

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/18/2019 3:13:36 PM	Christine Alois	Status changed to 'DDOE Deputy Secretary Approved'.	S
	9/18/2019 8:09:09 AM	Philip Keefer	Status changed to 'DDOE Program Manager Approved'.	S
<input type="checkbox"/>	9/12/2019 9:07:37 AM	Dorrell Green	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	9/12/2019 9:07:37 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	9/11/2019 2:16:03 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
	9/11/2019 2:16:03 PM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	9/11/2019 1:45:37 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	9/3/2019 8:02:26 AM	Philip Keefer	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
<input type="checkbox"/>	8/26/2019 3:37:27 PM	Dorrell Green	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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/26/2019 3:37:27 PM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
<input type="checkbox"/>	8/26/2019 2:05:43 PM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	8/26/2019 2:05:43 PM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/26/2019 1:56:59 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	8/15/2019 2:49:17 PM	Philip Keefer	Status changed to 'DDOE Program Manager Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	8/9/2019 1:23:48 PM	Dorrell Green	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
	8/9/2019 1:23:48 PM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
<input type="checkbox"/>	8/9/2019 12:38:00 PM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	8/9/2019 12:38:00 PM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/8/2019 2:51:23 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S



S/C	Status (S)/Comment (C)	User	Date	Attention Needed
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S	Status changed to 'DDOE Program Manager Returned Not Approved'.	Phillip Keefer	7/28/2019 7:36:14 AM	
C	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."	Dorrell Green	7/9/2019 1:28:27 PM	<input type="checkbox"/>

S	Status changed to 'LEA Chief School Officer Approved'.	Dorrell Green	7/9/2019 1:28:27 PM	
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C	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."	Jill Floore	7/9/2019 11:56:06 AM	<input type="checkbox"/>
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S	Status changed to 'LEA Chief Fiscal Officer Approved'.	Jill Floore	7/9/2019 11:56:05 AM	
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Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/9/2019 9:22:26 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	4/29/2019 10:38:34 AM	Jennifer Jeanes	Status changed to 'LEA Draft Started'.	S
	3/12/2019 8:43:18 AM	Philip Keefer	Status changed to 'LEA Not Started'.	S

	(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	\$6,507,057.00	\$1,132,057.00	\$187,413.00	\$0.00	\$717,380.00	\$456,916.00	\$4,125,548.00	\$129,306.00	\$176,885.00 \$13,432,562.00
Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$6,507,057.00	\$1,132,057.00	\$187,413.00	\$0.00	\$717,380.00	\$456,916.00	\$4,125,548.00	\$129,306.00	\$176,885.00 \$13,432,562.00
From Title I-A	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
Total	\$6,507,057.00	\$1,132,057.00	\$187,413.00	\$0.00	\$717,380.00	\$456,916.00	\$4,125,548.00	\$129,306.00	\$176,885.00 \$13,432,562.00

Contacts

**Red Clay Consolidated School District (953200) Public District - FY 2020 - 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>Harold Shaw Jr</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>
IDEA 619 Special Education Preschool Coordinator [Select 1 contact(s)]		<u>Sarah Celestin</u>
State Curriculum and Professional Development Coordinator [Select 1 contact(s)]		<u>Harold Shaw Jr</u>
Title IV, Part A Student Support and Academic Achievement [Select 1 contact(s)]		<u>Harold Shaw Jr</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)]	

## Consolidated Checklist

### Red Clay Consolidated School District (953200) Public District - FY 2020 - 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. Title I, Part A: Allocations

Not Applicable ▼ John Hulse 7/24/2019 4:20:45 PM

1. The LEA indicated they are transferring funds from Title II to Title I.

2. The LEA indicated they are transferring funds from Title IV to Title I.

##### 2. Title I, Part A: ESSA Requirements

OK ▼ John Hulse 7/24/2019 10:44:38 PM

1. Application Question 1: The LEA described the specific strategy(s) that will be used to implement effective parental and family involvement.

2. Application Question 2: The LEA described the services it will 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.

3. Application Question 3: The LEA described how it 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.



4. Application Question 4a: The LEA described how it will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through coordination with institutions of higher education, employers, and other local partners.

5. Application Question 4b: The LEA described how it will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.







6. Application Question 5: The LEA described how it will 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.

7. Application Question 6a: The LEA described how it will monitor students' progress in meeting challenging State academic standards through developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

8. Application Question 6b: The LEA described how it will monitor students' progress in meeting

	challenging State academic standards through identifying students who may be at risk for academic failure.	
	9. Application Question 6c: The LEA described how it 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.	
	10. Application Question 6d: The LEA described how it 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.	
	11. Application Question 7a: The LEA described how it 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 skills attainment important to in-demand occupations or industries in the State.	
	12. Application Question 7b: The LEA described how it 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.	
	13. Application Question 8: The LEA described how it will identify and serve gifted and talented students.	
	14. Application Question 9: The LEA described how it will assist schools in developing effective library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
	15. Application Question 10: The LEA described how it will 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.	
	<b>3. Title I, Part A: Participating Public Schools</b>	<div> <div>OK</div> <div>▼</div> <div>John Hulse</div> </div> <div>7/25/2019 8:41:58 AM</div>
	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 is using different PPAs across its participating schools, the LEA has designated the PPA category for each participating school.	
	<b>4. Title I, Part A: Methodology for Determining Participating Public Schools</b>	<div> <div>OK</div> <div>▼</div> <div>John Hulse</div> </div> <div>7/25/2019 8:41:58 AM</div>
	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 to determine the PPA was described and is allowable.	
	5. Application Question 4a: If the LEA has more than one school and 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 4a: If the LEA has more than one school and did not serve a school(s) with a	



	poverty rate of 75% or greater, the LEA has provided adequate justification for how the school meets the comparability requirements.		
	7. Application Question 4b: If the LEA has more than one school and did not serve a school(s) with a poverty rate of 75% or greater, the LEA has provided adequate justification for 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.		
	8. Application Question 5a: If the LEA has more than one school and is electing not to serve any other eligible schools that have a higher percentage of children from low-income families than the schools, the LEA has provided adequate justification for why the school was skipped and how the school meets the comparability requirements.		
	9. Application Question 5b: If the LEA has more than one school and is electing not to serve any other eligible schools that have a higher percentage of children from low-income families than the schools, the LEA has provided adequate justification for 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.		
	<b>5. Title I, Part A: Participating Private Schools</b>	OK 	John Hulse 7/24/2019 10:50:30 PM
	1. If the LEA is a charter school or vocational school, the Participating Private Schools page is blank.		
	2. All participating private schools have at least one low income student.		
	3. All nonparticipating private schools have zero participating students.		
	4. 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.		
	<b>6. Title I, Part A: Equitable Share Calculation</b>	OK 	John Hulse 8/15/2019 9:35:17 AM
	1. If the LEA is a charter school or vocational school, the Equitable Share Calculation page is blank.		
	2. The total amount of all budgeted items with a funding description of Equitable Services in the "Budget-District Set Asides" page matches the value in B2.		
	<b>7. Title I, Part A: Budget-District Set Asides</b>	OK 	John Hulse 8/15/2019 9:35:17 AM
	1. The Remaining line amount is \$0.		
	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. For EPER budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
	5. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
	6. For substitute budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
	7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.		
	8. The narrative description for contractual services budgeted items clearly indicates the type of service and vendor name (if known).		

9. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, and purpose.		
10. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.		
11. Funding descriptions are appropriate for each budgeted item.		
12. There is a budgeted item with a funding description of Equitable Services that matches the value of D1 on the Equitable Share Calculation page and in the narrative description details are provided that the amount is equitable share Administration.		
13. There is a budgeted item with a funding description of Equitable Services that matches the value of D2 on the Equitable Share Calculation page and in the narrative description details are provided that the amount is equitable share Instruction and Professional Development.		
14. There is a budgeted item with a funding description of Equitable Services that matches the value of D3 on the Equitable Share Calculation page and in the narrative description details are provided that the amount is equitable share Parent and Family Engagement.		
15. Budgeted items are supplemental.		
16. Each budgeted item has a location indicated.		
17. Budgeted items are allowable. [2 CFR -200.403]		
18. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
19. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
20. The LEA has at least one budgeted item for services for homeless students.		
21. If the LEA received more than \$500,000, the LEA has budgeted at least 1% of the total allocation to parent and family engagement.		
22. 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.		
<div><div></div><div>8. Title I, Part A: Public School Allocations</div></div>	<div><div>OK</div><div></div></div> <div>John Hulse</div>	8/15/2019 9:35:17 AM
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 Remaining line amount and Total Column is \$0.		
<div><div></div><div>9. Title I, Part A: Budget - Public Schools</div></div>	<div><div>OK</div><div></div></div> <div>John Hulse</div>	8/15/2019 9:35:17 AM
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. For EPER budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
4. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
5. For substitute budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		



	6. The narrative description for travel budgeted items clearly lists the 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 and vendor name (if known).		
	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.		
	9. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.		
	10. Funding descriptions are appropriate for each budgeted item.		
	11. Budgeted items are supplemental.		
	12. Each budgeted item has a location indicated.		
	13. Budgeted items are allowable. [2 CFR -200.403]		
	14. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
	15. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
	<b>10. Title I, Part A: Homeless Students and Youth</b>	OK	John Hulse 7/24/2019 10:50:30 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.		
	<b>11. Title I, Part A: Budget Overview</b>	OK	John Hulse 7/24/2019 10:50:30 PM
	1. The Remaining line and Total column is \$0.		
	<b>12. Title I, Part A: Funds Transferred to Title I</b>	Not Applicable	John Hulse 7/24/2019 4:20:45 PM
	1. If Title II, Part A funds were transferred, how to load a Title II, Part A budget in FSF using the Title I, Part A funding descriptions / FSF Activities is indicated. The budgeted amount matches the amount at the top of the Title II Part A transfer table.		
	2. If Title IV, Part A Student Support and Academic Enrichment funds were transferred, how to load a Title IV, Part A Student Support and Academic Enrichment budget in FSF using the Title I, Part A funding descriptions / FSF Activities is indicated. The budgeted amount matches the amount at the top of the Title IV, Part A Student Support and Academic Enrichment transfer table.		
	3. If salaries were entered, there are corresponding OECs.		
	<b>13. Title II, Part A: Budget</b>	OK	Raushann Austin 8/27/2019 9:49:28







AM		
1. The Remaining line amount is zero.		
2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.		
3. For split coded items, the narrative description includes the programs and percentages to be charged.		
4. For EPER, and stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
5. For substitute items, the narrative description includes the professional development that is funded with the Title II, Part A funds.		
6. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.		
7. For split-funded positions ONLY, each program and the percentage to be charged is listed.		
8. The narrative description for contractual services budgeted items clearly indicates the type of service and vendor name (if known).		
9. The narrative description for travel budgeted items clearly lists the name of the person traveling (if known), position of staff traveling, conference name, and purpose if not clear by the conference name.		
10. 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.		
11. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased and provides a description and purpose.		
12. Funding descriptions are appropriate for each budgeted item.		
13. Budgeted items are supplemental.		
14. Budgeted items are allowable. [2 CFR -200.403]		
15. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
16. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
<div> <div></div> <div>14. Title II, Part A</div> </div>	<div> <div>OK</div> <div></div> </div>	<div> <div>7/23/2019 1:58:28 PM</div> <div>Raushann Austin</div> </div>
<div> <div></div> <div>1. Application Question 1: The narrative describes the systems of professional growth and improvement.</div> </div>		
<div> <div></div> <div>2. Application Question 2: A description of how the IIA funds are being prioritized to the schools with the highest percentage of low income children is included.</div> </div>		
<div> <div></div> <div>3. Application Question 3: The narrative describes how the LEA will use data and ongoing consultation to continually update and improve IIA funded activities.</div> </div>		
<div> <div></div> <div>15. Title II, Part A: Equitable Services</div> </div>	<div> <div>OK</div> <div></div> </div>	<div> <div>7/23/2019 1:58:28 PM</div> <div>Raushann Austin</div> </div>
<div> <div></div> <div>1. If the LEA is a charter school or vocational school, the Participating Private Schools page is blank.</div> </div>		
<div> <div></div> <div>2. If the private school(s) elected NOT to participate, the district has indicated that all eligible private schools have elected NOT to participate in IIA funds. [STOP completing this section]</div> </div>		
<div> <div></div> <div>3. If the private school elected TO participate, the district indicated the number of students enrolled in the district.</div> </div>		

4. The district indicated the names of the private schools, if they were participating, and the number of students enrolled in the participating private school(s).			
5. The district indicated the amount of administration funds.			
6. .The district indicated the amount of indirect costs.			
7. The district has included the final equitable share amount in the budget page.			
<div> <div></div> <div>16. Title III English Learners: Budget</div> </div>		<div> <div>OK</div> <div>▼</div> <div>Maria Paxson</div> </div>	<div> <div>8/13/2019</div> <div>4:16:09 PM</div> </div>
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. For EPER budgeted items, the narrative description includes the number of staff and the activity staff will engage in.			
5. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.			
6. For substitute budgeted items, the narrative description includes the number of staff and the activity staff will engage in.			
7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.			
8. The narrative description for contractual services budgeted items clearly indicates the type of service and vendor (if known).			
9. The narrative description for supplies and materials budgeted items lists whether items are instructional or non-instructional, provides a description of the items, and purpose.			
10. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.			
11. Funding descriptions are appropriate for each budgeted item.			
12. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
13. Budgeted items are allowable and for eligible EL identified students. [2 CFR -200.403]			
14. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
<div> <div></div> <div>17. Title III English Learner: English Learner</div> </div>		<div> <div>OK</div> <div>▼</div> <div>Maria Paxson</div> </div>	<div> <div>7/19/2019</div> <div>2:32:32 PM</div> </div>
<div> <div>1. Application Question 1: The LEA has described 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)] A description for each school in the LEA has been provided.</div> </div>			
<div> <div>2. Application Question 2: The LEA has described how it will ensure that elementary schools and secondary schools assist English learners in achieving English proficiency based on the State's English language proficiency (ELP) assessment (ACCESS), consistent with the State's long-term goals. [Section 3116(b)(2)(A)]</div> </div>			
<div> <div>3. Application Question 3: The LEA has described how it will 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)]</div> </div>			


4. Application Question 4: The LEA has described how it will promote parent and family engagement in the education of English learners. [Section 3116(b)(3)]			
5. Application Question 5: The LEA has described how it will promote community engagement in the education of English learners. [Section 3116(b)(3)]			
<input type="checkbox"/> <b>18. Title III English Learner: Equitable Share Calculation</b>		<div>OK</div>	<div>Maria Paxson</div> <div>7/19/2019 2:32:32 PM</div>
1. If the LEA is a charter school or vocational school, the equitable services page questions are blank or responses are NA.			
2. The number of public school enrollment of EL students is accurate.			
3. The district indicated the name of the private school, if they were participating, and the reasonable number of private school enrollment of EL students.			
4. The 2% Administrative cost amount is the same amount in the budget.			
<input type="checkbox"/> <b>19. Title III Immigrant Increase Funds: Budget</b>		<div>Not Applicable</div>	<div>Maria Paxson</div> <div>7/19/2019 2:32:32 PM</div>
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. For EPER budgeted items, the narrative description includes the number of staff and the activity staff will engage in.			
5. For stipend budgeted items, the narrative description includes the number of staff and the activity staff will engage in.			
6. For substitute budgeted items, the narrative description includes the number of staff and the activity staff will engage in.			
7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.			
8. The narrative description for contractual services budgeted items clearly indicates the type of service ad vendor (if known).			
9. The narrative description for supplies and materials budgeted items lists whether items are instructional or non-instructional, provides a description of the items, and purpose.			
10. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.			
11. Funding descriptions are appropriate for each budgeted item.			
12. Each budgeted item has a location indicated.			
13. Budgeted items are supplemental			
14. Budgeted items are allowable and for eligible identified immigrant students. [2 CFR -200.403]			
15. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
16. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
<input type="checkbox"/> <b>20. Title III Immigrant Increase Funds: Immigrant</b>		<div>Not Applicable</div>	<div>Maria Paxson</div> <div>7/19/2019 2:32:32 PM</div>



1. Application Question 1: The LEA provided a description of activities for which the Title III Immigrant increase funds will be used and that support immigrant students only.			7/19/2019 2:32:32 PM
<div> <div>21. Title III Immigrant Increase Funds: Equitable Share Calculation</div> <div> <div>Not Applicable</div> <div>Maria Paxson</div> </div> </div>			
<div> <div>1. If the LEA is a charter school or vocational school, the Equitable Share Calculate page is blank.</div> <div>2. The number of public school enrollment of Immigrant students is accurate.</div> <div>3. The district indicated the name of the private school, if they were participating, and the reasonable number of private school enrollment of Immigrant students.</div> <div>4. The 2% Administrative cost amount is the same amount in the budget.</div> </div>			
<div> <div>22. Title IV, Part A: Budget</div> <div> <div>OK</div> <div>Philip Keefer</div> </div> </div>			8/26/2019 3:42:21 PM
<div> <div>1. The Remaining line amount is \$0.</div> <div>2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.</div> <div>3. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.</div> <div>4. For EPER budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.</div> <div>5. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.</div> <div>6. For substitute budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.</div> <div>7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.</div> <div>8. The narrative description for contractual services budgeted items clearly indicates the type of service and vendor name (if known).</div> <div>9. The amount budgeted for administration is no more than 2% of the total allocation.</div> <div>10. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, and purpose if not clear by conference name.</div> <div>11. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.</div> <div>12. Funding descriptions are appropriate for each budgeted item.</div> <div>13. Budgeted items are supplemental.</div> <div>14. Budgeted items are allowable. [2 CFR -200.403]</div> <div>15. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]</div> <div>16. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]</div> <div>17. 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)).</div> <div>18. 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)).</div> </div>			

	19. 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)).		
	20. 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)).		
	21. If the LEA has participating private schools, there is at least one budgeted item for services for participating private schools.		
	22. If the LEA has participating private schools, the budgeted amount for services for participating private schools matches the amount in the Equitable Share Calculation page (B2). Documents.		
	<b>23. Title IV: Budget Overview</b>	OK 	Philip Keefer 8/12/2019 10:00:40 AM
	1. The Remaining line and Total column is \$0.		
	<b>24. Title IV: Questions</b>	OK 	Philip Keefer 7/16/2019 9:07:04 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 provided 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.		
	3. Application Question 3: If an item(s) was budgeted with the Rounded Ed funding description, the LEA described how funds will be used for activities related to supporting well-rounded education that coordinated with other schools and community-based services and/or programs.		
	4. Application Question 4: If an item(s) was budgeted with the S&H Partner or S&H School funding description, the LEA described 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 described 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 described 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: If an item(s) was budgeted with the Ed Tech funding description, the LEA, 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.		
	8. Application Question 8: The LEA described the program objectives and intended outcomes for Title IV activities.		
	9. Application Question 8: The LEA described how the effectiveness of the activities will be evaluated periodically.		
	<b>25. Title IV: Equitable Share Calculation</b>	OK 	Philip Keefer 7/16/2019 9:07:04 AM
	1. If the LEA is a charter school or vocational school, the Equitable Share Calculation page is blank.		
	2. The total amount of all budgeted items with a funding description of Equitable Services in the "Budget-District Set Asides" page matches the value in B2.		
	3. The district indicated the name of the private school, if they were participating, and the reasonable number of private school enrollment of Low Income students.		



<div> <div></div> <div>26. Title IV: Related Documents - Needs Assessment</div> </div>	<div>OK</div> <div></div>	Philip Keefer	7/16/2019 9:07:04 AM
<div>1. If this is the first year the LEA has \$30,000 or more, 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.</div>			
<div> <div></div> <div>27. CTE Perkins Secondary: Core Indicators of Performance</div> </div>	<div>OK</div> <div></div>	Rita Hovermale	7/23/2019 9:47:10 AM
<div>1. The final target has been established for the "1S1" indicator.</div>			
<div>2. The final target has been established for the "1S2" indicator.</div>			
<div>3. The final target has been established for the "2S1" indicator.</div>			
<div>4. The final target has been established for the "3S1" indicator.</div>			
<div>5. The final target has been established for the "4S1" indicator.</div>			
<div>6. The final target has been established for the "5S1" indicator.</div>			
<div>7. The final target has been established for the "6S1" indicator.</div>			
<div>8. The final target has been established for the "6S2" indicator.</div>			
<div> <div></div> <div>28. CTE Perkins Secondary: Local Plan</div> </div>	<div>OK</div> <div></div>	Lisa Wilson	8/15/2019 12:58:41 PM
<div>1. Application Question 1: The LEA described with sufficient detail how the CTE activities will meet state and local adjusted levels of performance.</div>			
<div>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.</div>			
<div>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.</div>			
<div>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.</div>			
<div>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.</div>			
<div>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.</div>			
<div>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.</div>			
<div>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.</div>			
<div>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.</div>			
<div>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.</div>			
<div>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</div>			

	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.	
	<b>29. CTE Perkins Secondary: Budget</b>	<div> <div>OK</div> <div>▼</div> <div>Lisa Wilson</div> </div> <div>8/15/2019 12:58:41 PM</div>
	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. For stipend budgeted items, the narrative description includes the number of staff and the activity staff will engage in.	
	6. For substitute budgeted items, the narrative description includes the number of staff and the activity staff will engage in.	
	7. 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.	
	8. The LEA provided an explanation if budgeted item for CTSO costs exceeded 5% of the total program allocation.	
	9. The LEA provided an explanation if budgeted items for travel exceeded 10% of the total program allocation.	
	10. The narrative description for contractual services budgeted items clearly indicates the type of service and program of study title.	
	11. The LEA provided an explanation if budgeted items for contractual services substitute costs exceeded 5% of the total program allocation.	
	12. 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.	
	13. The LEA provided an explanation if middle school budgeted items for supplies and materials exceeded 20% of the total program allocation.	
	14. The LEA provided an explanation if budgeted items for supplies and materials that are equipment exceeded 50% of the total program allocation.	
	15. 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.	



16. The LEA provided an explanation if middle school budgeted items for capital outlay exceeded 20% of the total program allocation.			
17. The LEA provided an explanation if budgeted items for capital outlay equipment exceeded 50% of the total program allocation.			
18. Funding descriptions are appropriate for each budgeted item.			
19. Budgeted items are supplemental.			
20. Total administration and indirect costs do not exceed 5%.			
21. Budgeted items are allowable. [2 CFR -200.403]			
22. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
23. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
<input type="checkbox"/> <b>30. CTE Perkins Secondary: Related Documents</b>	OK	Rita Hovermale	7/23/2019 9:50:09 AM
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.			
<input type="checkbox"/> <b>31. IDEA 611: Related Documents - Maintenance of Effort</b>	OK	Linda Smith	8/28/2019 12:29:16 PM
1. MOE verified through review of IDEA LEA MOE Budget Chart.			
<input type="checkbox"/> <b>32. IDEA 611: Budget</b>	OK	Linda Smith	8/28/2019 12:26:14 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. For EPER budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.			
5. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.			
6. For substitute budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.			
7. 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.			
8. The narrative description for contractual services budgeted items clearly indicates the type of service and how items will benefit students with disabilities.			
9. 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..			

10. 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.	
11. Funding descriptions are appropriate for each budgeted item.	
12. Budgeted items are supplemental.	
13. Budgeted items are allowable. [2 CFR -200.403]	
14. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
15. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
<div><div></div><div><b>33. IDEA 611: Equitable Services</b></div></div>	<div><div>OK</div><div>Linda Smith</div></div> <div>7/19/2019 2:03:31 PM</div>
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.	
<div><div></div><div><b>34. IDEA 611: CEIS Services</b></div></div>	<div><div>OK</div><div>Linda Smith</div></div> <div>9/17/2019 1:41:30 PM</div>
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. Application Question 2: 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.		
	<b>35. IDEA 619: Budget</b>	<div>OK</div> <div>▼</div> <div>Cindy Brown</div>	9/16/2019 9:16:20 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. For EPER budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
	5. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
	6. For substitute budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
	7. 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.		
	8. The narrative description for contractual services budgeted items clearly indicates the type of service and how items will benefit students with disabilities.		
	9. 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.		
	10. 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.		
	11. Funding descriptions are appropriate for each budgeted item.		
	12. Budgeted items are supplemental.		
	13. Budgeted items are allowable. [2 CFR -200.403]		
	14. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
	15. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
	<b>36. State Curriculum and Professional Development</b>	<div>OK</div> <div>▼</div> <div>Raushann Austin</div>	8/15/2019 9:39:23 AM
	1. The narrative descriptions are sufficient 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.

**Red Clay Consolidated School District (953200) Public District - FY 2020 - 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@redclay.k12.de.us
* Amy Klein	* ELL Coach	* amy.klein@redclay.k12.de.us
* Jennifer Jeanes	* Federal Programs, Executive Secretary	* jennifer.jeanes@redclay.k12.de.us
* Equetta Jones	* Assistant Principal/Parent	* equetta.jones@redclay.k12.de.us
* Tiffany Shockley	* Parent	* monkeyboyxs3@hotmail.com
* Sam Golder	* Director of Secondary Schools	* sam.golder@redclay.k12.de.us
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* Ted Boyer	* Director of School Services	* theodore.boyer@redclay.k12.de.us
* Michael Simmonds	* Director of Federal Programs	* michael.simmonds@redclay.k12.de.us
* Hugh Broomall	* Deputy Superintendent	* hugh.broomall@redclay.k12.de.us

* Dorrell Green	*	Superintendent	* dorrell.green@redclay.k12.de.us
* Sarah Celestin	*	Director of Special Services	* sarah.celestin@redclay.k12.de.us
* Carolina Beck	*	ELL Supervisor	* carolina.beck@redclay.k12.de.us
* Harold Shaw	*	Director of Curriculum	* harold.shaw@redclay.k12.de.us
* Lou Mingione	*	CTE Supervisor	* louis.mingione@redclay.k12.de.us
* Amy Grundy	*	Director of Elementary Schools	* amy.grundy@redclay.k12.de.us
* Jill Floore	*	Chief Financial Officer	* jill.floore@redclay.k12.de.us
* Barry Kirk	*	Private School Liaison	* barry.kirk@redclay.k12.de.us
* Tawanda Bond	*	Equity Officer	* tawanda.bond@redclay.k12.de.us
* Deborah Roberts	*	Supervisor of Accounting	* deborah.roberts@redclay.k12.de.us
* Mandy Pennington	*	Lead Nurse	* mandy.pennington@redclay.k12.de.us







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 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 and which program(s) were impacted?
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	* 05/20/2019		* Admin, Secretary	* Reviewed current plans, discussed revisions for future offerings
* RCPAC planning meeting	* 06/10/2019		* McK-Vento rep, Parents, Admin	* RCPAC met as a parent committee to discuss planning for SY20. Parents identified positives of programming and concerns to address in SY20. Priorities included, school climate, internet safety, equity, services for high poverty communities, and communication tools. RCPAC would like to increase their presence in district wide events and contribute to school climates that are both parent and student friendly.
* FACE/Parent Café planning meeting	* 02/07/2019		* McK-Vento rep, Parent, Teacher	* Planning meetings reviewed strengths and weaknesses of the past year, recommended revisions including adding parents to facilitate parent cafes, strategies to increase parent collaboration and identifying topics that address priorities related to school climate. Parent Cafe's continue to highlight the five protective factors of Resilience, Relationships, Knowledge, Support, and Communication. Collaboration team meetings included Be Strong Family staff, Red Clay parents, teachers and district office staff.
* Title II & Title IV planning meeting	* 05/30/2019		* Admin - Title I,II, & IV, Equity Officer	* Reviewed current plans, discussed CGA updates
* English Learner Professional Learning Meeting	* 04/30/2019		* supervisor, coaches, teachers	* reviewed current plan and the activities supported by the funds discussed possible revisions to the plan requested feedback prior to the end of the school year
* FACE/Parent Café planning meeting	* 12/17/2018		* McK-Vento rep, Parent, Teacher	* Planning meetings reviewed strengths and weaknesses of the past year, recommended revisions including adding parents to facilitate parent cafes, strategies to increase parent collaboration and identifying topics that address priorities related to school climate. Parent Cafe's continue to highlight the five protective factors of Resilience, Relationships, Knowledge, Support, and Communication. Collaboration team meetings included Be Strong Family staff, Red Clay parents, teachers and district office staff.

* FACE/Parent Café planning meeting	* 01/08/2019	* McK-Vento rep, Parent, Teacher	* Planning meetings reviewed strengths and weaknesses of the past year, recommended revisions including adding parents to facilitate parent cafes, strategies to increase parent collaboration and identifying topics that address priorities related to school climate. Parent Cafes continue to highlight the five protective factors of Resilience, Relationships, Knowledge, Support, and Communication. Collaboration team meetings included Be Strong Family staff, Red Clay parents, teachers and district office staff.
* FACE/Parent Café planning meeting	* 02/07/2019	* McK-Vento rep, Parent, Teacher	* Planning meetings reviewed strengths and weaknesses of the past year, recommended revisions including adding parents to facilitate parent cafes, strategies to increase parent collaboration and identifying topics that address priorities related to school climate. Parent Cafes continue to highlight the five protective factors of Resilience, Relationships, Knowledge, Support, and Communication. Collaboration team meetings included Be Strong Family staff, Red Clay parents, teachers and district office staff.
* FACE/Parent Café planning meeting	* 04/09/2019	* McK-Vento rep, Parent, Teacher	* Planning meetings reviewed strengths and weaknesses of the past year, recommended revisions including adding parents to facilitate parent cafes, strategies to increase parent collaboration and identifying topics that address priorities related to school climate. Parent Cafes continue to highlight the five protective factors of Resilience, Relationships, Knowledge, Support, and Communication. Collaboration team meetings included Be Strong Family staff, Red Clay parents, teachers and district office staff.
* Meaningful Consultation with Private Schools	* 05/06/2019	* Liaison, Prog Mgrs, Private School Officials	* Meaningful Consultation with participating private school officials and support staff, RC private school liaison and program managers. Share and discuss any updates or questions regarding participating programs.



* Meaningful Consultation with Participating Private Schools	* 10/16/2018	 * Liaison, Prog Mgrs, Private School Officials	* Meaningful Consultation with participating private school officials and support staff, RC private school liaison and program managers. Share and discuss any updates or questions regarding participating programs.
* Special Services Core Team Meeting	* 06/07/2019	 * Admin, coordinators, coaches, lead psychologists	* Planning meeting reviewing progress on strategic plan goals and developing action steps for the 19-20 SY; discussion of allocation of resources related to Coordinated Early Intervening Services (CEIS)
* Special Services Parent Council	* 05/22/2019	 * Admin, Parents, Community Organizations	* Discussion of RCCSD strategic plan goals, strengths and needs; Consultation regarding professional learning and MTSS for use of CEIS designated funds

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Application Development

Optional Documents		
Type	Document Template	Document/Link
Title IV Needs Assessment [Upload up to 1 document(s)]		<a href="#">Title IV Needs Assessment</a>

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**Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A**

**PURPOSE: This page is used to address LEA plan requirements under ESSA.**

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 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.

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 provides a platform for parental input for programming and funding of parent activities at the school level.

Red Clay will also continue a partnership with Be Strong Families to increase effective parental and family involvement. The partnership provides training to both parents & staff of Title 1 schools, to facilitate "Parent Café's" which are parent lead events that focus upon building 5 protective factors:

- Resilience,
- Positive social connections
- Concrete support in times of need
- Social, Emotional, and Cognitive competence
- Knowledge

The commitment to build strong relationships with families will continue as this partnership provides training and facilitation in both English and Spanish. This delivery of service will increase opportunities to involve families whose primary language is not English.

2. 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 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
- Provide professional development for school staff in order to remain in compliance with rights of families experiencing homelessness

3. 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 support 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 environment.

4. 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.

5. 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. In addition to the use of DPAS II to address disparities, RCCSD had partnered with Wilmington University to create a Professional Development School at Shortridge Academy. This model will allow undergraduate educators the opportunity to complete their program requirements in a high needs school, including a full year internship and exposure to RCCSD professional learning opportunities. As a result Red Clay will have an annual group of educators better prepared to meet the needs of students. In addition to the PDS school, we have full year interns from Wilmington University placed in additional Title 1 building to further expand our pipeline.

6. 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 district wide 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

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

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 the 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 DTC 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 an 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



- Partner with DTC for educational training in high demand and high wage occupations

8. 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
- 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.

9. 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.

10. 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 outreach 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 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 statewide programs, like DAP and DSD

to  
coordinate the appropriate kindergarten location as students they reach school age.





## Red Clay Consolidated School District (953200) Public District - FY 2020 - 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 (27 Buildings)	Grade Span	Service Type	Public Enrollment	Public Low Income	Nonpublic Low Income	Total Low Income (E+F)	Low Income Students Low Income Percentage (G/D)	PPA Category (Asc)	Eligible	Other Factors by Eligible
Meadowood Program	PreK-12	Eligible But Not Receiving Services ▼	159	142	0	142	89.31 %	0		<input type="checkbox"/>
First State School	6-12	Eligible But Not Receiving Services ▼	24	19	0	19	79.17 %	0		<input type="checkbox"/>
Richardson Park Learning Center	PreK-5	Eligible But Not Receiving Services ▼	549	384	0	384	69.95 %	0		<input type="checkbox"/>
McKean (Thomas) High School	9-12	Eligible But Not Receiving Services ▼	848	512	0	512	60.38 %	0		<input type="checkbox"/>
duPont (Alexis I.) High School	9-12	Eligible But Not Receiving Services ▼	880	458	0	458	52.05 %	0		<input type="checkbox"/>
Dickinson (John) High School	9-12	Eligible But Not Receiving Services ▼	827	392	0	392	47.40 %	0		<input type="checkbox"/>
duPont (H.B.) Middle School	6-8	Not Eligible	779	251	0	251	32.22 %	0	<input type="checkbox"/>	<input type="checkbox"/>
Heritage Elementary School	K-5	Not Eligible	523	156	0	156	29.83 %	0	<input type="checkbox"/>	<input type="checkbox"/>
Brandywine Springs School	K-8	Not Eligible	997	227	0	227	22.77 %	0	<input type="checkbox"/>	<input type="checkbox"/>
Conrad Schools of Science	9-12	Not Eligible	1158	258	0	258	22.28 %	0	<input type="checkbox"/>	<input type="checkbox"/>
Linden Hill Elementary School	K-5	Not Eligible	591	121	0	121	20.47 %	0	<input type="checkbox"/>	<input type="checkbox"/>
William F. Cooke, Jr. Elementary School	K-5	Not Eligible	656	122	0	122	18.60 %	0	<input type="checkbox"/>	<input type="checkbox"/>
Calloway (Cab) School of the Arts	9-12	Not Eligible	932	135	0	135	14.48 %	0	<input type="checkbox"/>	<input type="checkbox"/>
North Star Elementary School	K-5	Not Eligible	650	59	0	59	9.08 %	0	<input type="checkbox"/>	<input type="checkbox"/>
Shortridge (Evan G.) Academy	K-5	Schoolwide	369	308	18	326	88.35 %	1		<input type="checkbox"/>
Warner Elementary School	K-5	Schoolwide	378	323	6	329	87.04 %	1		<input type="checkbox"/>
Lewis (William C.) Dual Language Elementary School	K-5	Schoolwide	427	327	7	334	78.22 %	2		<input type="checkbox"/>
Baltz (Austin D.) Elementary School	K-5	Schoolwide	525	375	16	391	74.48 %	3		<input type="checkbox"/>
Highlands Elementary School	K-5	Schoolwide	297	207	9	216	72.73 %	3		<input type="checkbox"/>
Mote (Anna P.) Elementary School	PreK-5	Schoolwide	376	266	5	271	72.07 %	3		<input type="checkbox"/>
Richardson Park Elementary School	K-5	Schoolwide	298	183	5	188	63.09 %	4		<input type="checkbox"/>
Forest Oak Elementary School	K-5	Schoolwide	508	301	7	308	60.63 %	5		<input type="checkbox"/>
Marbrook Elementary School	K-5	Schoolwide	419	230	12	242	57.76 %	5		<input type="checkbox"/>

Richey Elementary School	K-5	Schoolwide	▲	408	204	4	208	50.98 %	6		<input type="checkbox"/>
Stanton Middle School	6-8	Schoolwide	▲	734	506	13	519	70.71 %	7		<input type="checkbox"/>
duPont (Alexis I.) Middle School	6-8	Schoolwide	▲	489	324	14	338	69.12 %	7		<input type="checkbox"/>
Skyline Middle School	6-8	Schoolwide	▲	613	392	20	412	67.21 %	7		<input type="checkbox"/>
Totals:											
				15414	7182	136	7318	47.48 %			

**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.**

N/A

**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 2019 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

the ranking, it establishes categories for schools to determine participation and allocations:

Category 1: Traditional PK-12 Elementary School to High School (DHSS poverty = 87.04% or greater (Shortridge, Warner)

Category 2: Traditional PK-12 Elementary School to High School (DHSS poverty = 78.22% to 78.22% (Lewis) Category 3: Traditional PK-12 Elementary School to High School (DHSS poverty = 72.07% to 74.48% (Baltz,

Highlands, Mote)

Category 4: Traditional PK-12 Elementary School to High School (DHSS poverty = 63.09% to 63.09% (Richardson Park)

Category 5: Traditional PK-12 Elementary School to High School (DHSS poverty = 57.76% to 60.63% (Forest Oak, Marbrook)

Category 6: Traditional K-12 Elementary School to High School (DHSS poverty = 50.98% to 50.98% (Richey) Category 7: Traditional 6-12 Middle School (DHSS poverty = 67.21% to 70.71% (Stanton, AIMS, Skyline)

Category 8: Traditional PK-5 and under 50.19% poverty (ranked not participating)

Category 9: ILC with 35% poverty or greater (ranked not participating)  
 Category 10: Traditional PK – 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 50.98% poverty – prioritizing early intervention and elementary schools in categories 1 - 6; then high poverty middle schools in category 7. 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 1-7 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 (PK-12) with poverty levels at/above 50.98%; 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, Shortridge, Lewis, Baltz, Richardson Park, Mote, Highlands, Marbrook, Richey, Skyline, Forest Oak, Stanton and AIMS have DHS -calculated poverty rates above 50.98%.

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 Christina 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 Christina Care and 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 sub specialty 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 Christina 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 2017 and 2018 comparability reports will reflect 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 2018-2019 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.

A. Richardson Park Learning Center receives IDEA fund to support students needs

B. McKean High School receives additional CTE funds to provide careers pathways for students.

Red Clay Consolidated School District (953200) Public District - FY 2020 - 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 ▼	24
Harvest Christian Acad @ Wilm. - 5642 ▲	Participating Private School ▼	13.00
High Road School of Delaware - 5637 ▲	Non-Participating Private School ▼	0.00
Hockessin Montessori School (The) - 5802 ▲	Non-Participating Private School ▼	0.00
Independence School - 5871 ▲	Non-Participating Private School ▼	0.00
Padua Academy - 5857 ▲	Non-Participating Private School ▼	0.00
Salesianum School - 5860 ▲	Non-Participating Private School ▼	0.00

Sanford School - 5846 ▼	Non-Participating Private School ▼	0.00
Sharon Temple Adventist School - 5867 ▼	Participating Private School ▼	4.00
St. Ann School - 5855 ▼	Participating Private School ▼	6.00
St. Anthony of Padua Grade School - 5856 ▼	Participating Private School ▼	13.00
St. John The Beloved School - 5849 ▼	Participating Private School ▼	7.00
Saint Mark's High School - 5850 ▼	Non-Participating Private School ▼	0.00
Tatnall School, Inc. (The) - 5840 ▼	Non-Participating Private School ▼	0.00
Tower Hill School - 5834 ▼	Non-Participating Private School ▼	0.00
Towle Institute - 5805 ▼	Non-Participating Private School ▼	0.00
Ursuline Academy - 5862 ▼	Non-Participating Private School ▼	0.00
Wilmington Christian School - 5853 ▼	Non-Participating Private School ▼	0.00
Wilmington Junior Academy - 5847 ▼	Non-Participating Private School ▼	0.00
Christ The Teacher Catholic School - 5541 ▼	Participating Private School ▼	2.00
Nativity Prep. Sch of Wilm, Inc. - 5563 ▼	Participating Private School ▼	4.00
Serviam Girls Academy - 5696 ▼	Participating Private School ▼	6.00
Delaware Tarbiyah School - 5729 ▼	Participating Private School ▼	10.00
St. Mary Magdalen School - 5824 ▼	Participating Private School ▼	2.00
Holy Angels School - 5875 ▼	Participating Private School ▼	13.00



St. Elizabeth Elementary School - 5880 ▲	Participating Private School ▼	14.00
St. Peter's Cathedral School - 5883 ▲	Participating Private School ▼	14.00
Saint Peter Catholic School - 5898 ▲	Participating Private School ▼	3.00
Red Lion Christian Academy - 5899 ▲	Participating Private School ▼	1.00
Total:		136

**PURPOSE:** This page is to calculate equitable share based on the number of low income students in participating private schools.

All values are either pre-loaded or automatically calculated when your cursor leaves the cell except "D1. LEA Reservation for Administration of Equitable Services".

Enter a value for D1 only if you want to reserve funds for administration of the private school program.

The total amount of all budgeted items tagged with a funding description of Equitable Services in the Budget-District Set Asides page must match the value in B2.

You must have a budgeted item tagged with a funding description of Equitable Services in the Budget-District Set Asides page that matches the value in D3.

If you budget an amount in D1, you must have a budgeted item tagged with a funding description of Equitable Services in the Budget-District Set Asides page that matches the value in D1.

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

Equitable Share Calculation

A. Number of Low Income Students in Participating Schools

LEA  
Calculation

A1. District Low Income

3,946

A2. Participating Private School Low Income

136

A3. Total Low Income (A1 + A2)	4082
A4. Percent Participating Private School Low Income (A2 / A3)	3.33 %
<b>B. Proportionate Share</b>	
B1. District Allocation	\$ 6,507,057.00
B2. Proportionate Share to Private Schools (B1 X A4)	\$ 216,795.63
B3. Proportionate Share to District (B1 - B2)	\$ 6,290,261.37
<b>C. Parent and Family Engagement</b>	
C1. District 1% Set Aside (B1 X 0.01)	\$ 65,070.57
C2. Proportionate Share to Private Schools (C1 X A4)	\$ 2,167.96
<b>D. Final Equitable Share</b>	
D1. LEA Reservation for Administration of Equitable Services	\$ 20,000.00
D2. Equitable Share for Instruction and Professional Development (B2 - C2 - D1)	\$ 194,627.67
D3. Equitable Share for Parent and Family Engagement (C2)	\$ 2,167.96

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Account Code	
5100 - Salaries	\$633,647.59
5120 - OECs	\$345,260.74
5400 - Travel	\$40,351.52
5500 - Contractual	\$742,334.13
5500 - Audit Fees	\$5,286.83
5560 - Indirect	\$101,842.90
5600 - Supplies	\$74,669.73
5700 - Capital Outlay	\$0.00
Total	\$1,943,393.44
Adjusted Allocation	\$1,943,393.44
Remaining	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5100 - Salaries - \$633,647.59 ▲

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II) [Professional Staff] [Budget Amount]	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools and support for homeless coordinator (\$20,000 of salary set aside as Title I LEA reservation for RCCSD Baltz) [Professional Staff][Budget Amount]
Funding Description:	A - Administration (District Only) ▲		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$135,542.95		
Line Item Total:	\$135,542.95		
Account Code:	5100 - Salaries	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools and support for homeless coordinator (\$20,000 of salary set aside as Title I LEA reservation for RCCSD Baltz) [Professional Staff][Budget Amount]	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools and support for homeless coordinator (\$20,000 of salary set aside as Title I LEA reservation for RCCSD Baltz) [Professional Staff][Budget Amount]
Funding Description:	A - Administration (District Only) ▲		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$135,542.95		
Line Item Total:	\$135,542.95		

	Line Item Total:	\$69,551.00	
Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)[Professional Staff]	Account Code:	5100 - Salaries	
	Funding Description:	A - Administration (District Only)	▲
	Location Code:	Red Clay Consolidated School District (953200)	
	Quantity:	1.00	
	Cost:	\$63,725.00	
	Line Item Total:	\$63,725.00	
Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II) [Professional Staff]	Account Code:	5100 - Salaries	
	Funding Description:	A - Administration (District Only)	▲
	Location Code:	Red Clay Consolidated School District (953200)	
	Quantity:	1.00	
	Cost:	\$63,725.00	
	Line Item Total:	\$63,725.00	
1 FTE Homeless Coordinator (AA-RCCSD Baltz) [Professional Staff][Budget Amount]	Account Code:	5100 - Salaries	
	Funding Description:	A - Administration (District Only)	▲
	Location Code:	Red Clay Consolidated School District (953200)	
	Quantity:	1.00	
	Cost:	\$63,725.00	
	Line Item Total:	\$63,725.00	



	Description:	
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$55,788.00
	Line Item Total:	\$55,788.00
Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II) [Professional Staff][Budget Amount]	Funding Description:	A - Administration (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$31,862.50
	Line Item Total:	\$31,862.50
Hire 1 FTE Social Studies Supervisor (HG-RCCSD-Baltz Admin .25 Title I, .75 Title II) [Professional Staff][Budget Amount]	Account Code:	5100 - Salaries
	Funding Description:	A - Administration (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$31,862.50
	Line Item Total:	\$31,862.50
	Account Code:	5100 - Salaries
	Funding Description:	A - Administration (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$31,862.50
	Line Item Total:	\$31,862.50
	Account Code:	5100 - Salaries
	Funding Description:	A - Administration (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$31,862.50
	Line Item Total:	\$31,862.50
	Account Code:	5100 - Salaries
	Funding Description:	A - Administration (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$55,788.00
	Line Item Total:	\$55,788.00
	Description:	

	Line Item Total:	\$30,006.50
	Account Code:	5100 - Salaries
	Funding Description:	A - Administration (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$26,718.40
	Line Item Total:	\$26,718.40
	Account Code:	5100 - Salaries
Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II [Professional Staff] [Budget Amount])	Account Code:	5100 - Salaries
	Funding Description:	ES - Equitable Services (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$20,000.00
	Line Item Total:	\$20,000.00
	Account Code:	5100 - Salaries
EPPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being	Account Code:	5100 - Salaries

engaged in American school syst (3 FTE x \$28/hr x 3hrs x 28-32 sessions)	PI - Parent Involvement (District Only)	Red Clay Consolidated School District (953200)	Location Code:	Quantity:	Cost:	Line Item Total:	EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)[Extra Pay for Extra Responsibilities][Budget Amount]
				1.00	\$8,874.24	\$8,874.24	
							EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)[Extra Pay for Extra Responsibilities][Budget Amount]
	PI - Parent Involvement (District Only)	Red Clay Consolidated School District (953200)	Location Code:	Quantity:	Cost:	Line Item Total:	
				1.00	\$2,500.00	\$2,500.00	
							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]
	PI - Parent Involvement (District Only)	Red Clay Consolidated School District (953200)	Location Code:	Quantity:	Cost:	Line Item Total:	
				1.00	\$2,500.00	\$2,500.00	

	Cost:	\$2,160.00
	Line Item Total:	\$2,160.00
Hire 1 FTE Pre - K teacher at Lewis serving students from the 13 title I attendance zones [Professional Staff] [Budget Amount]	Account Code:	5100 - Salaries
	Funding Description:	I Pre-K - Instruction Pre-K (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$81,660.00
	Line Item Total:	\$81,660.00
Hire 1 FTE Pre-K paraprofessional at Lewis serving students from the 13 Title I attendance zones [Professional Staff] [Budget Amount]	Account Code:	5100 - Salaries
	Funding Description:	I Pre-K - Instruction Pre-K (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$37,502.00
	Line Item Total:	\$37,502.00
(Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities	Account Code:	5100 - Salaries
	Line Item Total:	

[illegible]

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A	
Red Clay Consolidated School District (953200)	5120 - OECs - \$345,260.74 ▼

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II) [Professional Staff] [OECs]	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools and support for homeless coordinator (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) [Professional Staff] [OECs]
Funding Description:	A - Administration (District Only) ▼		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$68,569.82		
Line Item Total:	\$68,569.82		
Account Code:	5120 - OECs	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools and support for homeless coordinator (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) [Professional Staff] [OECs]	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools and support for homeless coordinator (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) [Professional Staff] [OECs]
Funding Description:	A - Administration (District Only) ▼		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$68,569.82		
Line Item Total:	\$68,569.82		



	<b>Line Item Total:</b>	\$48,654.89	
Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)[Professional Staff][OECs]	<b>Funding Description:</b>	A - Administration (District Only) ▼	
	<b>Account Code:</b>	5120 - OECs	
	<b>Location Code:</b>	Red Clay Consolidated School District (953200)	
	<b>Quantity:</b>	1.00	
	<b>Cost:</b>	\$45,594.75	
	<b>Line Item Total:</b>	\$45,594.75	
Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)[Professional Staff][OECs]	<b>Account Code:</b>	5120 - OECs	
	<b>Funding Description:</b>	A - Administration (District Only) ▼	
	<b>Location Code:</b>	Red Clay Consolidated School District (953200)	
	<b>Quantity:</b>	1.00	
	<b>Cost:</b>	\$33,301.42	
	<b>Line Item Total:</b>	\$33,301.42	
1 FTE Homeless Coordinator (AA-RCCSD Baltz Admin)[Professional Staff][OECs]	<b>Account Code:</b>	5120 - OECs	
	<b>Funding Description:</b>	A - Administration (District Only) ▼	

	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$28,742.70
	Line Item Total:	\$28,742.70
Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz, .5 Title I & .5 Title II)[Professional Staff][OECs]	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$26,262.10
	Line Item Total:	\$26,262.10
	Account Code:	5120 - OECs
	Funding Description:	A - Administration (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$13,070.39
	Line Item Total:	\$13,070.39
Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin, .25 Title I, .75 Title II)[Professional Staff][OECs]	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$13,070.39
	Line Item Total:	\$13,070.39
	Account Code:	5120 - OECs
	Funding Description:	A - Administration (District Only) ▼

	Line Item Total:	\$13,070.39
	Account Code:	5120 - OECs
Hire 1 FTE Social Studies Supervisor (HG-RCCSD-Baltz Admin .25 Title I, .75 Title II) [Professional Staff][OECs]	Funding Description:	A - Administration (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$10,290.11
	Line Item Total:	\$10,290.11
EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (3 FTE x \$28/hr x 3hrs x 28-32 sessions) [Extra Pay for Extra Responsibilities][OECs]	Account Code:	5120 - OECs
	Funding Description:	PI - Parent Involvement (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$2,880.58
	Line Item Total:	\$2,880.58
EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)[Extra Pay for Extra Responsibilities][OECs]	Account Code:	5120 - OECs
	Funding Description:	PI - Parent Involvement (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$2,880.58
	Line Item Total:	\$2,880.58

	Description:	
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$811.50
	Line Item Total:	\$811.50
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][OECs]	Account Code:	5120 - OECs
	Funding Description:	PI - Parent Involvement (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$701.14
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][OECs]	Line Item Total:	\$701.14
	Account Code:	5120 - OECs
	Funding Description:	I Pre-K - Instruction Pre-K (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
Hire 1 FTE Pre-K teacher at Lewis serving students from the 13 Title I attendance zone [Professional Staff][Budget Amount]	Cost:	
	Line Item Total:	
	Account Code:	5120 - OECs
	Funding Description:	I Pre-K - Instruction Pre-K (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)

[illegible]

Total for all other Account Codes:	\$1,598,132.70
Total for all Account Codes:	\$1,943,393.44
Adjusted Allocation:	\$1,943,393.44
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5400 - Travel - \$40,351.52 ▼

Budget Detail		Narrative Description	
Account Code:	5400 - Travel	Travel for 4 staff to Atlanta, GA to attend the National Title I (ESEA) Conference and provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards (Flights 400 x 4 FTE = \$1520.00); (4 days x 320/night x 4FTE = \$5120.00), (meals \$75/day x 4days x 4 FTE = 1200)	
Funding Description:	A - Administration (District Only) ▼		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$7,920.00		
Line Item Total:	\$7,920.00		
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:	A - Administration (District Only) ▼		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$7,321.72		
Cost:	\$7,321.72		



	Line Item Total:	\$7,321.72
	Account Code:	5400 - Travel
	Funding Description:	A - Administration (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
Travel for 3 staff to National Youth At Risk Conference -- Savannah, GA 3/3/19-3/6/19 (340/flight x 3FTE = \$1020, 4 days @ hotel x 285/night x 3FTE = \$3420, Meals 75/day x 4 days x 3FTE = \$900)	Cost:	\$5,301.00
	Line Item Total:	\$5,301.00
	Account Code:	5400 - Travel
	Funding Description:	A - Administration (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
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 = \$3272); (75 a day for meals X 4 days X 2 FTE = \$600) ; PD priority 1,2,3,4	Quantity:	1.00
	Cost:	\$4,044.80
	Line Item Total:	\$4,044.80
	Account Code:	5400 - Travel
	Funding Description:	H - Homeless (District Only) ▼
Travel for 3 staff to NAEHCY conference in Washington, DC. (216/train x 3FTE = \$648, 4 days @ hotel x 250/night x 3FTE = \$3000, Meals 75/day x 4 days x 3FTE = \$900)	Line Item Total:	\$7,321.72
	Account Code:	5400 - Travel
	Funding Description:	H - Homeless (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00

	Location	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$4,548.00
	Line Item Total:	\$4,548.00
	Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$4,548.00
	Line Item Total:	\$4,548.00
	Account Code:	5400 - Travel
	Funding Description:	H - Homeless (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$3,800.00
	Line Item Total:	\$3,800.00
	Account Code:	5400 - Travel
	Funding Description:	PI - Parent Involvement (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$7,416.00
	Line Item Total:	\$7,416.00
	Account Code:	5400 - Travel
	Funding Description:	Travel for 2 staff to Beyond Housing Conference -- New York, NY (200/train x 2FTE = \$400, 4 days @ hotel x 350/night x 2FTE = \$2800, Meals 75/day x 4 days x 2FTE = \$600)
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$1296, 3 days @ (216/train x 6 attendees = \$1296, 3 days @ hotel x 240/night x 6 attendees = \$4320, Meals 75/day x 4 days x 6 attendees = \$1800)
	Line Item Total:	\$1296, 3 days @ (216/train x 6 attendees = \$1296, 3 days @ hotel x 240/night x 6 attendees = \$4320, Meals 75/day x 4 days x 6 attendees = \$1800)
	Account Code:	5400 - Travel
	Funding Description:	Travel for 6 attendees (4 staff & 2 parents) to National Family Summit in Norfolk, VA.

Line Item		\$7,416.00	
Total:			
Total for 5400 - Travel:		\$40,351.52	
Total for all other Account Codes:		\$1,903,041.92	
Total for all Account Codes:		\$1,943,393.44	
Adjusted Allocation:		\$1,943,393.44	
Remaining:		\$0.00	

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A	
Red Clay Consolidated School District (953200)	
5500 - Contractual - \$742,334.13 ▼	

Budget Detail		Narrative Description	
Account Code:	5500 - Contractual	Funding Description:	A - Administration (District Only) ▼
Location Code:	Red Clay Consolidated School District (953200)	Quantity:	1.00
Cost:	\$2,636.00	Cost:	\$2,636.00
Line Item Total:	\$2,636.00	Registration for 4 staff to Atlanta, GA to attend the National Title I (ESEA) 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. 4 staff x \$659)	
Account Code:	5500 - Contractual		
Funding Description:	A - Administration (District Only) ▼		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$2,636.00	Registration for 3 staff to National Youth At Risk Conference- Savannah, GA (430 x 3 staff)	
Line Item Total:	\$2,636.00		
Account Code:	5500 - Contractual		
Funding Description:	A - Administration (District Only) ▼		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$1,290.00		
Cost:	\$1,290.00		

	Line Item Total:	\$1,290.00	
Registration for 2 FTE staff to Washington, DC to attend National Federal Education Program	Account Code:	5500 - Contractual	
Funding Description:	A - Administration (District Only)	▲	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$1,190.00		
Line Item Total:	\$1,190.00		
Registration for 3 staff to NAEHCY conference in Washington, DC. (625 x 3FTE)	Account Code:	5500 - Contractual	
Funding Description:	H - Homeless (District Only)	▲	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$1,875.00		
Line Item Total:	\$1,875.00		
Registration for 2 staff to Beyond Housing Conference -- New York, NY (2 staff x \$300)	Account Code:	5500 - Contractual	
Funding	H - Homeless (District Only)	▲	

	Description:	Red Clay Consolidated School District (953200)	
	Location Code:	1.00	
	Quantity:	\$600.00	
	Cost:	\$600.00	
	Line Item Total:	\$600.00	
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 @ \$194627.67)	Account Code:	5500 - Contractual	
	Funding Description:	ES - Equitable Services (District Only) ▲	
	Location Code:	Red Clay Consolidated School District (953200)	
	Quantity:	1.00	
	Cost:	\$194,627.67	
	Line Item Total:	\$194,627.67	
Contract with vendor to provide Title I parent involvement to private school students who would've attended RCCSD Title I schools (parental involvement - 1yr @ \$ 2,167.96 )	Account Code:	5500 - Contractual	
	Funding Description:	ES - Equitable Services (District Only) ▲	
	Location Code:	Red Clay Consolidated School District (953200)	
	Quantity:	1.00	
	Cost:	\$194,627.67	
	Line Item Total:	\$194,627.67	
	Cost:	\$194,627.67	
	Quantity:	1.00	
	Location Code:	Red Clay Consolidated School District (953200)	
	Cost:	\$194,627.67	

	Line Item Total:	\$2,167.96
	Account Code:	5500 - Contractual
Contract with Cultural agency to enhance FACE events at Title I schools (\$1000x8 sessions approx \$8,000)	Funding Description:	PI - Parent Involvement (District Only) ▼
	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
	Funding Description:	PI - Parent Involvement (District Only) ▼
Registration for 6 attendees (4 staff & 2 parents) to National Family Summit in Norfolk, VA (575 x 6 attendees)	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$3,450.00
	Line Item Total:	\$3,450.00
	Account Code:	5500 - Contractual
	Funding Description:	PI - Parent Involvement (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
Highlands, Shortridge, Richardson Park Elem and Warner for instructional support (EX Math	Quantity:	1.00
	Cost:	\$3,450.00
	Line Item Total:	\$3,450.00
	Account Code:	5500 - Contractual
	Funding Description:	PI - Parent Involvement (District Only) ▼
	Location Code:	Red Clay Consolidated School District (953200)
	Line Item Total:	\$2,167.96



Coach)	I K-12 - Instruction K-12	▲	Funding Description:	Location Code:	Red Clay Consolidated School District (953200)	Quantity:	1.00	Cost:	\$325,497.50	Line Item Total:	\$325,497.50	Account Code:	5500 - Contractual	Funding Description:	I K-12 - Instruction K-12	▲	Location Code:	Red Clay Consolidated School District (953200)	Quantity:	1.00	Cost:	\$150,000.00	Line Item Total:	\$150,000.00	Account Code:	5500 - Contractual	Funding Description:	I K-12 - Instruction K-12	▲	Contract with company to provide transportation for extended day programs in Title I elementary schools (\$5000 x 10 schools)	
Contract for services with Children and Families First			Funding Description:	Location Code:	Red Clay Consolidated School District (953200)	Quantity:	1.00	Cost:	\$150,000.00	Line Item Total:	\$150,000.00	Account Code:	5500 - Contractual	Funding Description:	I K-12 - Instruction K-12	▲	Location Code:	Red Clay Consolidated School District (953200)	Quantity:	1.00	Cost:	\$150,000.00	Line Item Total:	\$150,000.00	Account Code:	5500 - Contractual	Funding Description:	I K-12 - Instruction K-12	▲	Contract with company to provide transportation for extended day programs in Title I elementary schools (\$5000 x 10 schools)	
Coach)	I K-12 - Instruction K-12	▲	Funding Description:	Location Code:	Red Clay Consolidated School District (953200)	Quantity:	1.00	Cost:	\$325,497.50	Line Item Total:	\$325,497.50	Account Code:	5500 - Contractual	Funding Description:	I K-12 - Instruction K-12	▲	Location Code:	Red Clay Consolidated School District (953200)	Quantity:	1.00	Cost:	\$150,000.00	Line Item Total:	\$150,000.00	Account Code:	5500 - Contractual	Funding Description:	I K-12 - Instruction K-12	▲	Contract with company to provide transportation for extended day programs in Title I elementary schools (\$5000 x 10 schools)	

	Cost:	\$50,000.00
	Line Item Total:	\$50,000.00
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:	I K-12 - Instruction K-12 ▲
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$1,000.00
	Line Item Total:	\$1,000.00
Total for 5500 - Contractual:		
Total for all other Account Codes:		\$1,201,059.31
Total for all Account Codes:		\$1,943,393.44
Adjusted Allocation:		\$1,943,393.44
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A	
Red Clay Consolidated School District (953200)	
5500 - Audit Fees - \$5,286.83 ▲	

Budget Detail		Narrative Description	
Account Code:	5500 - Audit Fees	LEA Audit Fees for Federal Programs	
Funding Description:	A - Administration (District Only) ▲		
Location	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$5,286.83		
Line Item Total:	\$5,286.83		

Total for 5500 - Audit Fees:		\$5,286.83
Total for all other Account Codes:		\$1,938,106.61
Total for all Account Codes:		\$1,943,393.44
Adjusted Allocation:		\$1,943,393.44
Remaining:		\$0.00

Budget Detail		Narrative Description	
Account Code:	5560 - Indirect	LEA Indirect Costs	
Funding Description:	A - Administration (District Only) ▲		
Location	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$101,842.90		
Line Item Total:	\$101,842.90		

Total for 5560 - Indirect:		\$101,842.90
Total for all other Account Codes:		\$1,841,550.54
Total for all Account Codes:		\$1,943,393.44
Adjusted Allocation:		\$1,943,393.44
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A	
Red Clay Consolidated School District (953200)	5600 - Supplies - \$74,669.73 ▼

Budget Detail		Narrative Description	
Account Code:	5600 - Supplies	Purchase administrative supplies and subscriptions (Title I Newsletter, Ed Week, etc) and resources (Title I Handbook, Fed Programs newsletter, Leveraging Leadership books) for Federal Regulated Programs Office	
Funding Description:	A - Administration (District Only) ▼		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$6,190.45		
Line Item Total:	\$6,190.45		
Account Code:	5600 - Supplies	Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support)	
Funding Description:	H - Homeless (District Only) ▼		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$30,000.00		
Line Item Total:	\$30,000.00		

	Line Item Total:	\$30,000.00
	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. (set aside after the non-public equitable share is reserved) (3950.00 @ Shortridge, 2000.00 @ Lewis, 2000.00 @Highlands, 3250.00 @ Stanton, 3600.84 @ Mote, 2573.44 @ Warner, 2000.00 @ AIMS, 1500.00 @ Baltz, 1500.00 @ Richardson Park, 1500.00 @ Skyline, 1500.00 @ Forest Oak, 3950.00 @ Marbrook, 1500.00 @ Richey)	Quantity:	1.00
	Cost:	\$30,824.28
	Line Item Total:	\$30,824.28
	Account Code:	5600 - Supplies
Funding Description:	Account Code:	5600 - Supplies
	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
RCPAC Refreshment costs for monthly parent workshops and planning sessions related to 2018-2019 parent involvement policy drafting and support with parent contacts from September-May (approx \$350/session x 9 sessions)	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 Prek to K Transition meetings (October - May) 5 sessions x \$100/session: \$500	Quantity:	1.00
	Cost:	\$3,255.00
	Line Item Total:	\$3,255.00
	Account Code:	5600 - Supplies
Funding Description:	Account Code:	5600 - Supplies
	Location Code:	Red Clay Consolidated School District (953200)
PD Pre-K - Professional Development Pre-K (District Only) ▲	Quantity:	1.00
	Cost:	\$3,255.00
	Line Item Total:	\$3,255.00
	Account Code:	5600 - Supplies

Description:	Location	Code:	Account	Funding	Description:	Location	Code:	Quantity:	Cost:	Line Item Total:
	Red Clay Consolidated School District (953200)		5600 - Supplies	I K-12 - Instruction K-12 ▲	Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (est Avg cost \$300/school - based on need) (reading & math materials)	Red Clay Consolidated School District (953200)		1.00	\$3,900.00	\$3,900.00
Total for 5600 - Supplies: \$74,669.73										
Total for all other Account Codes: \$1,868,723.71										
Total for all Account Codes: \$1,943,393.44										
Adjusted Allocation: \$1,943,393.44										
Remaining: \$0.00										



## Red Clay Consolidated School District (953200) Public District - FY 2020 - 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: **\$4,563,663.56**  
Single Per Pupil Amount (PPA): **\$1,156.53**

School	Low Income		School Allocations		
	%	#P	PPA Category	PPA	Allocation
A	B	C	D	E	F C x E
Shortlidge (Evan G.) Academy	88.35	308	1	1,730.01	532,843.08
Warner Elementary School	87.04	323	1	1,730.01	558,793.23
Lewis (William C.) Dual Language Elementary School	78.22	327	2	1,590.00	519,930.00
Baltz (Austin D.) Elementary School	74.48	375	3	1,505.00	564,375.00
Highlands Elementary School	72.73	207	3	1,505.00	311,535.00
Mote (Anna P.) Elementary	72.07	266	3		

School						
Richardson Park Elementary School	63.09	183	4	1,502.00	274,866.00	
Forest Oak Elementary School	60.63	301	5	1,022.77	307,853.77	
Marbrook Elementary School	57.76	230	5	1,022.77	235,237.10	
Richey Elementary School	50.98	204	6	657.94	134,219.76	
Stanton Middle School	70.71	506	7	592.21	299,658.26	
duPont (Alexis I.) Middle School	69.12	324	7	592.21	191,876.04	
Skyline Middle School	67.21	392	7	592.21	232,146.32	
<b>Total Low Income:</b>		<b>3946</b>		<b>Total Allocations:</b>	4,563,663.56	
<b>Remaining:</b>						0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$369,755.47
5120 - OECs	\$194,619.53
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
<b>Total</b>	\$564,375.00
<b>Adjusted Allocation</b>	\$564,375.00
<b>Remaining</b>	\$0.00

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 4 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Baltz	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Baltz (Austin D.) Elementary School (953200-252)		
Quantity:	1.00		
Cost:	\$369,755.47		
Line Item Total:	\$369,755.47		

Total for 5100 - Salaries:		\$369,755.47
Total for all other Account Codes:		\$194,619.53
Total for all Account Codes:		\$564,375.00
Adjusted Allocation:		\$564,375.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$194,619.53 ▲

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 4 FTE Title I teachers to support standards based instruction in content of areas reading and math @ Baltz	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Baltz (Austin D.) Elementary School (953200-252)		
Quantity:	1.00		
Cost:	\$194,619.53		
Line Item Total:	\$194,619.53		
Total for 5120 - OECs:		\$194,619.53	
Total for all other Account Codes:		\$369,755.47	
Total for all Account Codes:		\$564,375.00	
Adjusted Allocation:		\$564,375.00	
Remaining:		\$0.00	

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

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

Account Code	
5100 - Salaries	\$124,241.21
5120 - OECs	\$67,634.83
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$191,876.04
Adjusted Allocation	\$191,876.04
Remaining	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$124,241.21 ▼

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 1 FTE Title I teachers, 2 FTE Paraprofessionals to support standards based instruction in content areas of reading and math @ AIMS	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	duPont (Alexis I.) Middle School (953200-274)		
Quantity:	1.00		
Cost:	\$124,241.21		
Line Item Total:	\$124,241.21		
Total for 5100 - Salaries:		\$124,241.21	
Total for all other Account Codes:		\$67,634.83	
Total for all Account Codes:		\$191,876.04	
Adjusted Allocation:		\$191,876.04	
Remaining:		\$0.00	



Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 1 FTE Title I teachers, 2 FTE Title I Paraprofessionals to support standards based instruction in content areas of reading and math @ AIMS	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	duPont (Alexis I.) Middle School (953200-274)		
Quantity:	1.00		
Cost:	\$67,634.83		
Line Item Total:	\$67,634.83		

Total for 5120 - OECs:		\$67,634.83
Total for all other Account Codes:		\$124,241.21
Total for all Account Codes:		\$191,876.04
Adjusted Allocation:		\$191,876.04
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240) ▼

Account Code	Total
5100 - Salaries	\$202,403.29
5120 - OECs	\$105,450.48
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$307,853.77
Adjusted Allocation	\$307,853.77
Remaining	\$0.00

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 2 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Forest Oak	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Forest Oak Elementary School (953200-240)		
Quantity:	1.00		
Cost:	\$202,403.29		
Line Item Total:	\$202,403.29		

Total for 5100 - Salaries:		\$202,403.29
Total for all other Account Codes:		\$105,450.48
Total for all Account Codes:		\$307,853.77
Adjusted Allocation:		\$307,853.77
Remaining:		\$0.00

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 2 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Forest Oak	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Forest Oak Elementary School (953200-240)		
Quantity:	1.00		
Cost:	\$105,450.48		
Line Item Total:	\$105,450.48		

Total for 5120 - OECs:		\$105,450.48
Total for all other Account Codes:		\$202,403.29
Total for all Account Codes:		\$307,853.77
Adjusted Allocation:		\$307,853.77
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244) ▼

Account Code	Total
5100 - Salaries	\$207,065.62
5120 - OECs	\$104,469.38
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
<b>Total</b>	<b>\$311,535.00</b>
<b>Adjusted Allocation</b>	<b>\$311,535.00</b>
<b>Remaining</b>	<b>\$0.00</b>

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 1 Academic Dean, 1 FTE Teacher, 1 FTE Paraprofessional to support standards based instruction in content of areas of reading and math @ Highlands	▼
Funding Description:	I K-12 - Instruction K-12		
Location Code:	Highlands Elementary School (953200-244)		
Quantity:	1.00		
Cost:	\$207,065.62		
Line Item Total:	\$207,065.62		

Total for 5100 - Salaries:		\$207,065.62
Total for all other Account Codes:		\$104,469.38
Total for all Account Codes:		\$311,535.00
Adjusted Allocation:		\$311,535.00
Remaining:		\$0.00

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 1 Academic Dean, 1 FTE Teacher, 1 FTE Paraprofessional to support standards based instruction in content of areas of reading and math @ Highlands	▼
Funding Description:	I K-12 - Instruction K-12		
Location Code:	Highlands Elementary School (953200-244)		
Quantity:	1.00		
Cost:	\$104,469.38		
Line Item Total:	\$104,469.38		

Total for 5120 - OECs:		\$104,469.38
Total for all other Account Codes:		\$207,065.62
Total for all Account Codes:		\$311,535.00
Adjusted Allocation:		\$311,535.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$326,642.06
5120 - OECs	\$193,287.94
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$519,930.00
Adjusted Allocation	\$519,930.00
Remaining	\$0.00



Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 5 FTE Title I teachers to support standards based instruction in content areas reading and math @ Lewis	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)		
Quantity:	1.00		
Cost:	\$326,642.06		
Line Item Total:	\$326,642.06		

Total for 5100 - Salaries:		\$326,642.06
Total for all other Account Codes:		\$193,287.94
Total for all Account Codes:		\$519,930.00
Adjusted Allocation:		\$519,930.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$193,287.94 ▼

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 5 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Lewis	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)		
Quantity:	1.00		
Cost:	\$193,287.94		
Line Item Total:	\$193,287.94		

Total for 5120 - OECs:		\$193,287.94
Total for all other Account Codes:		\$326,642.06
Total for all Account Codes:		\$519,930.00
Adjusted Allocation:		\$519,930.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256) ▼

Account Code	Total
5100 - Salaries	\$150,187.29
5120 - OECs	\$85,049.81
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
<b>Total</b>	<b>\$235,237.10</b>
<b>Adjusted Allocation</b>	<b>\$235,237.10</b>
<b>Remaining</b>	<b>\$0.00</b>

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 2 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Marbrook	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Marbrook Elementary School (953200-256)		
Quantity:	1.00		
Cost:	\$150,187.29		
Line Item Total:	\$150,187.29		

Total for 5100 - Salaries:		\$150,187.29
Total for all other Account Codes:		\$85,049.81
Total for all Account Codes:		\$235,237.10
Adjusted Allocation:		\$235,237.10
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5120 - OECs - \$85,049.81 ▼

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 2 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Marbrook	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Marbrook Elementary School (953200-256)		
Quantity:	1.00		
Cost:	\$85,049.81		
Line Item Total:	\$85,049.81		

Total for 5120 - OECs:		\$85,049.81
Total for all other Account Codes:		\$150,187.29
Total for all Account Codes:		\$235,237.10
Adjusted Allocation:		\$235,237.10
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

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



Account Code	Total
5100 - Salaries	\$258,447.68
5120 - OECs	\$141,882.32
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
<b>Total</b>	\$400,330.00
<b>Adjusted Allocation</b>	\$400,330.00
<b>Remaining</b>	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$258,447.68 ▼

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 3 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Mote	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Mote (Anna P.) Elementary School (953200-264)		
Quantity:	1.00		
Cost:	\$258,447.68		
Line Item Total:	\$258,447.68		

Total for 5100 - Salaries:		\$258,447.68
Total for all other Account Codes:		\$141,882.32
Total for all Account Codes:		\$400,330.00
Adjusted Allocation:		\$400,330.00
Remaining:		\$0.00

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 3 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Mote	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Mote (Anna P.) Elementary School (953200-264)		
Quantity:	1.00		
Cost:	\$141,882.32		
Line Item Total:	\$141,882.32		

Total for 5120 - OECs:		\$141,882.32
Total for all other Account Codes:		\$258,447.68
Total for all Account Codes:		\$400,330.00
Adjusted Allocation:		\$400,330.00
Remaining:		\$0.00



Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254) ▼

Account Code	Total
5100 - Salaries	\$169,170.54
5120 - OECs	\$105,695.46
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
<b>Total</b>	\$274,866.00
<b>Adjusted Allocation</b>	\$274,866.00
<b>Remaining</b>	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5100 - Salaries - \$169,170.54 ▼

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 1 Academic Dean, 5 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Richardson Park	
Funding Description:	I K-12 - Instruction K-12 ▼		
Location Code:	Richardson Park Elementary School (953200-254)		
Quantity:	1.00		
Cost:	\$169,170.54		
Line Item Total:	\$169,170.54		
Total for 5100 - Salaries:			
			\$169,170.54
Total for all other Account Codes:			
			\$105,695.46
Total for all Account Codes:			
			\$274,866.00
Adjusted Allocation:			
			\$274,866.00
Remaining:			
			\$0.00

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 1 Academic Dean, 5 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Richardson Park	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Richardson Park Elementary School (953200-254)		
Quantity:	1.00		
Cost:	\$105,695.46		
Line Item Total:	\$105,695.46		

Total for 5120 - OECs:		\$105,695.46
Total for all other Account Codes:		\$169,170.54
Total for all Account Codes:		\$274,866.00
Adjusted Allocation:		\$274,866.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260) ▼

Account Code	Total
5100 - Salaries	\$89,999.84
5120 - OECs	\$44,219.92
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$134,219.76
Adjusted Allocation	\$134,219.76
Remaining	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5100 - Salaries - \$89,999.84 ▲

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 1 FTE Title I teachers to support standards based instruction in content areas reading and math @ Richey	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Richey Elementary School (953200-260)		
Quantity:	1.00		
Cost:	\$89,999.84		
Line Item Total:	\$89,999.84		
Total for 5100 - Salaries:		\$89,999.84	
Total for all other Account Codes:		\$44,219.92	
Total for all Account Codes:		\$134,219.76	
Adjusted Allocation:		\$134,219.76	
Remaining:		\$0.00	

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 1 FTE Title I teachers to support standards based instruction in content areas reading and math @ Richey	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Richey Elementary School (953200-260)		
Quantity:	1.00		
Cost:	\$44,219.92		
Line Item Total:	\$44,219.92		

Total for 5120 - OECs:		\$44,219.92
Total for all other Account Codes:		\$89,999.84
Total for all Account Codes:		\$134,219.76
Adjusted Allocation:		\$134,219.76
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$335,917.15
5120 - OECs	\$196,925.93
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
<b>Total</b>	\$532,843.08
<b>Adjusted Allocation</b>	\$532,843.08
<b>Remaining</b>	\$0.00

## Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

## Shortridge (Evan G.) Academy (953200-248)

5100 - Salaries - \$335,917.15 ▼

Budget Detail		Narrative Description	
Account Code:	Funding Description:	Hire 3 FTE Title I teachers, 1 academic dean, 1 paraprofessional to support standards based instruction in content areas of reading and math @ Shortridge	
Location Code:	Quantity:		
Cost:	Line Item Total:		
5100 - Salaries	I K-12 - Instruction K-12 ▲		
Shortridge (Evan G.) Academy (953200-248)	1.00		
	\$335,917.15		
	\$335,917.15		
	\$335,917.15		
Total for 5100 - Salaries:		\$335,917.15	
Total for all other Account Codes:		\$196,925.93	
Total for all Account Codes:		\$532,843.08	
Adjusted Allocation:		\$532,843.08	
Remaining:		\$0.00	



Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 3 FTE Title I teachers, 1 academic dean, 1 paraprofessional to support standards based instruction in content areas of reading and math @ Shortlidge	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Shortlidge (Evan G.) Academy (953200-248)		
Quantity:	1.00		
Cost:	\$196,925.93		
Line Item Total:	\$196,925.93		

Total for 5120 - OECs:		\$196,925.93
Total for all other Account Codes:		\$335,917.15
Total for all Account Codes:		\$532,843.08
Adjusted Allocation:		\$532,843.08
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280) ▼

Account Code	Total
5100 - Salaries	\$151,174.13
5120 - OECs	\$80,972.19
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$232,146.32
Adjusted Allocation	\$232,146.32
Remaining	\$0.00

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 2 FTE Title I teachers, 1 Paraprofessional to support standards based instruction in content areas of reading and math @ Skyline	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Skyline Middle School (953200-280)		
Quantity:	1.00		
Cost:	\$151,174.13		
Line Item Total:	\$151,174.13		

Total for 5100 - Salaries:		\$151,174.13
Total for all other Account Codes:		\$80,972.19
Total for all Account Codes:		\$232,146.32
Adjusted Allocation:		\$232,146.32
Remaining:		\$0.00

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 2 FTE Title I teachers, 1 Paraprofessional to support standards based instruction in content areas of reading and math @ Skyline	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Skyline Middle School (953200-280)		
Quantity:	1.00		
Cost:	\$80,972.19		
Line Item Total:	\$80,972.19		

Total for 5120 - OECs:		\$80,972.19
Total for all other Account Codes:		\$151,174.13
Total for all Account Codes:		\$232,146.32
Adjusted Allocation:		\$232,146.32
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282) ▼

Account Code	Total
5100 - Salaries	\$191,189.08
5120 - OECs	\$108,469.18
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
<b>Total</b>	\$299,658.26
<b>Adjusted Allocation</b>	\$299,658.26
<b>Remaining</b>	\$0.00

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 3 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Stanton	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Stanton Middle School (953200-282)		
Quantity:	1.00		
Cost:	\$191,189.08		
Line Item Total:	\$191,189.08		

Total for 5100 - Salaries:		\$191,189.08
Total for all other Account Codes:		\$108,469.18
Total for all Account Codes:		\$299,658.26
Adjusted Allocation:		\$299,658.26
Remaining:		\$0.00

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 3 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Stanton	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Stanton Middle School (953200-282)		
Quantity:	1.00		
Cost:	\$108,469.18		
Line Item Total:	\$108,469.18		

Total for 5120 - OECs:		\$108,469.18
Total for all other Account Codes:		\$191,189.08
Total for all Account Codes:		\$299,658.26
Adjusted Allocation:		\$299,658.26
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266) ▼

Account Code	Total
5100 - Salaries	\$340,539.69
5120 - OECs	\$218,253.54
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
<b>Total</b>	\$558,793.23
<b>Adjusted Allocation</b>	\$558,793.23
<b>Remaining</b>	\$0.00



Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 1 academic dean, 3 FTE Title I teachers, 2 paraprofessionals to support standards based instruction in content areas of reading and math @ Warner	
Funding Description:	I K-12 - Instruction K-12 ▲		
Location Code:	Warner Elementary School (953200-266)		
Quantity:	1.00		
Cost:	\$340,539.69		
Line Item Total:	\$340,539.69		

Total for 5100 - Salaries:		\$340,539.69
Total for all other Account Codes:		\$218,253.54
Total for all Account Codes:		\$558,793.23
Adjusted Allocation:		\$558,793.23
Remaining:		\$0.00

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 1 academic dean, 3 FTE Title I teachers, 2 paraprofessionals to support standards based instruction in content areas of reading and math @ Warner	<div>I K-12 - Instruction K-12</div>
Funding Description:			
Location Code:	Warner Elementary School (953200-266)		
Quantity:	1.00		
Cost:	\$218,253.54		
Line Item Total:	\$218,253.54		

Total for 5120 - OECs:		\$218,253.54
Total for all other Account Codes:		\$340,539.69
Total for all Account Codes:		\$558,793.23
Adjusted Allocation:		\$558,793.23
Remaining:		\$0.00

**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.

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

**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
- Provide professional development for school staff in order to remain in compliance with rights of families experiencing homelessness

400 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 2020 - Consolidated - Rev 0 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$6,405,214.10
Indirect Cost Rate	1.59%
Maximum Allowed for Indirect Cost	\$101,842.90

Filter by Location: All - \$6,507,057.00 ▲

Funding Description	Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5500 - Audit Fees	5560 - Indirect
A - Administration (District Only)	H - Homeless (District Only)	ES - Equitable Services (District Only)	PI - Parent Involvement (District Only)	PD Pre-K - Professional Development (District Only)	I K-12 - Instruction	I Pre-K - Instruction (District Only)	Total
476,919.35	0.00	20,000.00	13,534.24	0.00	2,916,733.05	123,194.00	3,550,380.64
274,486.18	0.00	0.00	4,393.22	0.00	1,646,930.51	66,381.34	1,992,191.25
24,587.52	8,348.00		7,416.00	0.00	0.00	0.00	40,351.52
5,116.00	2,475.00	196,795.63	11,450.00	0.00	526,497.50	0.00	742,334.13
5,286.83							5,286.83
101,842.90							101,842.90

Funding Description	Account Code	5600 - Supplies	6,190.45	30,000.00	0.00	34,079.28	500.00	3,900.00	0.00	74,669.73
A - Administration (District Only)			894,429.23	40,823.00	216,795.63	70,872.74	500.00	5,094,061.06	189,575.34	6,507,057.00
H - Homeless (District Only)										
ES - Equitable Services (District Only)										
PI - Parent Involvement (District Only)										
PD Pre-K - Professional Development (District Only)										
I K-12 - Instruction K-12										
I Pre-K - Instruction (District Only)										
Total										
Adjusted Allocation										6,507,057.00
Remaining										0.00

Funds Transferred to Title I

**Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A**

There are no transferred funds. You may ignore this page.



Required Documents

This page is currently not accepting Related Documents.

## Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title I Part A

**Specific Title I [Section 1112(c)(1-70)] - Each local educational agency 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	provide for the educational stability of children in foster care by designating a foster care liaison and adhering to the guidelines, policies and procedures set forth in 14 Del. C, §202A, 14 Del. Admin. C. §903, 14 Del. Admin. C. §505 and the MOU Between the DOE, LEAs and DSCYF (effective 7/1/18) which expand upon the Title I provisions related to foster care including, but not limited to best interest decisions and 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 2020 - Consolidated - Rev 0 - Title II Part A

Account Code	Total
5100 - Salaries	\$633,530.65
5120 - OECs	\$212,608.86
5400 - Travel	\$7,000.00
5500 - Contractual	\$259,971.40
5500 - Audit Fees	\$1,273.96
5560 - Indirect	\$17,672.13
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$1,132,057.00
Adjusted Allocation	\$1,132,057.00
Remaining	\$0.00

## Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title II Part A

5100 - Salaries - \$633,530.65 ▼

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 1 FTE DPAS-II/PD Administrator to provide support schools with 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[Professional Staff][Budget Amount]	
Funding Description:	TQ - Title II TQ ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$106,873.60		
Line Item Total:	\$106,873.60		
Account Code:	5100 - Salaries	Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin;	
Funding Description:	TQ - Title II TQ ▼		

Location Code:	Red Clay Consolidated School District (953200)	Quantity:	1.00	Funding Description:	TQ - Title II TQ	Account Code:	5100 - Salaries	Location Code:	Red Clay Consolidated School District (953200)	Name of Teacher (Highlands)	Teacher: Stephanie Levin	Grade-Level: This staff member will
Line Item Total:	\$95,587.50	Quantity:	1.00	Funding Description:	TQ - Title II TQ	Account Code:	5100 - Salaries	Location Code:	Red Clay Consolidated School District (953200)	Name of Teacher (Highlands)	Teacher: Stephanie Levin	Grade-Level: This staff member will
Line Item Total:	\$95,587.50	Quantity:	1.00	Funding Description:	TQ - Title II TQ	Account Code:	5100 - Salaries	Location Code:	Red Clay Consolidated School District (953200)	Name of Teacher (Highlands)	Teacher: Stephanie Levin	Grade-Level: This staff member will
Line Item Total:	\$90,019.50	Quantity:	1.00	Funding Description:	TQ - Title II TQ	Account Code:	5100 - Salaries	Location Code:	Red Clay Consolidated School District (953200)	Name of Teacher (Highlands)	Teacher: Stephanie Levin	Grade-Level: This staff member will

support reading intervention for tier 3 students in grades K – 5 at Highlands Elementary. This support will reduce the size of intervention groups at each grade level as outlined below: Ratio of Grade Level before the addition of the FTE:

- K – 19 to 1
- 1 – 20 to 1
- 2 – 17 to 1
- 3 – 19 to 1
- 4 – 16 to 1
- 5 – 27 to 1

Ratio of Grade Level after the addition of the FTE:	K – 12 to 1	1 – 15 to 1	2 – 12 to 1	3 – 14 to 1	4 – 11 to 1	5 – 20 to 1	Please note that the ratio's above are projections based on historical class size not September 30 count data.	Evidence based research:	Research shows that



<div> <div> <div>individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Highlands, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.</div> </div> </div>	

Account Code:	5100 - Salaries	
Funding Description:	TQ - Title II TQ	Teacher Classroom (Richey)
Location Code:	Red Clay Consolidated School District (953200)	Name of Teacher: Michelle Shaw
Quantity:	1.00	
Cost:	\$69,058.00	
Line Item	\$69,058.00	

Total:

Grade-Level:  
This staff  
member will  
support  
reading  
intervention  
for tier 3  
students in  
grades K – 5  
at Richey  
Elementary.  
This support  
will reduce  
the size of  
intervention  
groups at  
each grade  
level as  
outlined  
below:

Ratio of  
Grade Level  
before the  
addition of the  
FTE:

K – 14 to 1

1 – 18 to 1

2 – 23 to 1

3 – 19 to 1	
4 – 24 to 1	
5 – 22 to 1	
Ratio of Grade Level after the addition of the FTE:	
K – 8 to 1	
1 – 10 to 1	
2 – 15 to 1	
3 – 11 to 1	
4 – 16 to 1	
5 – 14 to 1	
Please note that the ratio's above are projections based on historical class size not September 30 count data.	

Evidence based research:  
Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Richey, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.

[illegible]

<div> <div>Teacher (Shortlidge)</div> <div>Name of Teacher: Javonna Rhodes</div> <div>Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 2 at Shortlidge Academy (Note: Shortlidge's Grade Configuration is K-2). This support will reduce the size of intervention groups at each grade level as outlined below:</div> </div>	Location Code:	Red Clay Consolidated School District (953200) ▼	
	Quantity:	1.00	
	Cost:	\$51,662.00	
	Line Item Total:	\$51,662.00	

Ratio of Grade Level before the addition of the FTE:	K – 18 to 1	1 – 20 to 1	2 – 18 to 1	Ratio of Grade Level after the addition of the FTE:	K – 10 to 1	1 – 12 to 1	2 – 10 to 1	Please note that the ratio's above are projections based on historical class size not

September 30  
count data.

Evidence  
based  
research:

Research  
shows that  
individualized,  
intensive  
intervention  
for tier 3  
students is a  
best practice  
for supporting  
improved  
literacy skills.  
The use of  
Title IIA funds  
will allow for  
this to occur  
at Shortridge,  
as well as  
reduce the  
size of Tier 1  
and Tier 2  
groups across  
the grade  
level.



Account Code:	5100 - Salaries	Funding Description:	TQ - Title II TQ	Location Code:	Red Clay Consolidated School District (953200)	Quantity:	1.00	Cost:	\$4,192.05	Line Item Total:	\$4,192.05
[Professional Staff] [Budget Amount]											
[Title II] .97 Title I, .03 Baltz Admin (MS; RCCSD- Programs Regulated Federal and Manager Hire 1 FTE											
Total for 5100 - Salaries: \$633,530.65											
Total for all other Account Codes: \$498,526.35											
Total for all Account Codes: \$1,132,057.00											
Adjusted Allocation: \$1,132,057.00											
Remaining: \$0.00											

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title II Part A

5120 - OECs - \$212,608.86 ▼

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	Hire 1 FTE DPAS-II/PD Administrator to provide support to schools with 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[Professional Staff][Budget Amount]	
Funding Description:	TQ - Title II TQ ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$43,614.31		
Line Item Total:	\$43,614.31		
Account Code:	5120 - OECs	Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin;	
Funding Description:	TQ - Title II TQ ▼		

[illegible]

Hire .5 FTE ELA Supervisor (GB-RCCSD- Baltz; .5 Title I & .5 Title II) [Professional Staff][OECs]	Account	5120 - OECs			
	Code:				
	Funding	TQ - Title II TQ			
	Description:				
	Location	Red Clay Consolidated School District (953200)			
	Code:				
Hire 1 FTE Classroom Teacher (Highlands)	Account	5120 - OECs			
	Code:				
	Funding	TQ - Title II TQ			
	Description:				
	Location	Red Clay Consolidated School District (953200)			
	Code:				
Grade-Level: This staff member will support reading intervention for tier 3	Line Item	Total:	\$26,262.10		
	Cost:		\$26,262.10		
	Quantity:		1.00		
	Account	5120 - OECs			
	Code:				
	Funding	TQ - Title II TQ			
Name of Teacher: Stephanie Levin	Line Item	Total:	\$14,117.81		
	Cost:		\$14,117.81		
	Quantity:		1.00		
	Account	5120 - OECs			
	Code:				
	Funding	TQ - Title II TQ			

students in grades K – 5 at Highlands Elementary. This support will reduce the size of intervention groups at each grade level as outlined below:	Ratio of Grade Level before the addition of the FTE:	Ratio of Grade Level
	K – 19 to 1	5 – 27 to 1
	1 – 20 to 1	4 – 16 to 1
	2 – 17 to 1	3 – 19 to 1
	3 – 19 to 1	2 – 17 to 1
	4 – 16 to 1	1 – 20 to 1
	5 – 27 to 1	

after the  
addition of the  
FTE:

K – 12 to 1

1 – 15 to 1

2 – 12 to 1

3 – 14 to 1

4 – 11 to 1

5 – 20 to 1

Please note  
that the ratio's  
above are  
projections  
based on  
historical  
class size not  
September 30  
count data.

Evidence

based  
research:

Research  
shows that  
individualized,  
intensive

<div> <div>intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Highlands, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.</div> </div>	
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<div> <div>Hire 1 FTE Classroom Teacher (Richey)</div> <div>Name of Teacher: Christine Michelle Shaw</div> </div>	Account Code:	5120 - OECs
	Funding Description:	TQ - Title II TQ
	Location Code:	Red Clay Consolidated School District (953200)
	Quantity:	1.00
	Cost:	\$11,707.60
	Line Item Total:	\$11,707.60

Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 5 at Richey Elementary. This support will reduce the size of intervention groups at each grade level as outlined below:

Ratio of Grade Level before the addition of the FTE:

- K – 14 to 1
- 1 – 18 to 1
- 2 – 23 to 1
- 3 – 19 to 1



4 – 24 to 1	
5 – 22 to 1	
Ratio of Grade Level after the addition of the FTE:	
K – 8 to 1	
1 – 10 to 1	
2 – 15 to 1	
3 – 11 to 1	
4 – 16 to 1	
5 – 14 to 1	
Please note that the ratio's above are projections based on historical class size not September 30 count data.	

<div> <div>Evidence based research:</div> <div>Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Richey, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.</div> </div>		
	Account Code:	5120 - OECs
	Funding Description:	TQ - Title II TQ ▼
	Location Code:	Red Clay Consolidated School District (953200) ▼
<div> <div>Hire 1 FTE Classroom Teacher (Shortlidge)</div> <div>Name of Teacher:</div> </div>		

Javonna Rhodes	1.00	\$11,403.41	
Quantity:	\$11,403.41	Cost:	
Line Item	\$11,403.41	Total:	Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 2 at Shortridge Academy (Note: Shortridge's Grade Configuration is K-2). This support will reduce the size of intervention groups at each grade level as outlined below:  Ratio of Grade Level before the

<p>addition of the FTE:</p> <p>K – 18 to 1</p> <p>1 – 20 to 1</p> <p>2 – 18 to 1</p> <p>Ratio of Grade Level after the addition of the FTE:</p> <p>K – 10 to 1</p> <p>1 – 12 to 1</p> <p>2 – 10 to 1</p> <p>Please note that the ratio's above are projections based on historical class size not September 30 count data.</p>		
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<div> <div> Evidence based research:</div> <div>Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Shortlidge, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.</div> </div>	<div> <div> <div>Account Code:</div> <div>5120 - OECs</div> </div> <div> <div>Funding Description:</div> <div>TQ - Title II TQ</div> </div> </div>	<div> <div>Manager</div> <div>Federal and Regulated</div> </div>
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**Location**  
**Code:**

Quantity:

1.00

**Cost:**

\$2,120.72

**Line Item**  
**Total:**

**\$2,120.72**

Programs  
(MS; RCCSD-  
Baltz Admin  
.97 Title I, .03  
Title II)  
[Professional  
Staff][OECs]

**\$212,608.86**

**Total for all other Account Codes:**

**\$919,448.14**

### Total for all Account Codes:

\$1,132,057.00

**Adjusted Allocation:**

**\$1,132,057.00**

## Remaining:

00.0\$

Budget Detail		Narrative Description	
Account Code:	5400 - Travel	Mileage (Total x.40/mile)	Mileage will be utilized to support travel for district level staff (Math Supervisor, Science Supervisor, ELA Supervisor, and Social Studies Supervisor) to lead or participate in professional learning/meetings at the district and state level.
Funding Description:	TQ - Title II TQ ▼		
Location Code:	Red Clay Consolidated School District (953200) ▲		
Quantity:	1.00		
Cost:	\$7,000.00		
Line Item Total:	\$7,000.00		
Total for 5400 - Travel: \$7,000.00			
Total for all other Account Codes: \$1,125,057.00			
Total for all Account Codes: \$1,132,057.00			
Adjusted Allocation: \$1,132,057.00			
Remaining: \$0.00			

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title II Part A

5500 - Contractual - \$259,971.40 ▼

Budget Detail		Narrative Description
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Account Code:	5500 - Contractual	Funding Description:	ES - Equitable Services ▼	Location Code:	Red Clay Consolidated School District (953200) ▼	Quantity:	1.00	Cost:	\$259,971.40	Line Item Total:	\$259,971.40
Set aside Title II funds for non-profit private schools allocation for professional development											

Total for 5500 - Contractual:											
Total for all other Account Codes:											
\$872,085.60											
Total for all Account Codes:											
\$1,132,057.00											
Adjusted Allocation:											
\$1,132,057.00											
Remaining:											
\$0.00											



Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title II Part A

5500 - Audit Fees - \$1,273.96 ▼

Budget Detail		Narrative Description
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Account Code:	Funding Description:	Location Code:	Quantity:	Cost:	Line Item Total:
5500 - Audit Fees	TQ - Title II TQ ▼	Red Clay Consolidated School District (953200) ▼	1.00	\$1,273.96	\$1,273.96
Audit Fee					

Total for 5500 - Audit Fees: \$1,273.96

Total for all other Account Codes: \$1,130,783.04

Total for all Account Codes: \$1,132,057.00

Adjusted Allocation: \$1,132,057.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title II Part A

5560 - Indirect - \$17,672.13 ▼

Budget Detail		Narrative Description
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Account Code:	Funding Description:	Location Code:	Quantity:	Cost:	Line Item Total:
5560 - Indirect	TQ - Title II TQ ▼	Red Clay Consolidated School District (953200) ▼	1.00	\$17,672.13	\$17,672.13

Total for 5560 - Indirect:	\$17,672.13
Total for all other Account Codes:	\$1,114,384.87
Total for all Account Codes:	\$1,132,057.00
Adjusted Allocation:	\$1,132,057.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title II Part A

Indirect Cost

Total Contributing to Indirect Cost	\$1,114,384.87
Indirect Cost Rate	1.59%
Maximum Allowed for Indirect Cost	\$17,717.99

Filter by Location:

All - \$1,132,057.00 ▼

Funding Description	ES - Equitable Services	TQ - Title II TQ	Total
5100 - Salaries	0.00	633,530.65	633,530.65
5120 - OECs	0.00	212,608.86	212,608.86
5400 - Travel	0.00	7,000.00	7,000.00
5500 - Contractual	259,971.40	0.00	259,971.40
5500 - Audit Fees		1,273.96	1,273.96
5560 - Indirect		17,672.13	17,672.13
Total	259,971.40	872,085.60	1,132,057.00

Funding Description	Account Code	ES - Equitable Services	TQ - Title II TQ	Total
			Adjusted Allocation	1,132,057.00
			Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title II Part A

The purpose of Title II funds is to:

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

[2001]

1. Describe the LEAs' systems of professional growth and improvement. [2102 (b)(2)(B). This can include, but is not limited to, induction for teachers, principals, or other school leaders. Ways in which LEAs build the capacity of teachers, and/or create opportunities to develop meaningful teacher leadership are also examples. If the Comprehensive Induction Program (CIP) is part of your systems of professional growth and improvement, state this and no description about the CIP component is required.

The Red Clay Consolidated School District utilizes the following framework to support leadership development:

Monthly Administrative Training

Principals engage in monthly professional learning facilitated by the office of School Operations and Curriculum and Instruction.

Quarterly Administrative Training

Principals and Assistant Principals participate in Quarterly professional learning facilitated by the office of School Operations and Curriculum and Instruction.

#### Aspiring Administrators Cohort (Voluntary)

Teacher leaders engage in monthly professional learning to support their leadership development and create a pipeline of administrative candidates.

#### Aspiring Principal Cohort (Voluntary)

Current assistant principals engage in monthly professional learning to support their leadership development and create a pipeline of administrative candidates.

#### Summer Administrator Training (2 sessions)

All administrators engage in 2 summer professional learning opportunities.

The Red Clay Consolidated School District utilizes the following framework to support professional learning district-wide:

#### District/Building PD Days:

District/Building PD Days are utilized to support district-wide initiatives (i.e. Standards Based Grading) and building based initiatives (i.e. SIOF).

#### Faculty Meetings:

Faculty meetings are held twice monthly with 1 meeting dedicated to district initiatives and 1 meeting dedicated to building level initiatives.

#### Professional Learning Communities:

PLC are used to provide targeted support for building or district initiatives. When necessary substitutes are assigned to extend the PLC.

#### After-school EPER

Optional professional learning opportunities are provided through an afterschool format. Topics range from job specific (i.e. IEP Goal Writing) to more global (i.e. Schoolology).

The Red Clay Consolidated School District will use the structures identified above to support the following professional growth opportunities:

### School Planning

To support improved outcomes for students the district has developed a school planning and monitoring cycle that will launch in July of 2018. Administrative teams and teacher leaders will engage in professional learning activities in July/August to support the development of “continuous improvement plans” and will participate in facilitated reflection and planning activities throughout the school year.

### Standards-Based Grading:

To support curriculum alignment and standards-based instruction/grading practice, Red Clay will continue to roll out implementation of Standards Based Grading. Full implementation will occur at grades 1, 2, and 3 with pilot implementation at 3 kindergarten sites. Professional learning activities will focus on the following:

- Use of data to draw conclusions about progress toward mastery of a standards
- A focus on inclusionary practices to support our struggling learners

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.

### Literacy Instruction K – 5

Analysis of reading data indicates a need to continue our comprehensive PD related to support improved outcomes for following student sub-groups: Students with Disabilities, ELL's, and Low Income (Note: Red Clay has over 52% of its students receiving free and reduced lunches). RCCSD will expand professional development to support implementation of the Ready Gen Curriculum in grades 4 and 5 at all schools, as well conduct trials in target schools at Grade 2 and 3. The schools selected for the trial are representative of the populations we serve. Teachers in all grades

will continue to receive professional development to support implementation of the skill-focused model to ensuring a balanced literacy approach regardless of curricular materials.

#### Math Instruction K – 5

Implementation of the Math Expression Curriculum will continue to be a focus of professional learning activities for administrators and teachers. Professional learning activities will focus on the use of quick practice/daily routines and math talk, and multiple methods. In addition, professional learning will be targeted at supporting the development of small group and center structure within the math block.

#### College and Career Readiness

To support increased college and career readiness Red Clay will continue develop rigorous advanced coursework and targeted support for secondary students. This will require professional learning activities that are aligned with the CCS, as well as the following: career/industry readiness, STEM/IB programs, dual enrollment, AVID, AP course work, and early college programming 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.

#### Supports for Special Education and ELL Learners

Red Clay will provide professional learning to assist teachers in meeting the individual learning needs of Special Education and ELL students. Professional learning activities will include job embedded professional development for instructional and administrative staff servicing these student populations. In addition, the district will continue to develop its 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).

#### Instructional Technology

Red Clay will provide professional learning to support use of 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.



## Culturally Responsive Practices:

Red Clay is dedicated to supporting all students and staff through culturally responsive practices, breaking down barriers, and eradicating historical disparities in academic excellence and personal success. We continue to develop diverse and inclusive curricula that reflects the wide range of voices, perspectives, and experience of the students and families in our community and the world. We also understand the benefit of providing equitable access to services, school resources and other learning opportunities to continue to eliminate educational inequities. We believe in meeting the needs of a growing and diverse student population and understand that by valuing and supporting our multicultural and multilingual students and their families, students will be more successful. Red Clay seeks to improve capacity for staff across our district, primarily in high needs schools, to support closing achievement gaps in our neediest, historically marginalized populations. A 2018 Needs Assessment survey conducted by Hanover Research showed that staff reported greatest need in professional learning as it pertains to trauma informed practices (53%), building relationships with students (43%) and culturally inclusive practices (41%). In order to improve the quality and effectiveness of teachers, principals and school leaders the District will engage in 11 hours of summer training for District and School Leaders pertaining to intercepting bias in our classrooms. This will run concurrently with 47 hours of training for teachers on the impact of bias on our teaching and creating culturally inclusive instruction to serve our diverse student population, primarily at high needs schools. Capacity will be built through 1:1 coaching support for school administrators and 7 hours of support for District Leaders on instructional protocol through an equity lens.

2. The LEA is required to prioritize funds to schools served by the LEA that have the highest percentage of low income children. Provide a description of how the LEA's Title II funds are being prioritized to these schools. [2102(b)(2)(C)]

The Red Clay Consolidated school district provides additional support and services to schools with a higher population of high needs students through use of IDEA, Title III, Title I, Focus, and Action schools funding. The Title II A budget includes 3 staff members, each of which is assigned to a title 1 school, and two of which are assigned to schools formerly designated as Priority Schools. In addition, the LEA has identified three tiers of schools in Red Clay for the purpose of providing differentiated support. In addition the Red Clay Consolidated School District completes an internal tiring of schools to identify those that require additional support. Schools are then provided differentiated support and resources based on their level of need. Additional support and include PLC support, Development Coaching (DASL),

EL and SWD coaching, literacy coaches, math coaches, EFER/sub support for professional learning activities, and SEL curriculum/resources. Additionally, we provide additional support/access to district cadre's and supervisors for job embedded professional development to support the administrative team and teachers. In regards to Title II A funding Red Clay provides professional development activities to support building administrators and teachers that work with high need populations. Populations of high need students, including ELL, SWD, Low SES, and achievement gap populations can be found at all Red Clay Schools. 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.

3. Describe how the LEA will use data and ongoing consultation to continually update and improve Title II activities. [2102 (b)(2)(D)]

The Red Clay Consolidated School District has launched an planning cycle which will engage all school teams in an annual reflection and planning cycle. As part of the cycle the district team will review school data and plans to provide feedback and support regarding plan development and implementation. This process will allow the district team great insight into the professional learning needs of individual schools, but also allow the team to see trends across schools. In addition the district team will utilize the following to inform Title II activities:

- Curriculum Supervisors - Walkthroughs, Observations
- School Progress Assessment Visits
- Cycle review Data
- PLC Coaching/Support
- Local Assessment Data (Math Inventory, Reading Inventory, Curriculum Based Assessments)
- State Assessment Data
- SAT/PSAT Data
- Professional Learning Evaluations

4. Describe the steps the LEA proposes to take to ensure equal opportunities to participate in its applicable Federally-assisted program for all eligible students, teachers, and other program beneficiaries. [Section 427 of the General

Red Clay is dedicated to supporting all students and staff through culturally responsive practices, breaking down barriers, and eradicating historical disparities in academic excellence and personal success. Activities to support this area include:

Administrator Training

All building and district administrators will engage in 11 hours of summer training for District and School Leaders pertaining to intercepting bias in our classrooms. Additional capacity will be built through 1:1 coaching support for school administrators and 7 hours of support for District Leaders on instructional protocol through an equity lens.

Teacher Training

Targeted Teachers will engage in 47 hours of training for teachers on the impact of bias on our teaching and creating culturally inclusive instruction to serve our diverse student population, primarily at high needs schools.

Diversity Committee

The district will continue to utilize the diversity committee to develop equitable practices and policy. This committee is comprised a variety of stakeholders and provides recommendations to district leadership

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title II Part A

**PURPOSE:** This page is used to indicate all participating private schools and the total enrollment (number of students attending those schools).

If you have participating private schools that are located inside your district's geographic boundaries, select each participating private school, indicate the school's Title II status and enter the total number of private school students who attend the participating Title II private school.

The total number of private school students on this page will automatically fill in the on the Title II Equitable Share Calculation page.

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

School	Status	# Enrolled
All Saints Catholic School - 5736 ▲	Participating Private School ▲	200
Destiny Calling Academy - 13267 ▲	Participating Private School ▲	10
Harvest Christian Acad @ Wilm. - 5642 ▲	Participating Private School ▲	40
High Road School of Delaware - 5637 ▲	Participating Private School ▲	37
Hockessin Montessori School (The) - 5802 ▲	Non-Participating Private School ▲	
Independence School - 5871 ▲	Non-Participating Private School ▲	
Padua Academy - 5857 ▲	Participating Private School ▲	623

986	Participating Private School ▼	Salesianum School - 5860 ▼
	Non-Participating Private School ▼	Sanford School - 5846 ▼
24	Participating Private School ▼	Sharon Temple Adventist School - 5867 ▼
240	Participating Private School ▼	St. Ann School - 5855 ▼
223	Participating Private School ▼	St. Anthony of Padua Grade School - 5856 ▼
460	Participating Private School ▼	St. John The Beloved School - 5849 ▼
510	Participating Private School ▼	Saint Mark's High School - 5850 ▼
585	Participating Private School ▼	Tatnall School, Inc. (The) - 5840 ▼
	Non-Participating Private School ▼	Tower Hill School - 5834 ▼
	Non-Participating Private School ▼	Towle Institute - 5805 ▼
408	Participating Private School ▼	Ursuline Academy - 5862 ▼
344	Participating Private School ▼	Wilmington Christian School - 5853 ▼
	Non-Participating Private School ▼	Wilmington Junior Academy - 5847 ▼
4690	Participating Total:	

**PURPOSE:** This page is to indicate if there are participating private schools and to calculate the equitable share amount for the number of eligible students in areas served by the district who are enrolled in private schools.

☐ 1. If **ALL** the eligible private schools within the LEA's geographic boundaries have elected NOT to participate in the Title II, Part A funds and documentation is on file. If the box is checked, **DO NOT** fill out the following table.

Instructions for completing the table:

Enter values for B2 and B3.

All other values will either be pre-fill or automatically calculated when your cursor leaves the cell.

The total amount of all budgeted items tagged with a funding description of Equitable Services in Budget page must match the value in D1.

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

Equitable Share Calculation

A. Number of Students	
LEA Calculation	
A1. District Enrollment	15,414
A2. Participating Private School Enrollment	4,690
A3. Total Enrollment (A1 + A2)	20104
B. Title II, Part A Allocation	

B1. District Allocation	\$ 1,132,057.00
B2. Administration (for public and private school programs)	\$
B3. Indirect	\$ 17,672.13
B4. Subtotal of Administration (B2 + B3)	\$ 17,672.13
B5. District Allocation Minus Administrative Costs (B1-B4)	\$ 1,114,384.87
C. Per Pupil Rate	
C1. B5 divided by A3	\$ 55.43
D. Final Equitable Share	
D1. Amount district must reserve for equitable services for private school teachers and other educational personnel (A2 X C1)	\$ 259,971.40

Optional Documents		
Type	Document Template	Document/Link
LEA Needs Assessment [Upload up to 1 document(s)]		N/A



## Red Clay Consolidated School District (953200) Public District - FY 2020 - 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 shall-"(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; "(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and "(C) coordinate the local educational agency'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.

Account Code	
5100 - Salaries	\$49,356.00
5120 - OECs	\$16,020.96
5400 - Travel	\$8,070.00
5500 - Contractual	\$62,501.29
5500 - Audit Fees	\$0.00
5560 - Indirect	\$2,933.22
5600 - Supplies	\$48,531.53
5700 - Capital Outlay	\$0.00
Total	
\$187,413.00	
Adjusted Allocation	
\$187,413.00	
Remaining	
\$0.00	

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title III English Learner

5100 - Salaries - \$49,356.00 ▼

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	EL	EPER for
Funding Description:	ELL - Title III ELL ▼	Newcomer	Summer
Location Code:	Red Clay Consolidated School District (953200) ▼	(15 Staff x	Program
Quantity:	1.00	80 Hours x	\$26/hr)
Cost:	\$31,200.00		
Line Item Total:	\$31,200.00		
Account Code:	5100 - Salaries	Staff to	EPER for
Funding Description:	ELL - Title III ELL ▼	Attend	Monthly
Location Code:	Red Clay Consolidated School District (953200) ▼	Learning	Professional
Quantity:	1.00	(30 staff x	20 hours x
Cost:	\$15,120.00		\$28/hr)
Line Item Total:	\$15,120.00		

Account Code: 5100 - Salaries		Funding Description: ELL - Title III ELL ▼		Location Code: Red Clay Consolidated School District (953200) ▼		Quantity: 1.00	Cost: \$2,700.00	Line Item Total: \$2,700.00
EPER for Summer Program Coordinator (1 staff x 100 hours x \$27/hr)								
Total for 5100 - Salaries: \$49,356.00								
Total for all other Account Codes: \$138,057.00								
Total for all Account Codes: \$187,413.00								
Adjusted Allocation: \$187,413.00								
Remaining: \$0.00								

## Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title III English Learner

5120 - OECs - \$16,020.96 ▼

Budget Detail		Narrative	Description
Account Code:	5120 - OECs	EL	EPER for
Funding Description:	ELL - Title III ELL ▼	Newcomer	Summer
Location Code:	Red Clay Consolidated School District (953200) ▼	(15 Staff x	Program
Quantity:	1.00	80 Hours x	
Cost:	\$10,127.52		
Line Item Total:	\$10,127.52		
Account Code:	5120 - OECs	Staff to	EPER for
Funding Description:	ELL - Title III ELL ▼	Attend	Monthly
Location Code:	Red Clay Consolidated School District (953200) ▼	Learning	Professional
Quantity:	1.00	(30 staff x	Meetings
Cost:	\$4,907.95	20 hours x	
Line Item Total:	\$4,907.95		

Account 5120 - OECs		Code:	Funding Description:	ELL - Title III ELL ▼	Location Code:	Red Clay Consolidated School District (953200) ▼	Quantity:	1.00	Cost:	\$876.42	Line Item Total:	\$876.42
EPER for Summer Program Coordinator (1 staff x 100 hours x \$27/hr)												
Account 5120 - OECs		Code:	Funding Description:	ELL - Title III ELL ▼	Location Code:	Red Clay Consolidated School District (953200) ▼	Quantity:	1.00	Cost:	\$876.42	Line Item Total:	\$876.42
Parent Meetings (2 staff x 6 hours x \$28/hr)												
Total for 5120 - OECs: \$16,020.96												
Total for all other Account Codes: \$171,392.04												
Total for all Account Codes: \$187,413.00												
Adjusted Allocation: \$187,413.00												
Remaining: \$0.00												

## Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title III English Learner

5400 - Travel - \$8,070.00 ▼

Budget Detail		Narrative Description	
Account Code:	5400 - Travel	Conference, RI -	WIDA National
Funding Description:	ELL - Title III ELL ▼	\$500 flight, \$750	accommodations, \$184 meals, \$50
Location Code:	Red Clay Consolidated School District (953200) ▼	baggage check, \$50	shuttle x 3
Quantity:	1.00		participants
Cost:	\$4,662.00		
Line Item Total:	\$4,662.00		
Account Code:	5400 - Travel	International Convention- Denver, CO-	TESOL
Funding Description:	ELL - Title III ELL ▼	\$500 flight, \$900	accommodations, \$184 meals, \$50
Location Code:	Red Clay Consolidated School District (953200) ▼	baggage check, \$50	shuttle x 2
Quantity:	1.00		participants
Cost:	\$3,408.00		
Line Item Total:	\$3,408.00		
Total for 5400 - Travel:		\$8,070.00	
Total for all other Account Codes:			

\$179,343.00	
Total for all Account Codes:	\$187,413.00
Adjusted Allocation:	\$187,413.00
Remaining:	\$0.00



Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title III English Learner

5500 - Contractual - \$62,501.29 ▼

Budget Detail		Narrative Description	
Account Code: 5500 - Contractual	Funding Description: ES - Equitable Services ▼	Equitable share set aside for ELs identified in participating private schools	
Location Code: Red Clay Consolidated School District (953200) ▼	Quantity: 1.00		
Cost: \$436.29			
Line Item Total: \$436.29			
Account Code: 5500 - Contractual	Funding Description: ELL - Title III ELL ▼	Imagine Learning Licenses to support ELL's	
Location Code: Red Clay Consolidated School District (953200) ▼	Quantity: 1.00		
Cost: \$20,400.00			
Line Item Total: \$20,400.00			
Account Code: 5500 - Contractual	Rosetta Stone Licenses		

Funding Description: ELL - Title III ELL ▲	Location Code: Red Clay Consolidated School District (953200) ▲	Quantity: 1.00	Cost: \$16,250.00	Line Item Total: \$16,250.00	to support ELL's
Funding Description: ELL - Title III ELL ▲	Location Code: Red Clay Consolidated School District (953200) ▲	Quantity: 1.00	Cost: \$10,500.00	Line Item Total: \$10,500.00	Summer Program Transportation (\$3,500 per site, 3 sites)
Account Code: 5500 - Contractual	Funding Description: ELL - Title III ELL ▲	Location Code: Red Clay Consolidated School District (953200) ▲	Quantity: 1.00	Cost: \$10,500.00	Tuition Reimbursement-UD ACE Program or Wilmington University
Account Code: 5500 - Contractual	Funding Description: ELL - 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	Funding Description: ELL - Title III ELL ▲	Location Code: Red Clay Consolidated School District (953200) ▲	Quantity: 1.00	Cost: \$10,000.00	Line Item Total: \$10,000.00

<b>Total:</b>		
WIDA National Conference- \$625 registration 3 participants	<b>Account Code:</b>	5500 - Contractual
	<b>Funding Description:</b>	ELL - Title III ELL ▼
	<b>Location Code:</b>	Red Clay Consolidated School District (953200) ▼
	<b>Quantity:</b>	1.00
	<b>Cost:</b>	\$1,875.00
	<b>Line Item Total:</b>	\$1,875.00
	<b>Account Code:</b>	5500 - Contractual
	<b>Funding Description:</b>	ELL - Title III ELL ▼
	<b>Location Code:</b>	Red Clay Consolidated School District (953200) ▼
	<b>Quantity:</b>	1.00
WIDA National Conference- Substitute Cost (\$145 per day x 4 Days x 3 Teachers)	<b>Cost:</b>	\$1,740.00
	<b>Line Item Total:</b>	\$1,740.00
	<b>Account Code:</b>	5500 - Contractual
	<b>Funding Description:</b>	ELL - Title III ELL ▼
	<b>Location Code:</b>	Red Clay Consolidated School District (953200) ▼
TESOL International Convention- \$650 registration, 2 participants	<b>Quantity:</b>	1.00
	<b>Cost:</b>	\$1,740.00
	<b>Line Item Total:</b>	\$1,740.00
	<b>Account Code:</b>	5500 - Contractual
	<b>Funding Description:</b>	ELL - Title III ELL ▼
	<b>Location Code:</b>	Red Clay Consolidated School District (953200) ▼

[illegible]

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title III English

Learner

5560 - Indirect - \$2,933.22 ▼

Budget Detail		Narrative	Description
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Account Code:	Funding Description:	Location Code:	Quantity:	Cost:	Line Item Total:
5560 - Indirect	A - Administration ▼	Red Clay Consolidated School District (953200) ▼	1.00	\$2,933.22	\$2,933.22
LEA Indirect Cost					
Reservation					

Total for 5560 - Indirect: \$2,933.22

Total for all other Account Codes: \$184,479.78

Total for all Account Codes: \$187,413.00

Adjusted Allocation: \$187,413.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title III English

Learner

5600 - Supplies - \$48,531.53 ▼

Budget Detail		Narrative	Description
Account Code:	5600 - Supplies	National Geographic	Curriculum ELD Geographic
Funding Description:	ELL - Title III ELL ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$40,000.00		
Line Item Total:	\$40,000.00		
Account Code:	5600 - Supplies	Summer Program	Instructional Supplies & Materials
Funding Description:	ELL - Title III ELL ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$4,736.33		
Line Item Total:	\$4,736.33		

Newcomer Welcome Kits- school supplies for all students new to the country	Account	5600 - Supplies	Funding	ELL - Title III ELL ▲	Description:	Red Clay Consolidated School District (953200) ▲	Location	Code:	Quantity:	Cost:	Line Item	Total:
Total for 5600 - Supplies: \$48,531.53												
Total for all other Account Codes: \$138,881.47												
Total for all Account Codes: \$187,413.00												
Adjusted Allocation: \$187,413.00												
Remaining: \$0.00												

Indirect Cost	
Total Contributing to Indirect Cost	\$184,479.78
Indirect Cost Rate	1.59%
Maximum Allowed for Indirect Cost	\$2,933.22

Filter by Location:

All - \$187,413.00 ▲

Funding Description	ES - Equitable Services	A - Administration	ELL - Title III ELL	Total	Account Code
5100 - Salaries		0.00	49,356.00	49,356.00	
5120 - OECs		0.00	16,020.96	16,020.96	
5400 - Travel		0.00	8,070.00	8,070.00	
5500 - Contractual	436.29	0.00	62,065.00	62,501.29	
5560 - Indirect		2,933.22	0.00	2,933.22	
5600 - Supplies	0.00	0.00	48,531.53	48,531.53	



Funding Description	Account Code	Total	ES - Equitable Services	A - Administration	ELL - Title III ELL	Total
		436.29		2,933.22	184,043.49	187,413.00
Adjusted Allocation						187,413.00
Remaining						0.00

**Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title III English Learner**

1. 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)] Provide a description for each school in the LEA.

School	Program	Rationale
Baltz	Sheltered Instruction ESL Pull-Out & Push-In-ESOL certified staff at various grade levels -SLOP trained staff -Two designated ESL teachers provide pull-out/push-in support	
Brandywine Springs	ESL Pull-Out & Push-In-One Back-to-Basics tutor supports all students	
Cooke	ESL Pull-Out & Push-In-One designated ESL teacher supports all students	
Forest Oak	ESL Pull-Out & Push-In-SLOP trained staff -Three designated ESL teachers support all students	



Note	ESL Pull-Out & Push-In-SIOP trained staff	-ESOL certified staff at various grade levels -Two designated ESL teachers provide pull-out/push-in support	
North Star	ESL Pull-Out & Push-In-One Back-to-Basics tutor supports all students		
Richardson Park	ESL Pull-Out & Push-In-Three designated ESL teachers support all students -Team of teachers SIOP trained to deliver TOT		
Richey	ESL Pull-Out & Push-In-One designated ESL teacher supports all students -One paraprofessional provides additional support		
Shortlidge	ESL Pull-Out & Push-In-One designated ESL teacher supports all students		
Warner	ESL Pull-Out & Push-In-One designated ESL teacher supports all students		
Cab Calloway	ESL Pull-Out & Push-In-Back-to-Basics tutors support small number of students		

Conrad	English Language Development	-One designated ESL teacher supports all students
Al Middle	Sheltered Instruction English Language Development & Push-In	-One ESOL certified teacher provides content instruction in Mathematics as well as ELD support -Two designated ESL teachers provide ELD and push-in support
HB Middle	English Language Development & Push-In	-One designated ESL teacher supports all students
Skyline	English Language Development & Push-In Immersion	-One designated ESL teacher supports all students
Stanton	English Language Development & Push-In	-Two designated ESL teachers support all students -SIOF Model School
Al High	Sheltered Instruction English Language Development & Push-In	-One ESOL certified teacher provides content instruction in Mathematics as well as ELD support

	Dickinson	Sheltered Instruction English Language Development & Push- In	-Two ESOL certified teachers provide content instruction in English Language Arts as well as ELD support -One paraprofessional provides additional push-in support in content courses	-One ESOL certified teacher provides content instruction in English Language Arts as well as ELD support -One paraprofessional to provide additional push-in support in content courses
	McKean	Sheltered Instruction English Language Development & Push- In	-Two ESOL certified teachers provide content instruction in English Language Arts as well as ELD support -One paraprofessional provides additional push-in support in content courses	
	First State	ESL Pull-Out	-Back-to-Basics tutors support small number of students	
	Meadowood	Consultative Pull-Out Consultative	-Needs of students taken into consideration	

RPLC	Consultative	-Needs of students taken into consideration
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2. Describe how the LEA will ensure that elementary schools and secondary schools assist English learners in achieving English proficiency based on the State's English language proficiency (ELP) assessment (ACCESS), consistent with the State's long-term goals. [Section 3116(b)(2)(A)]

The EL Office sent out 2018-2019 ACCESS scores to all elementary and secondary administrators and EL teachers. The composite scores from the assessment 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. The EL Supervisor will be holding individual meetings with school administrators to review data and accountability reports. 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.

The EL Office has made the following changes/enhancements to the EL Program over the 2018/2019 school year to ensure that elementary and secondary schools assist ELs in achieving English proficiency consistent with the State's long-term goals:

\*6 additional full-time EL teachers were provided at: Baltz (1), Lewis (1), Linden Hill (1), Warner (1), HBMS (1), Skyline (1)

\*21 Red Clay schools have bilingual office staff to support our Spanish speaking families  
 \*Continued focus on SIOF strategies at Forest Oak, Mote, and Baltz Elementary schools  
 \*3 EL teachers (one at each grade level) attended the WIDA National Conference in Detroit, Michigan  
 \*3 EL teachers, 1 EL Coach, and the EL Supervisor attended a BER Workshop: Accelerate Your ELL Students' Learning in Cherry Hill, New Jersey

\*One EL Coach and one ELA Coach attended the TESOL Conference in Atlanta, Georgia  
 \*The principal of William C. Lewis Elementary attended the Dual Language Symposium in Charlotte, South Carolina

\*The Director of Curriculum and Instruction attended the NABE Conference in Orlando, Florida  
 \*6 Red Clay teachers and staff will attend the SIOF Capacity Builder Plus Workshop hosted by the DDOE  
 \*Monthly EL Professional Learning Meetings were delivered to an increased number of teachers- topics were based on teacher request  
 \*Book study at the monthly EL Meetings- No More Low Expectations for English Learners

\*Professional development provided to general education teachers in June focused on Strategies for Engaging English Learners

\*EL/SWD Discussion Review Forms were completed for all dually identified students to determine the most appropriate supports

\*EL Summer Program expansion- last summer 85 students were in attendance and this summer we have 130 confirmed students

\*EL representation at all staffing meetings to discuss projections for next year

\*Partnership with the LACC to provide after-school tutoring

\*Tuition reimbursement for a cohort of teachers enrolled in the ACE Program

\*After-school tutoring sessions held at Forest Oak

\*EL representation at district level meetings to provide input on the needs of our ELs

\*Purchase of Rosetta Stone licenses to support our middle and high school newcomers

\*Continued use of the telephonic interpretation service to address language needs of our families

The EL Office will continue to focus on the changes/enhancements made during the 2018-2019 school year in addition to the following enhancements to ensure that elementary and secondary schools assist ELs in achieving English proficiency consistent with the State's long-term goals:

\*Stanton Middle School has been selected to participate in the SIOF Model Schools initiative

\*Data review of long term ELs

\*Data review of Parent Withdrawals

\*Individual meetings with school administrators to review data, accountability, and discuss programming

\*Updates to our EL Resource Guide as needed

\*Recommendations for additional EL teachers to support our schools with growing numbers

\*Purchase of a new ELD curriculum

\*Expansion of EL Summer Program

\*Teacher and staff attendance at WIDA National Conference in Providence, Rhode Island

\*Teacher and staff attendance at TESOL Conference in Denver, Colorado

\*Increased family events- collaboration with Christina School District and Brandyswine School District to create school-

based learning opportunities for families

\*EL Coaches will closely monitor student progress both in the general education and ELD classrooms to provide targeted supports



3. Describe how the LEA will 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 EL Office will focus on assisting elementary and secondary schools assisting English learners meeting the challenging State academic standards in the following ways:

The English Language Arts department will expand the ReadyGen curriculum to additional grade levels at the elementary schools. Two of the EL Coaches have been assigned to work closely with the general education teachers and the ELA department to maintain the EL “lens” throughout the trainings. Differentiated rubrics and performance tasks have been created and additional work is being done for the additional grade levels to support our English learners. Graphic organizers that support the writing tasks have been created and vocabulary supports are being developed that include visuals and definitions for the vocabulary in each unit. EL teachers have been included in the trainings and will continue to be included throughout the years.

The Mathematics department is continuing their work with the new curriculum for Algebra I, Algebra II, and Geometry. One of the EL Coaches has been assigned to work closely with the general education teachers and the Mathematics department to maintain the EL “lens” throughout the trainings. The EL Coach will continue to work throughout the year to determine the best way to differentiate and make the curriculum accessible to our ELs.

The EL Coaches will design professional development targeted to the general education/content teacher on differentiation, strategies, and best practices in meeting the diverse needs of our ELs.

The EL Supervisor, with support from the ESL teachers, has selected an English Language Development curriculum that will be used during language development instruction. The new language development curriculum builds language, vocabulary, reading and writing skills and engages students with multicultural, rich literacy, and differentiates and scaffolds skills and strategies.

Discussions have begun regarding the addition of an after-school program targeting our SLIFE and immigrant students to provide additional instruction in English and Mathematics. During the first year of implementation, the focus would be on secondary students to help build foundational skills needed to meet the challenging State academic standards.

Discussions have also been held regarding SLOP training for coaches (literacy, math, EL, SWD) and content supervisors. This would provide a common language and framework for best instructional practices that can be shared throughout all professional learning opportunities and discussions district-wide.

4. Describe how the LEA will promote parent and family engagement in the education of English learners. [Section 3116(b)(3)]

The EL Office attends the Red Clay Resource Fair every year to provide resources and information to our families regarding services and supports provided to our English learners. Parent meetings have also been scheduled throughout the year to provide specific information to families of English learners regarding initial identification, supports and programming in schools, ELD curriculum, ACCESS testing, and other topics as needed.

The EL Supervisor, in collaboration with program coordinators in other districts, have had discussions regarding creating "packaged" informational sessions that ESL teachers can present to families in their schools. This will allow information to be shared with more families during school events such as back-to-school nights, open house, literacy night, math night, etc.

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.

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.

Red Clay will also continue a partnership with Be Strong Families to increase effective parental and family involvement. The partnership provides training to both parents & staff of Title 1 schools, to facilitate "Parent Café's" which are parent lead events that focus upon building 5 protective factors:

- Resilience,
- Positive social connections
- Concrete support in times of need
- Social, Emotional, and Cognitive competence
- Knowledge

The commitment to build strong relationships with families will continue as this partnership provides training and facilitation in both English and Spanish. This delivery of service will increase opportunities to involve families whose primary language is not English.

5. Describe how the LEA will promote community engagement in the education of English learners. [Section 3116(b)(3)]

The EL Office contracts with the Latin American Community Center to provide after-school tutoring services. Tutors assist with homework completion and other areas of specific need if requested by the classroom teacher. This support will continue during the 2019-2020 school year.

The LEA hosts a Family Resource Fair every year to provide families direct links to community organizations that support in a variety of ways from health and wellness to ways to support their children at home with reading and math. The EL Supervisor and program coordinators from other NCC school districts have been discussing hosting an event, similar to our Family Resource Fair, but specific to English Learners. Discussions regarding potential community organizations and partners that would provide services and/or information to families have just started but will continue throughout the year.

**Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title III English Learner**

**PURPOSE:** This page is used to indicate all participating private schools and the total English Learner enrollment (number of EL students attending those schools).

If you have participating private schools that are located inside your district's geographic boundaries, select each participating private school, indicate the school's Title III status and enter the total number of English Learner (EL) private school students who attend the participating Title III private school.

The total number of private school English Learner (EL) students on this page will automatically fill in the on the Title III Equitable Share Calculation page.

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

School	Status	# EL
All Saints Catholic School - 5736 ▲	Participating Private School ▼	5
Harvest Christian Acad @ Wilm. - 5642 ▲	Participating Private School ▼	0
St. Anthony of Padua Grade School - 5856 ▼	Participating Private School ▼	1
St. John The Beloved School - 5849 ▼	Participating Private School ▼	0
Saint Mark's High School - 5850 ▼	Participating Private School ▼	0
Participating Total:		6

☐ 1. If ALL the eligible private schools within the LEA's geographic boundaries have elected NOT to participate in the Title III, English Learner funds and documentation is on file. If the box is checked, DO NOT fill out the following table.

**PURPOSE: This page is to calculate equitable share based on the number of English Learner students in participating private schools.**

Only enter a value for A1 and B2.

All other values will either be pre-fill or automatically calculated when your cursor leaves the cell.

The total amount of all budgeted items tagged with a funding description of Equitable Services in Budget page must match the value in D1.

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

Equitable Share Calculation	
A. Number of Students	LEA Calculation
A1. Public school enrollment of EL students	2531
A2. Private school enrollment of EL students	6
A3. Total EL Enrollment = (A1 + A2)	2537
B. Title III Allocation	
B1. District Allocation	\$ 187,413.00

B2. 2% Administrative Costs (for public and private school programs)	\$ 2,933.23
B3. LEA Allocation minus Administrative Costs (B1 - B2)	\$ 184,479.77
C. Per Pupil Rate	
C1. Per Pupil Rate = (B3 / A3)	\$ 72.72
D. Final Equitable Share	
D1. Amount LEA must reserve for equitable services for EL private school students, their teachers, and other educational personnel = (A2 X C1)	\$ 436.29

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title III English Learner

Optional Documents		
Type	Document Template	Document/Link
Transfer Budget Summary	N/A	

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# Red Clay Consolidated School District (953200) Public District - FY 2020 - 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.	<p>(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:</p> <p>a. the reasons for the identification of their child(ren) as an EL</p> <p>b. the child(ren) level of English language proficiency, how assessed, and the child's academic achievement.</p> <p>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</p> <p>d. how the program meets the educational needs of the child(ren)</p> <p>e. how the EL program will help the child attain English language proficiency and access academic content</p> <p>f. program exit criteria, including the rate of transition to regular classrooms and rate of graduation for high school ELs.</p> <p>g. how the program meets the objectives of the IEP for the EL/Special Education student</p> <p>h. the right that parents have upon written request to remove or to refuse to enroll their EL child(ren) in a program.</p> <p>i. a program exit letter when an EL has reached English proficiency and is eligible to be transferred to an all-English classroom.</p> <p>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.</p> <p>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.</p>
3.	<p>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.</p>



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 2020 - Consolidated - Rev 0 - Title IV Part A  
Student Support and Academic Enrichment

Account Code	
5100 - Salaries	\$388,129.00
5120 - OECs	\$162,679.66
5400 - Travel	\$12,000.00
5500 - Contractual	\$110,975.09
5500 - Audit Fees	\$0.00
5560 - Indirect	\$11,227.81
5600 - Supplies	\$32,368.44
5700 - Capital Outlay	\$0.00
Total	
\$717,380.00	
Adjusted Allocation	
\$717,380.00	
Remaining	
\$0.00	

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5100 - Salaries - \$388,129.00 ▼

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	Hire 1 FTE	
Funding Description:	RE - Rounded Ed ▼	TAG Teacher (Ellen Meara) to provide	
Location Code:	Red Clay Consolidated School District (953200) ▼	Talented and Gifted services	
Quantity:	1.00	to students	
Cost:	\$64,157.00	(100% Title IVA	
Line Item Total:	\$64,157.00	funded).	
Account Code:	5100 - Salaries	Hire 1 FTE	
Funding Description:	RE - Rounded Ed ▼	TAG Teacher (Jen Manley) to provide	
Location Code:	Red Clay Consolidated School District (953200) ▼	Talented and Gifted services	
Quantity:	1.00	to students	
Cost:	\$45,699.00	Title IVA	
Line Item Total:	\$45,699.00	funded).	
Account	5100 - Salaries		

[illegible]

Stipend for Lead Health Teacher (James Campbell) (100% Title IVA funded). Lead Health teacher will facilitate the Health and Physical Education Council to support Safe and Health students K-12 through regular collaboration and identification of professional learning needs.	Line Item Total:	\$28,000.00		Account Code:	5100 - Salaries	Funding Description:	SHS - S&H School ▼	Location Code:	Red Clay Consolidated School District (953200) ▼	Quantity:	1.00	Cost:	\$1,000.00	Line Item Total:	\$1,000.00	Account Code:	5100 - Salaries	Funding Description:	ET - Ed Tech ▼	Location Code:	Red Clay Consolidated School District (953200) ▼	Quantity:	1.00	Cost:	\$112,863.00	Education Technical Career and Supervise funded) to (100% Title IVA Mingeone Associate - Lou Hire 1 FTE Ed

\$112,863.00	Line Item Total:
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\$388,129.00	Total for 5100 - Salaries:
\$329,251.00	Total for all other Account Codes:
\$717,380.00	Total for all Account Codes:
\$717,380.00	Adjusted Allocation:
\$0.00	Remaining:

# Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5120 - OECs - \$162,679.66 ▼

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	OEC & Benefits 1	FTE TAG
Funding Description:	RE - Rounded Ed ▼	Teacher (Ellen Meara) to provide	Talented and Gifted
Location Code:	Red Clay Consolidated School District (953200) ▼	services to students	(100% Title IVA funded)
Quantity:	1.00	Cost:	\$31,493.52
Cost:	\$31,493.52	Line Item Total:	\$31,493.52
Account Code:	5120 - OECs	Account Code:	5120 - OECs
Funding Description:	RE - Rounded Ed ▼	Teacher (Jen Manley) to provide	Talented and Gifted
Location Code:	Red Clay Consolidated School District (953200) ▼	services to students	(100% Title IVA funded)
Quantity:	1.00	Cost:	\$16,513.90
Cost:	\$16,513.90	Line Item Total:	\$16,513.90



OEC & Benefits 1 FTE Nurse (Tanya Allen-Simpson) for Wellness Center at Warner (100% Title IVA funded).	Account Code: 5120 - OECs	Funding Description: SHP - S&H Partner ▼	Location Code: Red Clay Consolidated School District (953200) ▼	Quantity: 1.00	Cost: \$28,105.69	Line Item Total: \$28,105.69
PBS Team EPER K-12 PBS Team Meetings (6 staff per building x 13 buildings x 25 hours x \$28/hr)	Account Code: 5120 - OECs	Funding Description: SHS - S&H School ▼	Location Code: Red Clay Consolidated School District (953200) ▼	Quantity: 1.00	Cost: \$18,000.00	Line Item Total: \$18,000.00
OEC for MTSS stipends (28 @ \$1000 each)	Account Code: 5120 - OECs	Funding Description: SHS - S&H School ▼	Location Code: Red Clay Consolidated School District (953200) ▼	Quantity: 1.00	Cost: \$18,000.00	Line Item Total: \$18,000.00

	Cost:	\$10,000.00
	Line Item Total:	\$10,000.00
OEC for Lead Health Teacher (James Campbell). Lead Health teacher will facilitate the Health and Physical Education Council to support Safe and Health students K-12 through regular collaboration and identification of professional learning needs.	Account Code:	5120 - OECs
	Funding Description:	SHS - S&H School ▼
	Location Code:	Red Clay Consolidated School District (953200) ▼
	Quantity:	1.00
	Cost:	\$314.90
	Line Item Total:	\$314.90
OEC and Benefits for FTE Ed Associate - Lou Mingone (100% Title IVA funded) to	Account Code:	5120 - OECs
	Funding Description:	ET - Ed Tech ▼
	Location Code:	Red Clay Consolidated School District (953200) ▼

Supervise Career and Technical Education programming.	Quantity:	1.00	
	Cost:	\$58,251.65	
	Line Item Total:	\$58,251.65	
Total for 5120 - OECs:			
			\$162,679.66
Total for all other Account Codes:			
			\$554,700.34
Total for all Account Codes:			
			\$717,380.00
Adjusted Allocation:			
			\$717,380.00
Remaining:			
			\$0.00

Budget Detail		Narrative	Description
Account Code:	5400 - Travel	Mileage (Total x.40/mile)	
Funding Description:	SHS - S&H School ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$12,000.00		
Line Item Total:	\$12,000.00		

Total for 5400 - Travel:	\$12,000.00
Total for all other Account Codes:	\$705,380.00
Total for all Account Codes:	\$717,380.00
Adjusted Allocation:	\$717,380.00
Remaining:	\$0.00

# Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5500 - Contractual - \$110,975.09 ▼

Budget Detail		Narrative Description	
Account Code:	5500 - Contractual	Contract with	US2, Inc. for
Funding Description:	SHP - S&H Partner ▼	Intercepting	Bias in Our
Location Code:	Red Clay Consolidated School District (953200) ▼	Classrooms	
Quantity:	1.00		
Cost:	\$22,000.00		
Line Item Total:	\$22,000.00		
Account Code:	5500 - Contractual	Contract w/Prevent	Child Abuse
Funding Description:	SHP - S&H Partner ▼	Delaware for	Delivery of
Location Code:	Red Clay Consolidated School District (953200) ▼	Personal Body	Safety
Quantity:	1.00		Training
Cost:	\$21,629.23		
Line Item Total:	\$21,629.23		
Account	5500 - Contractual		

Contract with Delaware Valley Consortium for Excellence and Equity	Code:	Funding Description: SHP - S&H Partner ▼	Location Code: Red Clay Consolidated School District (953200) ▼	Quantity: 1.00	Cost: \$15,000.00	Line Item Total: \$15,000.00
Contract with BCS & Associates Consulting Form: Training series specifically designed for: Classroom Teachers, Reading Specialists, Literacy Coaches, Title I Staff, School Administrators, Athletic Coaches, and School Volunteers.	Account Code: 5500 - Contractual	Funding Description: SHP - S&H Partner ▼	Location Code: Red Clay Consolidated School District (953200) ▼	Quantity: 1.00	Cost: \$9,174.46	Line Item Total: \$9,174.46

Account	Code:	Funding	Description:	Location	Code:	Quantity:	Cost:	Line Item	Total:
5500 - Contractual		ES - Equitable Services ▼		Red Clay Consolidated School District (953200) ▼		1.00	\$43,171.40	\$43,171.40	\$43,171.40
Private School - Equitable Share									

Total for 5500 - Contractual:	\$110,975.09
Total for all other Account Codes:	\$606,404.91
Total for all Account Codes:	\$717,380.00
Adjusted Allocation:	\$717,380.00
Remaining:	\$0.00

Budget Detail		Narrative	Description
Account Code:	5560 - Indirect	Indirect Costs	
Funding Description:	A - Administration ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$11,227.81		
Line Item Total:	\$11,227.81		

Total for 5560 - Indirect:	\$11,227.81
Total for all other Account Codes:	\$706,152.19
Total for all Account Codes:	\$717,380.00
Adjusted Allocation:	\$717,380.00
Remaining:	\$0.00



Budget Detail		Narrative
Account Code:	5600 - Supplies	PBIS Incentives - \$600 per building x 27 buildings = \$16,200.00
Funding Description:	SHS - S&H School	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$16,200.00	
Line Item Total:	\$16,200.00	
Account Code:	5600 - Supplies	TAG Materials - Supplies and Materials to support TAG identification TAG students and instructional programming
Funding Description:	SHS - S&H School	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$16,168.44	
Line Item Total:	\$16,168.44	

<b>Total for 5600 - Supplies:</b>	\$32,368.44
<b>Total for all other Account Codes:</b>	\$685,011.56
<b>Total for all Account Codes:</b>	\$717,380.00
<b>Adjusted Allocation:</b>	\$717,380.00
<b>Remaining:</b>	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title IV Part A  
Student Support and Academic Enrichment

Indirect Cost	
Total Contributing to Indirect Cost	\$706,152.19
Indirect Cost Rate	1.59%
Maximum Allowed for Indirect Cost	\$11,227.81

Filter by Location:

All - \$717,380.00



Funding Description	Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5560 - Indirect
A - Administration	RE - Rounded Ed	81,410.00	28,105.69	12,000.00	67,803.69	0.00
SHS - S&H	SHP - S&H Partner	84,000.00	28,314.90	12,000.00	0.00	0.00
ET - Ed Tech	ES - Equitable Services	112,863.00	58,251.65	0.00	43,171.40	0.00
Total		388,129.00	162,679.66	12,000.00	110,975.09	11,227.81

Funding Description	Account Code	5600 - Supplies	Total	Adjusted Allocation				Remaining
A - Administration		0.00	11,227.81	157,863.42	177,319.38	156,683.34	171,114.65	43,171.40
RE - Rounded Ed		0.00		0.00		32,368.44	0.00	0.00
SHP - S&H Partner		0.00						
SHS - S&H School								
ET - Ed Tech		0.00						
ES - Equitable Services		0.00						
Total		32,368.44	717,380.00	717,380.00				0.00

## Red Clay Consolidated School District (953200) Public District - FY 2020 - 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. [4106(e)(1)]

RCCSD will utilize Title IV funds to support the following: - Talented and Gifted Instruction - Title IV funds will be utilized to support 2 itinerate teachers to provide services to 8 Red Clay schools. Services will provided to students in grades 3-5 at 8 Red Clay Elementary schools. In addition funding has been allocated to provide curriculum resources, STEM units, and classroom materials to support Talented and Gifted Instruction. - Warner Wellness Center Nurse- Title IV funds will be utilized to support a nurse to be assigned to the Warner Wellness Center. The nurse will be responsible for scheduling of appointments, data entry, health screenings, coordination of referrals, and will serve as physician's assistant. - Continued development of Career and Technical Ed programming - Title IV funding will be utilized to fund and Ed Associate to oversee and support Career and Technical Education. - Continued development of Multi-Tiered Systems of Support -- Title IV funds will be utilized to provide a Tier 1 Lead stipend at each school. The Tier 1 lead will work closely with district coaches to develop Tier 1 systems (i.e. PBS) to support improved social and emotional learning throughout RCCSD. Additionally, funding has been allocated to provide EPER for PBS Team members to meet outside of contracted hour to engage in planning school-wide events, as well as developing group and individual interventions. To further support Multi-Tiered systems of support funding has been set aside to support the purchase of student incentives at each school. - Health Lead Stipend - Title IV funds will be utilized to support a Lead Health Stipend to support Secondary Health and Physical Education teachers. The Health Lead will assist in identifying the professional learning needs of the Health and Physical Education department and identifying corresponding professional learning opportunities. - Professional Learning - Title IV funds will be utilized to support professional learning and policy development support through the following partnerships organizations: US2, Delaware Valley Consortium for Excellence and Equity, and BCS & Associates Consulting. - Personal Body Safety Training - Title IV funds will be utilized to support Personal Body Safety Training to grades k-6 through contract with Prevent Child Abuse Delaware.

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. [4106(e)(1)(A)]

As described above RCCSD will utilize Title IV funds to provide a nurse to support the launch of a Wellness Center at Warner Elementary. The wellness center will be operated in partnership with Nemours, which provide a Physician 2

days per week to provide health cares services to Warner families. The nurse will support through the following: scheduling of appointments, data entry, health screenings, coordination of referrals, and will serve as physician's assistant. The Warner community will greatly benefit from this partnership with Nemours. Additionally, Red Clay will contract with the Delaware Valley Equity Consortium to assist with the development of a district-wide equity plan.

3. If applicable, describe how funds will be used for activities related to supporting well-rounded education that are coordinated with other schools and community based services and programs. [4106(e)(1)(B) and 4107(a)(1)]  
As described above RCCSD will utilize Title IV funds to support 2 itinerate teachers to supplement the core curriculum at 8 elementary schools (grades 3-5). These staff members will engage in the co-planning and delivery of standards-based lesson to ensure the necessary differentiation to meet the needs of talented and gifted learners. They will also push or pull out as needed to support individual or groups of students in grades 3-5.

4. If applicable, describe 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. [4106(e)(1)(C) and 4108(1)]  
As described above RCCSD will utilize Title IV funds to support a Lead Health teacher. The Lead Health teacher will work to identify and coordinate, and lead professional learning in our Health and Physical Education department. This health lead is in touch with community-based programs to ensure Red Clay students get access to services. The .5 nurse position, described fully in response 2 will work in partnership with Nemours staff to operate the Wellness center at Warner Elementary School.

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? [4106(e)(1)(C) and 4108(2)]  
As described above RCCSD will utilize Title IV funds to support the following: - Health Lead Stipend - Warner Wellness Center Nurse The health lead will support safe and healthy students by ensuring that secondary health and physical education teachers have the appropriate resources and training to educate secondary students about health issues facing students today. The nurse position, in partnership with Nemours, will provide health screening and services to a high needs community in the Red Clay Consolidated School District. In addition funding will be utilized to send a team to the National Conference on Active Shooters. This will allow RCCSD to better plan for school safety in the event of a crisis.

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? [4106(e)(1)(C) and 4108(3)]

Title IV funding will be utilized to provide a nurse to support the Warner Wellness Center. A primary function of this nurse will be to support families in meeting the health care needs of their students. This will include scheduling appointments, assisting with referrals, and following up on immunizations and health screenings.

7. If applicable, describe how funds will be used for activities related to supporting the effective use of technology to improve the academic achievement, academic growth, and digital literacy of all students. [4106(e)(1)(D)]

Title IV funding will be utilized to fund an Ed. Associate position to oversee and support Career and Technical Education in the Red Clay Consolidated School District. Funding this position will ensure that students utilize industry standard technologies in their CTE classes and that teachers are properly trained on the pertinent software and/or hardware in their respective discipline. Students will understand how today's workplace employs these technologies and have the opportunity to earn industry certifications as they complete their career pathway. As a result, students' career and technical coursework will provide a well-rounded experience that will prepare them for career and/or college and support Goal 2 of RCCSD's strategic plan (Future Ready) by

8. Describe the program objectives and intended outcomes for Title IV activities and how the LEA will periodically evaluate the effectiveness of the activities. [Section 4106(e)(1)(E)]

s described above RCCSD will utilize Title IV funds to support both academic enrichment and to promote health students. RCCSD will monitor the effectiveness of these programs annually through the review of relevant data. In regards to Talented and Gifted programming Red Clay will utilize state and local assessment data (RI/MI) to monitor the impact of TAG supports on individual students. In regards to the Wellness Center program, the objective is to develop a new approach to connecting students and health services. While we will have no baseline data, RCCSD will can look at the number of screening and appointment to gauge the impact of the Wellness center on the larger community. In regards to the MTS Lead, we can monitor school-wide referral and suspension data to determine the effectiveness of the initiative. This process can easily be accomplished for any school through use of Data Service Center.

**Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment**

**PURPOSE:** This page is used to indicate all participating private schools and the total enrollment (number of students attending those schools).

If you have participating private schools that are located inside your district's geographic boundaries, select each participating private school, indicate the school's Title IV status and enter the total number of private school students who attend the participating Title IV private school.

The total number of private school Title IV students on this page will automatically fill in the on the Title IV, Part A Equitable Share Calculation page.

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

School	Status	# Enrolled
Harvest Christian Acad @ Willm. - 5642 ▼	Participating Private School ▼	40
Sharon Temple Adventist School - 5867 ▼	Participating Private School ▼	24
St. Ann School - 5855 ▼	Participating Private School ▼	240
St. Anthony of Padua Grade School - 5856 ▼	Participating Private School ▼	223
St. John The Beloved School - 5849 ▼	Participating Private School ▼	460
Participating Total:		987



☐ 1. If ALL the eligible private schools within the LEA's geographic boundaries have elected NOT to participate in the Title IV, Part A funds and documentation is on file. If the box is checked, DO NOT fill out the following table.

**PURPOSE:** This page is to calculate the equitable share amount for the number of eligible students in areas served by the district who are enrolled in private schools.

All values will either be pre-fill or automatically calculated.

The total amount of all budgeted items tagged with a funding description of Equitable Services in Budget page must match the value in B3.



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


Equitable Share Calculation

A. Number of Students	
LEA Calculation	
A1. District Enrollment	15,414
A2. Participating Private School Enrollment	987
A3. Total Enrollment (A1+A2)	16401
A4. Percent Participating Private School Enrollment (A2 / A3)	0.06
B. Proportionate Share	
B1. District Allocation	\$ 717,380.00

B2. Proportionate Share to Private Schools (B1 X A4)	\$ 43,171.40
B3. Proportionate Share to District (B1 - B2)	\$ 674,208.60

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - Title IV Part A  
Student Support and Academic Enrichment

Required Documents		
Type	Document Template	Document/Link
Title IV Spending Rules Worksheet [upload 1 document(s)]	 Title IV Spending Rules Worksheet	 Title IV Spending Rules Worksheet

Optional Documents		
Type	Document Template	Document/Link
Title IV Needs Assessment [upload up to 1 document(s)]	 Title IV Needs Assessment	

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## 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 2020 - Consolidated - Rev 0 - CTE Perkins

Secondary

Account Code	
5100 - Salaries	\$7,500.00
5120 - OECs	\$2,625.00
5400 - Travel	\$66,500.00
5500 - Contractual	\$90,000.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$167,091.00
5700 - Capital Outlay	\$123,200.00
Total	
\$456,916.00	
Adjusted Allocation	
\$456,916.00	
Remaining	
\$0.00	

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - CTE Perkins

Secondary

5100 - Salaries - \$7,500.00 ▼

Budget Detail		Narrative	Description
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Account	Code:	Funding	Description:	Location	Code:	Quantity:	Cost:	Line Item	Total:
5100 - Salaries		PL - Professional Learning ▼		Red Clay Consolidated School District (953200)	▼	75.00	\$100.00	\$7,500.00	
Apprx. (15 teachers) @ 5 days per training as per DOE new POS @ \$100/day stipend									

Total for 5100 - Salaries:	\$7,500.00
Total for all other Account Codes:	\$449,416.00
Total for all Account Codes:	\$456,916.00
Adjusted Allocation:	\$456,916.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - CTE Perkins  
Secondary

5120 - OECs - \$2,625.00 ▼

Budget Detail		Narrative Description
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Account Code:	Funding Description:	Location Code:	Quantity:	Cost:	Line Item Total:
5120 - OECs	PL - Professional Learning ▼	Red Clay Consolidated School District (953200) ▼	1.00	\$2,625.00	\$2,625.00
Approx. (15 teachers) @ 5 days per training as per DOE new POS @ \$100 stipends totaling \$7,500 x approx. 35% OECs is \$2,625					

Total for 5120 - OECs:	\$2,625.00
Total for all other Account Codes:	\$454,291.00
Total for all Account Codes:	\$456,916.00
Adjusted Allocation:	\$456,916.00
Remaining:	\$0.00



Budget Detail		Narrative Description	
Account Code:	5400 - Travel	Funding Description:	POS S - POS Support
Location Code:	Red Clay Consolidated School District (953200)	Quantity:	1.00
Cost:	\$66,500.00	Line Item Total:	\$66,500.00
		CTSO's National Competitions Total: (Total \$40,000)	
		- \$3,325/advisor (est. total costs including travel and registration)	
		- average (12 advisors) per year for a total of \$40,000	
		Travel: (\$65,000)	
		Provide support for staff to travel and participate in CTE and CTSO state and national competitions/conferences and provide ongoing support to RCCSD schools with college and career readiness programming Local, State and National Conferences for 10 schools/50 CTE staff members. In addition, support for staff to travel to DOE required POS trainings.	

**Participating CTSOs**

AIDHS – BPA, DECA, FCCLA, Skills, TSA, Educators Rising  
CAB – BPA-MS, TSA-MS, and TSA-MS  
CSS – FFA, HOSA, TSA-MS, and TSA-MS  
HS, and TSA-MS  
JDHS – TSA, VEX & FIRST Robotics, Skills  
TMHS – DECA, FCCLA, FFA, Skills, TSA, Educators Rising  
AIDMS – BPA and FCCLA  
BSS – BPA  
HBDMS – BPA, FCCLA, and TSA  
Skyline – BPA  
Stanton – BPA and TSA

**CTE Conferences (Total \$25,000)**

ITEEA Conference  
-\$3,000/person (est.  
total costs including  
travel and registration, 3  
teachers), (Total \$9,000)

NHSCE Conference  
-\$2,000/person (est.  
total costs including  
travel and registration, 3  
teachers), (Total \$6,000)

ADOBE Conference  
-\$3,000/person (est.  
total costs including  
travel and registration, 2  
teachers), (Total \$6,000)

ISTE

-\$2000/person (est. total costs including travel and registration, 2 teachers), Total \$4,000)

Professional conferences vary each year, staffs are encouraged to attend conferences for their content area – examples would be ITEEA, NHSCF, Adobe, and ACTE.

DOE required training travel costs:  
- Mileage: 15 staff @ \$100 = \$1,500

Total Recommended Travel Budget, (15%): \$68,368.20

Total of RCCSD Travel Budget (14.6%): \$66,500

The cost of travel has increased but the number of 1st place students qualifying for nationals has not. Therefore, funds from the general travel budget have been allocated for potential advisor travel to address the needs of students.

The total travel budget is still under the recommended 15% total.

Total for 5400 - Travel:	\$66,500.00
Total for all other Account Codes:	\$390,416.00
Total for all Account Codes:	\$456,916.00
Adjusted Allocation:	\$456,916.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - CTE Perkins Secondary

5500 - Contractual - \$90,000.00 ▼

Budget Detail		Narrative Description	
Account Code:	5500 - Contractual		
Funding Description:	POS S - POS Support		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$30,000.00		
Line Item Total:	\$30,000.00		
		- staff can meet with content area, school specific and business & industry partners to design and incorporate school based enterprises and/or student internships.	
		- staff can attend state and national competitions and/or conferences	
		On average, 4 days per teacher (50) at \$150, totaling \$30,000	
		-Recommended 5%: \$22,789.40 vs \$30,000 budgeted (6.6%)	
		Substitute coverage: (\$30,000)	

- the cost of  
substitutes have risen.

Delaware Tech Patient  
Care Program  
subscription, \$30,000

Account Code: 5500 - Contractual  
Funding Description: POS S - POS Support  
Location Code: Red Clay Consolidated School District (953200)  
Quantity: 1.00  
Cost: \$30,000.00  
Line Item Total: \$30,000.00

CTSO State  
Leadership  
Conferences &  
Competitions  
Registrations (\$10,000)  
Participating CTSOs  
AIDHS – BPA, DECA,  
FCCLA, Skills, TSA,  
Educators Rising  
CAB – BPA-MS, TSA-  
HS, and TSA-MS  
CSS – FFA, HOSA,  
TSA-HS, and TSA-MS  
JDHS – TSA, VEX &  
FIRST Robotics, Skills

<p>TMHS – DECA, FCCLA, FFA, Skills, TSA, Educators Rising AIDMS – BPA and FCCLA BSS – BPA HBDMs – BPA, FCCLA, and TSA Skyline – BPA Stanton – BPA and TSA -registration (est. average total costs 50 @ \$200) \$10,000</p>	<p>5500 - Contractual</p>	<p>Account Code:</p>	<p>Funding Description: PL - Professional Learning ▼</p>	<p>Location Code: Red Clay Consolidated School District (953200) ▼</p>	<p>Quantity: 1.00</p>	<p>Cost: \$20,000.00</p>	<p>Line Item Total: \$20,000.00</p>	<p>Project Lead the Way (PLTW) licensing &amp; training: (\$15,000) -Two Gateway Unit trainings for (3) teachers at est. \$4,000, totaling \$12,000 -PLTW License for JD MYP -IB Design 7, est. \$3,000</p>	<p>Robotics Engineering Training (\$2,500) - Industrial robotics training for engineering teacher at FANUC of America for \$2,500.</p>	<p>Culinary Training (\$2,500)</p>

Pro-Start Training for  
Culinary teachers (2-3)  
for \$2,500.

Total for 5500 - Contractual:	\$90,000.00
Total for all other Account Codes:	\$366,916.00
Total for all Account Codes:	\$456,916.00
Adjusted Allocation:	\$456,916.00
Remaining:	\$0.00



Budget Detail		Narrative Description	
Account Code:	5600 - Supplies	JDHS (\$39,500)	Graphic Design & Production
Funding Description:	POS S - POS Support ▲		- Interactive board & mount: \$4,500
Location Code:	Dickinson (John) High School (953200-290) ▲		Digital Media
Quantity:	1.00		- Interactive board & mount: \$4,500
Cost:	\$39,500.00		Processes of Design & Engineering
Line Item Total:	\$39,500.00		- (20) Dell laptops @ \$1,000: \$20,000
			- Interactive board & mount: \$4,500
			- Table saw w/safety: \$1,000
			Drafting & Design
			- (26) Dell desktop computers @

			Account Code: 5600 - Supplies	Funding Description: POS S - POS Support ▼	Location Code: Stanton Middle School (953200-282) ▼	Quantity: 1.00	Cost: \$29,475.00	Line Item Total: \$29,475.00	<b>Stanton MS (\$29,475)</b> Inventions & Innov. Tech. - Interactive board & mount: \$4,500 - Laptop cart: \$1,500 - (20) Dell laptops @ \$1,000: \$20,000 - 3-D printer: \$3,475
						1.00	\$29,475.00		
			Account Code: 5600 - Supplies	Funding Description: POS S - POS Support ▼	Location Code: Brandywine Springs School (953200-261) ▼	Quantity: 1.00			<b>BSES (\$22,000)</b> BFM - Classroom upgrade will include:

[illegible]

<div> <div>\$1,200</div> <div>Plant Science</div> <div>POS</div> <div>- Thermal</div> <div>printer: \$3,700</div> <div>Animal Science</div> <div>POS</div> <div>- Concession</div> <div>trailer: \$5,200</div> <div>The goal is to</div> <div>outfit the</div> <div>concession trailer</div> <div>into a mobile</div> <div>farmers market</div> <div>stand to attend</div> <div>local events and</div> <div>farmers markets in</div> <div>the area while</div> <div>providing</div> <div>students with real</div> <div>life business</div> <div>experience.</div> <div>- Overnight</div> <div>animal trailer:</div> <div>\$7,200</div> <div>The</div> <div>purchase of a</div> <div>livestock trailer will</div> <div>allow us to not</div> <div>only continue and</div> <div>expand our</div> <div>livestock-showing</div> <div>program but also</div> <div>maintain safe</div> </div>		<div> <div>Line Item</div> <div>Total:</div> <div>\$21,300.00</div> </div>
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contingency plans for emergencies that may occur and medical needs our animals may have.		Account Code: 5600 - Supplies	Funding Description: POS S - POS Support	Location Code: duPont (Alexis I.) High School (953200-292)	Quantity: 1.00	Cost: \$19,188.00	Line Item Total: \$19,188.00	Account Code: 5600 - Supplies	Funding Description: POS S - POS Support	Location Code: Conrad Schools of Science (953200-284)	Quantity: 1.00	storage cabinets: medical supply and secure - Animal cages POS Animal Science
AIHS (\$80,788) K-12 Academy POS - (30) level III textbooks & e-books subscription for Foundations of Curriculum and Instruction: \$5,000 DCT POS - Interactive board & mount: \$4,500 AET POS - NCCER books (hand and power tools): \$2,500 - Laser cutter indoor air filtration system: \$4,600		Account Code: 5600 - Supplies	Funding Description: POS S - POS Support	Location Code: duPont (Alexis I.) High School (953200-292)	Quantity: 1.00	Cost: \$19,188.00	Line Item Total: \$19,188.00	Account Code: 5600 - Supplies	Funding Description: POS S - POS Support	Location Code: Conrad Schools of Science (953200-284)	Quantity: 1.00	Conrad (\$17,000) Animal Science POS - Animal cages and secure medical supply storage cabinets:

[illegible]

	Cost:	\$1,128.00
	Line Item Total:	\$1,128.00
HBMS (\$1000)	Account Code:	5600 - Supplies
	Funding Description:	POS S - POS Support ▼
	Location Code:	duPont (H.B.) Middle School (953200-276) ▼
	Quantity:	1.00
	Cost:	\$1,000.00
MS Inventions & Innov. Tech. - Table saw w/safety: \$500 - Indoor filtration machine: \$500	Line Item Total:	\$1,000.00
	Adjusted Allocation:	\$456,916.00
Total for 5600 - Supplies:		
Total for all other Account Codes:		
Total for all Account Codes:		
Adjusted Allocation:		
Remaining:		

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - CTE Perkins

Secondary

5700 - Capital Outlay - \$123,200.00 ▼

Budget Detail		Narrative		Description	
Account Code:	5700 - Capital Outlay	JDHS (\$61,600)	Funding Description:	POS S - POS Support ▼	Location Code:
Quantity:	1.00	mac	computers	@ \$1,900:	\$57,000
Cost:	\$61,600.00	- (2) I-mac	computers	@ \$2,300:	\$4,600
Line Item Total:	\$61,600.00	Per new guidance from OMB - any computer with an individual cost greater than \$1,000	Design & Production	▼	Dickinson (John) High School (953200-290)



<div> <div>must be coded as capital outlay.</div> <div>AIHS (\$61,600)</div> <div>DCT POS</div> <div>- (30) tech mac computers @ \$1,900: \$57,000</div> <div>- (2) I-mac computers @ \$2,300: \$4,600</div> <div>Per new guidance from OMB - any computer with an individual cost greater than \$1,000 must be coded as capital outlay.</div> </div>	<div>Account Code:</div> <div>5700 - Capital Outlay</div>	<div>Funding Description:</div> <div>POS S - POS Support ▼</div>	<div>Location Code:</div> <div>duPont (Alexis I.) High School (953200-292) ▼</div>	<div>Quantity:</div> <div>1.00</div>	<div>Cost:</div> <div>\$61,600.00</div>	<div>Line Item Total:</div> <div>\$61,600.00</div>	<div>Total for 5700 - Capital Outlay:</div> <div>\$123,200.00</div>

Total for all other Account Codes:	\$333,716.00
Total for all Account Codes:	\$456,916.00
Adjusted Allocation:	\$456,916.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - CTE Perkins  
Secondary

Indirect Cost	
Total Contributing to Indirect Cost	\$333,716.00
Indirect Cost Rate	1.59%
Maximum Allowed for Indirect Cost	\$5,223.03

Filter by Location:

All - \$456,916.00






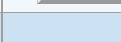
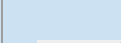

Funding Description	POS S - POS Support	PL - Professional Learning	Total
Account Code			
5100 - Salaries	0.00	7,500.00	7,500.00
5120 - OECs	0.00	2,625.00	2,625.00
5400 - Travel	66,500.00	0.00	66,500.00
5500 - Contractual	70,000.00	20,000.00	90,000.00
5600 - Supplies	167,091.00	0.00	167,091.00
5700 - Capital Outlay	123,200.00	0.00	123,200.00

Funding Description	Account Code		
Total	426,791.00	30,125.00	456,916.00
Adjusted Allocation			
		Remaining	
			0.00

## Red Clay Consolidated School District (953200) Public District - FY 2020 - 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 2015-2016, 2016-2017, 2017-2018 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 2018-2019 column. The proposed state target levels are provided in the 2019-2020 column. Either confirm the proposed State target for 2019-2020 or recommend a new target with a justification based on prior performance and incremental continuous improvement.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	LEA Check if Proposed State Target is Accepted	Proposed Target, if Not Accepted (LAUPL)	Justification
1S1: Academic Attainment - Reading Language Arts	35.96%	70.00%	51.09%	53.25%	60.24%	53.25%		
1S2: Academic Attainment - Mathematics	18.82%	70.2%	30.79%	20.50%	32.13%	20.5%	20.50%	
2S1: Technical Skill Attainment	95.96%	96.00%	6.33%	20.00%	12.45%	20.00%	20.00%	
3S1: Secondary School Completion	91.47%	94.00%	96.29%	95.25%	95.38%	95.25%	95.25%	
4S1: Student Graduation Rates	96.91%	96.00%	97.82%	96.50%	98.68%	97.00%	97.00%	
5S1: Secondary Placement	63.56%	56.15%	70.63%	57.00%	69.52%	57.50%	57.50%	

6S1: Nontraditional Participation	34.33%	35.00%	37.87%	35.00%	35.57%	35.10%	35.10%			%
6S2: Nontraditional Completion	32.42%	28.00%	35.47%	28.00%	26.71%	28.10%	28.10%			%



**Red Clay Consolidated School District (953200) Public District - FY 2020 - 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 DTC 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 our tech office from state bids.

Red Clay will upgrade the Business lab at Brandywine Elementary K-8 School, enter an agreement with Del Tech for Patient Care Tech program, support the new DCT and AET State Model POS at AIHS, support new AG State Model POS at McKean, and provide much needed resources to multiple programs at JDHS. In addition, support the second course in the JD IB MYP Design PLTW middle school course sequence. The budget is heavy in technology because many courses integrate applications that utilize software that necessitates newer hardware to run.

**Travel:** (\$65,000)

Provide support for staff to travel and participate in CTE and CTSO state and national competitions/conferences and provide ongoing support to RCCSD schools with college and career readiness programming Local, State and National Conferences for 10 schools/50 CTE staff members:

**CTSO's National Competitions Total:** (Total \$40,000)

- \$3,325/advisor (est. total costs including travel and registration)
- average (12 advisors) per year for a total of \$40,000

**Participating CTSO's**

AIHHS – BPA, DECA, FCCCLA, Skills, TSA, Educators Rising

CAB – BPA-MS, TSA-HS, and TSA-MS  
 CSS – FFA, HOSA, TSA-HS, and TSA-MS  
 JDHS – TSA, VEX & FIRST Robotics, Skills  
 TMHS – DECA, FCCLA, FFA, Skills, TSA, Educators Rising  
 AIDMS – BPA and FCCLA  
 BSS – BPA  
 HBDMS – BPA, FCCLA, and TSA  
 Skyline – BPA  
 Stanton – BPA and TSA

**CTE Conferences** (Total \$25,000)

ITEEA Conference  
 -\$3,000/person (est. total costs including travel and registration, 3 teachers), (Total \$9,000)  
 NHSCF Conference  
 -\$2,000/person (est. total costs including travel and registration, 3 teachers), (Total \$6,000)  
 ADOBE Conference  
 -\$3,000/person (est. total costs including travel and registration, 2 teachers), (Total \$6,000)  
 ISTE  
 -\$2000/person (est. total costs including travel and registration, 2 teachers), (Total \$4,000)

Professional conferences vary each year, staffs are encouraged to attend conferences for their content area – examples would be ITEEA, NHSCF, Adobe, and ACTE.

Total Recommended Travel Budget, (15%): \$68,368.20

Total of RCCSD Travel Budget (14.6%): \$66,500

The cost of travel has increased but the number of 1st place students qualifying for nationals has not. Therefore, funds from the general travel budget have been allocated for potential adviser travel to address the needs of students. The total travel budget is still under the recommended 15% total.

**Contracted Services:** (\$90,000)

**Substitute coverage:** (\$30,000)  
- staff can meet with content area, school specific and business & industry partners to design and incorporate school based enterprises and/or student internships.  
- staff can attend state and national competitions and/or conferences

On average, 4 days per teacher (50) at \$150, totaling \$30,000  
-recommended 5%: \$22,789.40 vs \$30,000 budgeted (6.6%); the cost of substitutes have risen.

Delaware Tech Patient Care Program subscription, \$30,000

**Project Lead the Way (PLTW) licensing & training:** (\$15,000)  
-Two Gateway Unit trainings for (3) teachers at est. \$4,000, totaling \$12,000  
-PLTW License for JD MYP  
-IB Design 7, est. \$3,000

**CTSO State Leadership Conferences & Competitions Registrations** (\$10,000)

Participating CTSO's  
AIDHS – BPA, DECA, FCCLA, Skills, TSA, Educators Rising  
CAB – BPA-MS, TSA-HS, and TSA-MS  
CSS – FFA, HOSA, TSA-HS, and TSA-MS  
JDHS – TSA, VEX & FIRST Robotics, Skills  
TMHS – DECA, FCCLA, FFA, Skills, TSA, Educators Rising  
AIDMS – BPA and FCCLA  
BSS – BPA  
HBDMS – BPA, FCCLA, and TSA  
Skyline – BPA  
Stanton – BPA and TSA

-registration (est. average total costs 50 @ \$200) \$10,000

**Robotics Engineering Training** (\$2,500)

- Industrial robotics training for engineering teacher at FANUC of America for \$2,500.

**Culinary Training (\$2,500)**

Pro-Start Training for Culinary teachers (2-3) for \$2,500.

**Salaries, OECS & Misc. travel costs (\$11,500)**

Approx. (15 teachers) @ 5 days per training (POS) @ \$100 stipend: \$7,500  
Approx. OECS: \$2,500  
Mileage: \$1,500

**Supplies**

- Apple Tech Mac computer: \$1,900
- Apple I-Mac computer: \$2,300
- Dell laptop computer: \$1,000
- Interactive board & mount: \$4,500

**AHS (\$80,788)**

K-12 Academy POS  
- (30) Level III textbooks and e-book subscriptions for Foundations of Curriculum and Instruction: \$5,000  
DCT POS

- (30) tech mac computers @ \$1,900: \$57,000
- (2) I-mac computers @ \$2,300: \$4,600
- Interactive board & mount: \$4,500

AET POS

- NCCER books (hand and power tools): \$2,500
- Laser cutter indoor air filtration system: \$4,600

Culinary Arts (\$3,100)

- Oven: \$488
- Refrigerator: \$2,100

**JDS (\$101,100)**

Graphic Design & Production  
- (30) tech mac computers @ \$1,900: \$57,000  
- (2) I-mac computers @ \$2,300: \$4,600  
- Interactive board & mount: \$4,500

Digital Media  
- Interactive board & mount: \$4,500

Processes of Design & Engineering  
- (20) Dell laptops @ \$1,000: \$20,000  
- Interactive board & mount: \$4,500  
- Table saw w/safety: \$1,000

Drafting & Design  
- (26) Dell desktop computers @ \$1,000: \$26,000  
- upgraded CAD software license @ \$2,100: \$2,100

IB MYP Inventions & Innov. of Tech.  
- PLTW supplies for Architecture: \$5,000

## **TMHS (\$21,300)**

MET POS  
- (2) Dell laptops @ \$1,000: \$2,000

K-12 POS  
- (2) Dell laptops @ \$1,000: \$2,000  
- (2) I-pad swivels @ \$600: \$1,200

Plant Science POS  
- Thermal printer: \$3,700

Animal Science POS

- Concession Trailer: \$5,200
- the goal is to outfit this concession trailer into a mobile farmers market stand to attend local events and farmers markets in the area while providing students with real life business experience.
- Overnight Animal Trailer: \$7,200
- the purchase of a livestock trailer will allow us to not only continue and expand our livestock-showing program but also maintain safe contingency plans for emergencies that may occur and medical needs our animals may have.

### **Conrad (\$17,000)**

- Animal Science POS
- Animal cages and secure medical supply storage cabinets: \$8,000

### **CNA POS**

- Medical Terminology and Health Science text books: \$4,000

### **PLTW Biomedical**

- Laptop charging cart: \$1,128

### **MS Inventions & Innov. Tech.**

- PLTW supplies for Design & Modeling: \$5,000

### **BSES (\$22,000)**

- BFM classroom upgrade will include:

- (28) student lab workstations
- (2) student collaboration tables
- (1) teacher instructional workstation
- (1) student/teacher instructional lectern

- (1) teacher-student collaboration workstation

**Stanton MS (\$30,500)**

- Inventions & Innov. Tech.
- Interactive board & mount: \$4,500
- Laptop cart: \$1,500
- (20) Dell laptops @ \$1,000: \$20,000
- 3-D printer: \$4,500

**HBMS (\$1000)**

- Inventions & Innov. Tech.
- Table saw w/safety: \$500
- Indoor filtration machine: \$500

**Skyline MS (\$14,500)**

- MS Business
- (13) Dell laptops @ \$1,000: \$13,000
- laptop cart: \$1,500

**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 Associates 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. 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 upgrade 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 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. 2019-20 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 employ-ability 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.

The district office observes, provide feedback and evaluates 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, 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, 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 development 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 DTC 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.

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - CTE Perkins Secondary		
Type	Document Template	Document/Link
Perkins Advisory Committee [Upload 1 document(s)]	 Perkins Advisory Committee Template	 Perkins Advisory Comm.

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

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## Red Clay Consolidated School District (953200) Public District - FY 2020 - 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 2020 - Consolidated - Rev 0 - IDEA 611

Account Code	Total
5100 - Salaries	\$1,748,636.00
5120 - OECs	\$880,802.52
5400 - Travel	\$26,294.34
5500 - Contractual	\$1,308,000.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$64,569.55
5600 - Supplies	\$97,245.59
5700 - Capital Outlay	\$0.00
Total	\$4,125,548.00
Adjusted Allocation	\$4,125,548.00
Remaining	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 611

5100 - Salaries - \$1,748,636.00 ▼

Budget Detail		Narrative Description	
Account Code:	5100 - Salaries	3 FTE Child Find Coordinators - TBD, Stacy Hogan-Tietze & Karen Kozlowski	
Funding Description:	611 - IDEA 611 ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$246,438.00		
Line Item Total:	\$246,438.00		
Account Code:	5100 - Salaries	1 FTE Director of Special Education - Sarah Celestin	
Funding Description:	611 - IDEA 611 ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$139,735.00		
Line Item Total:	\$139,735.00		
Account Code:	5100 - Salaries	2 FTE Behavior Support (School	

Psychologists on Special Assignment) - Gabi Koury & Lauren Messick	Funding	611 - IDEA 611	▼
	Description:	Red Clay Consolidated School District (953200)	
	Location Code:	Red Clay Consolidated School District (953200)	
	Quantity:	1.00	
	Cost:	\$133,651.00	
	Line Item Total:	\$133,651.00	
Special Supervisor of Special Education - TBD	Funding	611 - IDEA 611	▼
	Description:	Red Clay Consolidated School District (953200)	
	Location Code:	Red Clay Consolidated School District (953200)	
	Quantity:	1.00	
	Cost:	\$118,349.00	
	Line Item Total:	\$118,349.00	
1 FTE Supervisor of Autism Services - Dominick Squitiere	Account Code:	5100 - Salaries	
	Funding	611 - IDEA 611	▼
	Location Code:	Red Clay Consolidated School District (953200)	
	Quantity:	1.00	
	Cost:	\$118,349.00	
	Line Item Total:	\$118,349.00	

Total:		
1 FTE District Coordinator - Deborah Shepherd IDEA Data, IEP Plus & Assessment Accommodations	Account Code: 5100 - Salaries	
	Funding Description: 611 - IDEA 611	
	Location Code: Red Clay Consolidated School District (953200)	
	Quantity: 1.00	
	Cost: \$98,723.90	
	Line Item Total: \$98,723.90	
1 FTE District Coordinator - ESY Staff (Federal & Reading-based ESY) hourly instructional rate	Account Code: 5100 - Salaries	
	Funding Description: 611 - IDEA 611	
	Location Code: Red Clay Consolidated School District (953200)	
	Quantity: 1.00	
	Cost: \$95,000.00	
	Line Item Total: \$95,000.00	
1 FTE District Coordinator - Jill Wheeler Outside Agency Homebound, Transportation & Special	Account Code: 5100 - Salaries	
	Funding Description: 611 - IDEA 611	
	Location Code: Red Clay Consolidated School District (953200)	
	Quantity: 1.00	

	Cost:	\$90,879.80
	Line Item Total:	\$90,879.80
1 FTE District Coordinator - Nadia Johnson ICT Coordinator	Account Code:	5100 - Salaries
	Funding Description:	611 - IDEA 611 ▼
	Location Code:	Red Clay Consolidated School District (953200) ▼
	Quantity:	1.00
	Cost:	\$89,749.00
Supportive Instruction (Homebound) tutors - EPER instructional rate based on 18-19 actuals	Line Item Total:	\$89,749.00
	Cost:	\$89,749.00
	Quantity:	1.00
	Location Code:	Red Clay Consolidated School District (953200) ▼
	Funding Description:	611 - IDEA 611 ▼
Supportive Instruction (Homebound) tutors - EPER instructional rate based on 18-19 actuals	Account Code:	5100 - Salaries
	Funding Description:	611 - IDEA 611 ▼
	Location Code:	Red Clay Consolidated School District (953200) ▼
	Quantity:	1.00
	Cost:	\$55,000.00
1 FTE Early Childhood Paraprofessional - Kinney	Line Item Total:	\$55,000.00
	Cost:	\$55,000.00
	Quantity:	1.00
	Location Code:	Red Clay Consolidated School District (953200) ▼
	Funding Description:	611 - IDEA 611 ▼

Account	5100 - Salaries	
Line Item Total:	\$93,570.40	Account 5100 - Salaries  Line Item Total: \$93,570.40  Cost: \$93,570.40  Quantity: 1.00  Location Code: Red Clay Consolidated School District (953200) ▲
Cost:	\$93,570.40	
Quantity:	1.00	
Funding Description:	CEIS - Coordinated Early Intervening Services ▼	
Account	5100 - Salaries	Account 5100 - Salaries  Line Item Total: \$85,564.00  Cost: \$85,564.00  Quantity: 1.00  Location Code: Red Clay Consolidated School District (953200) ▲
Line Item Total:	\$85,564.00	
Cost:	\$85,564.00	
Quantity:	1.00	
Funding Description:	ES - Equitable Services ▼	Account 5100 - Salaries  Line Item Total: \$41,829.00  Cost: \$41,829.00  Quantity: 1.00  Location Code: Red Clay Consolidated School District (953200) ▲
Account	5100 - Salaries	
Line Item Total:	\$41,829.00	
Cost:	\$41,829.00	
Quantity:	1.00	

Problem Solving Team (PST) EPER - hourly instructional rate	Code:				
	Funding:	CEIS - Coordinated Early Intervening Services ▼			
	Description:				
	Location Code:	Red Clay Consolidated School District (953200)			
	Quantity:	1.00			
	Cost:	\$84,672.00			
1 FTE District Coordinator - Adriane Simpson MTSS Social/Emotional development with Tier 1/2 focus	Line Item Total:	\$84,672.00			
	Cost:	\$84,672.00			
	Quantity:	1.00			
	Location Code:	Red Clay Consolidated School District (953200)			
	Funding:	CEIS - Coordinated Early Intervening Services ▼			
	Description:				
1 FTE District Coordinator - Lauren Irwin MTSS Academic (Secondary) and Data-based Decision-making	Account Code:	5100 - Salaries			
	Funding:	CEIS - Coordinated Early Intervening Services ▼			
	Description:				
	Location Code:	Red Clay Consolidated School District (953200)			
	Quantity:	1.00			
	Cost:	\$73,812.20			
	Line Item Total:	\$82,881.00			
	Cost:	\$82,881.00			
	Quantity:	1.00			
	Location Code:	Red Clay Consolidated School District (953200)			
	Funding:	CEIS - Coordinated Early Intervening Services ▼			
	Description:				



Line Item Total:	\$73,812.20		
	Account Code:	5100 - Salaries	1 FTE District Coordinator - Ashlynn Guptill MTSS Academic (Elementary) and Data-based Decision-making
	Funding Description:	CEIS - Coordinated Early Intervening Services ▼	
	Location Code:	Red Clay Consolidated School District (953200) ▼	
Quantity:	1.00		
	Cost:	\$66,832.70	
	Line Item Total:	\$66,832.70	
	Account Code:	5100 - Salaries	PST Team Leader Stipends (\$600 per building x 28 buildings)
Location Code:	Red Clay Consolidated School District (953200) ▼		
	Funding Description:	CEIS - Coordinated Early Intervening Services ▼	
	Account Code:	5100 - Salaries	
	Line Item Total:	\$16,800.00	
Cost:	\$16,800.00		
	Quantity:	1.00	
	Line Item Total:	\$16,800.00	
	Account Code:	5100 - Salaries	Professional development regarding MTSS (Academic & Social/Emotional) - EPER instructional rate
Funding Description:	CEIS - Coordinated Early Intervening Services ▼		
	Location Code:	Red Clay Consolidated School District (953200) ▼	
	Account Code:	5100 - Salaries	
	Line Item Total:	\$16,800.00	

for teachers and paraprofessionals to attend after school professional learning related to implementation of MTSS and classroom-based support strategies (10 sessions x 30 ppl per session x 2 hours per session x \$28/hr)	Quantity:	1.00		
	Cost:	\$16,800.00		
	Line Item Total:	\$16,800.00		
	Total for 5100 - Salaries:			
	\$1,748,636.00			
	Total for all other Account Codes:			
	\$2,376,912.00			
	Total for all Account Codes:			
	\$4,125,548.00			
	Adjusted Allocation:			
\$4,125,548.00				
Remaining:				
\$0.00				

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 611

5120 - OECs - \$880,802.52 ▼

Budget Detail		Narrative Description	
Account Code:	5120 - OECs	3 FTE Child Find Coordinators - TBD, Stacy Hogan Tietze & Karen Kozlowski	
Funding Description:	611 - IDEA 611 ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$152,579.85		
Line Item Total:	\$152,579.85		
Account Code:	5120 - OECs	2 FTE Behavior Support (School Psychologists on Special Assignment) - Gabi Koury & Lauren Messick	
Funding Description:	611 - IDEA 611 ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$69,445.19		
Line Item Total:	\$69,445.19		
Account Code:	5120 - OECs	1 FTE Supervisor of Special	

Funding Description:	Location Code:	Quantity:	Cost:	Line Item Total:
611 - IDEA 611 ▲	Red Clay Consolidated School District (953200) ▲	1.00	\$58,822.73	\$58,822.73
Account Code:	5120 - OECs			
Funding Description:	611 - IDEA 611 ▲			
Location Code:	Red Clay Consolidated School District (953200) ▲			
Quantity:	1.00			
Cost:	\$58,822.73			
Line Item Total:	\$58,822.73			
1 FTE Supervisor of Autism Services - Dominick Squitiere				
611 - IDEA 611 ▲	Red Clay Consolidated School District (953200) ▲	1.00	\$58,822.73	\$58,822.73
Account Code:	5120 - OECs			
Funding Description:	611 - IDEA 611 ▲			
Location Code:	Red Clay Consolidated School District (953200) ▲			
Quantity:	1.00			
Cost:	\$58,822.73			
Line Item Total:	\$58,822.73			
Education - TBD				
611 - IDEA 611 ▲	Red Clay Consolidated School District (953200) ▲	1.00	\$58,822.73	\$58,822.73
Account Code:	5120 - OECs			
Funding Description:	611 - IDEA 611 ▲			
Location Code:	Red Clay Consolidated School District (953200) ▲			
Quantity:	1.00			
Cost:	\$58,822.73			
Line Item Total:	\$58,822.73			
1 FTE District Coordinator - Deborah Shepherd				
611 - IDEA 611 ▲	Red Clay Consolidated School District (953200) ▲	1.00	\$56,758.34	\$56,758.34
Account Code:	5120 - OECs			
Funding Description:	611 - IDEA 611 ▲			
Location Code:	Red Clay Consolidated School District (953200) ▲			
Quantity:	1.00			
Cost:	\$56,758.34			
Line Item Total:	\$56,758.34			

Total:		
1 FTE Director of Special Education - Sarah Celestin	Account Code: 5120 - OECs	
	Funding Description: 611 - IDEA 611	
	Location Code: Red Clay Consolidated School District (953200)	
	Quantity: 1.00	
	Cost: \$56,511.90	
	Line Item Total: \$56,511.90	
1 FTE District Coordinator - Jill Wheeler	Account Code: 5120 - OECs	
	Funding Description: 611 - IDEA 611	
	Location Code: Red Clay Consolidated School District (953200)	
	Quantity: 1.00	
	Cost: \$54,212.14	
	Line Item Total: \$54,212.14	
1 FTE District Coordinator - Nadia Johnson	Account Code: 5120 - OECs	
	Funding Description: 611 - IDEA 611	
	Location Code: Red Clay Consolidated School District (953200)	
	Quantity: 1.00	

	Cost:	\$45,494.05
	Line Item Total:	\$45,494.05
1 FTE Early Childhood Paraprofessional - Kinney	Account Code:	5120 - OECs
	Funding Description:	611 - IDEA 611 ▼
	Location Code:	Red Clay Consolidated School District (953200) ▼
	Quantity:	1.00
	Cost:	\$38,290.25
ESY Staff (Federal & Reading based ESY)	Line Item Total:	\$38,290.25
	Account Code:	5120 - OECs
	Funding Description:	611 - IDEA 611 ▼
	Location Code:	Red Clay Consolidated School District (953200) ▼
	Quantity:	1.00
Supportive Instruction (Homebound) tutors - EPER instructional rate	Cost:	\$30,837.00
	Line Item Total:	\$30,837.00
	Account Code:	5120 - OECs
	Funding Description:	611 - IDEA 611 ▼
	Location Code:	Red Clay Consolidated School District (953200) ▼

Account	5120 - OECs	
Line Item Total:	\$45,801.11	
Cost:	\$45,801.11	
Quantity:	1.00	
Location Code:	Red Clay Consolidated School District (953200)	
Funding Description:	CEIS - Coordinated Early Intervening Services	
Account Code:	5120 - OECs	
1 FTE District Coordinator - Sarah Schmittinger-Kashner		
Account	5120 - OECs	
Line Item Total:	\$46,609.98	
Cost:	\$46,609.98	
Quantity:	1.00	
Location Code:	Red Clay Consolidated School District (953200)	
Funding Description:	ES - Equitable Services	
Account Code:	5120 - OECs	
1 FTE District Coordinator - Maureen Shields		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$17,853.00	
Line Item Total:	\$17,853.00	
based on 18-19 actuals		

1 FTE District Coordinator - Adriane Simpson	Code:					
	Funding Description:	CEIS - Coordinated Early Intervening Services ▼				
	Location Code:	Red Clay Consolidated School District (953200) ▼				
	Quantity:	1.00				
	Cost:	\$42,331.33				
	Line Item Total:	\$42,331.33				
1 FTE District Coordinator - Lauren Irwin	Account Code:	5120 - OECs				
	Funding Description:	CEIS - Coordinated Early Intervening Services ▼				
	Location Code:	Red Clay Consolidated School District (953200) ▼				
	Quantity:	1.00				
	Cost:	\$34,593.36				
	Line Item Total:	\$34,593.36				
1 FTE District Coordinator - Ashlynn Guptill	Account Code:	5120 - OECs				
	Funding Description:	CEIS - Coordinated Early Intervening Services ▼				
	Location Code:	Red Clay Consolidated School District (953200) ▼				
	Quantity:	1.00				
	Cost:	\$32,357.81				
	Line Item Total:	\$32,357.81				



[illegible]

[illegible]

Budget Detail		Narrative Description	
Account Code:	5400 - Travel	Mileage for Special Services staff & Itinerant	Autism teachers - travel to/from schools to provide support/services based on 18-19 actuals
Funding Description:	611 - IDEA 611 ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$12,000.00		Supportive instruction (homebound) mileage based on 18-19 actuals
Line Item Total:	\$12,000.00		
Account Code:	5400 - Travel		
Funding Description:	611 - IDEA 611 ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		Travel cost for District Level Coordinators to attend Professional Development/Conferences related to MTSS (academic & behavioral
Quantity:	1.00		
Cost:	\$6,000.00		
Line Item Total:	\$6,000.00		
Account Code:	5400 - Travel		CEIS - Coordinated Early Intervening Services ▼
Funding Description:	Red Clay Consolidated School District (953200) ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$6,000.00		Travel cost for District Level Coordinators to attend Professional Development/Conferences related to MTSS (academic & behavioral
Line Item Total:	\$6,000.00		
Account Code:	5400 - Travel		
Funding Description:	CEIS - Coordinated Early Intervening Services ▼		
Location Code:	Red Clay Consolidated School District (953200) ▼		Travel cost for District Level Coordinators to attend Professional Development/Conferences related to MTSS (academic & behavioral
Quantity:	1.00		
Cost:	\$6,000.00		
Line Item Total:	\$6,000.00		



## Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 611

5500 - Contractual - \$1,308,000.00 ▼

Budget Detail		Narrative Description	
Account Code:	5500 - Contractual	Contracted Services	OT/PT/SLT/AT based on
Funding Description:	611 - IDEA 611 ▼	18-19 actuals (cost split	with local tuition funds)
Location Code:	Red Clay Consolidated School District (953200) ▼		
Quantity:	1.00		
Cost:	\$735,000.00		
Line Item Total:	\$735,000.00		
Account Code:	5500 - Contractual	Translation/Interpretation	Services - based on
Funding Description:	611 - IDEA 611 ▼	50% of 18-19 actuals	(cost split with local
Location Code:	Red Clay Consolidated School District (953200) ▼		tuition funds)
Quantity:	1.00		
Cost:	\$400,000.00		
Line Item Total:	\$400,000.00		
Account Code:	5500 - Contractual	Contracted Services -	BCBA (Kate Dickey)
Funding Description:	611 - IDEA 611 ▼	FBA/BSP Development	& Behavioral Consultation

	Location	Red Clay Consolidated School District (953200)	▼
	Quantity:	1.00	
	Cost:	\$80,000.00	
	Line Item Total:	\$80,000.00	
Tutoring services at Hospital/Treatment Centers (e.g., LearnWell at Rockford, Meadowood & Nemours tutoring) based on 18-19 actuals	Account Code:	5500 - Contractual	
	Funding Description:	611 - IDEA 611	▼
	Location Code:	Red Clay Consolidated School District (953200)	▼
	Quantity:	1.00	
Tutoring services at Hospital/Treatment Centers (e.g., LearnWell at Rockford, Meadowood & Nemours tutoring) based on 18-19 actuals	Account Code:	5500 - Contractual	
	Funding Description:	611 - IDEA 611	▼
	Location Code:	Red Clay Consolidated School District (953200)	▼
	Quantity:	1.00	
ESY Bus Transportation - \$6,000 per site x 3 sites	Account Code:	5500 - Contractual	
	Funding Description:	611 - IDEA 611	▼
	Location Code:	Red Clay Consolidated School District (953200)	▼
	Quantity:	1.00	
	Cost:	\$18,000.00	
	Line Item Total:	\$18,000.00	
	Account Code:	5500 - Contractual	
	Funding Description:	ES - Equitable Services	▼
Parentally Placed Private School Student (PPPS) Set-Aside for	Account Code:	5500 - Contractual	
	Funding Description:	ES - Equitable Services	▼
	Location Code:	Red Clay Consolidated School District (953200)	▼
	Quantity:	1.00	

SLT services and evaluations at private schools																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 611

5560 - Indirect - \$64,569.55

Budget Detail		Narrative Description
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Account Code:	5560 - Indirect	LEA Indirect Cost
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$64,569.55	
Line Item Total:	\$64,569.55	

Total for 5560 - Indirect:		\$64,569.55
Total for all other Account Codes:		\$4,060,978.45
Total for all Account Codes:		\$4,125,548.00
Adjusted Allocation:		\$4,125,548.00
Remaining:		\$0.00



Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 611

5600 - Supplies - \$97,245.59 ▲

Budget Detail		Narrative Description	
Account	5600 - Supplies	School Psychologist	Materials Protocols & Testing Psychologist (\$1600/school x 28 schools)
Funding	611 - IDEA 611 ▲		
Description:			
Location	Red Clay Consolidated School District (953200) ▲		
Code:			
Quantity:	1.00		
Cost:	\$44,800.00		
Line Item	\$44,800.00		
Total:			
Account	5600 - Supplies	Speech Therapist	Materials Protocols & Testing Therapist (\$1500/school x 28 schools)
Funding	611 - IDEA 611 ▲		
Description:			
Location	Red Clay Consolidated School District (953200) ▲		
Code:			
Quantity:	1.00		
Cost:	\$42,000.00		
Line Item	\$42,000.00		
Total:			
Account	5600 - Supplies		

Code:	Funding Description:	Location Code:	Quantity:	Cost:	Line Item Total:
ESY	611 - IDEA 611 ▲	Red Clay Consolidated School District (953200) ▲	1.00	\$10,445.59	\$10,445.59
Materials & Supplies					
(Curricular materials & Reading Horizons license) based on summer 2019 actuals					
Total for 5600 - Supplies: \$97,245.59					
Total for all other Account Codes: \$4,028,302.41					
Total for all Account Codes: \$4,125,548.00					
Adjusted Allocation: \$4,125,548.00					
Remaining: \$0.00					

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	\$4,060,978.45
Indirect Cost Rate	1.59%
Maximum Allowed for Indirect Cost	\$64,569.55

Filter by Location:  
All - \$4,125,548.00

Funding Description	611 - IDEA 611	ES - Equitable Services	CEIS - Coordinated Early Intervening Services	Total
5100 - Salaries	1,227,703.70	85,564.00	435,368.30	1,748,636.00
5120 - OECs	639,627.18	46,609.98	194,565.36	880,802.52
5400 - Travel	18,000.00	0.00	8,294.34	26,294.34
5500 - Contractual	1,268,000.00	40,000.00	0.00	1,308,000.00
5560 - Indirect	64,569.55		0.00	64,569.55
5600 - Supplies	97,245.59	0.00	0.00	97,245.59

Funding Description	Account Code	611 - IDEA 611	ES - Equitable Services	CEIS - Coordinated Early Intervening Services	Total
Total	3,315,146.02	172,173.98	638,228.00	4,125,548.00	4,125,548.00
Adjusted Allocation					4,125,548.00
Remaining					0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - 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	2,873
Number of parentally placed eligible children with disabilities in private elementary schools and elementary schools located in the LEA	87.00
IDEA, Part B allocation	4,119,39
Average per-child allocation	1,391.69
Amount to be expended for parentally placed children with disabilities	121,077.

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 (PPS) students in the fall of each school year. The notification includes information about what services can be provided such as evaluations for special education eligibility and therapy services. In addition to written notification, meetings are held to provide additional information on IDEA services a minimum of two times per year.

**2. Describe the process for involving non-profit private schools and parents of parentally placed 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 PPS student cases. The coordinator works directly with psychologists and therapists providing support to the private school students and ensures timely evaluation, development of IEPs and equitable services. In addition, Red Clay conducts an internal audit process reviewing a sampling of records from all schools/programs including PPS 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 PPS 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, PPS 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 2020 - Consolidated - Rev 0 - IDEA 611**

If using IDEA funds for Coordinated Early Intervening Services (CEIS), please note the following reporting requirement: The regulations require, in 34 CFR §300.226(d), each LEA that implements CEIS to report to the State on the number of children who received CEIS and the number of those children who subsequently received special education and related services under Part B during the preceding two-year period (i.e., the two years after the child has received CEIS).

Under 34 CFR §300.646(b)(2), if a State identifies significant disproportionality, the LEA must use the maximum amount (15%) of the total of IDEA 3-5 and IDEA 6-21 funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were "significantly over identified" and/or "disproportionality suspended/expelled." LEAs with significant disproportionality must reserve funds for such services. LEAs without significant disproportionality can choose to set aside funds and may reserve up to 15% of their IDEA, Part B grant to provide coordinated early intervening services to struggling students who are not yet identified for special education.

**1. Please indicate which of following applies to your LEA regarding CEIS utilizing IDEA funds:**

- ☒ CEIS is required (full 15% of total IDEA 3-5 and IDEA 6-21 funds).
- ☐ CEIS is voluntary (up to 15% of total IDEA 3-5 and IDEA 6-21 funds).
- ☐ CEIS is not being used.

**2. For LEAs utilizing IDEA funds for CEIS, explain how the LEA will develop and implement its CEIS system to provide coordinated, early intervening services for students in grades K-12 who are not identified as needing special education, but who need additional academic and behavioral support to succeed in a general education environment. [Section 613(f), 34 CFR § 300.226].**

IDEA funds are 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 to support academic and social/emotional needs.



To support this focus area, the district is using IDEA funds to employ four Special Service Coordinators in development of MTSS - two of these coordinators are focused on data-based decision-making and tiered academic supports while the other two coordinators are focused on social/emotional supports and development of tiered behavioral interventions. All four coordinators provide training and coaching to the Tier 1 and Tier 2/3 (Problem Solving Team) leaders and specialists (e.g., school psychologists, counselors, educational diagnosticians) that meet monthly for professional learning as well as training during in-service days for classroom teachers and paraprofessionals. Additionally, EPER funds have been set-aside for after school professional development for teachers related to classroom-based academic and social/emotional support strategies through MTSS. IDEA funds are also used to support stipends for the Problem Solving Team (PST) building leaders and EPER for PST team meetings members. Note: Title IV funds are used to provide Tier 1 building leaders and Tier 1 team member EPER for meetings.

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 611

Type	Document Template	Document/Link
IDEA MOE Budget Chart [upload 1 document(s)]	N/A	 <a href="#">IDEA MOE Budget Chart</a>

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**Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 611**

**The applicant makes the following assurances that it meets each of the conditions required by Part B of the Individuals with Disabilities Education Act ("IDEA-B"). (34 CFR §§ 300.201-300.213)**

1.	The LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under the IDEA Part B regulations at 34 CFR §§300.101 through 300.163, and §§300.165 through 300.174. (20 U.S.C. 1413(a)(1); 34 CFR § 300.201)
2.	Amounts provided to the LEA under IDEA-B - (1) Will be expended in accordance with the applicable provisions of IDEA-B; (2) Will be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with 34 CFR § 300.202(b); and (3) Will be used to supplement State, local, and other Federal funds and not to supplant those funds. (20 U.S.C. 1413(a)(2)(A); 34 CFR § 300.202)
3.	Except as provided in 34 CFR §§ 300.204 and 300.205, funds provided to the LEA under IDEA-B will not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year. (20 U.S.C. 1413(a)(2)(A); 34 CFR § 300.203)
4.	To the extent the LEA uses IDEA-B funds to carry out a schoolwide program under section 1114 of the Elementary and Secondary Education Act, the LEA will use those funds consistent with 34 CFR § 300.206, and the LEA will meet all other requirements of IDEA-B, including ensuring that children with disabilities in schoolwide program schools - (1) Receive services in accordance with a properly developed IEP; and (2) Are afforded all of the rights and services guaranteed to children with disabilities under IDEA-B. (20 U.S.C. 1412(a)(2)(D); 34 CFR § 300.206)

5.	The LEA will ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 34 CFR §300.156 (related to personnel qualifications) and section 2122 of the ESEA. (20 U.S.C. 1413(a)(3); 34 CFR § 300.207)
6.	To the extent the LEA uses IDEA-B funds to carry out any of the permissive uses described in 34 CFR § 300.208, such funds will be used consistent with 34 CFR § 300.208. (20 U.S.C. § 1413(a)(4); 34 CFR § 300.208)
7.	The LEA will provide Accessible Instructional Materials (AIMS) to students with visual impairment or other students with print disabilities in a timely manner. The LEA will provide AIMS through the DOE-sponsored AIM Center and the Division for the Visually Impaired (DVI) Materials Center and may also provide electronic materials through their own textbook agreements if applicable. (20 U.S.C. 1413(a)(6); 34 CFR § 300.210)
8.	The LEA will provide the SEA with information necessary to enable the SEA to carry out its duties under IDEA-B, including, with respect to 34 CFR §§ 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under IDEA-B. (20 U.S.C. 1413(a)(7); 34 CFR § 300.211)
9.	The LEA will make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under IDEA-B. (20 U.S.C. 1413(a)(8); 34 CFR § 300.212)
10.	The LEA will cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the states, health and educational information regarding those children. (20 U.S.C. 1413(a)(9); 34 CFR § 300.213)
11.	If a charter school is applying for IDEA B funding under 34 CFR § 300.705, the charter school will be responsible for ensuring that the IDEA B requirements are met, unless State law has assigned that responsibility to some other entity. (20 U.S.C. 1413 (a)(5); 34 CFR § 300.209)
12.	If a charter school is applying for IDEA B funding under 34 CFR § 300.705, the LEA will ensure that children with disabilities who attend the charter school and their parents retain all rights under IDEA [34 CFR § 300.209(a)].

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| 13. The LEA assures that when purchasing instructional materials from publishers/developers they are                                |  |
| requiring digital accessible materials that:  |  |
| Are aligned with accessibility standards:   |  |
| - Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d), and its implementing regulations (36 C.F.R. § 1194) |  |
| - Web Content Accessibility Guidelines (WCAG) 2.0 (minimum level AA compliance)   |  |

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 619

Account Code	Total
5100 - Salaries	\$71,899.00
5120 - OECs	\$33,972.34
5400 - Travel	\$0.00
5500 - Contractual	\$21,736.03
5500 - Audit Fees	\$0.00
5560 - Indirect	\$1,698.63
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$129,306.00
Adjusted Allocation	\$129,306.00
Remaining	\$0.00

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 FTE Early childhood special education teacher (initials - AM)
Funding Description:	619 - IDEA 619 Preschool	Provides special education services for students in preschool program
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$71,899.00	
Line Item Total:	\$71,899.00	

Total for 5100 - Salaries:	\$71,899.00
Total for all other Account Codes:	\$57,407.00
Total for all Account Codes:	\$129,306.00
Adjusted Allocation:	\$129,306.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 619

5120 - OECs - \$33,972.34 ▲

Budget Detail		Narrative Description
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Account Code:	5120 - OECs	Funding Description:	619 - IDEA 619 Preschool ▲	Location Code:	Red Clay Consolidated School District (953200) ▲	Quantity:	1.00	Cost:	\$33,972.34	Line Item Total:	\$33,972.34
Hire 1 FTE		Early									
childhood											
teacher AM											

Total for 5120 - OECs:		\$33,972.34
Total for all other Account Codes:		\$95,333.66
Total for all Account Codes:		\$129,306.00
Adjusted Allocation:		\$129,306.00
Remaining:		\$0.00



## Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 619

5500 - Contractual - \$21,736.03 ▲

Budget Detail		Narrative Description
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Account Code:	Funding Description:	Location Code:	Quantity:	Cost:	Line Item Total:
5500 - Contractual	619 - IDEA 619 Preschool ▲	Red Clay Consolidated School District (953200) ▼	1.00	\$21,736.03	\$21,736.03
Contracted Services - SLT/AT based on 18-19 actuals (cost shared with local tuition funds) Contractor will be The Speech Clinic - specific therapist to be identified					

Total for 5500 - Contractual:	\$21,736.03
Total for all other Account Codes:	\$107,569.97
Total for all Account Codes:	\$129,306.00
Adjusted Allocation:	\$129,306.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 619

5560 - Indirect - \$1,698.63 ▲

Budget Detail		Narrative Description
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Account Code:	5560 - Indirect	LEA Indirect Costs
Funding Description:	619 - IDEA 619 Preschool ▲	
Location Code:	Red Clay Consolidated School District (953200) ▲	
Quantity:	1.00	
Cost:	\$1,698.63	
Line Item Total:	\$1,698.63	

Total for 5560 - Indirect:	\$1,698.63
Total for all other Account Codes:	\$127,607.37
Total for all Account Codes:	\$129,306.00
Adjusted Allocation:	\$129,306.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - IDEA 619

Indirect Cost

Total Contributing to Indirect Cost	\$127,607.37
Indirect Cost Rate	1.59%
Maximum Allowed for Indirect Cost	\$2,023.78

Filter by Location:

All - \$129,306.00 ▼

Funding Description	619 - IDEA 619 Preschool	Total
Account Code		
5100 - Salaries	71,899.00	71,899.00
5120 - OECs	33,972.34	33,972.34
5500 - Contractual	21,736.03	21,736.03
5560 - Indirect	1,698.63	1,698.63
Total	129,306.00	129,306.00
Adjusted Allocation		129,306.00
Remaining		0.00

Required Documents

This page is currently not accepting Related Documents.

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - State

Curriculum and Professional Development

Account Code	Total
5100 - Salaries	\$67,572.00
5120 - OECs	\$19,486.39
5400 - Travel	\$4,826.61
5500 - Contractual	\$85,000.00
5500 - Audit Fees	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$176,885.00
Adjusted Allocation	\$176,885.00
Remaining	\$0.00

Budget Detail		Account	Funding	Description	Location	Quantity	Cost	Line Item Total:
Narrative Description	EPR for summer and after school PD: Estimating 134 Teachers @ 2 hours per month @ \$28.00 8 Months	5100 - Salaries	CPD - Curriculum & PD ▼		Red Clay Consolidated School District (953200) ▼	1.00	\$67,572.00	\$67,572.00

Total for 5100 - Salaries:	\$67,572.00
Total for all other Account Codes:	\$109,313.00
Total for all Account Codes:	\$176,885.00
Adjusted Allocation:	\$176,885.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - State Curriculum and Professional Development

5120 - OECs - \$19,486.39 ▲

Budget Detail

Narrative Description

Account Code:	Funding Description:	Location Code:	Quantity:	Cost:	Line Item Total:
5120 - OECs	CPD - Curriculum & PD ▲	Red Clay Consolidated School District (953200) ▼	1.00	\$19,486.39	\$19,486.39
OECs for EPER for summer and after-school pd					

Total for 5120 - OECs:	\$19,486.39
Total for all other Account Codes:	\$157,398.61
Total for all Account Codes:	\$176,885.00
Adjusted Allocation:	\$176,885.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - State Curriculum and Professional Development

5400 - Travel - \$4,826.61 ▼

Budget Detail

Narrative Description

Account Code:	Funding Description:	Location Code:	Quantity:	Cost:	Line Item Total:
5400 - Travel	CPD - Curriculum & PD ▲	Red Clay Consolidated School District (953200) ▼	1.00	\$4,826.61	\$4,826.61
This includes mileage and tolls for in-state travel reimbursement for professional learning. It can be used for District office administrators, teachers, principals.					

Total for 5400 - Travel:	\$4,826.61
Total for all other Account Codes:	\$172,058.39
Total for all Account Codes:	\$176,885.00
Adjusted Allocation:	\$176,885.00
Remaining:	\$0.00



# Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - State Curriculum and Professional Development

5500 - Contractual - \$85,000.00 ▼

Budget Detail		Narrative Description	
Account Code:	5500 - Contractual	sub days @ \$140 per sub. This includes, but is not limited, to High School Math PD, Standards Based Grading, Instructional Technology, Ready Gen PD, AP, IB, PSAT/AP, Middle School Science PD,	BRINC Contract
Funding Description:	CPD - Curriculum & PD ▲		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$70,000.00		
Line Item Total:	\$70,000.00		
Account Code:	5500 - Contractual		
Funding Description:	CPD - Curriculum & PD ▲		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$70,000.00		
Line Item Total:	\$70,000.00		
Account Code:	5500 - Contractual		
Funding Description:	CPD - Curriculum & PD ▲		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$15,000.00		
Line Item Total:	\$15,000.00		

	<div data-bbox="1566 1487 1799 1526" data-label="Text"> <div>\$15,000.00</div> </div>	<div data-bbox="1820 1456 1971 1524" data-label="Text"> <div>Line Item Total:</div> </div>
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<div data-bbox="81 1386 371 1427" data-label="Text"> <div>\$85,000.00</div> </div>	<div data-bbox="390 1386 842 1427" data-label="Text"> <div>Total for 5500 - Contractual:</div> </div>
<div data-bbox="81 1318 371 1359" data-label="Text"> <div>\$91,885.00</div> </div>	<div data-bbox="390 1318 936 1359" data-label="Text"> <div>Total for all other Account Codes:</div> </div>
<div data-bbox="81 1250 371 1291" data-label="Text"> <div>\$176,885.00</div> </div>	<div data-bbox="390 1250 842 1291" data-label="Text"> <div>Total for all Account Codes:</div> </div>
<div data-bbox="81 1182 371 1222" data-label="Text"> <div>\$176,885.00</div> </div>	<div data-bbox="390 1182 722 1222" data-label="Text"> <div>Adjusted Allocation:</div> </div>
<div data-bbox="81 1112 371 1153" data-label="Text"> <div>\$0.00</div> </div>	<div data-bbox="390 1112 575 1153" data-label="Text"> <div>Remaining:</div> </div>

Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - State Curriculum and Professional Development

Filter by Location:  
All - \$176,885.00 ▼

Funding Description	CPD - Curriculum & PD	Total
Account Code		
5100 - Salaries	67,572.00	67,572.00
5120 - OECs	19,486.39	19,486.39
5400 - Travel	4,826.61	4,826.61
5500 - Contractual	85,000.00	85,000.00
Total	176,885.00	176,885.00
Adjusted Allocation		176,885.00
Remaining		0.00

**Red Clay Consolidated School District (953200) Public District - FY 2020 - Consolidated - Rev 0 - State Curriculum and Professional Development**

**Required Documents**

This page is currently not accepting Related Documents.

**Red Clay Consolidated School District (953200) Public District - FY 2020 - 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)

1.	The LEA will comply with the General Education Provisions Act (GEPA), 20 U.S.C. chapter 31, including the privacy rules in 20 U.S.C. § 1232 f-j.
2.	The LEA assures it consulted with appropriate stakeholders in developing this Consolidated Grant Application such as teachers, principals, other appropriate school staff, and parents.

**Education Department General Administrative Regulations (EDGAR)**

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| 1. | <p>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.</p> |
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| 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. |
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| 3. | The LEA will comply with Title 2 of the Code of Federal Regulations, Part 200, Subpart E, §200.313 and §200.33 for capital expenditures. |
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| 4. | The LEA will comply with the time and effort requirements listed at: <a href="http://www.doe.k12.de.us/domain/314">www.doe.k12.de.us/domain/314</a> |
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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, 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 the Secretary may require to enable the State educational agency 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

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| 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. |
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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.	

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