitute, the location, and when the substitute will be used.				
5. The narrative description for OECs budgeted items lists the title of the position, percent of the FTE, and location.				
6. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, purpose if not clear by conference name, total number of staff traveling, and location.				
7. The narrative description for contractual services budgeted items clearly indicates the type of service, duration of the contract, and location.				
8. The narrative description for supplies and materials budgeted items lists whether items are instructional or non-instructional, provides a description of the items, purpose, grade level, EL program model the items will benefit, and location.				
9. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, purpose, and location.				
10. Funding descriptions are appropriate for each budgeted item.				
11. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]				
12. Budgeted items are allowable and for eligible EL identified students. [2 CFR -200.403]				
13. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]				
14. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]				
☐	25. Title III: English Learner	OK ☐	Terry Richard	7/25/2017 9:29:51 PM
1. Application Question1: 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.			
2. Application Question 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 effective in increasing English proficiency and student achievement in core academic subjects.			
3. Application Question 2: The LEA identified program models used at each school building.			
4. Application Question 3: The LEA provided the name and number of ESL-certified teachers providing supplemental instructional programs to EL children.			
5. Application Question 3: The LEA provided the number of paraprofessional/tutors serving the program per grade level and school.			
6. Application Question 3: The LEA employs enough certified ESL teachers to provide regularly scheduled, consistent, language development instructional services to all EL students.			
7. Application Question 3: 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. Application Question 4: 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. Application Question 4: The description addresses how the professional development will help to increase the English proficiency or subject-matter knowledge of EL students.			
10. Application Question 5: 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. Application Question 5: 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.			
26. Title III: Equitable Services OK Terry Richard	7/25/2017 9:15:16 PM		
1. If the LEA is a charter school or vocational school, the equitable services page questions are blank or responses are NA.			
2. Application Question 1: The LEA has described the LEA's process for notifying non-profit private schools of their eligibility to participate.			
3. Application Question 1: 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.			
4. Application Question 2: The LEA has described the types of services that will be provided to eligible private school students, staff, and their families.			
5. Application Question 2: The LEA has described who will provide services to eligible private school students, staff, and their families.			
6. Application Question 3: 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.			
7. Application Question 3: The LEA has described how services are provided in a timely manner, are secular, neutral, and non-ideological.			
8. Application Question 4: The LEA has described the process the LEA uses to monitor the provision of services to eligible private school students, staff, and their families.			
27. Title III English Learner: Related Documents OK Gregory Fulkerson	8/14/2017 9:40:00 AM		
1. If equitable share calculation is required, the district uploaded the calculation template.			

2. The district indicated the number of EL students enrolled in public school.			
3. The district indicated the number of EL students enrolled in private school(s).			
4. The district indicated the number of EL students enrolled in private school(s).			
	28. Title III Immigrant Increase Funds	OK v	Terry Richard 7/25/2017 9:15:16 PM
1. Application Question 1: The LEA provided a description of activities for which the Title III Immigrant increase funds will be used that support immigrant students only.			
	29. Title III Immigrant Increase Funds: Budget	OK v	Terry Richard 7/25/2017 9:15:16 PM
1. The budget is zeroed out.			
2. The narrative description for salary budgeted items lists the title of the position, percent of the FTE, and location.			
3. For EPER budgeted items, the narrative description includes the activity, location, and person who will be conducting the activity.			
4. For substitute budgeted items, the narrative description includes the purpose of using a substitute, location, and when the substitute will be used.			
5. The narrative description for OECs budgeted items lists the title of the position, percent of the FTE, and location.			
6. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, purpose if not clear by conference name, total number of staff traveling, and location.			
7. The narrative description for contractual services budgeted items clearly indicates the type of service, duration of the contract, and location.			
8. The narrative description for supplies and materials budgeted items lists whether items are instructional or non-instructional, provides a description of the items, purpose, grade level, EL program model the items will benefit, and location.			
9. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, purpose, and location.			
10. Funding descriptions are appropriate for each budgeted item.			
11. Budgeted items are supplemental			
12. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
13. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
14. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
	30. Title III Immigrant Increase Funds: Related Documents	OK v	Gregory Fulkerson 8/14/2017 9:40:00 AM
1. If equitable share calculation is required, the district uploaded the calculation template.			
2. The district indicated the number of Immigrant students enrolled in public school.			
3. The district indicated the number of Immigrant students enrolled in private school(s).			
4. The district indicated the correct Title III Immigrant Increase allocation amount.			

 31. Title IV, Part A: Budget

OK 

Elizabeth
Jetter

7/26/2017
10:39:25
AM

1. The budget is zeroed out.
2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.
3. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.
4. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.
5. The narrative description for contractual services budgeted items clearly indicates the type of service.
6. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, and purpose.
7. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.
8. Funding descriptions are appropriate for each budgeted item.
9. Budgeted items are supplemental.
10. Budgeted items are allowable. [2 CFR -200.403]
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. The amount budgeted for administration is no more than 2% of the total allocation.
14. If the LEA that received at least \$30,000 in Student Support and Academic Enrichment (SSAE) program funds, the LEA budgeted at least 20 percent of funds for activities to support well-rounded educational opportunities (ESEA section 4106(e)(1)(C)).
15. If the LEA that received at least \$30,000 in SSAE program funds, the LEA budgeted at least 20 percent of funds for activities to support safe and healthy students (ESEA section 4106(e)(1)(D)).
16. If the LEA that received at least \$30,000 in SSAE program funds, the LEA budgeted at least a portion of funds for activities to support effective use of technology (ESEA section 4106(e)(1)(E)).
17. If the LEA received an allocation of less than \$30,000 of SSAE program funds, the LEA budgeted: - At least 20 percent of SSAE funds for well-rounded education; or - At least 20 percent of SSAE funds for safe and healthy students; or - At least a portion of SSAE funds to support the effective use of technology (ESEA section 4106(f)).
18. If the LEA has participating private schools, there is at least one budgeted item for services for participating private schools.
19. If the LEA has participating private schools, the budgeted amount for services for participating private schools matches the amount in the Equitable Share calculator in Related Documents.

 32. Title IV, Part A

OK 

Elizabeth
Jetter

7/26/2017
10:39:25
AM

1. Application Question 1: The LEA describes the activities and programming that will be supported with the Title IV, Part A funding.
2. Application Question 2: The LEA provides a description of any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing Title IV activities that will be carried out.
3. Application Question 3: The LEA describes how funds will be used for activities related to supporting well-rounded education and are coordinated with other schools and community based services and/or programs.

4. Application Question 4: The LEA describes how funds will be used for activities related to supporting safe and healthy students that are coordinated with other schools and community based services and programs.	
5. Application Question 5: The LEA describes how funds will be used for activities related to supporting safe and healthy students that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.	
6. Application Question 6: The LEA describes how funds will be used for activities related to supporting safe and healthy students that promote the involvement of parents in the activity or program.	
7. Application Question 7: The LEA describes how funds will be used to improve the use of technology to improve the academic achievement, academic growth and digital literacy of all students.	
33. Title IV: Related Documents - Equitable Share Calculation OK Elizabeth Jetter 7/26/2017 10:39:25 AM	
1. The district uploaded the calculation template.	
2. The district indicated the district enrollment amount.	
3. The district indicated the participating private school enrollment amount.	
4. The district indicated the correct Title IV allocation amount.	
34. CTE Perkins Secondary: Core Indicators of Performance OK Rita Hovermale 7/19/2017 4:41:03 PM	
1. The final target has been established for the "1S1" indicator.	
2. The final target has been established for the "1S2" indicator.	
3. The final target has been established for the "2S1" indicator.	
4. The final target has been established for the "3S1" indicator.	
5. The final target has been established for the "4S1" indicator.	
6. The final target has been established for the "5S1" indicator.	
7. The final target has been established for the "6S1" indicator.	
8. The final target has been established for the "6S2" indicator.	
35. CTE Perkins Secondary: Local Plan OK Rita Hovermale 7/19/2017 4:32:47 PM	
1. Application Question 1: The LEA described with sufficient detail how the CTE activities will meet state and local adjusted levels of performance.	
2. Application Question 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. Application Question 3a: 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. Application Question 3b: The LEA described with sufficient detail how the eligible recipient will meet the following: Improve the academic and technical skills of CTE students.	
5. Application Question 3c: 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. Application Question 3d: 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. Application Question 4: 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. Application Question 5: The LEA described with sufficient detail the process that will be used to evaluate and continuously improve the performance of the eligible recipient.	
9. Application Question 6a: 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. Application Question 6b: 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. Application Question 6c: 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. Application Question 6d: 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. Application Question 7: The LEA described with sufficient detail strategies that will be used to promote preparation for underrepresented genders in nontraditional occupational fields.	
14. Application Question 8: 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. Application Question 9a: 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. Application Question 9b: The LEA described with sufficient detail efforts to improve the following: Support the transition of industry professionals to teach CTE programs.	
36. CTE Perkins Secondary: Budget OK Rita Hovermale 8/23/2017 4:13:59 PM	
1. The budget is zeroed out.	
2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.	
3. The LEA provided an explanation in the narrative description if budgeted items for salary substitute costs exceeded 5% of the total program allocation.	
4. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.	
5. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, purpose if not clear by conference name, program of study title, total number of staff traveling and expense justification or outcome.	
6. The LEA provided an explanation if budgeted item for CTSO costs exceeded 5% of the total program allocation.	
7. The LEA provided an explanation if budgeted items for travel exceeded 10% of the total program allocation.	
8. The narrative description for contractual services budgeted items clearly indicates the type of service and program of study title.	
9. The LEA provided an explanation if budgeted items for contractual services substitute costs exceeded 5% of the total program allocation.	
10. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional and provides a description of the items, purpose, program of study title and expense justification or outcome.	
11. The LEA provided an explanation if middle school budgeted items for supplies and materials exceeded	

20% of the total program allocation.	
12. The LEA provided an explanation if budgeted items for supplies and materials that are equipment exceeded 50% of the total program allocation.	
13. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, program of study title, and expense justification or outcome.	
14. The LEA provided an explanation if middle school budgeted items for capital outlay exceeded 20% of the total program allocation.	
15. The LEA provided an explanation if budgeted items for capital outlay equipment exceeded 50% of the total program allocation.	
16. Funding descriptions are appropriate for each budgeted item.	
17. Budgeted items are supplemental.	
18. Budgeted items are allowable. [2 CFR -200.403]	
19. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
20. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
37. CTE Perkins Secondary: Related Documents OK Rita Hovermale 7/19/2017 4:32:47 PM	
1. The LEA uploaded a Perkins Advisory Committee members list comprised of business, industry and education constituents, and representatives of all career and technical programs.	
2. 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 or performance that did not meet the 90% threshold, the eligible recipient's current performance, the anticipated performance or goal that will result from implementing the improvement plan, timeline, activities, funding source and description.	
38. IDEA 611: Budget OK Linda Smith 8/14/2017 1:15:14 PM	
1. The budget is zeroed out.	
2. The narrative description for salary budgeted items lists the title of the position, percent of the FTE and how the items benefit students with disabilities.	
3. The narrative description for OECs budgeted items lists the title of the position, percent of the FTE and how the items benefit students with disabilities	
4. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, purpose if not clear by conference name and how the items benefit students with disabilities.	
5. The narrative description for contractual services budgeted items clearly indicates the type of service and how items will benefit students with disabilities.	
6. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, purpose and clearly indicates how supplies and materials will support students with disabilities..	
7. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, purpose and how items will benefit students with disabilities.	
8. Funding descriptions are appropriate for each budgeted item.	
9. Budgeted items are supplemental.	
10. Budgeted items are allowable. [2 CFR -200.403]	
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]		
	39. IDEA 611: Equitable Services OK v Linda Smith	8/14/2017 1:15:14 PM
1. If the LEA is a charter school, vocational high school, or DSCY, the Equitable Services page questions are blank or responses are NA. (Move to CEIS Services Section)		
2. The district entered the correct IDEA allocation amount.		
3. Application Question 1: The district clearly indicates a process for notifying nonprofit private schools of their eligibility to participate in IDEA.		
4. Application Question 1: The district clearly indicates a process for notifying parents of parentally placed private school children of their eligibility to participate in IDEA.		
5. Application Question 2: The district clearly indicates how they will involve both nonprofit 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.		
6. Application Question 2: The district clearly indicates how they will involve both nonprofit 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.		
7. Application Question 2: The district clearly indicates how they will involve both nonprofit 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.		
8. Application Question 3: The district 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 nonideological for IDEA.		
9. Application Question 4: The district clearly indicates how they will monitor the provision of services to eligible parentally placed private school children, staff, and their families for IDEA.		
10. Application Question 5: The district described how they will ensure that allowable materials, equipment, and/or property purchased/provided for use by nonprivate schools and/or parentally placed private school children are properly maintained and accounted for by the district for IDEA.		
	40. IDEA 611: CEIS Services OK v Linda Smith	7/25/2017 10:04:41 PM
1. Application Question 1: LEA indicates whether CEIS is required, voluntary or not being used.		
2. LEA was directed by the DDOE to use CEIS funds. If yes, move to #4.		
3. LEA was not directed by the DDOE to use CEIS funds. If no, move to #5.		
4. If the LEA was directed by the DDOE to use CEIS funds, the funds were allocated and activities are labeled "CEIS." (If an LEA is identified with significant disproportionality, they must use 15% of the total of IDEA 619 and IDEA 611 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.)		
5. LEA voluntarily used up to 15% of their funds for CEIS. If yes, go to #6.		
6. If the LEA voluntarily used up to 15% of their funds for CEIS, funds were allocated and activities are labeled "CEIS."		
7. For LEAs that utilize IDEA funds for CEIS, an explanation was provided for how a CEIS system will be developed and implemented 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 educational environment.			
	41. IDEA 619: Budget	OK v	Cindy Brown 8/11/2017 2:34:04 PM
	1. The budget is zeroed out.		
	2. The narrative description for salary budgeted items lists the title of the position, percent of the FTE and how the items benefit students with disabilities.		
	3. The narrative description for OECs budgeted items lists the title of the position, percent of the FTE and how the items benefit students with disabilities.		
	4. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, purpose if not clear by conference name and how the items benefit students with disabilities.		
	5. The narrative description for contractual services budgeted items clearly indicates the type of service and how items will benefit students with disabilities.		
	6. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, purpose and clearly indicates how the items will benefit students with disabilities.		
	7. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, purpose and how items will benefit students with disabilities.		
	8. Funding descriptions are appropriate for each budgeted item.		
	9. Budgeted items are supplemental.		
	10. Budgeted items are allowable. [2 CFR -200.403]		
	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]		
	42. State Curriculum and Professional Development	OK v	Wendy Modzelewski 8/14/2017 5:56:00 PM
	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.		
	4. The LEA requested to transfer funds and OMB approval is still pending.		

Application Development

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Application Development

* 1. Mission - provide a statement that defines the core purpose your local education agency (LEA). The statement should be present-based and designed to convey a sense of how the agency exists.

The mission of the district is to provide the environment, resources, and commitment necessary to ensure every student succeeds.

* 2. Vision - indicate a clear and concise statement that communicates where your LEA wants to be in the future. The statement answers the question, "Where do I see the LEA going?"

The district will be recognized as a leader in increasing achievement and improving outcomes for all students

3. Application development team - including representatives of all stakeholder groups is essential in developing a successful plan. A representative from each stakeholder group should be included in the team that develops and writes the application.

Name	Job Title or Responsibilities	Email Address or Phone Number
* April Anderson	* McKinney Vento Liaison	* april.anderson@reddclay.k12.de.us
* Amy Klein	* ELL Coach	* amy.klein@reddclay.k12.de.us
* Jennifer Jeanes	* Federal Programs, Executive Secretary	* jennifer.jeanes@reddclay.k12.de.us
* Equetta Jones	* Assistant Principal/Parent	* equetta.jones@reddclay.k12.de.us
* Tiffany Shockley	* Parent	* monkeyboysx3@hotmail.com
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4. Stakeholder engagement and consultation - in developing the application, a LEA shall meaningfully consult with teachers, principals, other school leaders, administrators, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, Indian tribes or tribal organizations, students, community based organizations, local government agencies and other organizations or partners with relevant and demonstrated expertise in programs and

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activities designed to meet the purpose of Title I, Title II, Title III and Title IV. [Section 1112(a)(1)(A), Section 2103(b)(3)(A) and Section 4106(c)(1)] Activities required when engaging stakeholders and consulting for the application development shall also include seeking advice for how best to improve the organization's activities and coordination with other related strategies, programs, such as IDEA, Perkins Career and Technical Education, Workforce Innovation and Opportunity, Head Start, McKinney-Vento Homeless, and Adult Education and activities being conducted in the community. [Section 1112(a)(1)(B) and Section 2103(b)(3)(B)]

Provide the following information for each outreach activity and/or event with stakeholders.

Engagement activity/event	Date activity/event	Type of Stakeholder	How was feedback used?
Example: Survey, information sharing and meeting	Example: 1/1/2017	Example: Parents, teachers, DFS, DSHA, small business owner	Example: - Developed mission - Identified priorities
* Grant Pre-Planning Meeting	* 04/13/2017	* Admin., McK-Vento Rep., ELL Coach, RCPAC	* Reviewed current plans Discussed revisions for future offerings
* FACE of Red Clay Planning Meeting	* 07/12/2017	* Admin., McK-Vento Rep., ELL Coach, RCPAC, ED	* Review/edit grant as it pertains to parent engagement Specified timeline for schedule of events for SY17-18
* RCPAC/FACE of Red Clay Planning Meeting	* 08/03/2017	* Admin., McK-Vento Rep., ELL Coach, RCPAC, ED	* Developed schedule of events for SY17-18 Discussed format for trainings offered Created agenda's for Monthly meetings Reviewed/outlined community contacts, resources to present during monthly meetings

* 5. Plan for Continuous Stakeholder Engagement and Consultation - describe how your LEA will use data and ongoing consultation with the stakeholders identified in the previous section to update and improve activities supported by Title II and Title IV and to coordinate with other related strategies, programs, and activities conducted in the community. [Section 2103(b)(2)(D) and Section 4106(c)(2)]

Planning meetings are held during July and August, the purpose of these meetings is to set forth the annual schedule of events for RCPAC and the FACE of Red Clay. Monthly meetings are concluded with participants completing a survey in which questions pertain to meeting structure, effectiveness, the usefulness of material presented, and requests for future topics. Input from the surveys is used to plan future meetings, with the hopes of always delivering fresh and relevant information to families.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Application Development

Required Documents

This page is currently not accepting Related Documents.

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - ESSA Requirements

1. What specific strategy(s) will be used to implement effective parental and family involvement? [Section 1112(b)(D)(7)]

The Red Clay Parent Advisory Council (RCPAC) includes parents of all Title 1 schools to help implement effective parental and family involvement. 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 and family engagement plan and discuss the use of the District's parent engagement 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 between schools across the district and RCPAC committee members are encouraged to bring additional parents to monthly meetings. Each meeting is designed with the purpose to address various parent concerns with regards to academics, technology, community resources etc...the open forum allows parents to ask questions, share ideas, gather information and take learned strategies back to their individual schools and homes.

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 parent and family involvement. Parents attending open houses, student led 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 engagement activities that fulfill the needs of all students, including those with barriers to success.

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. RCPAC members openly interact with District and building level administrators, Federal and Regulated Programs staff, and members of school PTAs, PTOs, SSAs to discuss how parent engagement 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 engagement at the building level. Engagement in building level committees or attendance at monthly forums provide a platform for parental input for programming of parent activities at the school level.

2. How will your LEA promote parental and family engagement in the education of English learners? [Section 3116(b)(3)]

The Office of Federal and Regulated Programs manages The Red Clay Parent Advisory Council (RCPAC) to assist in promoting parental and family engagement across the district. The council includes parents from all of our schools to help review the District's Parent and Family Engagement Plan and the use of funds connected to the plan. Any parent with a child in a Red Clay School is invited to monthly meetings to provide insight pertinent to student success. 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. The sessions allow the parents to share strategies and engage in training opportunities to promote effective parent engagement which in turn help students achieve academic and personal success.

RCPAC members openly interact with District and building level administrators, Federal and Regulated Programs 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. Involvement in 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.

During the 2017-2018 school year, The Office of English Language Learners will ask that an EL parent from each of our schools be included in the monthly RCPAC meetings. This will ensure that programs and activities to meet the needs of English Learners will be addressed. It will also help build EL parental and family engagement throughout the District. One of the EL Coaches will be an active member of the Council and will facilitate EL specific sessions, strategies, guest speakers, and other areas of interest requested by the members.

The Office of English Language Learners will also be communicating with the Title III Director at the DDOE to assist in scheduling 4 EL Parent Meetings throughout the 2017-2018 school year. Guest speakers and community contacts will be shared with the ELL Office to assist in the development of parent friendly sessions on a variety of topics such as: immigration, anti-bullying, college applications, scholarships, and strategies to support learning at home. These sessions will be held in a central location within the district and light refreshments and child care will be provided.

The Office of English Language Learners will also be hosting an English Learner Conference in October 2017. This conference will be open to families, community members, teachers, administrators, and other stakeholders throughout the area.

3. How will your LEA promote community engagement in the education of English learners? [Section 3116(b)(3)]

The ELL Office contracts with the Latin American Community Center to provide after-school tutoring services at Lewis Elementary and Marbrook Elementary. Tutors assist with homework completion and other areas of specific need as requested by the classroom teacher. This support will continue during the 2017-2018 school year. The ELL Office will contact the English Language Institute at the University of Delaware and the Chinese American Community Center to develop a partnership that may provide mentoring support for our ELs. The Office will also look into other Latino businesses that may be interested in mentoring or providing a "homework club" for our ELs. As part of our 4 session series of parent meetings, we will look to invite community organizations to support and present on the various topics selected.	4. What services will your LEA provide homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act? [Section 1112(b)(6)] 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
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Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - ESSA Requirements

1. How will your LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112)(b)(D)(11)]

Red Clay has a robust team of psychologists, coaches, and behavior analysts that are tasked with implementing and supporting school-based Multi-tiered system of supports district wide. These layered systems ensure there is strong core support system in place for all students, as well as additional layers of programmed and monitored supports for students with elevated needs. Special services supports having all schools develop plans, come up with major and minor matrices, which ensures classroom teachers are empowered to participate in and support the larger behavior support system. Additionally, all schools have building level discipline teams that meet on a regular basis throughout the year. During these meetings, teams review discipline data (referrals, ISS and OSS) to determine trends and implement strategies and supports that will help reduce the discipline rates in student subgroup populations. Also, a majority of schools in the district, have committed to using PBS programs which focuses on positive behavior supports (interventions and rewards) in the school environment which in help minimize/reduce the discipline violations and help foster a positive school environments.

2. How will your LEA implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable:

a. through coordination with institutions of higher education, employers, and other local partners. [Section 1112)(b)(D)(10)(A)]

Secondary school counselors and staff members work in unison to establish a transition process for incoming 6th and 9th grade students. During the transition process, students receive guidance on academic expectations and requirements, classes and career pathways are also selected. Students are offered counseling supports that will help them have an effective transition to the new school environment. Once students transition to their new schools the students are monitored to track their progress and provided with academic supports.

Red Clay is a State leader in Dual Enrollment and AP programming. We offer over 30 Dual Enrollment courses with U of D, Wilmington, and DTCC.

b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career

counseling to identify student interests and skills. [Section 1112)(b)(D)(10)(B)]

Red Clay secondary schools offer three opportunities for concurrent enrollment, they are as follows:

Al du Pont High School offers an Early College Academy in a partnership with Wilmington University;

Dickinson High School offers an IB program;

Conrad Schools of Science offers an AP Capstone program.

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - ESSA Requirements

1. How will your LEA identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [Section 1112(b)(2)]

ESchool school – level master schedules will identify any disparities that result in low – income students and minority students taught at higher rates than other students by ineffective, inexperienced, or out – of – field teachers.

Disparities will be identified and addressed using the Delaware Performance Appraisal System II (DPAS II). Expectations and improvement plans will be utilized to improve teacher performance.

2. Describe your LEA’s system of professional growth and improvement, such as induction for teachers, principals, or other school leaders. [Section 2102(b)(2)(B)]

All new administrators, teachers, and specialists receive DPAS II professional development.

Evaluators of district office leaders receive DPAS II professional development.

During back-to-school workshops, administrators receive DPAS II training on "what to look for during an observation."

During summer professional development, school-level administrators receive training on how to effectively document evidence in the DPAS II formative document.

After reviewing DPAS II formative documents, expert evaluators provided school-level administrators with feedback. Feedback includes commendations and recommendations about evidence found in the documents. Using a new DPAS II merge tool, school-level administrators receive timely copies of the DPAS II formative feedback form. For administrators not meeting expectations, one-on-one targeted support is provided.

All new administrators, teachers, and specialists receive mentoring using DDOE approved mentoring programs.

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3. Describe your LEA's system for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]

Red Clay offers a wide variety of opportunities for teacher leadership. District programs supported building leadership programs include:
Aspiring Assistant Principals Program, Building Leadership Teams, Building Test Coordinators, Lead Academic Teachers, Curriculum Cabinet Positions, State level participation in curriculum work, assessment work, exceptional children work, english learner work and more. Red Clay encourages teacher to lead professional learning at their building in technology, core academic areas, PBIS/SE work, and more. Time and funding are devoted at the district level for training to support these teachers to deliver effective and appropriate learning opportunities for their staff and others throughout the district.

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - ESSA Requirements

1. Describe the Title II activities your LEA will engage in and how these activities will be aligned with challenging State academic standards. [Section 2102(b)(2)(A)]

Some of the ways we will work to reach this goal are:

- Strengthen the implementation of Tier 1 Core Instruction in reading and math.
- Build the leadership capacity of administrators to have a common understanding of high-quality instruction and to support high-quality instruction aligned to Common Core State Standards.
- Shift grading practices to reflect proficiency towards standards.
- Work with state cadre and coalitions to further the work of the C and I department
- Common assessment refinement and analysis in each core content

Red Clay's continued use of Title II funding for curriculum and assessment development, RTI Implementation, professional learning and data analysis are directly tied to Delaware academic standards. These Professional learning opportunities occur in 5 different ways - all supported by title II funding. During the day PD (sub cost, potential trainer costs), after school during contract mandated PL, after school through EPER funding PL, and online/blended PL.

This includes, but not limited to:

*Elementary professional learning in all core content areas. For example, PL time is dedicated to after school PD on our ELA instructional model (skill focused model), New teacher professional development on literacy, work with our mathematics curriculum, Standards based grading, coherence map/RTI PD, Next Gen Science PD, SS assessment work, using technology to differentiate to meet student needs. T

*Secondary PD is both content specific and district need specific. For example, we use title II to fund science PL for science coalitions PD, for substitutes for travel to NSTA, for EPER for after school PL.

Title II funding for PL is directed through content supervisors who assess needs based on school test scores, new materials, technology enhancement, classroom walkthroughs, state initiatives, and building specific needs during the course of the year.

2. How will your LEA monitor students' progress in meeting challenging State academic standards through:

a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students? [Section 1112(b)(1)(A)]

Red Clay has a continuum of programs, opportunities and programming to meet the academic needs of our students. Our newly adopted strategic plan (<https://goo.gl/24w5Nn>) includes:

- Continue to drive enrollment in high-rigor coursework, with an emphasis on typically underrepresented groups.
- Increase language opportunities for elementary students.
- Explore and pilot immersion programming at the secondary level.
- Secure grants to enhance Career and Technical Education programming.
- Increase access to work/study programs. • Research and collaborate with certification affiliates to increase students' credentials to enter the workforce.
- Offer "extra"-curricula opportunities for all students.
- Enhance secondary transition services through the RCCSD Office of Special Services.
- Implement 1:1 technology in the classroom to support modern teaching, learning and intervention.
- Provide students across all elementary schools with the opportunity for Talented and Gifted services (grades 3–5).

b. identifying students who may be at risk for academic failure? [Section 1112(b)(1)(B)]

Our newly adopted strategic plan (<https://goo.gl/24w5Nn>) includes:

- Foster an inclusive culture districtwide through professional development on culturally responsive practices, trauma-informed systems and strategies to support students of all needs and backgrounds.
- Increase academic intervention options through Response to Intervention, English Language Development Instruction and Specially Designed Instruction for students with disabilities.
- Develop supports and services to address students' academic and social-emotional growth including schoolwide Multi-tiered Systems of Behavioral Support (MTSS) and expanded mental health supports.
- Expand services for students with autism and complex support needs by developing autism support classrooms

and increasing autism itinerant services

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c. providing additional educational assistance to individual students the LEA has determined need help in meeting the challenging State academic standards? [Section 1112(b)(1)(C)]

Our newly adopted strategic plan (<https://goo.gl/24w5Nn>) includes:

- Continued work with BRINC to personalize and individualize learning for each student
- Implement RTI for elementary Mathematics
- Tier II and tier III material support work in conjunction with student services
- Implement Data Driven Instruction in our priority schools as a model

d. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning? [Section 1112(b)(1)(D)]

- Empower families as partners in the education process through family education opportunities and staff professional development on IEP facilitation and collaborative teaming.
- Support high-rigor coursework with the expansion of the AVID college readiness program and AP Boot Camps, dual enrollment, performing arts magnet, math and science magnet, CTE and IB programming
-

3. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under Title III that will help English learners increase their English language proficiency and meet the challenging State academic standards. [Section 3116(b)(1)]

The District has made the following changes/enhancements to the ELL program over the 2016/2017 school year:

- 4 reported time ELD tutors hired to provide language support in select schools (Brandywine Springs/North Star, Heritage, Baltz, and HB Middle School)
- 4 Back-to-Basic ELD tutors contracted to provide language support in select schools (Mote, Richardson Park, Cab Calloway/First State, and Skyline)
- ELD minimum contact hours were determined based on proficiency level of the individual student and some teacher recommendations
- 4 additional full time ELL teachers were hired (Cooke, Highlands, Linden Hill, and Richey)
- 4 full time ELL Coaches have been working hard to meet the needs of our ELLs in very diverse buildings
- ELL Resource Guide was updated and placed on the District website
- Imagine Learning licenses were redistributed to select schools with higher %s of ELLs as well as for our Newcomers districtwide
- 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, ELA Supervisor, Special Education Supervisor, and 2 teachers attended the National TESOL Conference in Seattle, WA
- Initial screenings of Pre-K students
- Administration of the Students with Interrupted Formal Education interview
- 6 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
- After-school tutoring sessions held at Forest Oak
- 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
- Monthly EL Professional Learning Meetings were held for teachers that provided targeted PD on strategies, data, updates, etc. (EPER)
- ELL Supervisor has been a part of the Priority Council to participate in discussions around how to best support the needs of our ELLs in our Priority and Focus Schools
- iPads provided to EL teachers to support ELD instruction and a training was given by APPLE on resources and apps that are appropriate for our ELLs
- ELL Supervisor conducted a number of walkthroughs in our EL classrooms to observe students and staff and provide feedback
- 4 ELL Coaches, Supervisor, and ELA Coach received a 3-day intensive training-of-trainers for SIOP
- 2-day intensive schoolwide training of SIOP at Mote, Forest Oak, and Baltz Elementary
- Work sessions for all teachers to complete ELAPs
- Targeted PD developed by the ELL Coaches based on teacher/school/administrator request
- ELL Coaches working with ELA and Mathematics Departments to create differentiated rubrics and assessments for a pilot curriculum

Changes/enhancements that will occur over the 2017/2018 school year to meet the needs of our diverse ELs:

- Continuation of the changes/enhancements from the previous school year
- Data review of long term ELs
- Individual meetings with school administrators to develop specific goals for their program and determining ways that the ELL Coach can assist in meeting these goals
- Summer bilingual office aide support and additional office aides for the upcoming year (as needed)
- Updates to our ELL Resource Guide to include the revisions to the entry and exit criteria, updated screener, etc.
- Additional ELL teachers hired to support schools with growing numbers of ELs and schools that only had a tutor or contractor
- Replenishment of Language Central Curriculum
- Creation of a Newcomer Summer Program
- Targeted Parent Meetings (at least 4)
- Inclusion of EL Parents and an ELL Coach on the Red Clay Parent Advisory Committee
- Attendance at WIDA National Conference in Tampa, FL for EL teachers that have not had an opportunity to attend a previous conference
- An EL Conference will be held in October for all teachers, staff, families, and community members

4. How will your LEA ensure that elementary schools and secondary schools assist English learners in meeting the challenging State academic standards (SBAC/DCAS/SAT)? [Section 3116(b)(2)(B)]

The ELL Office has sent out 2016-2017 ACCESS scores to all elementary and secondary administrators and EL teachers. The recommended contact hours will be used as a guide to determine service hours but schools will also use classroom assessments, district assessments, teacher observations, and other feedback to determine the most appropriate support for a student. With the standard setting changes, as a District we need to look at the whole child to determine how to best meet their language needs. The ELL Supervisor will be holding data reviews and scheduling meetings with all interested EL teachers and administrators to begin planning support early. The number of EL students continues to grow and as a District we have to look at each student on a case-by-case basis. This data review may provide time in the teacher schedule to provide more push-in time so that students are not missing critical core instruction but are also receiving needed language support.

The English Language Arts department has selected a pilot curriculum for 4th, 5th, and 6th grade students at 5 elementary schools and 2 secondary schools. One of the ELL Coaches has been assigned to work closely with the pilot group and the ELA department to maintain the EL “lens” throughout the trainings. The ELL Coaches have worked during the spring to begin creating differentiated rubrics and performance tasks that can be given to our EL students at various proficiency levels. General education teachers in the pilot will provide feedback and recommendations after using the rubrics and tasks. The group will continue working and creating supports throughout the pilot. EL teachers at the pilot schools were included in the initial trainings in June 2016 and will continue to be a part of all of the trainings.

The Mathematics department has selected a pilot curriculum for Algebra I, Algebra II, and Geometry. Teachers from all secondary schools were invited to apply for the pilot and approximately 20 teachers were selected. One of the ELL Coaches has been assigned to work closely with the pilot group and the Mathematics department to maintain the EL “lens” throughout the trainings. The ELL Coaches will be working during the fall to determine the best way to differentiate and make the curriculum accessible to our ELs.

5. How will your LEA ensure that elementary schools and secondary schools assist English learners in achieving English proficiency based on the State’s English language proficiency assessment (ACCESS)? [Section 3116(b)(2)(A)]

The ELL Office has sent out 2016-2017 ACCESS scores to all elementary and secondary administrators and EL teachers. The recommended contact hours will be used as a guide to determine service hours but schools will also use classroom assessments, district assessments, teacher observations, and other feedback to determine the most appropriate support for a student. With the standard setting changes, as a District we need to look at the whole child to determine how to best meet their language needs.

The ELL Supervisor will be holding data reviews and scheduling meetings with all interested EL teachers and administrators to begin planning this summer. The number of EL students continues to grow and as a District we have to look at each student on a case-by-case basis. This data review may provide time in the teacher schedule to provide more push-in time so that students are not missing critical core instruction but are also receiving needed language support.

One of the focus areas that the ELL Coaches will work closely on this year is monitoring student progress- both in the general education classrooms and in their ELD support classrooms. This will provide data regarding areas that the ELL Office needs to build/strengthen when developing our professional development and targeted school support.

In reviewing the 2016-2017 ACCESS scores, there was a significant drop on Speaking scores districtwide. As a team we will begin to develop a bank of activities that can be used in the classroom to facilitate speaking with our ELs. The ELL Coaches have created a Schoology page that is available to all teachers. The page provides resources, activities, apps, power points, and other valuable information that teachers can use in their classroom or when planning instruction. This will be where we upload activities, strategies, and apps to target speaking in the classroom.

6. How will your LEA support programs that coordinate and integrate:

a. academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(D)(12)(A)]

- Provide professional development to staff of new state model programs.
- Design course curriculum content according to identified academic, technical and industry standards.
- Involve local businesses in the design and delivery of course content to students.
- Have local stakeholders help shape the direction of the CTE Advisory Council
- Partner with DTCC to align students with skills center and post-high school employment

b. work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(D)(12)(B)]

- Enlist business representatives to serve on advisory committee and seek their support for guest speakers and internships.
- Invite business and industry representatives to visit our classrooms to evaluate classroom projects and presentations.
- Provide students with programs of study that offer college credit, dual enrollment, advanced academic standing, or an industry certificate.
- Partner with DTCC for educational training in high demand and high wage occupations

7. How will your LEA identify and serve gifted and talented students? [Section 1112(b)(D)(13)(A)]

Red clay has formal TAG instruction for identified students in grades 3 - 5 using a Project Based Learning (PBL) Model. The identified students have 90 minutes per week of direct contact with TAG teacher (PULL OUT and PUSH IN as appropriate).

Students will be identified using multiple methods and assessments. The National Association for Gifted Children (NAGC) guidelines to frames Red Clay's identification process. Beginning in 2nd grade, student achievement and nominations will be reviewed to determine students for additional screening for 3rd grade TAG programs. Achievement tests and standardized tests should not be used alone in identifying students. We believe that teacher nominations should also be an integral part of our team decision for TAG services.

Students who are recommended or screened in will move into the TAG Talent Pool. The schools team will use the following identifiers to

determine eligibility:

- Achievement Test Scores (assesses above average ability in either MATH or READING only): DCAS, SRI/SMI, School based nationally normed assessments, Math Common Assessments, SMARTER, and other building specific assessments
- All students identified as potential TAG students will be administered the Otis Lennon School Ability Test which is a

test of abstract thinking and reasoning ability. The Otis-Lennon is a group-administered multiple choice, taken online or with pencil and paper. It measures verbal, quantitative, and spatial reasoning ability. The test yields verbal and nonverbal scores, from which a total score is derived, called a School Ability Index (SAI). The SAI is a normalized standard score with a mean of 100 and a standard deviation of 16.

- Parent, student and teacher nominations give data about work habits, knowledge base and intellectual capabilities. This year a major piece of our work in our urban schools will be to identify students who are gifted in non-academic areas and to connect with their individual talents.
- Work Samples will be collected as needed. A writing sample is requested in with our teacher nomination.
- Teacher nominations should include a Gifted and Talented Evaluation Scales (GATES) form. This form helps teachers identify students who are gifted and talented.

Students in grades 6-12 take honors programming or enroll in coursework/magnet programs that accelerate their learning. For example, our IB program, dual enrollment, STEM summer academies, advanced mathematics, performing arts, CTE programming and more.

8. How will your LEA assist schools in developing effective library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement? [Section 1112(b)(D)(13)(A)]

Red Clay has a digital media specialist at all schools. We have a supervisor of Media Centers who directly supervises schools and libraries as they become hubs of digital literacy and directly supports teachers to improve achievement.

Elementary schools have a set curriculum, which includes research skills and technology skills. Media specialists provide professional learning opportunities that support their implementation of 1:1 technology, internet safety, research, and various software solutions. They are a critical part of all our schools programming.

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - ESSA Requirements

1. How will your LEA support, coordinate, and integrate services with early childhood education programs, including plans for the transition of participants in such programs to local elementary school programs? [Section 1112(b)(D)(8)]

Red Clay runs an early childhood program internally that aligns with Delaware STARS requirements. The transition of these students is seamless to our elementary programs. Red Clay also coordinates out reach programming for early Kindergarten registration, holds summer tours for families, supports a staggered Kindergarten enrollment in the fall, uses the Kindergarten Readiness assessment. Red Clay works with local early childhood programs to educate parents on the options/choices as their children enter kindergarten. We also host back to school nights at our elementary building prior to the first day of school to help families transition to formal school. We meet our child find obligations and support enrollment of students with disabilities into our Pre-K programs. We meet with state wide programs, like DAP and DSD to coordinate the appropriate kindergarten location as students they reach school age.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - ESSA Requirements

Optional Documents		
Type	Document Template	Document/Link
Needs Assessment Template [Upload up to 1 document(s)]	 <u>Needs Assessment</u>	 <u>Red Clay Strategic Plan 2017</u>

Participating Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

PURPOSE: This page is used to designate the Title I service status of schools and, as deemed appropriate by the LEA, group schools for school allocations by grade level, low income percentage or both.

- Please select the Service Type for each school. NOTE: Schools with poverty rates that are served as Schoolwide schools must have an active Ed-Flex waiver.
- Remember that if you have new schools, closed schools or changed feeder patterns of existing schools, you must enter LEA-provided data in the "Public Enrollment" and "Public Low Income" columns.
- Enter the private school poverty data in the "Nonpublic Low Income" column.
- If using different PPAs, indicate the groupings using the "PPA Category" column (e.g., 1 = first PPA, 2 = second PPA, etc.).

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".

School Name (28 Buildings)	Grade Span	Service Type	Public Enrollment	Low Income Students			PPA Category (Asc)	Eligible	Eligible by Other Factors	
				Public Low Income	Nonpublic Low Income	Total Low Income (E+F)				Low Income Percentage (G/D)
A	B	C	D	E	F	G	H	I	J	K
Meadowood Program	PreK-12	Eligible But Not Receiving Services	161	146	0	146	90.68 %	0	✓	□
First State School	6-12	Eligible But Not Receiving Services	24	21	0	21	87.50 %	0	✓	□
Forest Oak Elementary School	K-5	Eligible But Not Receiving Services	603	366	0	366	60.70 %	0	✓	□
McKean (Thomas) High School	9-12	Eligible But Not Receiving Services	759	456	0	456	60.08 %	0	✓	□
Skyline Middle School	6-8	Eligible But Not Receiving Services	734	396	0	396	53.95 %	0	✓	□
Dickinson (John) High School	9-12	Eligible But Not Receiving Services	778	410	0	410	52.70 %	0	✓	□
duPont (Alexis I.) High School	9-12	Eligible But Not Receiving Services	1062	541	0	541	50.94 %	0	✓	□
duPont (H.B.) Middle School	6-8	Eligible But Not Receiving Services	812	324	0	324	39.90 %	0	✓	□
Heritage Elementary School	K-5	Eligible But Not Receiving Services	580	196	0	196	33.79 %	0	✓	✓
William F. Cooke, Jr. Elementary School	K-5	Not Eligible	607	146	0	146	24.05 %	0	□	□
Conrad Schools of Science	9-12	Not Eligible	1174	277	0	277	23.59 %	0	□	□
Linden Hill Elementary School	K-5	Not Eligible	570	131	0	131	22.98 %	0	□	□
Brandywine Springs School	K-8	Not Eligible	983	221	0	221	22.48 %	0	□	□
Calloway (Cab) School of the Arts	9-12	Not Eligible	942	137	0	137	14.54 %	0	□	□
North Star Elementary School	K-5	Not Eligible	701	61	0	61	8.70 %	0	□	□
Richardson Park Learning Center	PreK-5	Not Eligible	0	0	0	0	0.00 %	0	□	□
Central School (The)	6-12	Not Eligible	0	0	0	0	0.00 %	0	□	□
Shortridge (Evan G.) Academy	K-5	Schoolwide	390	355	9	364	93.33 %	1	✓	□
Warner Elementary School	K-5	Schoolwide	428	380	3	383	89.49 %	1	✓	□
Lewis (William C.) Dual Language Elementary School	K-5	Schoolwide	440	372	5	377	85.68 %	1	✓	□
Richardson Park Elementary School	K-5	Schoolwide	619	493	14	507	81.91 %	2	✓	□

Highlands Elementary School	K-5	Schoolwide	309	243	6	249	80.58 %	2	☒	☐
Baltz (Austin D.) Elementary School	K-5	Schoolwide	532	406	12	418	78.57 %	3	☒	☐
Mote (Anna P.) Elementary School	PreK-5	Schoolwide	401	296	9	305	76.06 %	3	☒	☐
Marbrook Elementary School	K-5	Schoolwide	418	268	15	283	67.70 %	3	☒	☐
Richey Elementary School	K-5	Schoolwide	462	282	0	282	61.04 %	4	☒	☐
duPont (Alexis I.) Middle School	6-8	Schoolwide	492	343	13	356	72.36 %	5	☒	☐
Stanton Middle School	6-8	Schoolwide	711	494	14	508	71.45 %	5	☒	☐
Totals:			15692	7761	100	7861	50.10 %			

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

PURPOSE: This page is used to explain how the Title I service status of schools was determined and, as appropriate, how schools were grouped by grade level, low income percentage or both for purposes of school-level allocations in accordance with ESEA Section 1113(a-b).
Enter "N/A" for any question that does not apply to your LEA.

- 1. Indicate the source of data that was used to determine the Title I eligibility status of the LEA's schools. Note: (a) The LEA must use the same data set for all schools; and (b) LEAs must use LEA-provided data if the school feeder pattern of schools has been changed, a new school(s) has opened or a previous schools has been closed.**
- ☒ DDOE-provided % DHSS poverty 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.

NA

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

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.

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 2018 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 = 84.55% or greater (Lewis, Shortlidge, Warner)

Category 2: Traditional PK-5 Elementary School (DHSS poverty = 76.33% to 83% (Highlands, Richardson Park)

Category 3: Traditional K-5 Elementary School (DHSS poverty = 64% to 79% (Baltz, Mote, Marbrook)

Category 4: Traditional K-5 Elementary School (DHSS poverty = 60.71% (District DHSS-poverty average) to 61.04% (Richey)

Category 5: Traditional 6-12 Middle to High School (DHSS poverty = 69% or greater (AIMS, Stanton)

Category 4: Traditional K-5 Elementary School (DHSS poverty = 60.87% (District DHSS-poverty average) to 61.04% (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.

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

If the LEA has a Title I school(s) with a poverty rate of 75% and above based on the data source chosen above that it is not serving, please provide a brief explanation as to:

(a) Why the school was skipped and how the school meets the comparability requirements; and

(b) 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.

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 upgraded specialized school settings; these include First State School and Meadowood School. 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))

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

If the LEA is electing not to serve any other eligible schools that have a higher percentage of children from low-income families than the schools that are being served, please provide a brief explanation as to:

(a) Why the school was skipped and how the school meets the comparability requirements; and

(b) 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.

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: 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 2017-2018 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.

Participating Private Schools

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

PURPOSE: This page is used to indicate all participating private schools and the number of low income students attending those schools.

If you have participating private schools, select each participating private school, indicate the school's Title I status and enter the number of private school students in poverty who reside in the attendance area of participating Title I public schools. The total number of private school low income students on this page should equal the total number of private school low income students on "Participating Public Schools" page.

IMPORTANT NOTE: Vocational districts and Charter schools should not complete this page.

School	Status	# Low Income
All Saints Catholic School - 5736	Participating Private School	6
CACC Montessori Sch/Child Care - 5699	Non-Participating Private School	0
CENTREVILLE LAYTON SCHOOL - 6028	Non-Participating Private School	0
DI'S DAY SCHOOL - 6008	Non-Participating Private School	0
Harvest Christian Acad @ Wilm. - 5642	Participating Private School	0
Hockessin Montessori School (The) - 5802	Non-Participating Private School	0
Independence School - 5871	Non-Participating Private School	0
Limestone Hills Day School - 5895	Non-Participating Private School	0
Padua Academy - 5857	Non-Participating Private School	0
Salesianum School - 5860	Non-Participating Private School	0

Sanford School - 5846	▼	Non-Participating Private School	▼	0
Sharon Temple Adventist School - 5867	▼	Participating Private School	▼	0
St. Ann School - 5855	▼	Participating Private School	▼	8
St. Anthony of Padua Grade School - 5856	▼	Participating Private School	▼	42
St. John The Beloved School - 5849	▼	Participating Private School	▼	2
Saint Mark's High School - 5850	▼	Non-Participating Private School	▼	0
Tatnall School, Inc. (The) - 5840	▼	Non-Participating Private School	▼	0
Tower Hill School - 5834	▼	Non-Participating Private School	▼	0
Ursuline Academy - 5862	▼	Non-Participating Private School	▼	0
Wilmington Christian School - 5853	▼	Non-Participating Private School	▼	0
Wilmington Junior Academy - 5847	▼	Non-Participating Private School	▼	0
Christ The Teacher Catholic School - 5541	▼	Participating Private School	▼	0
Holy Angels School - 5875	▼	Participating Private School	▼	3
Immaculate Heart of Mary School - 5823	▼	Participating Private School	▼	0
Islamic Academy of Delaware - 5709	▼	Participating Private School	▼	4
Red Lion Christian Academy - 5899	▼	Participating Private School	▼	0
Serviam Girls Academy - 5696	▼	Participating Private School	▼	4
St. Elizabeth Elementary School - 5880	▼	Participating Private School	▼	10

St. Mary Magdalen School - 5824	v	Participating Private School	v	0
St. Michael's School & Nursery, Inc. - 5889	v	Participating Private School	v	1
St. Peter's Cathedral School - 5883	v	Participating Private School	v	16
Saint Peter Catholic School - 5898	v	Participating Private School	v	2
Delaware Tarbiyah School - 5729	v	Participating Private School	v	2
Total:				100.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Account Code	Total
5100 - Salaries	\$628,297.91
5120 - OECs	\$290,313.66
5400 - Travel	\$59,489.80
5500 - Contractual	\$932,996.39
5500 - Audit Fees	\$5,286.23
5560 - Indirect	\$91,779.37
5600 - Supplies	\$38,718.27
5700 - Capital Outlay	\$0.00
Total	\$2,046,881.63
Adjusted Allocation	\$2,046,881.63
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5100 - Salaries - \$628,297.91

Line Item Details			Narrative Description
Account Code:	5100 - Salaries		Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)
Funding Description:	Administration (District Only)		[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)		[Budget Amount]
Quantity:	1.00		
Cost:	\$128,402.78		
Line Item Total:	\$128,402.78		
Account Code:	5100 - Salaries		Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (LM RCCSD-Blatz
Funding Description:	Administration (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		

Quantity:	1.00	Admin; .973 Title I & .027 Perkins)
Cost:	\$99,306.33	[Professional Staff] [Budget Amount]
Line Item Total:	\$99,306.33	
Account Code:	5100 - Salaries	Hire 1 FTE Math Supervisor (JA- RCCSD-Blatz Admin; .5 Title I, .5 Title II)
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	[Professional Staff] [Budget Amount]
Cost:	\$63,144.00	
Line Item Total:	\$63,144.00	
Account Code:	5100 - Salaries	Hire .5 FTE ELA Supervisor (GB- RCCSD-Baltz; .5 Title I & .5 Title II)
Funding Description:	Administration (District Only)	[Professional Staff] [Budget Amount]
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$63,144.00	
Line Item Total:	\$63,144.00	
Account Code:	5100 - Salaries	1 FTE Homeless Coordinator (AA
Funding Description:	Administration (District Only)	

Location Code:	Red Clay Consolidated School District (953200)			-RCCSD Baltz Admin)
Quantity:		1.00		[Professional Staff]
Cost:		\$50,560.00		[Budget Amount]
Line Item Total:		\$50,560.00		
Account Code:	5100 - Salaries			Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)
Funding Description:	Administration (District Only) v			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:		1.00		[Professional Staff]
Cost:		\$31,572.00		[Budget Amount]
Line Item Total:		\$31,572.00		
Account Code:	5100 - Salaries			Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)
Funding Description:	Administration (District Only) v			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:		1.00		[Professional Staff]
Cost:		\$31,572.00		[Budget Amount]
Line Item Total:		\$31,572.00		
Account Code:	5100 - Salaries			Hire 1 FTE DPAS-II/PD Administrator to

Funding Description:	Administration (District Only)	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
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$26,474.80	
Line Item Total:	\$26,474.80	[Professional Staff] [Budget Amount]
Account Code:	5100 - Salaries	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-
Funding Description:	Parent Involvement	
Location Code:	Red Clay Consolidated School District (953200)	

Quantity:	1.00	Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$5376.00 from Title I)
Cost:	\$5,376.00	
Line Item Total:	\$5,376.00	
Account Code:	5100 - Salaries	[Extra Pay for Extra Responsibilities] [Budget Amount]
Funding Description:	Parent Involvement v	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)
Cost:	\$2,500.00	
Line Item Total:	\$2,500.00	
Account Code:	5100 - Salaries	[Extra Pay for Extra Responsibilities] [Budget Amount]
Funding Description:	Parent Involvement v	
		EPER for quarterly parent literacy nights district wide (2 FTE literacy

Location Code:	Red Clay Consolidated School District (953200)	coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions)
Quantity:	1.00	
Cost:	\$2,160.00	[Extra Pay for Extra Responsibilities]
Line Item Total:	\$2,160.00	[Budget Amount]
Account Code:	5100 - Salaries	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)
Funding Description:	Instruction K-12	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$7,056.00	[Extra Pay for Extra Responsibilities]
Line Item Total:	\$7,056.00	[Budget Amount]
Account Code:	5100 - Salaries	Hire 1 FTE Pre-K teacher (AS) and 1 Pre-K paraprofessional
Funding Description:	Instruction Pre-K (District Only)	

Location Code:	Red Clay Consolidated School District (953200)	(PO) at Lewis serving students from the 11 Title I attendance zones
Quantity:	1.00	
Cost:	\$112,998.00	[Professional Staff]
Line Item Total:	\$112,998.00	[Budget Amount]
Account Code:	5100 - Salaries	(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)
Funding Description:	Instruction Pre-K (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	[Extra Pay for Extra Responsibilities]
Quantity:	1.00	[Budget Amount]
Cost:	\$4,032.00	
Line Item Total:	\$4,032.00	
Total for 5100 - Salaries:		\$628,297.91
Total for all other Account Codes:		\$1,418,583.72
Total for all Account Codes:		\$2,046,881.63

Adjusted Allocation:	\$2,046,881.63
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5120 - OECs - \$290,313.66

Line Item Details		Narrative Description
Account Code:	5120 - OECs	[Budget Amount] Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)
Funding Description:	Administration (District Only)	[Professional Staff] [Budget Amount: Health Insurance \$24,572.58; FICA \$7,960.97; Medicare \$1,861.85; Pension \$28,608.14; Workers
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$65,006.64	

Line Item Total:	\$65,006.64	Compensation \$1,861.85; Unemployment Insurance \$141.25]
Account Code:	5120 - OECs	Hire 1 FTE Career Tech/School Support & Restructuring Education
Funding Description:	Administration (District Only) 	Associate (LM RCCSD-Blatz Admin; .973 Title I & .027 Perkins)
Location Code:	Red Clay Consolidated School District (953200)	[Professional Staff] [Budget Amount: Health Insurance \$1,634.64; FICA \$6,157.00; Medicare \$1,439.94; Pension \$22,125.46; Workers Compensation \$1,439.94; Unemployment Insurance
Quantity:	1.00	
Cost:	\$32,906.22	
Line Item Total:	\$32,906.22	

			\$109.24]
Account Code:	5120 - OECs		Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)
Funding Description:	Administration (District Only)	v	[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)		[Budget Amount: Health Insurance
Quantity:	1.00		\$12,616.28; FICA \$3,914.93; Medicare \$915.59; Pension \$14,068.48; Workers Compensation \$915.59; Unemployment Insurance \$69.46]
Cost:	\$32,500.33		
Line Item Total:	\$32,500.33		
Account Code:	5120 - OECs		1 FTE Homeless Coordinator (AA -RCCSD Baltz Admin)
Funding Description:	Administration (District Only)	v	[Professional Staff]

Location Code:	Red Clay Consolidated School District (953200)	[Budget Amount: Health Insurance \$10,633.92; FICA \$3,134.72; Medicare \$733.12; Pension \$11,264.77; Workers Compensation \$733.12; Unemployment Insurance \$55.62]
Quantity:	1.00	
Cost:	\$26,555.27	
Line Item Total:	\$26,555.27	
Account Code:	5120 - OECs	Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)
Funding Description:	Administration (District Only) v	[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)	[Budget Amount: Health Insurance \$5,476.96; FICA \$3,914.93; Medicare \$915.59; Pension \$14,377.89; Workers Compensation
Quantity:	1.00	
Cost:	\$25,670.42	

Line Item Total:	\$25,670.42	\$915.59; Unemployment Insurance \$69.46]
Account Code:	5120 - OECs	Hire 1 FTE Social Studies Supervisor (RR- RCCSD-Baltz Admin .25 Title I, .75 Title II)
Funding Description:	Administration (District Only) 	[Professional Staff] [Budget Amount: Health Insurance \$4,891.04; FICA \$1,957.46; Medicare \$457.80; Pension \$7,034.24; Workers Compensation \$457.80; Unemployment Insurance \$34.73]
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$14,833.07	
Line Item Total:	\$14,833.07	
Account Code:	5120 - OECs	Hire 1 FTE Science Supervisor (EM RCCSD-Baltz

Funding Description:	Administration (District Only)	Admin; .25 Title I, .75 Title II)
Location Code:	Red Clay Consolidated School District (953200)	[Professional Staff] [Budget Amount: Health Insurance \$3,684.26; FICA \$1,957.46; Medicare \$457.80; Pension \$7,034.24; Workers Compensation \$457.80; Unemployment Insurance \$34.73]
Quantity:	1.00	
Cost:	\$13,626.29	
Line Item Total:	\$13,626.29	
Account Code:	5120 - OECs	Hire 1 FTE DPAS-II/PPD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their
Funding Description:	Administration (District Only)	

Location Code:	Red Clay Consolidated School District (953200)	teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II
Quantity:	1.00	[Professional Staff] [Budget Amount: Health Insurance \$2,250.78; FICA \$1,641.44; Medicare \$383.89; Pension \$5,898.59; Workers Compensation \$383.89; Unemployment Insurance \$29.12]
Cost:	\$10,587.71	
Line Item Total:	\$10,587.71	
Account Code:	5120 - OECs	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.
Funding Description:	Parent Involvement v	

	Location Code: Red Clay Consolidated School District (953200)	max costs \$3138.24 from Title III- Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$5376.00 from Title I)
Quantity:	1.00	[Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$333.32; Medicare \$77.96; Pension \$1,197.78; Workers Compensation \$77.96; Unemployment Insurance \$5.92]
Cost:	\$1,692.94	
Line Item Total:	\$1,692.94	
Account Code:	5120 - OECs	EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations
Funding Description:	Parent Involvement	

Location Code:	Red Clay Consolidated School District (953200)	services x \$28/hr) [Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$155.00; Medicare \$36.25; Pension \$557.00; Workers Compensation \$36.25; Unemployment Insurance \$2.75]
Quantity:	1.00	
Cost:	\$787.25	
Line Item Total:	\$787.25	
Account Code:	5120 - OECs	EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions) [Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$133.92; Medicare
Funding Description:	Parent Involvement	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	

Cost:	\$680.19	\$31.32; Pension \$481.25; Workers Compensation \$31.32; Unemployment Insurance \$2.38]
Line Item Total:	\$680.19	
Account Code:	5120 - OECs	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)
Funding Description:	Instruction K-12 v	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	[Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$437.48; Medicare \$102.32; Pension \$1,572.08; Workers
Cost:	\$2,221.97	

Line Item Total:	\$2,221.97	Compensation \$102.32; Unemployment Insurance \$7.77]
Account Code:	5120 - OECs	Hire 1 FTE Pre-K teacher (AS) and 1 Pre-K paraprofessional (PO) at Lewis serving students from the 11 Title I attendance zones
Funding Description:	Instruction Pre-K (District Only) ▾	
Location Code:	Red Clay Consolidated School District (953200)	[Professional Staff] [Budget Amount: Health Insurance \$26,392.56; FICA \$7,005.88; Medicare \$1,638.48; Pension \$25,175.96; Workers Compensation \$1,638.48; Unemployment Insurance \$124.30]
Quantity:	1.00	
Cost:	\$61,975.66	
Line Item Total:	\$61,975.66	
		(Title I PreK)

Account Code:	5120 - OECs	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) [Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$249.99; Medicare \$58.47; Pension \$898.33; Workers Compensation \$58.47; Unemployment Insurance \$4.44]
Funding Description:	Instruction Pre-K (District Only) v	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,269.70	
Line Item Total:	\$1,269.70	
Total for 5120 - OECs:		\$290,313.66
Total for all other Account Codes:		\$1,756,567.97
Total for all Account Codes:		\$2,046,881.63
Adjusted Allocation:		\$2,046,881.63

\$0.00

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5400 - Travel - \$59,489.80

Line Item Details		Narrative Description
Account Code:	5400 - Travel	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
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$25,000.00	

Line Item Total:	\$25,000.00	related to achievement (.40/mile)
Account Code:	5400 - Travel	Travel for 10 staff to Philadelphia, PA to attend the National
Funding Description:	Administration (District Only) 	Title I Conference and provide ongoing support to RCCSD schools with high
Location Code:	Red Clay Consolidated School District (953200)	percentages of children from low-income families to help ensure that all children meet challenging state academic standards (.40 mile x 80miles x 10 FTE = \$320.00); (4 days @
Quantity:	1.00	
Cost:	\$16,120.00	

Line Item Total:	\$16,120.00	hotel/parking x 320/night = 12,800), (meals \$75/day x 4days = 3000)
Account Code:	5400 - Travel	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 (.40miles X 216miles 2FTE = 172.80); (4 days@ Hotel/parking x 409 a night x2 FTE =
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,044.80	

				\$3272); (75 a day for meals X 4 days X 2 FTE = \$600) ; PD priority 1,2,3,4
Line Item Total:			\$4,044.80	
Account Code:		5400 - Travel		Travel for 3 staff to NAEHCY conference in Chicago.
Funding Description:		Homeless (District Only)		(340/flight x 3FTE = \$1020, 4 days @ hotel x 230/night x 3FTE = \$2760, Meals 75/day x 4 days x 3FTE = \$900)
Location Code:		Red Clay Consolidated School District (953200)		
Quantity:			1.00	
Cost:			\$4,680.00	
Line Item Total:			\$4,680.00	
Account Code:		5400 - Travel		Travel for 3 staff to Beyond Housing conference in New York.
Funding Description:		Homeless (District Only)		(130/train x 3FTE = \$390, 3 days @ hotel x 220/night x
Location Code:		Red Clay Consolidated School District (953200)		
Quantity:			1.00	

Cost:	\$3,045.00	3FTE = \$1980, Meals 75/day x 3 days x 3FTE = \$675)
Line Item Total:	\$3,045.00	
Account Code:	5400 - Travel	Travel for 6 attendees (4 staff & 2 parents) to National Family Summit in Richmond. (140/train x 6 attendees = \$840, 3 days @ hotel x 220/night x 6 attendees = \$3960, Meals 75/day x 4 days x 6 attendees = \$1800)
Funding Description:	Parent Involvement v	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$6,600.00	
Line Item Total:	\$6,600.00	
Total for 5400 - Travel:		\$59,489.80
Total for all other Account Codes:		\$1,987,391.83
Total for all Account Codes:		\$2,046,881.63
Adjusted Allocation:		\$2,046,881.63
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5500 - Contractual - \$932,996.39

Line Item Details		Narrative Description
Account Code:	5500 - Contractual	Registration for 10 staff to Philadelphia, PA 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 \$600)
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$6,000.00	
Line Item Total:	\$6,000.00	

Account Code:	5500 - Contractual	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 (\$595): \$1190 total)PD priority 1,2,3,4
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,190.00	
Line Item Total:	\$1,190.00	
Account Code:	5500 - Contractual	Registration for 3 staff to NAEHCY conference in Chicago. (535 x 3FTE = \$1575)
Funding Description:	Homeless (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,575.00	
Line Item Total:	\$1,575.00	
Account Code:	5500 - Contractual	Registration for

Funding Description:	Homeless (District Only)	3 staff to Beyond Housing conference in New York. (125 x 3FTE = \$375)
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$375.00	
Line Item Total:	\$375.00	
Account Code:	5500 - Contractual	
Funding Description:	Equitable Services (District Only)	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 @ \$151,769.67)
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$151,769.67	
Line Item Total:	\$151,769.67	
Account Code:	5500 - Contractual	
Funding Description:	Equitable Services (District Only)	Title I LEA reservation for Administration of Equitable Services
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$8,072.85	
Line Item Total:	\$8,072.85	

Account Code:	5500 - Contractual		Contract with vendor to provide Title I parent involvement to private school students who would've attended RCCSD Title I schools (parental involvement - 1yr @ \$1,614.57)
Funding Description:	Equitable Services (District Only) 		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$1,614.57		
Line Item Total:	\$1,614.57		
Account Code:	5500 - Contractual		Contract with Cultural agency to enhance PACE events at Title I schools (\$500x8 sessions approx \$4,000)
Funding Description:	Parent Involvement 		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$8,000.00		
Line Item Total:	\$8,000.00		
Account Code:	5500 - Contractual		Registration for 6 attendees (4 staff & 2 parents) to National Family Summit in Richmond. (600 x 6 attendees =
Funding Description:	Parent Involvement 		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$3,600.00		

Line Item Total:	\$3,600.00		\$3600)
Account Code:	5500 - Contractual		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)
Funding Description:	Professional Development K-12		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$35,000.00		
Line Item Total:	\$35,000.00		
Account Code:	5500 - Contractual		Priority Schools Set Aside (5%) for Highlands (DB), Shortlidge (VH), and Warner (MV, DL)
Funding Description:	Instruction K-12		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$325,499.65		
Line Item Total:	\$325,499.65		
Account Code:	5500 - Contractual		Focus Schools Set Aside (5%)
Funding Description:	Instruction K-12		

Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$325,499.65		
Line Item Total:	\$325,499.65		
Account Code:	5500 - Contractual		
Funding Description:	Instruction K-12 v		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$64,800.00		
Line Item Total:	\$64,800.00		
Contract with company to provide transportation for extended day programs in Title I elementary schools (\$7200 x 9 schools)			
Total for 5500 - Contractual:			
\$932,996.39			
Total for all other Account Codes:			
\$1,113,885.24			
Total for all Account Codes:			
\$2,046,881.63			
Adjusted Allocation:			
\$2,046,881.63			
Remaining:			
\$0.00			

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5500 - Audit Fees - \$5,286.23

Line Item Details		Narrative Description
Account Code:	5500 - Audit Fees	LEA Audit Fees for Federal Programs
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$5,286.23	
Line Item Total:	\$5,286.23	
Total for 5500 - Audit Fees:		\$5,286.23
Total for all other Account Codes:		\$2,041,595.40
Total for all Account Codes:		\$2,046,881.63
Adjusted Allocation:		\$2,046,881.63
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$6,418,170.63
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$91,779.84

Red Clay Consolidated School District (953200)

5560 - Indirect - \$91,779.37

Line Item Details		Narrative Description
Account Code:	5560 - Indirect	LEA Indirect Cost set-aside for Federal Programs
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$91,779.37	
Line Item Total:	\$91,779.37	
Total for 5560 - Indirect:		\$91,779.37
Total for all other Account Codes:		\$1,955,102.26

Total for all Account Codes:	\$2,046,881.63
Adjusted Allocation:	\$2,046,881.63
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5600 - Supplies - \$38,718.27

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	Purchase administrative supplies and subscriptions (Title I
Funding Description:	Administration (District Only)	Newsletter, Ed Week, etc) and resources (Title I
Location Code:	Red Clay Consolidated School District (953200)	Handbook, Fed Programs newsletter, Leveraging Leadership books) for Federal Regulated Programs Office
Quantity:	1.00	
Cost:	\$4,963.27	
Line Item Total:	\$4,963.27	
Account Code:	5600 - Supplies	Set aside

Funding Description:	Homeless (District Only) v	funds to support the needs of students experiencing transitions (McKinney-Vento support)
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$24,000.00	
Line Item Total:	\$24,000.00	
Account Code:	5600 - Supplies	RCPAC Refreshment costs for monthly parent workshops and planning sessions related to 2017-2018 parent involvement policy drafting and support with parent contacts from September-May (approx \$350/session x 9 sessions)
Funding Description:	Parent Involvement v	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$3,255.00	
Line Item Total:	\$3,255.00	
Account Code:	5600 - Supplies	(Title I PK transitions to K) Purchase materials for
Funding Description:	Professional Development Pre-K (District Only) v	

Location Code:	Red Clay Consolidated School District (953200)		PreK to K Transition meetings (October – May) 5 sessions x \$100/session: \$500)
Quantity:	1.00		
Cost:	\$500.00		
Line Item Total:	\$500.00		
Account Code:	5600 - Supplies		Supplemental curricular and instructional resources for
Funding Description:	Instruction K-12		Title I school and extended day programs that have been approved by RCCSD curricular supervisors (est Avg cost \$500/school - based on need) (reading & math materials)
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$6,000.00		
Line Item Total:	\$6,000.00		
Total for 5600 - Supplies:			\$38,718.27
Total for all other Account Codes:			\$2,008,163.36
Total for all Account Codes:			\$2,046,881.63

Adjusted Allocation:	\$2,046,881.63
Remaining:	\$0.00

Public School Allocations

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

PURPOSE: This page is used to allocate the remaining funds to schools using a per pupil amount(s) (PPA).

- Please enter the PPA for each school.
- The "Single Per Pupil Amount (PPA)" number can be used if you are using the same PPA for all schools.
- If using different PPAs across schools, schools in the same PPA Category must have the same PPA.
- The amount in the "Allocation" column is the amount that must be budgeted to school.
- IMPORTANT NOTE: Charters should not complete this page.

P = Public

Total Available for School Allocations: **\$4,463,068.37**
Single Per Pupil Amount (PPA): **\$1,135.06**

School	Low Income		School Allocations		
	%	#P	PPA Category	PPA	Allocation
A	B	C	D	E	F C x E
Shortlidge (Evan G.) Academy	93.33	355	1	1,496.33	531,197.15
Warner Elementary School	89.49	380	1	1,496.33	568,605.40
Lewis (William C.) Dual Language Elementary School	85.68	372	1	1,496.33	556,634.76
Richardson Park Elementary School	81.91	493	2	1,300.00	640,900.00
Highlands Elementary School	80.58	243	2	1,300.00	315,900.00

Baltz (Austin D.) Elementary School	78.57	406	3	1,155.19	469,007.14
Mote (Anna P.) Elementary School	76.06	296	3	1,155.19	341,936.24
Marbrook Elementary School	67.70	268	3	1,155.19	309,590.92
Richey Elementary School	61.04	282	4	700.00	197,400.00
duPont (Alexis I.) Middle School	72.36	343	5	635.48	217,969.64
Stanton Middle School	71.45	494	5	635.48	313,927.12
Total Low Income:		3932		Total Allocations:	4,463,068.37
				Remaining:	0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Baltz (Austin D.) Elementary School (953200-252)



Account Code	Total
5100 - Salaries	\$303,711.00
5120 - OECs	\$159,640.59
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$5,655.55
5700 - Capital Outlay	\$0.00
Total	\$469,007.14
Adjusted Allocation	\$469,007.14
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Baltz (Austin D.) Elementary School (953200-252)

5100 - Salaries - \$303,711.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	
Quantity:	1.00	

Cost:		\$303,711.00	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:		\$303,711.00	
	Total for 5100 - Salaries:	\$303,711.00	
	Total for all other Account Codes:	\$165,296.14	
	Total for all Account Codes:	\$469,007.14	
	Adjusted Allocation:	\$469,007.14	
	Remaining:	\$0.00	

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Baltz (Austin D.) Elementary School (953200-252)

5120 - OECs - \$159,640.59

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @ AIMS and 3 @
Funding Description:	Instruction K-12	
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	
Quantity:	1.00	

Cost:	\$159,640.59	Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$159,640.59	
	Total for 5120 - OECs:	\$159,640.59
	Total for all other Account Codes:	\$309,366.55
	Total for all Account Codes:	\$469,007.14
	Adjusted Allocation:	\$469,007.14
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Baltz (Austin D.) Elementary School (953200-252)

5600 - Supplies - \$5,655.55

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	
Quantity:	1.00	
Cost:	\$5,655.55	
Line Item Total:	\$5,655.55	
Total for 5600 - Supplies:		\$5,655.55

Total for all other Account Codes:	\$463,351.59
Total for all Account Codes:	\$469,007.14
Adjusted Allocation:	\$469,007.14
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

duPont (Alexis I.) Middle School (953200-274)



Account Code	Total
5100 - Salaries	\$124,207.00
5120 - OECs	\$83,893.90
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$9,868.74
5700 - Capital Outlay	\$0.00
Total	\$217,969.64
Adjusted Allocation	\$217,969.64
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

duPont (Alexis I.) Middle School (953200-274)

5100 - Salaries - \$124,207.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	

Cost:	\$124,207.00	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$124,207.00	
	Total for 5100 - Salaries:	\$124,207.00
	Total for all other Account Codes:	\$93,762.64
	Total for all Account Codes:	\$217,969.64
	Adjusted Allocation:	\$217,969.64
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

duPont (Alexis I.) Middle School (953200-274)

5120 - OECs - \$83,893.90

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	

Cost:	\$83,893.90	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$83,893.90	
	Total for 5120 - OECs:	\$83,893.90
	Total for all other Account Codes:	\$134,075.74
	Total for all Account Codes:	\$217,969.64
	Adjusted Allocation:	\$217,969.64
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

duPont (Alexis I.) Middle School (953200-274)

5600 - Supplies - \$9,868.74

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	
Cost:	\$9,868.74	
Line Item Total:	\$9,868.74	
Total for 5600 - Supplies:		\$9,868.74

Total for all other Account Codes:	\$208,100.90
Total for all Account Codes:	\$217,969.64
Adjusted Allocation:	\$217,969.64
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244)



Account Code	Total
5100 - Salaries	\$216,752.00
5120 - OECs	\$91,523.04
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$7,624.96
5700 - Capital Outlay	\$0.00
Total	\$315,900.00
Adjusted Allocation	\$315,900.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244)

5100 - Salaries - \$216,752.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Highlands Elementary School (953200-244)	
Quantity:	1.00	

Cost:		\$216,752.00	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:		\$216,752.00	
	Total for 5100 - Salaries:	\$216,752.00	
	Total for all other Account Codes:	\$99,148.00	
	Total for all Account Codes:	\$315,900.00	
	Adjusted Allocation:	\$315,900.00	
	Remaining:	\$0.00	

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244)

5120 - OECs - \$91,523.04

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Highlands Elementary School (953200-244)	
Quantity:	1.00	

Cost:		\$91,523.04	
Line Item Total:		\$91,523.04	
			AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
			Total for 5120 - OECs: \$91,523.04
			Total for all other Account Codes: \$224,376.96
			Total for all Account Codes: \$315,900.00
			Adjusted Allocation: \$315,900.00
			Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244)

5600 - Supplies - \$7,624.96

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	Highlands Elementary School (953200-244)	
Quantity:	1.00	
Cost:	\$7,624.96	
Line Item Total:	\$7,624.96	
Total for 5600 - Supplies:		\$7,624.96

Total for all other Account Codes:	\$308,275.04
Total for all Account Codes:	\$315,900.00
Adjusted Allocation:	\$315,900.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Lewis (William C.) Dual Language Elementary School (953200-246)

Account Code	Total
5100 - Salaries	\$353,075.00
5120 - OECs	\$194,494.04
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$9,065.72
5700 - Capital Outlay	\$0.00
Total	\$556,634.76
Adjusted Allocation	\$556,634.76
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Lewis (William C.) Dual Language Elementary School (953200-246)

5100 - Salaries - \$353,075.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @ AIMS and 3 @
Funding Description:	Instruction K-12	
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	1.00	

Cost:	\$353,075.00	Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$353,075.00	
Total for 5100 - Salaries:		\$353,075.00
Total for all other Account Codes:		\$203,559.76
Total for all Account Codes:		\$556,634.76
Adjusted Allocation:		\$556,634.76
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Lewis (William C.) Dual Language Elementary School (953200-246)

5120 - OECs - \$194,494.04

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @ AIMS and 3 @
Funding Description:	Instruction K-12	
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	1.00	

Cost:	\$194,494.04	Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$194,494.04	
Total for 5120 - OECs:		\$194,494.04
Total for all other Account Codes:		\$362,140.72
Total for all Account Codes:		\$556,634.76
Adjusted Allocation:		\$556,634.76
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Lewis (William C.) Dual Language Elementary School (953200-246)

5600 - Supplies - \$9,065.72

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	1.00	
Cost:	\$9,065.72	
Line Item Total:	\$9,065.72	
Total for 5600 - Supplies:		\$9,065.72

Total for all other Account Codes:	\$547,569.04
Total for all Account Codes:	\$556,634.76
Adjusted Allocation:	\$556,634.76
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)



Account Code	Total
5100 - Salaries	\$194,659.00
5120 - OECs	\$107,574.20
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$7,357.72
5700 - Capital Outlay	\$0.00
Total	\$309,590.92
Adjusted Allocation	\$309,590.92
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5100 - Salaries - \$194,659.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @ AIMS and 3 @
Funding Description:	Instruction K-12	
Location Code:	Marbrook Elementary School (953200-256)	
Quantity:	1.00	

Cost:	\$194,659.00	Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$194,659.00	
		Total for 5100 - Salaries: \$194,659.00
		Total for all other Account Codes: \$114,931.92
		Total for all Account Codes: \$309,590.92
		Adjusted Allocation: \$309,590.92
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5120 - OECs - \$107,574.20

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @ AIMS and 3 @
Funding Description:	Instruction K-12	
Location Code:	Marbrook Elementary School (953200-256)	
Quantity:	1.00	

Cost:	\$107,574.20	Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$107,574.20	
		Total for 5120 - OECs: \$107,574.20
		Total for all other Account Codes: \$202,016.72
		Total for all Account Codes: \$309,590.92
		Adjusted Allocation: \$309,590.92
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5600 - Supplies - \$7,357.72

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	Marbrook Elementary School (953200-256)	
Quantity:	1.00	
Cost:	\$7,357.72	
Line Item Total:	\$7,357.72	
Total for 5600 - Supplies:		\$7,357.72

Total for all other Account Codes:	\$302,233.20
Total for all Account Codes:	\$309,590.92
Adjusted Allocation:	\$309,590.92
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Mote (Anna P.) Elementary School (953200-264)



Account Code	Total
5100 - Salaries	\$221,045.48
5120 - OECs	\$115,891.70
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$4,999.06
5700 - Capital Outlay	\$0.00
Total	\$341,936.24
Adjusted Allocation	\$341,936.24
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Mote (Anna P.) Elementary School (953200-264)

5100 - Salaries - \$221,045.48

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @ AIMS and 3 @
Funding Description:	Instruction K-12	
Location Code:	Mote (Anna P.) Elementary School (953200-264)	
Quantity:	1.00	

Cost:	\$221,045.48	Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$221,045.48	
		Total for 5100 - Salaries: \$221,045.48
		Total for all other Account Codes: \$120,890.76
		Total for all Account Codes: \$341,936.24
		Adjusted Allocation: \$341,936.24
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Mote (Anna P.) Elementary School (953200-264)

5120 - OECs - \$115,891.70

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @ AIMS and 3 @
Funding Description:	Instruction K-12	
Location Code:	Mote (Anna P.) Elementary School (953200-264)	
Quantity:	1.00	

Cost:	\$115,891.70	Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$115,891.70	
Total for 5120 - OECs:		\$115,891.70
Total for all other Account Codes:		\$226,044.54
Total for all Account Codes:		\$341,936.24
Adjusted Allocation:		\$341,936.24
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Mote (Anna P.) Elementary School (953200-264)

5600 - Supplies - \$4,999.06

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	Mote (Anna P.) Elementary School (953200-264)	
Quantity:	1.00	
Cost:	\$4,999.06	
Line Item Total:	\$4,999.06	
Total for 5600 - Supplies:		\$4,999.06

Total for all other Account Codes:	\$336,937.18
Total for all Account Codes:	\$341,936.24
Adjusted Allocation:	\$341,936.24
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)



Account Code	Total
5100 - Salaries	\$419,795.00
5120 - OECs	\$214,138.97
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$6,966.03
5700 - Capital Outlay	\$0.00
Total	\$640,900.00
Adjusted Allocation	\$640,900.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5100 - Salaries - \$419,795.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	1.00	

Cost:	\$419,795.00	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$419,795.00	
	Total for 5100 - Salaries:	\$419,795.00
	Total for all other Account Codes:	\$221,105.00
	Total for all Account Codes:	\$640,900.00
	Adjusted Allocation:	\$640,900.00
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5120 - OECs - \$214,138.97

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	1.00	

Cost:	\$214,138.97	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA) Total for 5120 - OECs: Total for all other Account Codes: Total for all Account Codes: Adjusted Allocation: Remaining:
Line Item Total:	\$214,138.97	

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5600 - Supplies - \$6,966.03

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	1.00	
Cost:	\$6,966.03	
Line Item Total:	\$6,966.03	
Total for 5600 - Supplies:		\$6,966.03

Total for all other Account Codes:	\$633,933.97
Total for all Account Codes:	\$640,900.00
Adjusted Allocation:	\$640,900.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)



Account Code	Total
5100 - Salaries	\$121,917.00
5120 - OECs	\$68,826.06
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$6,656.94
5700 - Capital Outlay	\$0.00
Total	\$197,400.00
Adjusted Allocation	\$197,400.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5100 - Salaries - \$121,917.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Richey Elementary School (953200-260)	
Quantity:	1.00	

Cost:	\$121,917.00	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$121,917.00	
	Total for 5100 - Salaries:	\$121,917.00
	Total for all other Account Codes:	\$75,483.00
	Total for all Account Codes:	\$197,400.00
	Adjusted Allocation:	\$197,400.00
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5120 - OECs - \$68,826.06

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Richey Elementary School (953200-260)	
Quantity:	1.00	

Cost:	\$68,826.06	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$68,826.06	
	Total for 5120 - OECs:	\$68,826.06
	Total for all other Account Codes:	\$128,573.94
	Total for all Account Codes:	\$197,400.00
	Adjusted Allocation:	\$197,400.00
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5600 - Supplies - \$6,656.94

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	Richey Elementary School (953200-260)	
Quantity:	1.00	
Cost:	\$6,656.94	
Line Item Total:	\$6,656.94	
Total for 5600 - Supplies:		\$6,656.94

Total for all other Account Codes:	\$190,743.06
Total for all Account Codes:	\$197,400.00
Adjusted Allocation:	\$197,400.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Shortlidge (Evan G.) Academy (953200-248)



Account Code	Total
5100 - Salaries	\$328,160.00
5120 - OECs	\$194,692.78
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$8,344.37
5700 - Capital Outlay	\$0.00
Total	\$531,197.15
Adjusted Allocation	\$531,197.15
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Shortlidge (Evan G.) Academy (953200-248)

5100 - Salaries - \$328,160.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	

Cost:	\$328,160.00	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$328,160.00	
	Total for 5100 - Salaries:	\$328,160.00
	Total for all other Account Codes:	\$203,037.15
	Total for all Account Codes:	\$531,197.15
	Adjusted Allocation:	\$531,197.15
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Shortlidge (Evan G.) Academy (953200-248)

5120 - OECs - \$194,692.78

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @ AIMS and 3 @
Funding Description:	Instruction K-12	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	

Cost:	\$194,692.78	Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$194,692.78	
	Total for 5120 - OECs:	\$194,692.78
	Total for all other Account Codes:	\$336,504.37
	Total for all Account Codes:	\$531,197.15
	Adjusted Allocation:	\$531,197.15
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Shortlidge (Evan G.) Academy (953200-248)

5600 - Supplies - \$8,344.37

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	
Cost:	\$8,344.37	
Line Item Total:	\$8,344.37	
Total for 5600 - Supplies:		\$8,344.37

Total for all other Account Codes:	\$522,852.78
Total for all Account Codes:	\$531,197.15
Adjusted Allocation:	\$531,197.15
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)



Account Code	Total
5100 - Salaries	\$202,107.00
5120 - OECs	\$105,133.73
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$6,686.39
5700 - Capital Outlay	\$0.00
Total	\$313,927.12
Adjusted Allocation	\$313,927.12
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5100 - Salaries - \$202,107.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Stanton Middle School (953200-282)	
Quantity:	1.00	

Cost:	\$202,107.00	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$202,107.00	
	Total for 5100 - Salaries:	\$202,107.00
	Total for all other Account Codes:	\$111,820.12
	Total for all Account Codes:	\$313,927.12
	Adjusted Allocation:	\$313,927.12
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5120 - OECs - \$105,133.73

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Stanton Middle School (953200-282)	
Quantity:	1.00	

Cost:	\$105,133.73	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$105,133.73	
	Total for 5120 - OECs:	\$105,133.73
	Total for all other Account Codes:	\$208,793.39
	Total for all Account Codes:	\$313,927.12
	Adjusted Allocation:	\$313,927.12
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5600 - Supplies - \$6,686.39

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	Stanton Middle School (953200-282)	
Quantity:	1.00	
Cost:	\$6,686.39	
Line Item Total:	\$6,686.39	
Total for 5600 - Supplies:		\$6,686.39

Total for all other Account Codes:	\$307,240.73
Total for all Account Codes:	\$313,927.12
Adjusted Allocation:	\$313,927.12
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)



Account Code	Total
5100 - Salaries	\$339,643.00
5120 - OECs	\$223,201.50
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$5,760.90
5700 - Capital Outlay	\$0.00
Total	\$568,605.40
Adjusted Allocation	\$568,605.40
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5100 - Salaries - \$339,643.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @
Funding Description:	Instruction K-12	
Location Code:	Warner Elementary School (953200-266)	
Quantity:	1.00	

Cost:	\$339,643.00	AIMS and 3 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$339,643.00	
Total for 5100 - Salaries:		\$339,643.00
Total for all other Account Codes:		\$228,962.40
Total for all Account Codes:		\$568,605.40
Adjusted Allocation:		\$568,605.40
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5120 - OECs - \$223,201.50

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 30 FTE Title I teachers to support standards based instruction in content areas reading and math (2 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 5 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton), 9 paraprofessionals (1 each @ Highlands, Shortlidge, Richey, Marbrook, 2 @ AIMS and 3 @
Funding Description:	Instruction K-12	
Location Code:	Warner Elementary School (953200-266)	
Quantity:	1.00	

Cost:	\$223,201.50	Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DA, Highlands - TS, Richardson Park - TBA)
Line Item Total:	\$223,201.50	
Total for 5120 - OECs:		\$223,201.50
Total for all other Account Codes:		\$345,403.90
Total for all Account Codes:		\$568,605.40
Adjusted Allocation:		\$568,605.40
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5600 - Supplies - \$5,760.90

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	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
Funding Description:	Parent Involvement	
Location Code:	Warner Elementary School (953200-266)	
Quantity:	1.00	
Cost:	\$5,760.90	
Line Item Total:	\$5,760.90	
Total for 5600 - Supplies:		\$5,760.90

Total for all other Account Codes:	\$562,844.50
Total for all Account Codes:	\$568,605.40
Adjusted Allocation:	\$568,605.40
Remaining:	\$0.00

Public School Program Description

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

PURPOSE: This page is used to provide a brief description of the public school program(s) that will be implemented in the Title I participating school(s) in accordance with the requirements of Title I. Enter "N/A" for any question that does not apply to your LEA.

1. Provide a general description of the different types of services that will be provided in the LEA's Title I Schoolwide school(s) as part of the Schoolwide program. - Note: The budgeted items should align with the program description.

- 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 different types of services that will be provided in the LEA's Title I Targeted Assistance school(s) as part of the Targeted Assistance. - Note: The budgeted items should align with the program description.

NA all 11 school are school-wide programs

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

PURPOSE: This page is used to provide a description of how the LEA meets the various Title I requirements of Section 1116 of the ESEA that requires that programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

1. Describe how parents are involved in the decisions regarding how funds reserved for parent and family engagement are allotted for parental involvement activities at the LEA level and the school level for Title I schools [Section 1116(a)(3)(B)].

The Red Clay Parent Advisory Council (RCPAC) includes parents of all Title 1 schools to help review the District's Parent and Family Engagement Plan and the use of funds connected to the plan. 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 and family engagement plan and discuss the use of the District's parent engagement 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 between 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 and share input on how they would like funds to be used at both the District and School level.

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 engagement activities. Parents attending open houses, student led 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 engagement 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. RCPAC members openly interact with District and building level administrators, Federal and Regulated Programs staff, and members of school PTAs, PTOs, SSAs to discuss how funds for parent engagement 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 engagement at the building level. Engagement in 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.

2. In regard to parent and family engagement policy and school-parent compact development

(a) Describe how the LEA develops jointly with and in agreement with parents and family members of participating children a written LEA-level parent and family engagement policy that meets the requirements of Section 1116(a)(2)(A-F).

(b) Describe how the LEA ensures that each Title I school develops jointly with and in agreement with parents and family members of participating children a written school-level parent and family engagement policy that meets the requirements of Section 1116(b)(1). Note: As specified in Section 1116(b)(2), schools may adopt the LEA policy as long as the LEA policy is amended to include the school-level provisions outlined in Section 1116(b-f). These additional provisions must be included in the policy for LEAs with only one school.

(c) Describe how the LEA ensures that each Title I school develops jointly with parents and family members of participating children a written school-parent compact that meets the requirements of Section 1116(d)(1-2).

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 of LEA-level parent and family engagement policy, school-level parent and family engagement policy and school-parent compacts.

2a. This LEA has a well-established district Parent Advisory Council (RCPAC). Each Red Clay school has two parent representatives that serve on RCPAC. 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. These strategies help students achieve academic and personal success. RCPAC includes a parents teaching parents model to improve the knowledge and skills of each member. This approach helps members build knowledge and encourage other parents to be active in local school planning, policy and decision making. The model ultimately results with schools having an increased number of parents actively involved in the decision making process at their respected schools. These learned strategies from consistent engagement opportunities allows for a written LEA level parent and family engagement policy that meets the needs of the families served.

2b. This LEA has a well-established district Parent Advisory Council (RCPAC). Each Red Clay school has two parent representatives that serve on RCPAC. 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.

These strategies help students achieve academic and personal success. RCPAC includes a parents teaching parents model to improve the knowledge and skills of each member. This approach helps members build knowledge and encourage other parents to be active in local school planning, policy and decision making. The model ultimately resulted with schools having an increased number of parents actively involved in the decision making process at their respected schools. These learned strategies from consistent engagement opportunities allows for a written school-level parent and family engagement policy that meets the needs of the families served.

2c. This LEA ensures that through school meetings, focus group sessions with parents and collaboration with Title I staff and building level administrators a written school-parent compact is developed. With the support of the Manager of Federal and Regulated Programs and the Strategic Plan Focus Area 3 Team, Title I schools use these sessions to explain their school-wide Title I program and how it serves to help students. Based upon the needs of the students and schools parents and staff collaborate to develop a compact that effectively supports all participating children.

3. In regard to parent and family engagement policy and school-parent compact distribution

(a) Describe how the LEA distributes the written LEA-level parent and family engagement policy to parents and family members of participating children [Section 1116(a)(2)].

(b) Describe how the LEA ensures that each Title I school distributes the written school-level parent and family engagement policy to parents and family members of participating children [Section 1116(b)(1)].

(c) Describe how the LEA ensures that each Title I school distributes the school-parent compact to parents and family members of participating children [Section 1116(b)(1)].

3a. The Parent and Family Engagement Policy is made accessible and distributed to parents and community members using the following strategies:

1. The policy is posted on the Red Clay District website under Board Policies-School and Community Relations
2. The policy is posted on Title 1 school websites under School Resources
3. The policy may be printed in the district newsletter, The Red Clay Record, and is included in the district wide annual calendar. Both are distributed to all homes in Red Clay and also available at all schools and the district offices.
4. The policy and how to view it is shared via Red Clay TV a cable network broadcast.

3b. Throughout the school year, each Title I school maintains a Title I notebook which includes a section on parent engagement opportunities. Documentation includes but is 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 and family engagement policies, with the support from the Manager of Federal and Regulated Programs, and the Strategic Plan Focus Area 3 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 to both the compact and school-level parent and family engagement policy. All documents use a language that parents understand and are translated as needed. Some schools, have parents sign the compact (some also include the signatures of students, teachers and building administrators).

Additional dissemination practices include:

- i. Title I schools will print the school level parent and family engagement 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)
- ii. Distribute written copies during the fall Title I information sessions
- iii. Information is shared on how to locate the policy on the Red Clay website
- iv. Distribute and discuss the policy during parent organization (PTA, PTO, etc.) and building leadership team meetings

3c. 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 and family engagement policies, with the support from the Manager of Federal and Regulated Programs, and the Strategic Plan Focus Area 3 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 to both the compact and school-level parent and family engagement policy. All documents use a language that parents understand and are translated as needed. Some schools, have parents sign the compact (some also include the signatures of students, teachers and building administrators).

Additional dissemination practices include:

- i. Title I schools will print the parent compact 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)
- ii. Distribute written copies during the fall Title I information sessions
- iii. Distribute and discuss the compact during parent organization (PTA, PTO, etc.) and building leadership team

4. In regard to LEA-level parent and family engagement policy evaluation

(a) Describe how the LEA conducts, with the meaningful involvement of parents, an annual evaluation of the content and effectiveness of the LEA-level parent and family engagement policy in improving the academic quality of all schools served that meets the requirements of Section 1116(a)(2)(D)(i-iii).

(b) Describe how the LEA will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the LEA-level parent and family engagement policy [Section 1116(a)(3)(B)].

4a. Red Clay is providing training related to designing, implementing and evaluating both the school compact and the Parent engagement 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 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. 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).

4b. The RCPAC helps to review and recommend for review the Parent Engagement 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 Engagement Policy was revised and approved by the RCCSD board.

A subcommittee drafted the document along with support from the Parent Engagement Liaison, the Deputy Superintendent, the Manager of Federal and Regulated Programs. 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 2017-18 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 2017-18 calendar to include sessions to review and revise the policy and submit it to the board for approval.

Homeless Students and Youth	
Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A	
PURPOSE: This page is used to provide a description of how the LEA meets the various Title I requirements for serving homeless students including setting aside funds at the LEA-level to meet homeless students' needs [Section 1113(c)(3)(C)(i)]. Each LEA must set aside funds to provide services to homeless children. Federal law does not specify how much an LEA should set aside for homeless students, but LEAs must 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. Enter "N/A" for any question that does not apply to your LEA. 1. LEA Title I Plans must demonstrate compliance with the McKinney-Vento Homeless Assistance Act and coordination with the LEA's Homeless Education program. Title I, Part A - Sec. 1112(b)(6) 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 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. There must be at least 1 corresponding budget line item in the budget page.	
2. Indicate the method that was used to determine the amount of Title I, Part A funds that have been reserved for instructional and related service needs only. ☉ Method #1: Identify homeless students' needs and fund accordingly.	

- Method #2: Obtain a count of homeless students and multiply by the Title I, Part A per-pupil allocation.
- Method #3: Reserve an amount of funds greater than or equal to the amount of your McKinney-Vento subgrant request.
- Method #4: Reserve a specific percentage based on your LEA's poverty level or total Title I, Part A allocation.

350 3. **Approximately how many homeless students and youth will these funds support?**

350 4. **Approximately how many homeless students and youth are served by the LEA?**

5. 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 uniforms, 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

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

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

PURPOSE: This page is used to provide a description of how the LEA meets the various Title I requirements under Section 1117 of ESEA for ensuring that equitable services are provided to eligible private school students in participating private schools.

Title I requires LEAs to set aside funds to provide equitable services to eligible private school students.

The scope of services described on this page should be based on the amount of funds that the LEA is required to set aside. Enter "N/A" for any question that does not apply to your LEA.

IMPORTANT NOTE: Charters and vocational districts should not complete this page.

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)
 October - 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 [Section 1117(a)(1)(A)].

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, Appoquinimink 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 with 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 with 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 [Section 1117(b)(3)].

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.

Appoquinimink School District Official Date Red Clay Consolidated School District Official Date

Brandywine School District Official Date Smyrna School District Official Date

Christina School District Official Date Private School Representative Date

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 [Section 1117(b)(1)(C)].

Instructional Services:

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.

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.

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.

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.

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.

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.)

Professional Development and Parent Engagement:

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.

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.

5. Describe the types of services that will be provided to eligible private school students, staff, and their families [Section 1117(b)(1)(B)].

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

2017-18 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, Appoquinimink 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 [Section 1117(a)(2-3)].

Title I, Part A 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 academically assess the services to eligible private school students, staff, and their families and how the results of that assessment will be used to improve those service [Section 1117(b)(1)(B)].

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 [Section 1117(d)(1)].

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. 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) 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 1115(c)].

(b) The response should clearly state that poverty is not a criterion for services [Section 1115(c)(1)(B)].

- * 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 the 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, Al 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.

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$6,418,170.63
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$91,779.84

Filter by Location: All - \$6,509,950.00

Show Unbudgeted Categories

Funding Description	Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5500 - Audit Fees	5560 - Indirect	5600 - Supplies	Total
Administration (District Only)		494,175.91	221,685.95	45,164.80	7,190.00	5,286.23	91,779.37	4,963.27	870,245.53
Homeless (District Only)		0.00	0.00	7,725.00	1,950.00			24,000.00	33,675.00
Equitable Services (District Only)		0.00	0.00		161,457.09			0.00	161,457.09
Parent Involvement		10,036.00	3,160.38	6,600.00	11,600.00			82,241.38	113,637.76

Professional Development K-12	0.00	0.00	0.00	0.00	35,000.00		0.00	35,000.00
Professional Development Pre-K (District Only)	0.00	0.00	0.00	0.00	0.00		500.00	500.00
Instruction K-12	2,832,127.48	1,561,232.48	0.00	715,799.30			6,000.00	5,115,159.26
Instruction Pre-K (District Only)	117,030.00	63,245.36	0.00	0.00			0.00	180,275.36
Total	3,453,369.39	1,849,324.17	59,489.80	932,996.39	5,286.23	91,779.37	117,704.65	6,509,950.00
Adjusted Allocation								6,509,950.00
Remaining								0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

Optional Documents		
Type	Document Template	Document/Link
Title I Equitable Share Calculator [Upload up to 1 document(s)]	 <u>Title I Equitable Share Calculator</u>	 <u>Red Clay Title I Equitable Share Calculator</u>
Transfer Budget Summary [Upload up to 1 document(s)]	N/A	

Title I Assurances	
Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A	
Specific Title I [Section 1112(c)(1-70)] - Each local educational agency plan shall provide assurances that the local educational agency will:	
1	ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2	provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3	participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4	coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5	collaborate with the State or local child welfare agency toâ€” (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shallâ€” (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin ifâ€” (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; (II) the local educational agency agrees to pay for the cost of such transportation; or (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

6	ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7	in the case of a local educational agency that chooses to use funds under this part to provide early childhood education 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 (42 U.S.C. 9836a(a)).

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

Account Code	Total
5100 - Salaries	\$605,717.42
5120 - OECs	\$290,612.55
5400 - Travel	\$7,513.74
5500 - Contractual	\$259,101.00
5500 - Audit Fees	\$1,273.96
5560 - Indirect	\$16,648.33
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$1,180,867.00
Adjusted Allocation	\$1,180,867.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

5100 - Salaries - \$605,717.42

Line Item Details			Narrative Description
Account Code:	5100 - Salaries		Hire 1 FTE DPAS-II/PPD 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
Funding Description:	Title II TQ		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$105,899.20		
Line Item Total:	\$105,899.20		[Professional Staff] [Budget

			Amount]
Account Code:	5100 - Salaries		Hire 1 FTE Social Studies Supervisor (RR- RCCSD- Baltz Admin .25 Title I, .75 Title II)
Funding Description:	Title II TQ		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$94,716.00		[Professional Staff] [Budget Amount]
Line Item Total:	\$94,716.00		
Account Code:	5100 - Salaries		Hire 1 FTE Science Supervisor (EM RCCSD -Baltz Admin; .25 Title I, .75 Title II)
Funding Description:	Title II TQ		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$94,716.00		[Professional Staff] [Budget Amount]
Line Item Total:	\$94,716.00		
Account Code:	5100 - Salaries		Hire 3 FTE Title II teachers to support

Funding Description:	Title II TQ	standards based instruction in content areas
Location Code:	Highlands Elementary School (953200-244)	reading and math (1 @ Highlands - SL, 1 @ Shortlidge (TBA), 1 @ Richey (TBA))
Quantity:	1.00	
Cost:	\$81,089.00	
Line Item Total:	\$81,089.00	[Professional Staff] [Budget Amount]
Account Code:	5100 - Salaries	Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)
Funding Description:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	[Professional Staff] [Budget Amount]
Cost:	\$63,144.00	
Line Item Total:	\$63,144.00	
Account Code:	5100 - Salaries	Hire .5 FTE ELA

Funding Description:	Title II TQ	Supervisor (GB-RCCSD -Baltz; .5 Title I & .5 Title II)
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	[Professional Staff]
Cost:	\$63,144.00	[Budget Amount]
Line Item Total:	\$63,144.00	
Account Code:	5100 - Salaries	Hire 3 FTE Title II teachers to support standards based instruction in content areas
Funding Description:	Title II TQ	reading and math (1 @ Highlands - SL, 1 @ Shortlidge (TBA), 1 @ Richey (TBA))
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	[Professional Staff]
Cost:	\$57,245.00	[Budget Amount]
Line Item Total:	\$57,245.00	

Account Code:	5100 - Salaries	Hire 3 FTE Title II teachers to support standards based instruction in content areas
Funding Description:	Title II TQ	
Location Code:	Richey Elementary School (953200-260)	reading and math (1 @ Highlands - SL, 1 @ Shortlidge (TBA), 1 @ Richey (TBA))
Quantity:	1.00	
Cost:	\$41,793.00	
Line Item Total:	\$41,793.00	[Professional Staff] [Budget Amount]
Account Code:	5100 - Salaries	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD- Baltz Admin .97 Title I, .03 Title II)
Funding Description:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$3,971.22	[Professional

Line Item Total:	\$3,971.22	Staff [Budget Amount]
	Total for 5100 - Salaries:	\$605,717.42
	Total for all other Account Codes:	\$575,149.58
	Total for all Account Codes:	\$1,180,867.00
	Adjusted Allocation:	\$1,180,867.00
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

5120 - OECs - \$290,612.55

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 3 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Highlands - SL, 1 @ Shortlidge (TBA), 1 @ Richey (TBA))
Funding Description:	Title II TQ	[Professional Staff]
Location Code:	Highlands Elementary School (953200-244)	
Quantity:	1.00	
Cost:	\$50,247.49	
Line Item Total:	\$50,247.49	
Account Code:	5120 - OECs	Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title

Funding Description:	Title II TQ	I, .75 Title II)
Location Code:	Red Clay Consolidated School District (953200)	[Professional Staff] [Budget Amount: Health Insurance \$14,673.12; FICA \$5,872.40; Medicare \$1,373.38; Pension \$21,102.73; Workers Compensation \$1,373.38; Unemployment Insurance \$104.19]
Quantity:	1.00	
Cost:	\$44,499.20	
Line Item Total:	\$44,499.20	
Account Code:	5120 - OECs	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
Funding Description:	Title II TQ	

Location Code:	Red Clay Consolidated School District (953200) >		RCCSD-Baltz Admin; 2 Title I & .8 Title II
Quantity:	1.00		[Professional Staff] [Budget Amount: Health Insurance \$9,003.14; FICA \$6,565.75; Medicare \$1,535.54; Pension \$23,594.34; Workers Compensation \$1,535.54; Unemployment Insurance \$116.50]
Cost:	\$42,350.81		
Line Item Total:	\$42,350.81		
Account Code:	5120 - OECs		Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)
Funding Description:	Title II TQ		[Professional Staff] [Budget

Location Code:	Red Clay Consolidated School District (953200)	Amount: Health Insurance \$11,052.78; FICA \$5,872.40; Medicare \$1,373.38; Pension \$21,102.73; Workers Compensation \$1,373.38; Unemployment Insurance \$104.19]
Quantity:	1.00	
Cost:	\$40,878.86	
Line Item Total:	\$40,878.86	
Account Code:	5120 - OECs	Hire 1 FTE Math Supervisor (JA -RCCSD-Blatz Admin; .5 Title I, .5 Title II)
Funding Description:	Title II TQ	[Professional Staff] [Budget Amount: Health Insurance \$12,616.28; FICA \$3,914.93; Medicare \$915.59; Pension
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	

Cost:	\$32,500.34	\$14,068.48; Workers Compensation \$915.59; Unemployment Insurance \$69.47]
Line Item Total:	\$32,500.34	
Account Code:	5120 - OECs	Hire 3 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Highlands - SL, 1 @ Shortlidge (TBA), 1 @ Richey (TBA))
Funding Description:	Title II TQ	[Professional Staff]
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	
Cost:	\$28,660.37	
Line Item Total:	\$28,660.37	
Account Code:	5120 - OECs	Hire .5 FTE ELA Supervisor (GB-RCCSD- Baltz; .5 Title I & .5 Title II)
Funding Description:	Title II TQ	[Professional Staff] [Budget]

Location Code:	Red Clay Consolidated School District (953200)	Amount: Health Insurance \$5,476.96; FICA \$3,914.93; Medicare \$915.59; Pension \$14,377.89; Workers Compensation \$915.59; Unemployment Insurance \$69.46]
Quantity:	1.00	
Cost:	\$25,670.42	
Line Item Total:	\$25,670.42	
Account Code:	5120 - OECs	Hire 3 FTE Title II teachers to support standards based instruction in content areas reading and math (1 @ Highlands - SL, 1 @ Shortlidge (TBA), 1 @ Richey (TBA))
Funding Description:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$23,794.54	
Line Item Total:	\$23,794.54	[Professional Staff]

Account Code:	5120 - OECs	Hire 1 FTE Manager
Funding Description:	Title II TQ	Federal and Regulated Programs
Location Code:	Red Clay Consolidated School District (953200)	(MS; RCCSD-Baltz
Quantity:	1.00	Admin .97 Title I, .03 Title II)
Cost:	\$2,010.52	[Professional Staff]
Line Item Total:	\$2,010.52	
Total for 5120 - OECs:		\$290,612.55
Total for all other Account Codes:		\$890,254.45
Total for all Account Codes:		\$1,180,867.00
Adjusted Allocation:		\$1,180,867.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

5400 - Travel - \$7,513.74

Line Item Details			Narrative Description
Account Code:	5400 - Travel		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)
Funding Description:	Title II TQ		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$7,513.74		
Line Item Total:	\$7,513.74		
Total for 5400 - Travel:			\$7,513.74
Total for all other Account Codes:			\$1,173,353.26
Total for all Account Codes:			\$1,180,867.00
Adjusted Allocation:			\$1,180,867.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

5500 - Contractual - \$259,101.00

Line Item Details			Narrative Description
Account Code:	5500 - Contractual		Set aside Title II funds for non-profit private schools allocation for professional development
Funding Description:	Equitable Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$259,101.00		
Line Item Total:	\$259,101.00		
Total for 5500 - Contractual:			\$259,101.00
Total for all other Account Codes:			\$921,766.00
Total for all Account Codes:			\$1,180,867.00
Adjusted Allocation:			\$1,180,867.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

5500 - Audit Fees - \$1,273.96

Line Item Details		Narrative Description
Account Code:	5500 - Audit Fees	LEA Audit Fees for Federal Programs
Funding Description:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,273.96	
Line Item Total:	\$1,273.96	
Total for 5500 - Audit Fees:		\$1,273.96
Total for all other Account Codes:		\$1,179,593.04
Total for all Account Codes:		\$1,180,867.00
Adjusted Allocation:		\$1,180,867.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$1,164,218.67
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$16,648.33
5560 - Indirect - \$16,648.33	▼

Line Item Details

Account Code:	5560 - Indirect	Narrative Description LEA Indirect Cost set-aside for Federal Programs
Funding Description:	Title II TQ ▼	
Location Code:	Red Clay Consolidated School District (953200) ▼	
Quantity:	1.00	
Cost:	\$16,648.33	
Line Item Total:	\$16,648.33	
Total for 5560 - Indirect:		\$16,648.33
Total for all other Account Codes:		\$1,164,218.67

Total for all Account Codes:	\$1,180,867.00
Adjusted Allocation:	\$1,180,867.00
Remaining:	\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$1,164,218.67
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$16,648.33

Filter by

Location: All - \$1,180,867.00

Show Unbudgeted Categories

Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5500 - Audit Fees	5560 - Indirect	Total
Funding Description							
Equitable Services	0.00	0.00	0.00	259,101.00			259,101.00
Title II TQ	605,717.42	290,612.55	7,513.74	0.00	1,273.96	16,648.33	921,766.00
Total	605,717.42	290,612.55	7,513.74	259,101.00	1,273.96	16,648.33	1,180,867.00
Adjusted Allocation							1,180,867.00
Remaining							0.00

Equitable Services

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

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

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.

☐ **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, 484
Participating Private Schools Enrollment 5005
Total Enrollment 22489

District Allocation \$1,180,867
admin \$52,074
Audit \$1,273.96
Grant Manager \$5,981.73

Amount District is using for PD \$1128793
FY 2001 Eisenhower Professional Development and Federal Class size reduction used for Professional Development \$254,992.29

Per Pupil Rate \$50.00

Equitable Services amount \$ PPA 50.00 X 5005 = \$251,216

Participating Schools Allocation \$ PPP 50.00 X individual school enrollment = \$251,216

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.*

<i>F.</i>	<i>Determining evaluative measures.</i>
<i>G.</i>	<i>Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s.</i>
<i>H.</i>	<i>Arranging for staff to attend training conducted in Red Clay school or district office.</i>
<i>I.</i>	<i>Assessing student, school and community needs.</i>
<i>Meaningful Consultation Meeting - June</i>	
<i>A.</i>	<i>Needs Assessment completed by each participating private school</i>
<i>B.</i>	<i>Discussion regarding regulations, compliances and protocols for use of federal funds</i>
<i>C.</i>	<i>Review of expenditures/reimbursements, and remaining allocation available</i>
<i>D.</i>	<i>Discussion of formula for allocating funds to participating schools and an estimated amount of the new FY allocation</i>
<i>E.</i>	<i>Introduction of Key Staff - Director of Curriculum and Instruction, Supervisor of ELL, Coordinator for Child Find and Assistant Superintendent for Special Services</i>
<i>F.</i>	<i>Allocations</i>
<i>G.</i>	<i>Processing reimbursement – proof of payment and attendance by staff</i>
<i>H.</i>	<i>The availability of professional development opportunities that address the common needs of all participating private schools.</i>
<i>I.</i>	<i>The availability of professional development opportunities that address the specific needs of individual schools.</i>
<i>J.</i>	<i>How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.</i>
<i>K.</i>	<i>The creation of a plan that explains how professional development will be implemented.</i>
<i>L.</i>	<i>Evaluating the skills/strategies/resources for effectiveness.</i>
<i>M.</i>	<i>Determining evaluative measures.</i>

- 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)
 Week of March 17th - Letters of Intent to Participate – Delivered by registered US mail the week of March 17th or distributed to
- 2.

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. 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.
(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
CAC 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
Di's Day 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.

Title II Part A

Red Clay Consolidated School District (953200) Public District - FY 2018 - 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 2016-17 assessment data, our strategic plan work, our work with UVA, Solution Tree, survey data and district based assessments. Our SBAC results were 49% meeting ELA proficiency and 38 % 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. 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 added two Enrichment (TAG) teachers to our Title I buildings (TITLE IV and Local Funding) 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.
- *We will trial a new reading series in 4, 5 and 6th grade which includes direct connections to ELL Coaches, technology and SWD Coaches. This work will be included during the day and after school PD in connection with direct facilitation with the three coaches. They will work together on PD and curriculum planning to ensure more connectivity in instruction for these populations. The schools that were selected for the trial are representative of our populations and will serve as great areas for developing improved teaching and learning.
- 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 CCSS, 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.

*McKean High school will develop an increased capacity for CTE and career programming. Professional development time for this school to gel the new programming will be needed (CTE and PD funding will be used)

* A need for continued work on curriculum alignment and improved standards-based instruction and grading 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 renewed need to use PLCs effectively is a priority.

- 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. Embedded digital coaches and professional development is needed to fully improve 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, curriculum planning/pacing, use of technology and cross curriculum planning. The elementary focus will include Lit PD and Math 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. Year three of instructional rounds will be implemented with district leaders who have not completed the PD. This will be the base for the building level walkthroughs. Buildings should identify their problem of practice (s) this year and work with their BLT for strategies to support. Curriculum and Instruction should be used as a resource for this work.

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, SLOP 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: Common district wide assessments will be improved and 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 improve 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 to be strengthen for 2017-18

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. Science will require additional PD with the new Kit trainings.

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 hosts 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. A second highly qualified teacher will be hired at Shortlidge to help service core academic subjects.

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 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. The LEA is required to prioritize funds to schools served by the LEA that are: (1) Implementing comprehensive support and improvement activities AND (2) Implementing targeted support and improvement activities AND (3) Have the highest percentage of low income children. Provide a description of how your Title IIA funds are being prioritized to these schools, ensuring equitable access to excellent educators.

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. ***Additional support of curriculum***

supervisors is evident in the neediest schools. We run additional PD at priority schools, support PLC work, prioritize the need for additional supports (DASL Coaching), EL and SWD coaches, Literacy coaches, Mathematics coaches, additional consultation with supports from Priority Councils, Office of Turn Around schools, direct use of professional development substitutes and EPER pay for identified needs like social and emotional work, like PATHS programming, supporting CTE transformations, Responsive classrooms, Culturally relevant environments, Mathematics PD, and Literacy PD individualized for these schools. We further support our schools by providing direct access to all of our Director level district personnel and support. Annually we conduct focus groups at identified high needs schools (2016-17 included Highlands, Shortlidge, Warner, Richardson Park). This year we will review instructional practices in ELA and Mathematics at all secondary schools. We will do district level classroom visits with C and I supervisors and principal supervisors. These walkthroughs will identify needs and support the work that we have done in updated curricular resources to ensure best practices are being employed in our three traditional High Schools and all of our Middle Schools. As needs are identified, resources will be deployed, including direct coaching, professional learning, and instructional feedback.

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. **We not that common assessments used in conjunction with effective PLC cycle reviews demonstrates great success in the works of the Dufors, Bambrich and others. We have prioritized supports for PLC in our strategic plan, priority school work and in schools with high populations of neediest students. We have also valued the work needed trauma informed teaching. We have supported the professional learning of staff for best practices in supporting students who have learning disabilities, traumatic home environments, social emotional needs and supported new and veteran teachers with formal support. We support principal growth and development in this work as well. Many of our supports for professional learning and direct support are found in local funding decisions, IDEA Title 1, Title III and Title IV. For example we support full time Psychologists and continue to improve our Multi Tiered Systems of support for all of our schools, with additional attention to our Title I and high needs secondary schools. We also support EL learners through SIOP PD, direct coaching and additional EL course work and materials.**

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. **Additional PL for our secondary schools is needed as we transition to a new mathematics curricular resource.**

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 SSCD provides workshops throughout the school year targeted for cohorts of teachers in grades 4-12. 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), NextGen Teacher Leaders & Pilot programs, 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.

Class Size Reduction Units	
Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A	
The following questions should only be answered if Title II, Part A funds will be used for class size reduction units.	
1. List the schools that will be supported with class size reduction units. Specify the grade(s) and, if secondary schools, the content area(s).	
Highland Elementary School - 2nd grade	
Shortlidge Elementary School - 1st grade	
Richey Elementary School - 2nd grade	
2. For each class size reduction unit:	
a. Cite the relevant, evidence-based study or studies that support this initiative. Include the title, author, date, URL or publication where the study can be located.	
b. Provide a brief description (1 to 2 sentences) of the study, OR a URL where the study abstract can be found.	
c. The study should demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on evidence. As per U.S. DOE guidance, specify the evidence level as: (1) strong evidence, (2) moderate evidence, or (3) promising evidence.	
Below you will find an article and a PDF on evidenced-based studies	
http://www.seattletimes.com/seattle-news/education/does-class-size-matter-research-reveals-surprises/?utm_source=email&utm_medium=email&utm_campaign=article left 1.1	
Below you will find a PDF follow up.	
http://www.aypf.org/publications/rmaa/pdfs/ClassSizeSTAR.pdf	

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

Optional Documents

Type	Document Template	Document/Link
Title II Equitable Share Calculator [Upload up to 1 document(s)]	 Title II Equitable Share Calculator	 Red Clay Title II Equitable Share Calculator
Transfer Budget Summary	N/A	

Specific Title II, Part A Assurances

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title II Part A

Specific Title II, Part A

A	The LEA has prioritized funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).
B	The LEA assures that Class Size Reduction Units placed in schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c) and poor and minority children are not taught by inexperienced, unqualified, or out-of-field teachers.
C	The LEA assures that, in developing the application, a local educational agency shallâ€”(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title; â€”(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agencyâ€™s activities to meet the purpose of this title; and â€”(C) coordinate the local educational agencyâ€™s activities under this part with other related strategies, programs, and activities being conducted in the community.
D	The LEA assures that it will comply with all equitable services requirements pertaining to Title II under Section 8501 of the ESEA regarding participation by private school children and teachers.
E	The LEA assures that it has coordinated professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III English Learner

Account Code	Total
5100 - Salaries	\$78,213.00
5120 - OECs	\$39,658.59
5400 - Travel	\$6,665.00
5500 - Contractual	\$60,715.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$3,091.51
5600 - Supplies	\$30,937.90
5700 - Capital Outlay	\$0.00
Total	\$219,281.00
Adjusted Allocation	\$219,281.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III English Learner

5100 - Salaries - \$78,213.00

Line Item Details

Line Item Details			Narrative Description
Account Code:	5100 - Salaries		1 FTE Paraprofessional (Marbrook) (CS) [Professional Staff] [Budget Amount]
Funding Description:	Title III ELL		
Location Code:	Marbrook Elementary School (953200-256)		
Quantity:	1.00		
Cost:	\$38,809.00		
Line Item Total:	\$38,809.00		
Account Code:	5100 - Salaries		EPER for EL Newcomer Summer Program (10 Staff x 80 Hours x \$26/hr) [Extra Pay for Extra Responsibilities] [Budget Amount]
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$20,800.00		

Line Item Total:	\$20,800.00		
Account Code:	5100 - Salaries		EPER for Staff to Attend Monthly Professional Learning Meetings (25 staff x 20 hours x \$28/hr)
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)	v	
Quantity:	1.00		
Cost:	\$14,000.00		[Extra Pay for Extra Responsibilities] [Budget Amount]
Line Item Total:	\$14,000.00		
Account Code:	5100 - Salaries		EPER for Summer Program Coordinator (1 staff x 100 hours x \$27/hr)
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)	v	
Quantity:	1.00		
Cost:	\$2,700.00		[Extra Pay for Extra Responsibilities] [Budget Amount]
Line Item Total:	\$2,700.00		
Account Code:	5100 - Salaries		EPER for staff to conduct parent meetings with ELL families to
Funding Description:	Title III ELL		

Location Code:	Red Clay Consolidated School District (953200)		support transitions and inclusive practices (4 staff x 12hrs x 28/hr)
Quantity:	1.00		
Cost:	\$1,344.00		[Extra Pay for Extra Responsibilities] [Budget Amount]
Line Item Total:	\$1,344.00		
Account Code:	5100 - Salaries		EPER for ELL Coach to Attend Monthly RCPAC Meetings (1 staff x 20 hours x \$28/hr)
Funding Description:	Title III ELL		[Extra Pay for Extra Responsibilities] [Budget Amount]
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$560.00		
Line Item Total:	\$560.00		
Total for 5100 - Salaries:			\$78,213.00
Total for all other Account Codes:			\$141,068.00
Total for all Account Codes:			\$219,281.00
Adjusted Allocation:			\$219,281.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III English Learner

5120 - OECs - \$39,658.59

Line Item Details			Narrative Description
Account Code:	5120 - OECs		1 FTE Paraprofessional (Marbrook) (CS)
Funding Description:	Title III ELL		[Professional Staff]
Location Code:	Marbrook Elementary School (953200-256)		[Budget Amount: Health Insurance \$15,428.16; FICA \$2,406.16; Medicare \$562.74; Pension \$8,448.72; Workers Compensation \$562.74; Unemployment Insurance \$42.69]
Quantity:	1.00		
Cost:	\$27,451.21		
Line Item Total:	\$27,451.21		
Account Code:	5120 - OECs		EPER for EL Newcomer Summer Program (10 Staff x 80 Hours

Funding Description:	Title III ELL		x \$26/hr)
Location Code:	Red Clay Consolidated School District (953200)		[Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$1,289.60; Medicare \$301.60; Pension \$4,528.16; Workers Compensation \$301.60; Unemployment Insurance \$22.88]
Quantity:	1.00		
Cost:	\$6,443.84		
Line Item Total:	\$6,443.84		
Account Code:	5120 - OECs		EPER for Staff to Attend Monthly Professional Learning Meetings (25 staff x 20 hours x \$28/hr)
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		[Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$868.00; Medicare \$203.00; Pension \$3,047.80; Workers
Quantity:	1.00		
Cost:	\$4,337.20		

Line Item Total:							Compensation \$203.00; Unemployment Insurance \$15.40]
Account Code:	5120 - OECs						EPER for Summer Program Coordinator (1 staff x 100 hours x \$27/hr)
Funding Description:	Title III ELL						[Extra Pay for Extra Responsibilities]
Location Code:	Red Clay Consolidated School District (953200)						[Budget Amount: FICA \$167.40; Medicare \$39.15; Pension \$587.79; Workers Compensation \$39.15; Unemployment Insurance \$2.97]
Quantity:	1.00						
Cost:	\$836.46						
Line Item Total:	\$836.46						
Account Code:	5120 - OECs						EPER for staff to conduct parent meetings with ELL families to support transitions and inclusive practices (4 staff x 12hrs x 28/hr)
Funding Description:	Title III ELL						

Location Code:	Red Clay Consolidated School District (953200)		[Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$83.33; Medicare \$19.49; Pension \$292.59; Workers Compensation \$19.49; Unemployment Insurance \$1.48]
Quantity:	1.00		
Cost:	\$416.38		
Line Item Total:	\$416.38		
Account Code:	5120 - OECs		EPER for ELL Coach to Attend Monthly RCPAC Meetings (1 staff x 20 hours x \$28/hr)
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		[Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$34.72; Medicare \$8.12; Pension \$121.92; Workers Compensation \$8.12; Unemployment Insurance \$0.62]
Quantity:	1.00		
Cost:	\$173.50		
Line Item Total:	\$173.50		
Total for 5120 - OECs:			\$39,658.59

Total for all other Account Codes:	\$179,622.41
Total for all Account Codes:	\$219,281.00
Adjusted Allocation:	\$219,281.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III English Learner

5400 - Travel - \$6,665.00

Line Item Details			Narrative Description
Account Code:	5400 - Travel		Travel for 5 FTE's to attend WIDA National Conference, Tampa, FL and provide ongoing support for ELs to increase language proficiency. (\$325 flight, \$750 accommodations, \$138 meals, \$50 baggage check, \$20 mileage, \$50 shuttle x 5 participants)
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$6,665.00		
Line Item Total:	\$6,665.00		
Total for 5400 - Travel:			\$6,665.00
Total for all other Account Codes:			\$212,616.00
Total for all Account Codes:			\$219,281.00
Adjusted Allocation:			\$219,281.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III English Learner

5500 - Contractual - \$60,715.00

Line Item Details			Narrative Description
Account Code:	5500 - Contractual		Imagine Learning Licenses to support ELL's
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$38,850.00		
Line Item Total:	\$38,850.00		
Account Code:	5500 - Contractual		Provide tuition reimbursement through the ACE Program for up to 10 teachers-\$1,000 per teacher
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$10,000.00		

Line Item Total:	\$10,000.00			
Account Code:	5500 - Contractual			Summer Program Transportation (\$3,500 per site, 2 sites)
Funding Description:	Title III ELL			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$7,000.00			
Line Item Total:	\$7,000.00			
Account Code:	5500 - Contractual			Registration for 5 staff to Tampa, FL to attend the annual WIDA Conference to gain professional learning opportunities to support EL's to increase language proficiency (\$625 registration 5 participants)
Funding Description:	Title III ELL			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$3,125.00			
Line Item Total:	\$3,125.00			
Account Code:	5500 - Contractual			WIDA National Conference-

Funding Description:	Title III ELL	Substitute Cost (\$145 per day x 4 Days x 3 Teachers)
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,740.00	
Line Item Total:	\$1,740.00	
Total for 5500 - Contractual:		
Total for all other Account Codes:		\$158,566.00
Total for all Account Codes:		\$219,281.00
Adjusted Allocation:		\$219,281.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III English Learner

Indirect Cost	
Total Contributing to Indirect Cost	\$216,189.49
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$3,091.51
5560 - Indirect - \$3,091.51	

Line Item Details

Narrative Description

Account Code:	5560 - Indirect	▼	LEA Indirect Cost set-aside for Federal Programs
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$3,091.51		
Line Item Total:	\$3,091.51		

Total for 5560 - Indirect: \$3,091.51

Total for all other Account Codes:	\$216,189.49
Total for all Account Codes:	\$219,281.00
Adjusted Allocation:	\$219,281.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III English Learner

5600 - Supplies - \$30,937.90

Line Item Details			Narrative Description
Account Code:	5600 - Supplies		Set aside Title III funds for non-profit private schools allocation for educational materials for ELL's
Funding Description:	Equitable Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$278.00		
Line Item Total:	\$278.00		
Account Code:	5600 - Supplies		Saddleback Materials-Newcomer Library & Decode Boxed Set (leveled readers)
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$12,500.00		

Line Item Total:	\$12,500.00		
Account Code:	5600 - Supplies		Replenishment of English Language Development Curriculum materials for supplemental language develops support for ELL's. Language Central- ELD Curriculum Replenishment K-8
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$10,594.46		
Line Item Total:	\$10,594.46		
Account Code:	5600 - Supplies		Summer Program Instructional Supplies & Materials
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$7,565.44		
Line Item Total:	\$7,565.44		
Total for 5600 - Supplies:		\$30,937.90	
Total for all other Account Codes:		\$188,343.10	

Total for all Account Codes:	\$219,281.00
Adjusted Allocation:	\$219,281.00
Remaining:	\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III English Learner

Indirect Cost	
Total Contributing to Indirect Cost	\$216,189.49
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$3,091.51

Filter by

Location: All - \$219,281.00

Show Unbudgeted Categories

Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5560 - Indirect	5600 - Supplies	Total
Funding Description							
Equitable Services				0.00		278.00	278.00
Title III ELL	78,213.00	39,658.59	6,665.00	60,715.00	3,091.51	30,659.90	219,003.00
Total	78,213.00	39,658.59	6,665.00	60,715.00	3,091.51	30,937.90	219,281.00
Adjusted Allocation							219,281.00

Remaining

0.00

Title III English Learner
Red Clay Consolidated School District (953200) Public District - FY 2018 - 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:
• 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: Imagine Learning licenses Tuition Reimbursement for teachers enrolled in the ACE Program Transportation for a new EL Summer Program specifically targeting Newcomers We were able to provide 2 full days of SIOP training to three of our elementary schools in June 2017. All teachers, administrators, and staff at Baltz, Forest Oak, and Mote were provided the training. We would like to provide follow-up observations and coaching by the SIOP facilitators during the year so that teachers receive feedback regarding how they are implementing the strategies. It would also give teachers an opportunity

to ask questions or receive clarification any of the components. Over the last 2 years, we have increased the number of Imagine Learning licenses available for our ELLs. During the 17-18 school year, we would like to distribute those licenses to specific schools in order to fully implement the program and evaluate the effectiveness of the program for our ELLs. 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. As part of our new Strategic Plan, we would like to develop a summer program specifically targeting newcomer ELs in 2018. We will use Title III contracted funds to support the cost of the transportation for these students.

The RCCSD will be using Title III funds under Salary in the following way:

We will continue to support the salary, OECs, and benefits of 1 EL Paraprofessional with the FY18 grant.

The 1 FTE Paraprofessional is not an additional hire. It was approved in the 2016-2017 Consolidated Grant, so this is a continuation of the support for the upcoming school year at Marbrook. The paraprofessional

provides additional support to the ELLs with the most need in the area of language acquisition. Decisions regarding grade level support vary from year to year based on student need.

We will plan on hosting at least 4 parent meetings throughout the school year to our EL families. Various topics will be addressed with the support from the Title III Director at the Delaware Department of Education.

Monthly professional learning meetings are held at the District Office once a month. All ELL teachers from all campuses are invited to attend. During the 2016-2017 school year, we had approximately 15 teachers attend regularly and are hoping to increase our participation by at least 10 more teachers this school year.

The monthly RCPAC meetings are also typically held at the District Office once a month. An ELL Coach will attend these meetings to support increased ELL family engagement.

Staff will be hired to support the summer program. The location(s) of the Newcomer Summer Program has not been finalized at this time. Location(s) will be coordinated with Extended School Year and the 12-Month Program. We are looking at starting with only 2 locations for the first year (elementary and secondary) but will expand if needed.

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 building 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 various conferences throughout the year to grow their expertise.

The RCCSD will be using Title III funds under Supplies and Materials in the following way:

Language Central ELD was initially purchased 4 years ago for specific ELD instruction. This budgeted item is to replenish student materials and purchase additional teacher manuals and supplemental materials as needed. Specific units to be purchased is unknown at this time. A typical order consists of 25-75 consumable student workbooks and 1 teacher manual per grade level. Unit cost varies by specific item. These materials are used in grades K-8 at most campuses.

The Saddleback Newcomer and Decode materials are specifically for our secondary campuses. One kit will be ordered for each campus. The Newcomer kit is approximately \$750 and the Decode kit is approximately \$520.

The summer program instructional supplies and materials will be ordered for at least two campuses with approximately 5 teachers per campus. Materials such as paper, pencils, notebooks, and other basic school supplies will be ordered. Dictionaries, flashcards, and other instructional materials will be ordered. A summer curriculum will also be ordered but has not been selected at this time.

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 instructional 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:

Dual Language Immersion:

. William C. Lewis (Spanish)

· Marbrook (Spanish)

· Mote (Spanish)

· Linden Hill (Chinese)

Sheltered Instruction

· Baltz

· Forest Oak

· Marbrook

· Mote

· Richardson Park

· AI Middle

· AI High

· Dickinson

· McKean

ESL pull-out/push-in

· Baltz Richardson Park AI High

· Heritage Richey Dickinson

· Brandywine Springs Shortlidge McKean

· Highlands Warner First State

· Cooke Cab Calloway

· Forest Oak Conrad

• Linden Hill	AI Middle
• Marbrook	HB Middle
• Mote	Skyline
• Richey	Stanton

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 2016/2017 school year. Changes will occur for the 2017/2018 school year due to voluntary transfers, hires, resignations, need, etc.

AI High School

Santana, Aida
Lopez, Diana
Teacher
Teacher

AI Middle School

Acevedo, Lisa
Garvey, Victoria
Rocha, Raimundo
Teacher
Teacher
Teacher

Baltz Elementary

Chancey, John
Teacher

Fintzel, Evonne	Teacher
Fuentes, Odette	Teacher
Personti, Christina	Teacher
Skipiski, Jaclyn	Teacher
Toto, Joanna	Teacher
Quezada, Leinny	Paraprofessional
Serrano, Josefina	Paraprofessional

Conrad Schools of Science

Viscarra, Ana	Teacher
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Cooke Elementary

Botta, Marie	Teacher
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Dickinson High School

Flynn, Kariann	Teacher
Urquijo, Margarita	Paraprofessional

Forest Oak Elementary

Magana, Leticia	Teacher
Tos, Jonathan	Teacher

Highlands Elementary

Ippolito, Mary	Teacher
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Lewis Dual Language

Aguilera, Maritza	Teacher
Burke, Michelle	Teacher
Carballo, Ruth	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
<u>Linden Hill Elementary</u>	
Palmer, Susan	Teacher
<u>Marbrook Elementary</u>	
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

<u>McKean High School</u>	
Bartlett, Michelle	Teacher
Stock, Kimberly	Teacher
Casalini, Nilda	Paraprofessional

<u>Mote Elementary</u>	
Pryor, Richele	Teacher

Rivera, Mario	Teacher
Saunders, Jennifer	Teacher

Richardson Park Elementary

Finegan, Michelle	Teacher
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Reinert, Caitlin	Teacher
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Richey Elementary

Cordwell, Layla	Teacher
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Shortlidge Elementary

Fitzpatrick, Erin	Teacher
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Stanton Middle

Yaneva, Ivanka	Teacher
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Warner Elementary

Fitzpatrick, Erin	Teacher
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ELD Tutors

Armstrong, Patricia	Heritage
Quinn, Lana	Brandywine Springs & North Star
Rupert, Rose	HB Middle
Walker, Molly	Baltz

Back-to-Basics ELD Tutors

Davis, Andrea	Skyline
Greenwell, Elizabeth	Richardson Park
Clarke, Marilyn	Cab Calloway & First State
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 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 participated in a 4-day intensive CLIMBS certification program and will be turning around the information they learned at monthly ELL PLCs and other district wide professional development opportunities. All four coaches participated in a 3-day training-of-trainers for SIOP. This will allow us to train teachers in SIOP strategies and best practices without having to pull for 3 days. They can provide smaller trainings throughout the course of the year.

The following is a list of some of the professional development opportunities that will be available during the 2017/2018 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
- *SIOP
- **Imagine Learning*
- *CLIMBS turnaround

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 sent two ELL Coaches to Wisconsin to become CLIMBS certified. This was an intensive 3-day training that deepened their knowledge of topics pertaining to English Language Learners and provided guidance on how to bring their knowledge back to the district to turnaround to all staff. This will continue to 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 2016-2017 school year, three schools received a schoolwide SIOP training over the course of 3 days. These schools will receive at least 2 days of follow-up observations and coaching by a SIOP facilitator. The 4 ELL Coaches also received an intensive 3-day training-of-trainers for SIOP implementation. The coaches will provide small workshops to teachers over the course of the school year focused on the strategies and components. 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.

• Materials and Instructional Supplies	2. 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 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.
3. 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 screener will be demonstrated on the WIDA website and individual training may be provided by our testing specialist if requested.
4. Describe how the LEA will monitor the provision of Title III services to eligible parentally placed private school	

students and their families.

Four private school located within the district's feeder elected to participate in the Title III program- All Saints Catholic School, St Anthony of Padua Grade School, St. John the Beloved School, and St. Mark High School. 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.

Home language surveys were returned from two of the schools- All Saints and St. Anthony. A follow up email was sent to St. John the Beloved and St. Marks requesting any surveys. One student was screened at St. Anthony and exceeded the criteria to be identified as an English Learner. Eight students were screened at All Saints and 3 students have been identified as English Learners. None of the three students are immigrant students. A follow-up email will be sent to All Saints Catholic School letting them know the set aside for equitable services at their school.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III English Learner

Optional Documents		
Type	Document Template	Document/Link
Title III EL Equitable Share Calculator [Upload up to 1 document(s)]	 Title III EL Equitable Share Calculator	 Private School ELL
Transfer Budget Summary	N/A	

Specific Title III Assurances

Red Clay Consolidated School District (953200) Public District - FY 2018 - 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/school shall, not later than 30 days after the beginning of the school year, inform the parent or guardian of an English learner (EL) student in a language that is understandable, and to the extent practicable, in the native language of the following: a. the reasons for the identification of their child(ren) as an EL b. the child(ren) level of English language proficiency, how assessed, and the child's academic achievement. 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. how the program meets the educational needs of the child(ren) e. how the EL program will help the child attain English language proficiency and access academic content f. program exit criteria, including the rate of transition to regular classrooms and rate of graduation for high school ELs. g. how the program meets the objectives of the IEP for the EL/Special Education student h. the right that parents have upon written request to remove or to refuse to enroll their EL child(ren) in a program. i. a program exit letter when an EL has reached English proficiency and is eligible to be transferred to an all-English classroom. j. The LEA shall inform the parent or guardian of an EL student of the failure of the program to make progress on the annual meaningful differentiation objectives set by the state no later than 30 days after the failure occurs and maintain documentation of the same. k. If a student registers after the beginning of a school year, the parent or guardian shall be informed of (2) (a) through (i) within two weeks of placement in a program.
3.	The LEA/school 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 English language proficiency targets.
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), until the students have met the Delaware English language proficiency attainment level required for exit from the EL program. The federal requirement for assessing all ELs includes all K-12 EL students, students with disabilities who are dually-classified as English learners, and students whose parents have submitted a written request to waive program services.
6.	Title III LEAs will use the sub grant funds to meet annual meaningful differentiation objectives (AMD) as established in Delaware's 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 and/o the Title III immigrant increase grant plan [Section 3116(b)(5)].
8.	The LEA will maintain documentation supporting the required consultation regarding equitable services has occurred including its provision of assistance to the private schools to identify EL children through the state's established processes.
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 and 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.
12.	Title VI of the Civil Rights Act of 1964 requires that schools and districts provide a core English Learner (EL) program that is effective in helping ELs attain English proficiency, access academic content and which provides meaningful participation of ELs and their parents. Districts/charters are fiscally responsible for the administration of core EL programs to which Title III grant funding is supplemental and Title III funds may not be used to satisfy the core EL program requirements. LEAs shall maintain documentation supporting its fiscal provision for the core EL program and the supplemental use of Title III funds.
13.	The LEA will ensure that Title III-funded activities will include the required parent, family, and community engagement activities and maintain documentation that required activities have been implemented. Regular meetings for formulating and responding to recommendations from parents of students assisted under Title III are required.

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III Immigrant

Account Code	Total
5100 - Salaries	\$336.00
5120 - OECs	\$104.12
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$45.51
5600 - Supplies	\$2,742.37
5700 - Capital Outlay	\$0.00
Total	\$3,228.00
Adjusted Allocation	\$3,228.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III Immigrant

5100 - Salaries - \$336.00

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	EPER for staff to conduct Family Informational Nights for Immigrant families. (\$28/hr x 3 hrs x 4 staff) [Extra Pay for Extra Responsibilities] [Budget Amount]
Funding Description:	Immigrant	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$336.00	
Line Item Total:	\$336.00	
Total for 5100 - Salaries:		\$336.00
Total for all other Account Codes:		\$2,892.00
Total for all Account Codes:		\$3,228.00
Adjusted Allocation:		\$3,228.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III Immigrant

5120 - OECs - \$104.12

Line Item Details			Narrative Description
Account Code:	5120 - OECs		EPER for staff to conduct Family Information
Funding Description:	Immigrant		Nights for Immigrant families. (\$28/hr x 3 hrs x 4 staff)
Location Code:	Red Clay Consolidated School District (953200)		[Extra Pay for Extra Responsibilities]
Quantity:	1.00		[Budget Amount: FICA \$20.84; Medicare \$4.88; Pension \$73.15; Workers Compensation \$4.88; Unemployment Insurance \$0.37]
Cost:	\$104.12		
Line Item Total:	\$104.12		
Total for 5120 - OECs:			\$104.12
Total for all other Account Codes:			\$3,123.88

Total for all Account Codes:	\$3,228.00
Adjusted Allocation:	\$3,228.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III Immigrant

Indirect Cost	
Total Contributing to Indirect Cost	\$3,182.49
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$45.51
5560 - Indirect - \$45.51	>

Line Item Details

Narrative Description

LEA Indirect Cost set-aside for Federal Programs

Account Code: 5560 - Indirect

Funding Description: Immigrant >

Location Code: Red Clay Consolidated School District (953200) >

Quantity: 1.00

Cost: \$45.51

Line Item Total: \$45.51

Total for 5560 - Indirect:

\$45.51

Total for all other Account Codes:

\$3,182.49

Total for all Account Codes:	\$3,228.00
Adjusted Allocation:	\$3,228.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III Immigrant

5600 - Supplies - \$2,742.37

Line Item Details				Narrative Description
Account Code:	5600 - Supplies			Purchase school supplies for immigrant students
Funding Description:	Immigrant			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$1,742.37			
Line Item Total:	\$1,742.37			
Account Code:	5600 - Supplies			Purchase parent education handbooks and resource materials for immigrant families to support Family Informational
Funding Description:	Immigrant			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$500.00			

Line Item Total:	\$500.00	Nights (estimated cost \$500)
Account Code:	5600 - Supplies	Purchase one to one
Funding Description:	Immigrant	bilingual dictionaries for lowest
Location Code:	Red Clay Consolidated School District (953200) v	proficiency immigrant students. (estimated cost \$500)
Quantity:	1.00	
Cost:	\$500.00	
Line Item Total:	\$500.00	
Total for 5600 - Supplies:		\$2,742.37
Total for all other Account Codes:		\$485.63
Total for all Account Codes:		\$3,228.00
Adjusted Allocation:		\$3,228.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III Immigrant

Indirect Cost	
Total Contributing to Indirect Cost	\$3,182.49
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$45.51

Filter by

Location: All - \$3,228.00

Show Unbudgeted Categories

Account Code	5100 - Salaries	5120 - OECs	5560 - Indirect	5600 - Supplies	Total
Funding Description					
Immigrant	336.00	104.12	45.51	2,742.37	3,228.00
Total	336.00	104.12	45.51	2,742.37	3,228.00
Adjusted Allocation					3,228.00
Remaining					0.00

Title III Immigrant Increase Funds

Red Clay Consolidated School District (953200) Public District - FY 2018 - 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 many 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.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title III Immigrant

Optional Documents

Type	Document Template	Document/Link
Title III Immigrant Equitable Share Calculator [Upload up to 1 document(s)]	 Title III Immigrant Equitable Share Calculator	 Private School Immigrant
Transfer Budget Summary [Upload up to 1 document(s)]	N/A	

**Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment**

Account Code	Total
5100 - Salaries	\$113,726.00
5120 - OECs	\$35,812.32
5400 - Travel	\$6,346.69
5500 - Contractual	\$39,097.44
5500 - Audit Fees	\$1,267.65
5560 - Indirect	\$3,367.98
5600 - Supplies	\$39,413.92
5700 - Capital Outlay	\$0.00
Total	\$239,032.00
Adjusted Allocation	\$239,032.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment

5100 - Salaries - \$113,726.00

Line Item Details					Narrative Description
Account Code:	5100 - Salaries				Red Clay will hire 2 full time TAG teachers. They will be funded 100% by Title IV.
Funding Description:	Rounded Ed				
Location Code:	Red Clay Consolidated School District (953200)				
Quantity:	1.00				
Cost:	\$53,183.00				
Line Item Total:	\$53,183.00				
Account Code:	5100 - Salaries				Red Clay will hire full time TAG teachers. They will be funded 100% by Title IV.
Funding Description:	Rounded Ed				
Location Code:	Red Clay Consolidated School District (953200)				
Quantity:	1.00				
Cost:	\$40,543.00				

Line Item Total:		\$40,543.00	
Account Code:	5100 - Salaries		Tier 1 PBIS Lead teachers for each building. \$600 stipend for each building leader
Funding Description:	S&H School		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	30.00		
Cost:	\$600.00		
Line Item Total:	\$18,000.00		
Account Code:	5100 - Salaries		Stipend for 2 Lead Health teachers. \$1000 for elementary, \$1000 for secondary
Funding Description:	S&H School		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	2.00		
Cost:	\$1,000.00		
Line Item Total:	\$2,000.00		
Total for 5100 - Salaries:		\$113,726.00	
Total for all other Account Codes:		\$125,306.00	

Total for all Account Codes:	\$239,032.00
Adjusted Allocation:	\$239,032.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5120 - OECs - \$35,812.32

Line Item Details			Narrative Description
Account Code:	5120 - OECs		OEC for two full time TAG teachers.
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$29,514.32		
Line Item Total:	\$29,514.32		
Account Code:	5120 - OECs		OECs for MTTs Tier 1 School leaders stipend
Funding Description:	S&H School		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$5,668.20		

Line Item Total:	\$5,668.20	
Account Code:	5120 - OECs	Lead Health/Physical Education teacher for Elementary and Secondary
Funding Description:	S&H School	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	2.00	
Cost:	\$314.90	
Line Item Total:	\$629.80	
Total for 5120 - OECs:		\$35,812.32
Total for all other Account Codes:		\$203,219.68
Total for all Account Codes:		\$239,032.00
Adjusted Allocation:		\$239,032.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment

5400 - Travel - \$6,346.69

Line Item Details			Narrative Description
Account Code:	5400 - Travel		Milage for tag teachers, professional learning for MTSS, TAG, health teachers,
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$2,846.69		
Line Item Total:	\$2,846.69		
Account Code:	5400 - Travel		Two gifted teachers to attend NAGC conference in Charlotte NC. Nov 8 - 12 Hotel @ \$400 per
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	2.00		

Cost:	\$750.00	person room
Line Item Total:	\$1,500.00	Flight @ \$ 350
Account Code:	5400 - Travel	2 Health teacher to attend national SHAPE conference
Funding Description:	S&H School	
Location Code:	Red Clay Consolidated School District (953200)	v
Quantity:	2.00	
Cost:	\$1,000.00	
Line Item Total:	\$2,000.00	
Total for 5400 - Travel:		\$6,346.69
Total for all other Account Codes:		\$232,685.31
Total for all Account Codes:		\$239,032.00
Adjusted Allocation:		\$239,032.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5500 - Contractual - \$39,097.44

Line Item Details			Narrative Description
Account Code:	5500 - Contractual		Use consultant to work with new teachers to establish effective Project Based Learning. Rhonda Hill has been used in Red Clay, Appoquinimink and Indian River.
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	2.00		
Cost:	\$1,500.00		
Line Item Total:	\$3,000.00		
Account Code:	5500 - Contractual		Registration for NAGC conference @ \$599.
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	2.00		
Cost:	\$599.00		

Location Code:	Red Clay Consolidated School District (953200) >		
Quantity:	54.00		
Cost:	\$140.00		
Line Item Total:	\$7,560.00		
Account Code:	5500 - Contractual		
Funding Description:	Ed Tech >		
Location Code:	Red Clay Consolidated School District (953200) >		
Quantity:	2.00		
Cost:	\$2,500.00		
Line Item Total:	\$5,000.00		
Account Code:	5500 - Contractual		
Funding Description:	Equitable Services >		
Location Code:	Red Clay Consolidated School District (953200) >		
Quantity:	1.00		
Cost:	\$16,139.44		
Line Item Total:	\$16,139.44		

Two days of professional learning with Kiker Education (\$2500 per day)

Set-aside for equitable services for participating private schools

Total for 5500 - Contractual:	\$39,097.44
Total for all other Account Codes:	\$199,934.56
Total for all Account Codes:	\$239,032.00
Adjusted Allocation:	\$239,032.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment

5500 - Audit Fees - \$1,267.65

Line Item Details		Narrative Description
Account Code:	5500 - Audit Fees	
Funding Description:	Administration	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,267.65	
Line Item Total:	\$1,267.65	
Total for 5500 - Audit Fees:		\$1,267.65
Total for all other Account Codes:		\$237,764.35
Total for all Account Codes:		\$239,032.00
Adjusted Allocation:		\$239,032.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment

Indirect Cost	
Total Contributing to Indirect Cost	\$235,664.02
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$3,370.00

5560 - Indirect - \$3,367.98

Line Item Details

Narrative Description

Account Code: 5560 - Indirect

Funding Description: Administration

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$3,367.98

Line Item Total: \$3,367.98

Total for 5560 - Indirect:

\$3,367.98

Total for all other Account Codes:	\$235,664.02
Total for all Account Codes:	\$239,032.00
Adjusted Allocation:	\$239,032.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5600 - Supplies - \$39,413.92

Line Item Details			Narrative Description
Account Code:	5600 - Supplies		Materials to develop a new gifted program for 8 schools. Warner, Baltz, Lewis, Marbrook, Richey, Mote, Richardson Park, and Highlands
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$10,000.00		
Line Item Total:	\$10,000.00		
Account Code:	5600 - Supplies		Laptops, Chromebooks, Monitors for new TAG teachers
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$1,913.92		

Line Item Total:	\$1,913.92		
Account Code:	5600 - Supplies		Each school will receive a \$500 budget for supporting MTTs incentives for their school.
Funding Description:	S&H School		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	28.00		
Cost:	\$500.00		
Line Item Total:	\$14,000.00		
Account Code:	5600 - Supplies		Purchase materials for Middle School health programming for drug prevention materials.
Funding Description:	S&H School		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$7,500.00		
Line Item Total:	\$7,500.00		
Account Code:	5600 - Supplies		Offer physical education teacher access to a competitive grant for a large purchase to

Funding Description:	S&H School	promote wellness work. Wellness committee would be asked to draft a request form due to the committee. The committee would determine monetary awards for an elementary, middle and high school. The money would need to be tied to a building wide program to promote more healthy activity. - Examples could include materials needed, software/hardware to track steps, school wide programming, installation of a walking path or outdoor equipment.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	3.00	
Cost:	\$2,000.00	
Line Item Total:	\$6,000.00	
Total for 5600 - Supplies:		\$39,413.92
Total for all other Account Codes:		\$199,618.08
Total for all Account Codes:		\$239,032.00
Adjusted Allocation:		\$239,032.00

\$0.00

Remaining:

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Indirect Cost	
Total Contributing to Indirect Cost	\$235,664.02
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$3,370.00

Filter by Location: All - \$239,032.00

Show Unbudgeted Categories

Funding Description	Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5500 - Audit Fees	5560 - Indirect	5600 - Supplies	Total
Administration		0.00	0.00	0.00	0.00	1,267.65	3,367.98	0.00	4,635.63
Rounded Ed		93,726.00	29,514.32	4,346.69	4,198.00			11,913.92	143,698.93
S&H Partner		0.00	0.00	0.00	5,000.00			0.00	5,000.00
S&H School		20,000.00	6,298.00	2,000.00	1,200.00			27,500.00	56,998.00
Ed Tech		0.00	0.00	0.00	12,560.00			0.00	12,560.00
Equitable Services		0.00	0.00		16,139.44			0.00	16,139.44

Total	113,726.00	35,812.32	6,346.69	39,097.44	1,267.65	3,367.98	39,413.92	239,032.00
	Adjusted Allocation							239,032.00
	Remaining							0.00

Title IV	
Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment	
1. Describe the activities and programming that will be supported with the Title IV, Part A funding.	Red Clay IV funding to support Gifted and Talented Programming in our Title 1 buildings, Trama informed school supports, PBIS/Tier 1 school level work, well rounded education through unified arts programs and TAG programs, curriculum work on middle and high school health programs, drug prevention materials, Project based learning, professional learning at national conferences, and teaching with technology professional learning. We will fund: 2 full time teachers and materials for 8 schools. Warner, Highlands, Baltz, Lewis, Marbrook, Mote, Richey and Richardson Park. Funding will be included for these two teacher to attend NAGC conference, technology needed and curriculum supplies. Travel for 8 teachers in four areas to national conferences. These areas include Red Clay will work with national and regional associations for Visual and Performing Arts, World Language, and Library Media Specialists. Curriculum and Development work in Middle and High School Health units on drug prevention and associated materials. Materials for 3 Physical Education programs that encourage school wide health and wellness programs. Stipends for each school to support the building implementation of PBIS/Social Emotional Behavior Teams.
2. Provide a description of any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing Title IV activities that will be carried out.	Red Clay will work with the DDOE, Deb Hansen, NAGC, and Denise Tuck (certification) for support for the new teachers. Project based learning with Consultant Rhonda Hill (2 days). Red Clay will work with the University of Delaware and DDOE to support PBIS initiatives. Funding included is to support a stipend for building leaders to develop professional learning Red Clay will work with national and regional associations for Visual and Performing Arts, World Language, and Library Media Specialists (banded together later as Unified Arts). Red Clay will work with Division of Public Health to explore their curriculum and options for supporting district wide drug prevention.
3. How will funds be used for activities related to supporting well-rounded education and are coordinated with other schools and community based services and/or programs?	TAG program funds will be used to support buildings where priorities have often been focused on remediation and support for struggling learners. The funding will be allocated to provide full time teachers to enrich and support students who would previously not have full functioning TAG programming. The program will start with academically high students, but branch

out to include visual and performing arts and other disciplines. We will use a project based method for students that will stretch and support higher order thinking processes. Unified Arts travel funding will be used to support teachers professional learning at national conferences. They will be engaged in reflective practices after returning to the district and will be charged with sharing out to their respective district wide PLCs and leading professional learning in the district after the conferences.
4. How will funds be used for activities related to supporting safe and healthy students that are coordinated with other schools and community based services and programs? Funds will be used to support several activities related to safe and healthy students: * Curriculum development time will be used for middle and high school health teachers to review, adopt materials and implement materials centered on drug abuse and prevention. * Two Secondary health teachers will attend the SHAPE conference. They will be required to look for materials and sessions that support making good choices and drug prevention * PBIS leads will work with DDOE and UD to improve or implement building wide PBIS programming.
5. How will funds be used for activities related to supporting safe and healthy students that foster safe, healthy, supportive, and drug-free environments that support student academic achievement? * 2 district lead stipends for an elementary and secondary health teacher will be supported to facilitate district wide PE and Health curriculum work and adoption of materials centered on drug abuse prevention. * PE teachers will be given access to a competitive funding process to support school wide wellness initiatives. PE teachers will be asked to apply for up to \$2,000 per school (\$6,000 total) to develop and implement an every other month wellness initiative for their school and/or community. The application will be due by Oct 15. Schools will be able to use the funding to support purchase of materials, facilitate speakers, field days or trips, awards and incentives. * \$500 per school will be budgeted to support PBIS incentives and programming.
6. How will funds be used for activities related to supporting safe and healthy students that promote the involvement of parents in the activity or program? * The competitive funding process for school wide wellness will have a parent and community involvement component. * School wide PBIS team leaders will be required to communicate with the community at large about their work. This could include through social media, webpage presence, open house events, choice events, school communication, PTA events, community support.
7. How will funds be used for technology advancements that improve the academic achievement, academic growth, and digital literacy of all students?

TAG students will interact using schoology and chromebooks with their tag teacher. The technology will be used to provide instruction when the TAG teacher is not present (specifically when the student completes assignments in their homeroom class and needs something more challenging). Funding will be use to support the Red Clay Models of Excellence cohort work. This work brings teachers together for professional development on best practices in using technology for students to learn. They meet for 3 days and develop digital assets, units and lessons for using schoology, google, chromebooks. The first day involves Kiker Learning as our consultant, days 2 and 3 are led by District Cadre.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Optional Documents		
Type	Document Template	Document/Link
Title IV Equitable Share Calculator [Upload up to 1 document(s)]	 <u>Title IV Equitable Share Calculator</u>	 <u>Red Clay Title IV Equitable Share Calculator</u>
Transfer Budget Summary [Upload up to 1 document(s)]	N/A	

Specific Title IV Assurances

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Specific Title IV Assurances

- | | |
|-----|---|
| 1. | The LEA will prioritize the distribution of funds to schools served that are among the schools with the greatest needs, as determined by such LEA, or consortium. |
| 2. | The LEA will prioritize the distribution of funds to schools served that have the highest percentages or numbers of children counted under section 1124(c). |
| 3. | The LEA will prioritize the distribution of funds to schools served that are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i). |
| 4. | The LEA will prioritize the distribution of funds to schools served that are implementing targeted support and improvement plans as described in section 1111(d)(2). |
| 5. | The LEA will prioritize the distribution of funds to schools served that are identified as a persistently dangerous public elementary school or secondary school under section 8532. |
| 6. | The LEA will comply with section 8501 (regarding equitable participation by private school children and teachers. |
| 7. | The LEA will use not less than 20 percent of funds received to support one or more of the activities authorized under section 4107. |
| 8. | The LEA will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4107. |
| 9. | The LEA will use a portion of funds received to support one or more activities authorized under section 4109(a). |
| 10. | The LEA, or consortium of LEAs, will comply with section 4109(b). |
| 11. | The LEA will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used to meet the requirements of subparagraphs (C) through (E). |

12. Special Rule “Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of assurances described in subparagraphs (C), (D) and (E) of subsection (e)(2).

**Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - CTE Perkins
Secondary**

Account Code	Total
5100 - Salaries	\$2,755.67
5120 - OECs	\$913.12
5400 - Travel	\$17,000.00
5500 - Contractual	\$73,000.00
5500 - Audit Fees	\$414.67
5560 - Indirect	\$0.00
5600 - Supplies	\$320,565.54
5700 - Capital Outlay	\$0.00
Total	\$414,649.00
Adjusted Allocation	\$414,649.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - CTE Perkins
Secondary

5100 - Salaries - \$2,755.67

Line Item Details			Narrative Description
Account Code:	5100 - Salaries		Hire 1 FTE Career Tech/School Support & Restructuring Education Associate
Funding Description:	POS Administration		(LM RCCSD-Blatz Admin; .973 Title I & .027 Perkins)
Location Code:	Red Clay Consolidated School District (953200)		[Professional Staff] [Budget Amount]
Quantity:	1.00		
Cost:	\$2,755.67		
Line Item Total:	\$2,755.67		
Total for 5100 - Salaries:			\$2,755.67
Total for all other Account Codes:			\$411,893.33
Total for all Account Codes:			\$414,649.00
Adjusted Allocation:			\$414,649.00

\$0.00

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - CTE Perkins Secondary

5120 - OECs - \$913.12

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (LM RCCSD-Blatz Admin; .973 Title I & .027 Perkins)
Funding Description:	POS Administration	
Location Code:	Red Clay Consolidated School District (953200)	[Professional Staff] [Budget Amount: Health Insurance \$45.36; FICA \$170.85; Medicare \$39.96; Pension \$613.96; Workers Compensation
Quantity:	1.00	
Cost:	\$913.12	

Line Item Total:	\$913.12	\$39.96; Unemployment Insurance \$3.03]
	Total for 5120 - OECs:	\$913.12
	Total for all other Account Codes:	\$413,735.88
	Total for all Account Codes:	\$414,649.00
	Adjusted Allocation:	\$414,649.00
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - CTE Perkins
Secondary

5400 - Travel - \$17,000.00

Line Item Details		Narrative Description
Account Code:	5400 - Travel	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)

Funding Description:	Professional Learning	Local, State and National Conferences for 10 schools/50 CTE staff members \$1750/person (est. total costs including travel and registration) – ITEEA Annual Conference – (4 teachers) \$1,500/person (est. total costs including travel and registration)– NHSC Conference – (4 teachers)
Location Code:	Red Clay Consolidated School District (953200)	CTSO National Conference – one advisor for 100 students per CTSO

		meeting qualification for national competition \$1500/advisor (est. total costs including travel and registration)
Quantity:	1.00	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
Cost:	\$17,000.00	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.
Line Item Total:	\$17,000.00	
Total for 5400 - Travel:		\$17,000.00
Total for all other Account Codes:		\$397,649.00
Total for all Account Codes:		\$414,649.00
Adjusted Allocation:		\$414,649.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - CTE Perkins Secondary

5500 - Contractual - \$73,000.00

Line Item Details		Narrative Description
Account Code:	5500 - Contractual	Enrollment subscription for Del Tech, Manufacturing Pathways
Funding Description:	POS Support	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$25,000.00	
Line Item Total:	\$25,000.00	Partner with Delaware State University to build a pilot course for the Computer Science POS in cybersecurity. This capstone course would allow students to earn college credit at Wilmington University. Submit an amendment this fall to our Computer Science POS to include a Cyber-security capstone course.
Account Code:	5500 - Contractual	
Funding Description:	POS Support	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$20,000.00	Contracted services for coverage so our staff can
Line Item Total:	\$20,000.00	
Account Code:	5500 - Contractual	

Funding Description:	POS Support		meet with content area, school specific and business & industry partners to design and incorporate school based enterprises and/or student internships.
Location Code:		Red Clay Consolidated School District (953200)	
Quantity:		1.00	
Cost:		\$10,000.00	
Line Item Total:		\$10,000.00	
Account Code:	5500 - Contractual		
Funding Description:	POS Support		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 all the Perkins targets and the strategies to address the targets that need improvement.
Location Code:		Red Clay Consolidated School District (953200)	
Quantity:		1.00	
Cost:		\$10,000.00	
Line Item Total:		\$10,000.00	
Account Code:	5500 - Contractual		
Funding Description:	Professional Learning		Registration fees for CTE and CTSO conference to improve program delivery (DECA,BPA, TSA,FCCLA,FFA, HOSA) 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
Location Code:		Red Clay Consolidated School District (953200)	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
Quantity:	1.00	
Cost:	\$8,000.00	
Line Item Total:	\$8,000.00	
Total for 5500 - Contractual:		\$73,000.00
Total for all other Account Codes:		\$341,649.00
Total for all Account Codes:		\$414,649.00
Adjusted Allocation:		\$414,649.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - CTE Perkins
Secondary

5500 - Audit Fees - \$414.67

Line Item Details		Narrative Description
Account Code:	5500 - Audit Fees	LEA Audit Fees for Federal Programs
Funding Description:	POS Administration	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$414.67	
Line Item Total:	\$414.67	
Total for 5500 - Audit Fees:		\$414.67
Total for all other Account Codes:		\$414,234.33
Total for all Account Codes:		\$414,649.00
Adjusted Allocation:		\$414,649.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - CTE Perkins Secondary

5600 - Supplies - \$320,565.54

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	Dell OptiPlex 3040
Funding Description:	POS Support	\$997.22 Dell Adapter - to VGA
Location Code:	McKean (Thomas) High School (953200-294)	\$22.49 Dell 24 Monitor for Video-Conferencing \$162.74 Estimated cost: \$1200 @ 71 = \$85,200
Quantity:	1.00	Audio, Radio & Video Engineering POS -Classroom set of computers,(30)
Cost:	\$85,000.00	MET POS (upgrade to State Model POS) -Approx. (12-13) computers
Line Item Total:	\$85,000.00	BFM POS -Classroom set of computers (28)
Account Code:	5600 - Supplies	Inventions and Innovations of Technology POS -Computers, (approx.

Funding Description:	POS Support	15)	BFM POS -Computers, (approx. 15)
Location Code:	duPont (H.B.) Middle School (953200-276)		Dell OptiPlex 3040
Quantity:	1.00		\$997.22 Dell Adapter - to VGA
Cost:	\$36,000.00		\$22.49 Dell 24 Monitor for Video-Conferencing
Line Item Total:	\$36,000.00		\$162.74 Estimated cost: \$1200 @ 30 = \$36,000
Account Code:	5600 - Supplies		Digital Media POS -Computers, classroom set
Funding Description:	POS Support		Dell OptiPlex 3040
Location Code:	Calloway (Cab) School of the Arts (953200-286)		\$997.22 Dell Adapter - to VGA
Quantity:	1.00		\$22.49 Dell 24 Monitor for Video-Conferencing
Cost:	\$36,000.00		\$162.74 Estimated cost: \$1200 @ 30 = \$36,000
Line Item Total:	\$36,000.00		
Account Code:	5600 - Supplies		Academy of Finance, (new State Model POS) Business Finance Marketing POS:

Funding Description:	POS Enhancement	-Computers for (2) classrooms (approx. 60), Dell OptiPlex 3040
Location Code:	duPont (Alexis I.) High School (953200-292)	\$997.22 Dell Adapter - to VGA
Quantity:	1.00	\$22.49 Dell 24 Monitor for Video-Conferencing \$162.74
Cost:	\$75,000.00	Estimated cost: \$1200 @ 60 = \$72,000
Line Item Total:	\$75,000.00	-Software, Netop license
Account Code:	5600 - Supplies	Update and enhance the Drafting and Design POS space to permit students to design and construct models in a safe and secure lab environment
Funding Description:	POS Enhancement	-Smart Board (1) - (approx. 30) CAD/Drafting workstations: adjustable tilt mechanism to create a comfortable drawing surface (0-27-degree tilt), locking drawer to access drafting tools, retractable keyboard/mouse cradle, for proper
Location Code:	duPont (Alexis I.) High School (953200-292)	

Quantity:	1.00	positioning, computer cabinet and monitor arm for safe wire managements. Students will learn/work on industry level CAD equipment so that they are prepared for the business world.
Cost:	\$33,088.54	
Line Item Total:	\$33,088.54	
Account Code:	5600 - Supplies	Academy of Finance, (upgrade to State Model POS) Business Finance Marketing POS, update and enhance new space for lab -Smart Board (1) -Student/teacher lab equipment workstations (approx. 30) for classroom
Funding Description:	POS Enhancement	
Location Code:	duPont (Alexis I.) High School (953200-292)	
Quantity:	1.00	
Cost:	\$30,500.00	
Line Item Total:	\$30,500.00	
Account Code:	5600 - Supplies	Provide necessary CASE supplies for new ENRS POS. (new State Model POS)
Funding Description:	POS Enhancement	
Location Code:	McKean (Thomas) High School (953200-294)	
Quantity:	1.00	

Cost:	\$24,977.00	
Line Item Total:	\$24,977.00	
Total for 5600 - Supplies:		\$320,565.54
Total for all other Account Codes:		\$94,083.46
Total for all Account Codes:		\$414,649.00
Adjusted Allocation:		\$414,649.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - CTE Perkins Secondary

Indirect Cost	
Total Contributing to Indirect Cost	\$414,649.00
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$5,929.48

Filter by

Location: All - \$414,649.00

Show Unbudgeted Categories

Funding Description	Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5500 - Audit Fees	5600 - Supplies	Total
POS Administration		2,755.67	913.12	0.00	0.00	414.67	0.00	4,083.46
POS Support		0.00	0.00	0.00	65,000.00		157,000.00	222,000.00
Professional Learning		0.00	0.00	17,000.00	8,000.00		0.00	25,000.00

Core Indicators of Performance

Red Clay Consolidated School District (953200) Public District - FY 2018 - 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 2013-2014, 2014-2015, 2015-2016 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 2016-2017 column. The proposed state target levels are provided in the 2017-2018 column. Either confirm the proposed State target for 2017-2018 or recommend a new target with a justification based on prior performance and incremental continuous improvement.

	2013-2014		2014-2015		2015-2016		2016-2017	2017-2018	LEA Check if Proposed State Target is Accepted	Proposed Target, if Not Accepted (LAUPL)	Justification
	Prior Performance (Actual)	Prior Target	Prior Performance (Actual)	Prior Target	Prior Performance (Actual)	Prior Target	Current Target	Proposed State Target (FAUPL)			
1S1: Academic Attainment - Reading Language Arts	67.81%	67.00%	85.53%	70.00%	35.96%	70.00%	70.00%	70.00%	☒	%	
1S2: Academic Attainment - Mathematics			82.20%	70.20%	18.82%	70.20%	70.20%	70.20%	☒	%	
2S1: Technical Skill Attainment	94.71%	88.00%	94.19%	97.00%	95.96%	96.00%	96.00%	96.00%	☒	%	
3S1: Secondary School Completion	94.71%	94.00%	94.71%	94.00%	91.47%	94.00%	95.00%	95.00%	☒	%	
4S1: Student Graduation Rates	100.00%	96.00%	100.00%	96.00%	96.91%	96.00%	96.50%	96.50%	☒	%	
5S1: Secondary Placement	38.37%	59.72%	34.35%	61.00%	63.56%	56.15%	57.00%	57.00%	☒	%	
6S1: Nontraditional Participation	34.49%	36.68%	33.28%	36.00%	34.33%	35.00%	35.00%	35.00%	☒	%	
6S2: Nontraditional	36.81%	25.00%	35.11%	28.00%	32.42%	28.00%	28.00%	28.00%	☒	%	

Local Plan

Red Clay Consolidated School District (953200) Public District - FY 2018 - 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 Approved Pathways"

- Designing course curriculum content according to identified academic, technical and industry standards.
- Funding content area professional development for targeted CTE areas and instructors
- 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.

Major projects will 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 college 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 will put out to bid the outfitting and upgrade of each of the laboratories listed below, except technology which will be purchased through out tech office from state bids. Red Clay will be upgrading two current programs, CNA and MET, to the State Model POS, adding three new State Model POS, (ENRS, A of F, and Teacher Academy), and adding one local middle computer science program this school year. The MET, ENRS and A of F POS have involved a significant investment to launch, coupled with outdated hardware to run newer software and/or web based applications in several other programs, and begin to upgrade the Drafting and Design POS have brought our percentage from 73.5% last year to 77% in supplies and materials. The budget is heavy in technology because many courses integrate applications that require updated hardware for students to access the content in a real "work" world situation.

Approximate hardware costs:

Dell OptiPlex 3040 \$997.22
Dell Adapter - to VGA \$22.49
Dell 24 Monitor for Video-Conferencing \$162.74
Approximately \$1200 per computer set up

AIDHS: \$138,588.54

-BFM,,(implementing State Model POS) Academy of Finance classroom upgrade will include student lab workstations, instructional teaching enhancement (interactive board;\$6,000) , and instructional technology, new computers for two classrooms to better utilize instructional software (60@\$1200 = \$72,000)

-Drafting and Design POS, CAD classroom upgrade will include (30) student lab workstations with design and model build area. (approx. 30) CAD/Drafting workstations: adjustable tilt mechanism to create a comfortable drawing surface (0-27-degree tilt), locking drawer to access drafting tools, retractable keyboard/mouse cradle, for proper positioning, computer cabinet and monitor arm for safe wire management. Students will learn/work on industry level CAD equipment so that they are prepared for the business world.

McKean HS: \$110,000

Audio, Radio & Video Engineering instructional technology upgrade, classroom with new computers to better utilize instructional software (30@\$1200 = \$36,000)
MET (upgraded to State Model POS) instructional technology upgrade, partial classroom with new computers to better utilize instructional software (10@\$1200 = \$12,000)
BFM instructional technology upgrade, classroom with new computers to better utilize instructional software (30@\$1200 = \$36,000)
ENRS,(implementing State Model POS) necessary CASE materials

HBDMS: \$36,000

BFM instructional technology upgrade, partial classroom with new computers to better utilize instructional software (15@\$1200 = \$18,000)
TED, Innovations & Innovations of Technology,STEM instructional technology upgrade, partial classroom with new computers to better utilize instructional software (15@\$1200 = \$18,000)

Cab Calloway HS: \$36,000

Digital Media & Imaging instructional technology upgrade, classroom with new computers to better utilize instructional software (30@\$1200 = \$36,000)

Enrollment subscription \$25,000

Fee for Manufacturing Pathway courses provided by Del Tech.

Enrollment subscription \$20,000

Partner with Delaware State University to build a pilot course for the Computer Science POS in cybersecurity. This capstone course would allow students to earn college credit at Wilmington University. This would involve submitting an amendment this fall to our Computer Science POS to include a Cyber-security capstone course.

Focus on all Performance Goals – Academic Attainment 1S1 & 1S2, Secondary Completion 1S3, Secondary Placement 5S1 \$10,000

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 and the strategies to address them

Contracted services for coverage \$10,000

Provide staff opportunity to meet with content area, school specific and business & industry partners to design and incorporate school based enterprises and/or student internships.

Registration fees for CTE and CTSO conferences \$8,000 (historical cost factor)

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

Travel support for CTE and CTSO conference \$17,000 (historical cost factor)

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) - Robotics training- Shawn Bowser
\$1750/person (est. total costs including travel and registration) – ITEEA Annual Conference – Rich Alexandre, Jermaine Wilson, Steve Mayo, Kathy Sheehy
\$1,500/person (est. total costs including travel and registration)– NHSC Conference – Maureen Olejar, Renee Allen, Jean Ann Crowe

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.

Cost factor is approximately 6%.

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 workforce. 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 shadowing, 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. 2017-18 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 web page. 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

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 in 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 2018 - Consolidated - Rev 0 - CTE Perkins Secondary

Required Documents		
Type	Document Template	Document/Link
Perkins Advisory Committee [Upload 1 document(s)]	 <u>Perkins Advisory Committee Template</u>	 <u>Perkins Advisory Committee</u>

Optional Documents		
Type	Document Template	Document/Link
Improvement Plan [Upload up to 1 document(s)]	 <u>Perkins Improvement Plan Template</u>	

Specific Perkins Assurances

Red Clay Consolidated School District (953200) Public District - FY 2018 - 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.
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.

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

Account Code	Total
5100 - Salaries	\$1,743,035.52
5120 - OECs	\$806,536.78
5400 - Travel	\$19,900.00
5500 - Contractual	\$1,503,472.71
5500 - Audit Fees	\$4,000.00
5560 - Indirect	\$60,799.57
5600 - Supplies	\$175,059.42
5700 - Capital Outlay	\$0.00
Total	\$4,312,804.00
Adjusted Allocation	\$4,312,804.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

5100 - Salaries - \$1,743,035.52

Line Item Details		Narrative Description
Account Code:	5100 - Salaries	Hire 2 Behavior Coaches - Provide support to all Red Clay schools on development of MTSS related to behavior and social/emotional supports; provide PD on tiered behavioral interventions and classroom management; provide technical assistance on systems development and processes related to data review and movement of students in tiered supports (AS & ND) - CEIS (voluntary)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$143,146.00	
Line Item Total:	\$143,146.00	

Account Code:	5100 - Salaries	Hire 1 FTE IDEA Director, Special Education	
Funding Description:	IDEA 611	Programs to manage Special Education/IDEA compliance and provide information and guidance to district to ensure compliance (SC RCCSD-Baltz Admin)	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$134,428.00		
Line Item Total:	\$134,428.00	[Professional Staff] [Budget Amount]	
Account Code:	5100 - Salaries	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)	
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$126,288.00		
Line Item Total:	\$126,288.00	[Professional Staff] [Budget Amount]	

Account Code:	5100 - Salaries	Hire 2 Behavior Analysts/School Psychologists 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; all cases are students identified with disabilities (GK & LM). [Professional Staff] [Budget Amount]
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$125,368.00	
Line Item Total:	\$125,368.00	
Account Code:	5100 - Salaries	Hire 1 FTE Autism Services Coordinator (DS RCCSD- Baltz Admin) [Professional Staff]
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	

Quantity:	1.00	[Budget Amount]
Cost:	\$108,576.00	
Line Item Total:	\$108,576.00	
Account Code:	5100 - Salaries	Hire 1 FTE ICT & Homebound Services
Funding Description:	IDEA 611 v	Coordinator (NJ RCCSD-Baltz Admin)
Location Code:	Red Clay Consolidated School District (953200) v	[Professional Staff]
Quantity:	1.00	[Budget Amount]
Cost:	\$95,439.30	
Line Item Total:	\$95,439.30	
Account Code:	5100 - Salaries	EPER for Extended School Year Staff (ESY)
Funding Description:	IDEA 611 v	(Federal & Reading-based ESY)
Location Code:	Red Clay Consolidated School District (953200) v	
Quantity:	1.00	[Extra Pay for Extra Responsibilities]
Cost:	\$95,000.00	[Budget Amount]
Line Item Total:	\$95,000.00	
Account Code:	5100 - Salaries	Hire 1 FTE MTSS Behavior

Funding Description:	IDEA 611		Coordinator with a focus on students with special needs (SK RCCSD-Baltz Admin)
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$94,748.50		[Professional Staff]
Line Item Total:	\$94,748.50		[Budget Amount]
Account Code:	5100 - Salaries		Hire 1 FTE Birth Mandate Disabilities & Special Transportation Coordinator (DG RCCSD-Baltz Admin)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$88,362.80		[Professional Staff]
Line Item Total:	\$88,362.80		[Budget Amount]
Account Code:	5100 - Salaries		EPER K-12 Problem Solving Team (PST) Team Meetings (6 staff per building x 28 buildings x 18 hours x \$28/hour) - CEIS (voluntary)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		[Extra Pay for

Cost:	\$84,672.00	Extra Responsibilities] [Budget Amount]
Line Item Total:	\$84,672.00	
Account Code:	5100 - Salaries	Pay EPER for homebound instruction for students with identified disabilities (estimated 20 staff x 200 hours x \$20/hr; \$80,000 estimated with OECs)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$61,500.00	[Extra Pay for Extra Responsibilities] [Budget Amount]
Line Item Total:	\$61,500.00	
Account Code:	5100 - Salaries	Hire 1 FTE Secondary Transition Coordinator (LB RCCSD-Baltz Admin)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	[Professional Staff] [Budget Amount]
Cost:	\$60,747.50	
Line Item Total:	\$60,747.50	

Account Code:	5100 - Salaries	EPER K-12 PBS Team Meetings (6 staff per building x 13 buildings x 25 hours x \$28/hr) - CEIS (voluntary)	
Funding Description:	IDEA 611	[Extra Pay for Extra Responsibilities] [Budget Amount]	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$54,600.00		
Line Item Total:	\$54,600.00		
Account Code:	5100 - Salaries	Hire .5 FTE IDEA Data & IEP Plus Compliance Coordinator (DS RCCSD-Baltz Admin)	
Funding Description:	IDEA 611	[Professional Staff] [Budget Amount]	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$48,291.65		
Line Item Total:	\$48,291.65		
Account Code:	5100 - Salaries	Pay EPER for homebound instructional services at hospitals and treatment centers for students with disabilities	
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		

Quantity:	1.00	[Extra Pay for Extra Responsibilities] [Budget Amount]
Cost:	\$45,000.00	
Line Item Total:	\$45,000.00	
Account Code:	5100 - Salaries	Pay EPER for teachers to attend after school professional development (16 x 25 ppl per session x 2 hours per session x \$28 per hour) - after school PD focused on special education topics such as: IEP development, specially designed instruction, behavior support including FBA/BSP development, and accommodations and modifications
Funding Description:	IDEA 611 v	
Location Code:	Red Clay Consolidated School District (953200) v	
Quantity:	1.00	
Cost:	\$22,400.00	
Line Item Total:	\$22,400.00	[Extra Pay for Extra Responsibilities] [Budget Amount]
Account Code:	5100 - Salaries	PBS Team Leader Stipends

Cost:	\$82,327.00		
Line Item Total:	\$82,327.00		
Account Code:	5100 - Salaries		Hire 2 FTE Early Childhood Paraprofessionals (KK & CF)
Funding Description:	IDEA 611 PK		[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)	Red Clay Consolidated School District (953200)	[Budget Amount]
Quantity:	1.00		
Cost:	\$81,160.37		
Line Item Total:	\$81,160.37		
Account Code:	5100 - Salaries		Hire .6 FTE Childfind Screening Coordinator (KK)
Funding Description:	IDEA 611 PK		[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)	Red Clay Consolidated School District (953200)	[Budget Amount]
Quantity:	1.00		
Cost:	\$28,763.40		
Line Item Total:	\$28,763.40		
Total for 5100 - Salaries:		\$1,743,035.52	
Total for all other Account Codes:		\$2,569,768.48	

Total for all Account Codes:	\$4,312,804.00
Adjusted Allocation:	\$4,312,804.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

5120 - OECs - \$806,536.78

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 2 Behavior Coaches - Provide support to all Red Clay schools on development of MTSS related to behavior and social/emotional supports; provide PD on tiered behavioral interventions and classroom management; provide technical assistance on systems development and processes related to data review and movement of students in tiered supports (AS & ND) - CEIS (voluntary)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	

Quantity:	1.00	[Professional Staff]
Cost:	\$73,842.66	[Budget Amount: Health Insurance \$29,496.00; FICA \$8,875.06; Medicare \$2,075.62; Pension \$31,162.89; Workers Compensation \$2,075.62; Unemployment Insurance \$157.47]
Line Item Total:	\$73,842.66	
Account Code:	5120 - OECs	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 &
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	

		LM).
Quantity:	1.00	[Professional Staff] [Budget Amount: Health Insurance \$34,626.48; FICA \$7,772.82; Medicare \$1,817.84; Pension \$27,292.62; Workers Compensation \$1,817.84; Unemployment Insurance \$137.91]
Cost:	\$73,465.51	
Line Item Total:	\$73,465.51	
Account Code:	5120 - OECs	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)
Funding Description:	IDEA 611 v	
Location Code:	Red Clay Consolidated School District (953200) v	[Professional Staff] [Budget Amount:

Quantity:	1.00	Health Insurance \$24,772.80; FICA \$7,829.86; Medicare \$1,831.18; Pension \$27,492.90; Workers Compensation \$1,831.18; Unemployment Insurance \$138.92]
Cost:	\$63,896.84	
Line Item Total:	\$63,896.84	
Account Code:	5120 - OECs	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)
Funding Description:	IDEA 611 v	
Location Code:	Red Clay Consolidated School District (953200) v	[Professional Staff] [Budget Amount: Health Insurance \$20,252.40; FICA \$8,334.54; Medicare
Quantity:	1.00	

Cost:	\$61,898.22	\$1,949.21; Pension \$29,264.98; Workers Compensation \$1,949.21; Unemployment Insurance \$147.88]
Line Item Total:	\$61,898.22	
Account Code:	5120 - OECs	Hire 1 FTE Autism Services Coordinator (DS RCCSD- Baltz Admin)
Funding Description:	IDEA 611 v	
Location Code:	Red Clay Consolidated School District (953200) v	[Professional Staff]
Quantity:	1.00	
Cost:	\$55,404.05	
Line Item Total:	\$55,404.05	
Account Code:	5120 - OECs	Hire 1 FTE Birth Mandate Disabilities & Special Transportation Coordinator (DG RCCSD-Baltz Admin)
Funding Description:	IDEA 611 v	
Location Code:	Red Clay Consolidated School District (953200) v	[Professional Staff] [Budget Amount: Health Insurance

Quantity:	1.00	\$20,494.56; FICA \$5,478.50; Medicare \$1,281.27; Pension \$19,236.59; Workers Compensation \$1,281.27; Unemployment Insurance \$97.20]
Cost:	\$47,869.39	
Line Item Total:	\$47,869.39	
Account Code:	5120 - OECs	Hire 1 FTE ICT & Homebound Services Coordinator (NJ RCCSD-Baltz Admin)
Funding Description:	IDEA 611	[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)	[Budget Amount: Health Insurance \$15,428.16; FICA \$5,917.24; Medicare \$1,383.87; Pension \$20,777.14; Workers Compensation \$1,383.87; Unemployment Insurance \$104.99]
Quantity:	1.00	
Cost:	\$44,995.27	
Line Item Total:	\$44,995.27	
		Hire 1 FTE MTSS

Account Code:	5120 - OECs	Behavior Coordinator with a focus on students with special needs (SK RCCSD-Baltz Admin)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	[Professional Staff]
Quantity:	1.00	[Budget Amount: Health Insurance \$15,428.16; FICA \$5,874.41; Medicare \$1,373.86; Pension \$20,626.75; Workers Compensation \$1,373.86; Unemployment Insurance \$104.23]
Cost:	\$44,781.27	
Line Item Total:	\$44,781.27	
Account Code:	5120 - OECs	EPER for Extended School Year Staff (ESY) (Federal & Reading-based ESY)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	[Extra Pay for Extra Responsibilities]

			[Budget Amount: FICA \$5,890.00; Medicare \$1,377.50; Pension \$20,681.50; Workers Compensation \$1,377.50; Unemployment Insurance \$104.50]
Quantity:		1.00	
Cost:		\$29,431.00	
Line Item Total:		\$29,431.00	
Account Code:	5120 - OECs		Hire .5 FTE IDEA Data & IEP Plus Compliance Coordinator (DS RCCSD-Baltz Admin)
Funding Description:	IDEA 611		[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)		[Budget Amount: Health Insurance \$11,341.44; FICA \$2,994.09; Medicare \$700.23; Pension \$10,513.10; Workers Compensation \$700.23; Unemployment Insurance \$53.13]
Quantity:		1.00	
Cost:		\$26,302.22	
Line Item Total:		\$26,302.22	
Account Code:	5120 - OECs		EPER K-12 PST Team Meetings (6 staff per building x

Funding Description:	IDEA 611	28 buildings x 18 hours x \$28/hour)
Location Code:	Red Clay Consolidated School District (953200)	[Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$5,249.67; Medicare \$1,227.75; Pension \$18,433.10; Workers Compensation \$1,227.75; Unemployment Insurance \$93.14]
Quantity:	1.00	
Cost:	\$26,231.41	
Line Item Total:	\$26,231.41	
Account Code:	5120 - OECs	Hire 1 FTE Secondary Transition Coordinator (LB RCCSD-Baltz Admin)
Funding Description:	IDEA 611	[Professional Staff] [Budget Amount: Health Insurance \$1,680.00; FICA \$3,766.35; Medicare \$880.84; Pension \$13,224.74; Workers Compensation
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$20,499.60	

Line Item Total:	\$20,499.60		\$880.84; Unemployment Insurance \$66.83]
Account Code:	5120 - OECs		Pay EPER for homebound instruction for students with identified disabilities (estimated 20 staff x 200 hours x \$20/hr; \$80,000 estimated with OEC&#39;s)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		[Extra Pay for Extra Responsibilities]
Cost:	\$19,052.70		[Budget Amount: FICA \$3,813.00; Medicare \$891.75; Pension \$13,388.55; Workers Compensation \$891.75; Unemployment Insurance \$67.65]
Line Item Total:	\$19,052.70		
Account Code:	5120 - OECs		EPER K-12 PBS Team Meetings (6 staff per building x 13 buildings x 25 hours x \$28/hr)
Funding Description:	IDEA 611		[Extra Pay for

Location Code:	Red Clay Consolidated School District (953200)	Extra Responsibilities] [Budget Amount: FICA \$3,385.20; Medicare \$791.70; Pension \$11,886.42; Workers Compensation \$791.70; Unemployment Insurance \$60.06]
Quantity:	1.00	
Cost:	\$16,915.08	
Line Item Total:	\$16,915.08	
Account Code:	5120 - OECs	Pay EPER for teachers to attend after school professional development (16 x 25 ppl per session x 2 hours per session x \$28 per hour)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	[Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$1,388.80; Medicare \$324.80; Pension \$4,876.48; Workers Compensation \$324.80; Unemployment Insurance \$24.64]
Quantity:	1.00	
Cost:	\$6,939.52	
Line Item Total:	\$6,939.52	

Account Code:	5120 - OECs	2 FTE Child Find Coordinators (TA & SHT)
Funding Description:	IDEA 611 PK	[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)	[Budget Amount: Health Insurance \$35,345.76; FICA \$9,015.86; Medicare \$2,108.55; Pension \$31,657.29; Workers Compensation \$2,108.55; Unemployment Insurance \$159.96]
Quantity:	1.00	
Cost:	\$80,395.97	
Line Item Total:	\$80,395.97	
Account Code:	5120 - OECs	Hire 2 FTE Early Childhood Paraprofessionals (KK & CF)
Funding Description:	IDEA 611 PK	[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)	[Budget Amount: Health Insurance \$44,508.48; FICA \$5,031.95; Medicare \$1,176.83; Pension \$17,668.62; Workers
Quantity:	1.00	
Cost:	\$69,651.99	

Line Item Total:							Compensation \$1,176.83; Unemployment Insurance \$89.28]
Account Code:	5120 - OECs						Hire 1 FTE Childfind PPPS (K-12) Coordinator (MS)
Funding Description:	IDEA 611 PK						[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)						[Budget Amount: Health Insurance \$10,044.24; FICA \$5,104.28; Medicare \$1,193.75; Pension \$17,922.59; Workers Compensation \$1,193.75; Unemployment Insurance \$90.56]
Quantity:	1.00						
Cost:	\$35,549.17						
Line Item Total:	\$35,549.17						
Account Code:	5120 - OECs						Hire .6 FTE Childfind Screening Coordinator (KK)
Funding Description:	IDEA 611 PK						[Professional Staff]
Location Code:	Red Clay Consolidated School District (953200)						[Budget Amount: Health Insurance \$504.00; FICA \$1,783.33;

Quantity:	1.00	Medicare \$417.07; Pension \$6,261.80; Workers Compensation \$417.07; Unemployment Insurance \$31.64]
Cost:	\$9,414.91	
Line Item Total:	\$9,414.91	
Total for 5120 - OECs:		\$806,536.78
Total for all other Account Codes:		\$3,506,267.22
Total for all Account Codes:		\$4,312,804.00
Adjusted Allocation:		\$4,312,804.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

5400 - Travel - \$19,900.00

Line Item Details				Narrative Description
Account Code:	5400 - Travel			Mileage for Special Services staff & itinerant autism teachers
Funding Description:	IDEA 611			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$12,400.00			
Line Item Total:	\$12,400.00			
Account Code:	5400 - Travel			Mileage for homebound instruction (based on est travel costs to support student with special needs (\$0.40/mile))
Funding Description:	IDEA 611			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$7,500.00			

Line Item Total:	\$7,500.00	Total for 5400 - Travel:	\$19,900.00
		Total for all other Account Codes:	\$4,292,904.00
		Total for all Account Codes:	\$4,312,804.00
		Adjusted Allocation:	\$4,312,804.00
		Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

5500 - Contractual - \$1,503,472.71

Line Item Details			Narrative Description
Account Code:	5500 - Contractual		Contracted Services OT/PT/SLT/AT for Public School Children - Contract for OT/PT/SLT/AT services based on 15-16 actuals
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$975,422.71		
Line Item Total:	\$975,422.71		
Account Code:	5500 - Contractual		Contract for translation and interpreter services based on 16-17 actuals (approximately 50% of total cost split with local funds)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$450,000.00		

Line Item Total:	\$450,000.00		
Account Code:	5500 - Contractual		Contract for ESY bus transportation \$6,000 per site (4 sites)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$24,000.00		
Line Item Total:	\$24,000.00		
Account Code:	5500 - Contractual		Registration for professional development workshops - Inclusion Conference (\$45 x 90)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$4,050.00		
Line Item Total:	\$4,050.00		
Account Code:	5500 - Contractual		Contracted Services (OT/PT/SLP/AT) for Parentally Placed Private
Funding Description:	Equitable Services		

Location Code:	Red Clay Consolidated School District (953200)		School Students based on 15-16 actuals
Quantity:	1.00		
Cost:	\$50,000.00		
Line Item Total:	\$50,000.00		
Total for 5500 - Contractual:			\$1,503,472.71
Total for all other Account Codes:			\$2,809,331.29
Total for all Account Codes:			\$4,312,804.00
Adjusted Allocation:			\$4,312,804.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

5500 - Audit Fees - \$4,000.00

Line Item Details		Narrative Description
Account Code:	5500 - Audit Fees	Audit Fee
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,000.00	
Line Item Total:	\$4,000.00	
Total for 5500 - Audit Fees:		\$4,000.00
Total for all other Account Codes:		\$4,308,804.00
Total for all Account Codes:		\$4,312,804.00
Adjusted Allocation:		\$4,312,804.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	\$4,252,004.43
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$60,803.66
5560 - Indirect - \$60,799.57	

Line Item Details

Account Code:	5560 - Indirect	Narrative Description	Indirect Costs
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$60,799.57		
Line Item Total:	\$60,799.57		
Total for 5560 - Indirect:			\$60,799.57
Total for all other Account Codes:			\$4,252,004.43

Total for all Account Codes:	\$4,312,804.00
Adjusted Allocation:	\$4,312,804.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

5600 - Supplies - \$175,059.42

Line Item Details			Narrative Description
Account Code:	5600 - Supplies		School Psychologist Testing Protocols & Materials (\$2500/school x 28 schools)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$70,000.00		
Line Item Total:	\$70,000.00		
Account Code:	5600 - Supplies		Speech Therapist Testing Protocols & Materials (\$1500/school x 28 schools)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$42,000.00		

Line Item Total:	\$42,000.00					Assistive Technology Materials - Don Johnston UPAR & Snap & Read (13,999 x 2 = 27998); Other AT Materials (SLP communication apps ~\$1000; Mayer Johnson Boardmaker ~\$2000)
Account Code:	5600 - Supplies					
Funding Description:	IDEA 611					
Location Code:	Red Clay Consolidated School District (953200)					
Quantity:	1.00					
Cost:	\$31,398.89					
Line Item Total:	\$31,398.89					
Account Code:	5600 - Supplies					Furniture and materials to open 4 new elementary autism support classrooms; Items to include classroom furniture. VB-MAPP, supplemental instructional materials, and sensory items
Funding Description:	IDEA 611					
Location Code:	Red Clay Consolidated School District (953200)					
Quantity:	1.00					
Cost:	\$21,660.53					
Line Item Total:	\$21,660.53					

Account Code:	5600 - Supplies	ESY materials and supplies (Curricular materials, online subscriptions including credit recovery & driver's ed)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Total for 5600 - Supplies:		\$175,059.42
Total for all other Account Codes:		\$4,137,744.58
Total for all Account Codes:		\$4,312,804.00
Adjusted Allocation:		\$4,312,804.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	\$4,252,004.43
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$60,803.66

Filter by Location: All - \$4,312,804.00

Show Unbudgeted Categories

Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5500 - Audit Fees	5560 - Indirect	5600 - Supplies	Total
IDEA 611	1,405,367.75	611,524.74	19,900.00	1,453,472.71	4,000.00	60,799.57	175,059.42	3,730,124.19
IDEA 611 PK	337,667.77	195,012.04	0.00	0.00			0.00	532,679.81
Equitable Services	0.00	0.00	0.00	50,000.00			0.00	50,000.00
Total	1,743,035.52	806,536.78	19,900.00	1,503,472.71	4,000.00	60,799.57	175,059.42	4,312,804.00
Adjusted Allocation								4,312,804.00
Remaining								0.00

Equitable Services

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

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

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	2760
Number of parentally placed eligible children with disabilities in private elementary schools and elementary schools located in the LEA	80
IDEA, Part B allocation	4312804
Average per-child allocation	1518.59
Amount to be expended for parentally placed children with disabilities	121487.20

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 be 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.

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 PPS 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 2018 - 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 Â§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 Â§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 â€œsignificantly over identifiedâ€ and/or â€œdisproportionality suspended/expelled.â€ 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 Â§ 300.226].

IDEA funds are voluntarily being used for CEIS in targeted areas identified by the district as high need in our strategic plan. Targeted areas include development of Multi-tiered Systems of Support in all schools. To support this focus area, the district is using IDEA funds to hire 2 Behavior Coaches to support schools in development of MTSS. In addition, IDEA funds are used to provide support to Problem Solving Team (PST) building leaders and EPER for MTSS & PST team

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 611

Required Documents

This page is currently not accepting Related Documents.

IDEA Assurances

Red Clay Consolidated School District (953200) Public District - FY 2018 - 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 (â€œIDEA-Bâ€). (34 CFR Â§ 300.201â€œ300.213)

- | | |
|----|--|
| 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 Â§300.101 through 300.163, and Â§300.165 through 300.174. (20 U.S.C. 1413(a)(1); 34 CFR Â§ 300.201) |
| 2. | Amounts provided to the LEA under IDEA-B â€œ
(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 Â§ 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 Â§ 300.202) |
| 3. | Except as provided in 34 CFR Â§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 Â§ 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 Â§ 300.206, and the LEA will meet all other requirements of IDEA-B, including ensuring that children with disabilities in schoolwide program schools â€œ
(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 Â§ 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 Â§300.156 (related to personnel qualifications) and section 2122 of the ESEA. (20 U.S.C. 1413(a)(3); 34 CFR Â§ 300.207) |

6.	To the extent the LEA uses IDEA-B funds to carry out any of the permissive uses described in 34 CFR Â§ 300.208, such funds will be used consistent with 34 CFR Â§ 300.208. (20 U.S.C. Â§ 1413(a)(4); 34 CFR Â§ 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 Â§ 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 Â§Â§ 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 Â§ 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 Â§ 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 Â§ 300.213)
11.	If a charter school is applying for IDEA B funding under 34 CFR Â§ 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 Â§ 300.209)
12.	If a charter school is applying for IDEA B funding under 34 CFR Â§ 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 Â§ 300.209(a)].

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 619

Account Code	Total
5100 - Salaries	\$64,830.00
5120 - OECs	\$30,718.28
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$1,389.13
5600 - Supplies	\$1,593.59
5700 - Capital Outlay	\$0.00
Total	\$98,531.00
Adjusted Allocation	\$98,531.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 619

5100 - Salaries - \$64,830.00

Line Item Details			Narrative Description
Account Code:	5100 - Salaries		Hire 1 FTE Early Childhood Teacher to support students with disabilities; case manager for students with disabilities provides supports and specially designed instruction (AM RCCSD)
Funding Description:	IDEA 619 Preschool		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$64,830.00		
Line Item Total:	\$64,830.00		[Professional Staff] [Budget Amount]

Total for 5100 - Salaries:	\$64,830.00
Total for all other Account Codes:	\$33,701.00
Total for all Account Codes:	\$98,531.00
Adjusted Allocation:	\$98,531.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 619

5120 - OECs - \$30,718.28

Line Item Details		Narrative Description
Account Code:	5120 - OECs	Hire 1 FTE Early Childhood Teacher to support students with disabilities; case manager for students with disabilities provides supports and specially designed instruction (AM RCCSD)
Funding Description:	IDEA 619 Preschool	
Location Code:	Red Clay Consolidated School District (953200)	[Professional Staff] [Budget Amount: Health Insurance \$10,633.92; FICA \$4,019.46;
Quantity:	1.00	

Cost:	\$30,718.28	Medicare \$940.04; Pension \$14,113.50; Workers Compensation \$940.04; Unemployment Insurance \$71.32]
Line Item Total:	\$30,718.28	
Total for 5120 - OECs:		\$30,718.28
Total for all other Account Codes:		\$67,812.72
Total for all Account Codes:		\$98,531.00
Adjusted Allocation:		\$98,531.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	\$97,141.87
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$1,389.13
5560 - Indirect - \$1,389.13	▼

Line Item Details

Narrative Description	
Account Code:	5560 - Indirect
Funding Description:	IDEA 619 Preschool ▼
Location Code:	Red Clay Consolidated School District (953200) ▼
Quantity:	1.00
Cost:	\$1,389.13
Line Item Total:	\$1,389.13
Total for 5560 - Indirect: \$1,389.13	
Total for all other Account Codes: \$97,141.87	

Total for all Account Codes:

\$98,531.00

Adjusted Allocation:

\$98,531.00

Remaining:

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 619

5600 - Supplies - \$1,593.59

Line Item Details		Narrative Description
Account Code:	5600 - Supplies	Purchase supplies and materials to support students with
Funding Description:	IDEA 619 Preschool	disabilities in PreK; materials to include speech therapist evaluation tools and instructional materials
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,593.59	
Line Item Total:	\$1,593.59	
Total for 5600 - Supplies:		\$1,593.59
Total for all other Account Codes:		\$96,937.41
Total for all Account Codes:		\$98,531.00
Adjusted Allocation:		\$98,531.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	\$97,141.87
Indirect Cost Rate	1.43%
Maximum Allowed for Indirect Cost	\$1,389.13

Filter by

Location: All - \$98,531.00

Show Unbudgeted Categories

Account Code	5100 - Salaries	5120 - OECs	5560 - Indirect	5600 - Supplies	Total
Funding Description					
IDEA 619 Preschool	64,830.00	30,718.28	1,389.13	1,593.59	98,531.00
Total	64,830.00	30,718.28	1,389.13	1,593.59	98,531.00
Adjusted Allocation					98,531.00
Remaining					0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - IDEA 619

Required Documents

This page is currently not accepting Related Documents.

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - State Curriculum and Professional Development

Account Code	Total
5100 - Salaries	\$55,104.00
5120 - OECs	\$17,352.25
5400 - Travel	\$10,645.56
5500 - Contractual	\$94,853.19
5500 - Audit Fees	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$177,955.00
Adjusted Allocation	\$177,955.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - State Curriculum and Professional Development

5100 - Salaries - \$55,104.00

Line Item Details			Narrative Description
Account Code:	5100 - Salaries		EPER funding for after school professional learning. Estimated @ \$28.00 + OECs Funding is for 123 teachers for two hours monthly (8 months).
Funding Description:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	123.00		
Cost:	\$448.00		
Line Item Total:	\$55,104.00		
Total for 5100 - Salaries:			\$55,104.00
Total for all other Account Codes:			\$122,851.00
Total for all Account Codes:			\$177,955.00
Adjusted Allocation:			\$177,955.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - State Curriculum and Professional Development

5120 - OECs - \$17,352.25

Line Item Details			Narrative Description
Account Code:	5120 - OECs		OECs associated with after school hourly EPER.
Funding Description:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$17,352.25		
Line Item Total:	\$17,352.25		
Total for 5120 - OECs:			\$17,352.25
Total for all other Account Codes:			\$160,602.75
Total for all Account Codes:			\$177,955.00
Adjusted Allocation:			\$177,955.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - State Curriculum and Professional Development

5400 - Travel - \$10,645.56

Line Item Details		Narrative Description
Account Code:	5400 - Travel	4 teachers (TBD - 3 from High needs schools, 1 additional) International Literacy Association Annual Conference @ 1000 per person.
Funding Description:	Curriculum & PD	San Antonio, TX July 20 - 23 Flights @ \$300 Hotel @ 500 Meals, Parking and bags @ \$200
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	4.00	
Cost:	\$1,000.00	
Line Item Total:	\$4,000.00	

Account Code:	5400 - Travel	4 Teacher to ISTE in Chicago, IL \$700 per person (Karen Ammann, Courtney Kalbach, 2 TBD) June 23 - 27 - Per Person Estimates flight \$300, hotel \$300 food, parking, bags @ 300
Funding Description:	Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	4.00	
Cost:	\$900.00	
Line Item Total:	\$3,600.00	
Account Code:	5400 - Travel	Milage allocation for district staff to attend meetings
Funding Description:	Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,833.56	
Line Item Total:	\$1,833.56	

Account Code:	5400 - Travel	3 TBD teacher to NCSM Train to DC @ \$234 Hotel @ 170 per person
Funding Description:	Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	3.00	
Cost:	\$404.00	
Line Item Total:	\$1,212.00	
Total for 5400 - Travel:		\$10,645.56
Total for all other Account Codes:		\$167,309.44
Total for all Account Codes:		\$177,955.00
Adjusted Allocation:		\$177,955.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - State Curriculum and Professional Development

5500 - Contractual - \$94,853.19

Line Item Details			Narrative Description
Account Code:	5500 - Contractual		Contract for Substitutes (PD including Science Kits, SS, Mathematics, Unified Arts, Technology, ELA, Models of Excellence, AVID, Literacy, UA travel, Health teacher travel)
Funding Description:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	300.00		
Cost:	\$140.00		
Line Item Total:	\$42,000.00		
Account Code:	5500 - Contractual		Contract with BRINC for personalized learning initiatives
Funding Description:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)		

Quantity:	1.00		
Cost:	\$22,681.19		
Line Item Total:	\$22,681.19		
Account Code:	5500 - Contractual		Contract with Kiker Learning for technology professional development
Funding Description:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)	v	
Quantity:	6.00		
Cost:	\$2,500.00		
Line Item Total:	\$15,000.00		
Account Code:	5500 - Contractual		Contract with Modern Teacher for Instructional Rounds and Digital Convergence
Funding Description:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)	v	
Quantity:	4.00		
Cost:	\$2,500.00		
Line Item Total:	\$10,000.00		

Account Code:	5500 - Contractual		Registration for ISTE
Funding Description:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)	>	
Quantity:	4.00		
Cost:	\$489.00		
Line Item Total:	\$1,956.00		
Account Code:	5500 - Contractual		Registration for ILA @ \$ 429
Funding Description:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)	>	
Quantity:	4.00		
Cost:	\$429.00		
Line Item Total:	\$1,716.00		
Account Code:	5500 - Contractual		Registration for NCSM
Funding Description:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)	>	

Quantity:	3.00	
Cost:	\$500.00	
Line Item Total:	\$1,500.00	
Total for 5500 - Contractual:		\$94,853.19
Total for all other Account Codes:		\$83,101.81
Total for all Account Codes:		\$177,955.00
Adjusted Allocation:		\$177,955.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - State Curriculum and Professional Development

Filter by

Location: All - \$177,955.00



Show Unbudgeted Categories

Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	Total
Funding Description					
Curriculum & PD	55,104.00	17,352.25	10,645.56	94,853.19	177,955.00
Total	55,104.00	17,352.25	10,645.56	94,853.19	177,955.00
Adjusted Allocation					177,955.00
Remaining					0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2018 - Consolidated - Rev 0 - State Curriculum and Professional Development

Required Documents

This page is currently not accepting Related Documents.

Specific Curriculum/Professional Development Assurances

Red Clay Consolidated School District (953200) Public District - FY 2018 - 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 2018 - Consolidated - Rev 0 - Assurances

General Education Provisions Act (GEPA)

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| 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. Â§ 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. |

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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, Â§200.313 and Â§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

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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 2018 - 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 2018 - 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.