

History Log

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Administration

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/27/2022 10:47:50 AM	Michael Rodriguez	Status changed to 'DDOE Final Reviewer Approved'.	S
☐	9/23/2022 6:16:03 PM	Marc Edery	Greetings Red Clay School District Staff, Congratulations! Your FY2023 Consolidated Grant Application (CGA) has been approved by DDOE Title Programs and Grant Support program managers. In the near future you will receive an email notification indicating that the CGA is DDOE Final Reviewer approved, which is the final approval at the department. Once you receive this email notice of the final approval, the application process in eGrants will be complete. Funding for the Title I, Title II, Title III, Title IV Immigrant, Title IV, Perkins, IDEA 611, IDEA 619 and State PD funds (if applicable) will be loaded and available in FSF within the next few weeks. If you have any questions, please feel free to reach out via email or phone. Thank you, Title Programs and Grant Support Team at DDOE (302) 857-3353 marc.edery@doe.k12.de.us	C
	9/23/2022 6:13:09 PM	Marc Edery	Status changed to 'DDOE Program Manager Approved'.	S
☐	9/23/2022 8:45:51 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
	9/23/2022 8:45:51 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/23/2022 8:23:49 AM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	9/23/2022 8:23:49 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	9/22/2022 8:47:39 AM	Jennifer Jeanes	Status changed to 'LEA Draft Completed'.	S
☐	9/14/2022 8:43:08 AM	Marc Edery	Greetings LEA Colleagues, This message serves as a second reminder that your LEA has \$8372.54 in FY 20 Title II funds that must be obligated no later than September 30, 2022. Please respond to this message via an email to marc.edery@doe.k12.de.us with a brief explanation on the plan that exists for obligating these funds. There is an expectation that these funds will be obligated by September 30, 2022 and liquidated by November 30, 2022. If your LEA is in need of assistance, please reach out as soon as possible. Please also be sure to respond to this message via email with a brief explanation on the plan that exists for obligating these funds. Thank you, Marc Edery, Ed.D. Education Associate and Program Manager Title II, Part A Consolidated Grant Application, E-Grants, and Federal Monitoring Equitable Services Ombudsman Delaware Department of Education Collette Education Center 35 Commerce Way, Suite 1 Dover, DE 19904 302) 857-3353 marc.edery@doe.k12.de.us	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/14/2022 8:41:27 AM	Marc Edery	Greetings LEA Colleagues, Please be advised that your LEA has \$8372.54 in FY 20 Title II funds that must be obligated no later than September 30, 2022. Please respond to this message via an email to marc.edery@doe.k12.de.us with a brief explanation on the plan that exists for obligating these funds. There is an expectation that these funds will be obligated by September 30, 2022 and liquidated by November 30, 2022. If your LEA is in need of assistance, please reach out as soon as possible. Please also be sure to respond to this message via email with a brief explanation on the plan that exists for obligating these funds. Thank you, Marc Edery, Ed.D. Education Associate and Program Manager Title II, Part A Consolidated Grant Application, E-Grants, and Federal Monitoring Equitable Services Ombudsman Delaware Department of Education Collette Education Center 35 Commerce Way, Suite 1 Dover, DE 19904 302) 857-3353 marc.edery@doe.k12.de.us	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/12/2022 2:58:23 PM	Marc Edery	Greetings LEA Colleagues, Thank you for your recent Consolidated Grant Application (CGA) submission in eGrants. The application has been reviewed by DDOE program managers. Your team has made some great progress so far. The status of your CGA has been changed to DDOE "Program Manager Returned Not Approved" due to outstanding issues with Title IV. Please navigate to the Consolidated Checklist at the bottom of the Administration section and review the comments left by DDOE Program Managers. Please modify your application answers and/or document uploads based on those comments. Please note that changes need to be made directly in the budget section and/or page as indicated in the program manager comments. After making the necessary changes/additions, please resubmit the CGA. Please feel free to reach out to DDOE Program Managers with any questions that you may have. <u>Contact information for each Program Manager is located here.</u> If a virtual site visit for technical assistance would be helpful, please reach out and we can arrange for the same. DDOE staff are more than happy to assist in any way. Thank you, Title Programs and Grant Support Team at DDOE marc.edery@doe.k12.de.us 732-267-6281	C
	9/12/2022 2:56:01 PM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/7/2022 10:59:12 AM	Marc Edery	Greetings LEA Colleagues, Please disregard the previous message regarding <u>FY20 funds</u>. This revised message pertains to <u>FY21 funds</u>. Please be advised that your LEA has \$1753 in <u>FY 21 Title II funds</u> that must be obligated no later than September 30, 2022. Please respond to this message via an email to marc.edery@doe.k12.de.us with a brief explanation on the plan that exists for obligating these funds. There is an expectation that these funds will be obligated by September 30, 2022 and liquidated by November 30, 2022. If your LEA is in need of assistance, please reach out as soon as possible. Please also be sure to respond to this message via email with a brief explanation on the plan that exists for obligating these funds. Thank you, Marc Edery, Ed.D. Education Associate and Program Manager Title II, Part A Consolidated Grant Application, E-Grants, and Federal Monitoring Equitable Services Ombudsman Delaware Department of Education Collette Education Center 35 Commerce Way, Suite 1 Dover, DE 19904 302) 857-3353 marc.edery@doe.k12.de.us	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/7/2022 10:17:58 AM	Marc Edery	Greetings LEA Colleagues, Please be advised that your LEA has \$1753 in FY 20 Title II funds that must be obligated no later than September 30, 2022. Please respond to this message via an email to marc.edery@doe.k12.de.us with a brief explanation on the plan that exists for obligating these funds. There is an expectation that these funds will be obligated by September 30, 2022 and liquidated by November 30, 2022. If your LEA is in need of assistance, please reach out as soon as possible. Please also be sure to respond to this message via email with a brief explanation on the plan that exists for obligating these funds. Thank you, Marc Edery, Ed.D. Education Associate and Program Manager Title II, Part A Consolidated Grant Application, E-Grants, and Federal Monitoring Equitable Services Ombudsman Delaware Department of Education Collette Education Center 35 Commerce Way, Suite 1 Dover, DE 19904 302) 857-3353 marc.edery@doe.k12.de.us	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/7/2022 10:00:00 AM	Marc Edery	Greetings LEA Colleagues, Please be advised that your LEA has \$8372.54 in FY 20 Title II funds that must be obligated no later than September 30, 2022. Please respond to this message via an email to marc.edery@doe.k12.de.us with a brief explanation on the plan that exists for obligating these funds. <u>There is an expectation that these funds will be obligated by September 30, 2022 and liquidated by November 30, 2022.</u> If your LEA is in need of assistance, please reach out as soon as possible. Please also be sure to respond to this message via email with a brief explanation on the plan that exists for obligating these funds. Thank you, Marc Edery, Ed.D. Education Associate and Program Manager Title II, Part A Consolidated Grant Application, E-Grants, and Federal Monitoring Equitable Services Ombudsman Delaware Department of Education Collette Education Center 35 Commerce Way, Suite 1 Dover, DE 19904 302) 857-3353 marc.edery@doe.k12.de.us	C
☐	9/1/2022 7:15:20 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." Status changed to 'LEA Chief School Officer Approved'.	C
☐	9/1/2022 7:15:19 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	8/30/2022 2:00:40 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." Status changed to 'LEA Chief Fiscal Officer Approved'.	C
	8/30/2022 2:00:40 PM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/30/2022 1:50:26 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
☐	8/26/2022 7:13:12 PM	Marc Edery	Greetings LEA Colleagues, Thank you for your recent Consolidated Grant Application (CGA) submission in eGrants. The application has been reviewed by DDOE program managers. Your team has made some great progress so far. The status of your CGA has been changed to DDOE "Program Manager Returned Not Approved" due to outstanding issues with several programs, including Title I, Title II, and Title IV. Please navigate to the Consolidated Checklist at the bottom of the Administration section and review the comments left by DDOE Program Managers. Please modify your application answers and/or document uploads based on those comments. Please note that changes need to be made directly in the budget section and/or page as indicated in the program manager comments. After making the necessary changes/additions, please resubmit the CGA. Please feel free to reach out to DDOE Program Managers with any questions that you may have. Contact information for each Program Manager is located here. If a virtual site visit for technical assistance would be helpful, please reach out and we can arrange for the same. DDOE staff are more than happy to assist in any way. Thank you, Title Programs and Grant Support Team at DDOE marc.edery@doe.k12.de.us 732-267-6281	C
	8/26/2022 7:11:51 PM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/23/2022 4:22:23 PM	Marc Edery	Greetings LEA Colleagues, Thank you for your recent Consolidated Grant Application (CGA) submission in eGrants. The application has been reviewed by DDOE program managers. Your team has made some great progress so far. The status of your CGA has been changed to DDOE "Program Manager Returned Not Approved" due to outstanding issues with several programs, including Title I, Title II, and Title IV. Please navigate to the Consolidated Checklist at the bottom of the Administration section and review the comments left by DDOE Program Managers. Please modify your application answers and/or document uploads based on those comments. Please note that changes need to be made directly in the budget section and/or page as indicated in the program manager comments. After making the necessary changes/additions, please resubmit the CGA. Please feel free to reach out to DDOE Program Managers with any questions that you may have. <u>Contact information for each Program Manager is located here.</u> If a virtual site visit for technical assistance would be helpful, please reach out and we can arrange for the same. DDOE staff are more than happy to assist in any way. Thank you, Title Programs and Grant Support Team at DDOE marc.edery@doe.k12.de.us 732-267-6281	C
☐	8/12/2022 11:06:07 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
	8/12/2022 11:06:07 AM	Dorrell Green	Status changed to "LEA Chief School Officer Approved".	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/12/2022 11:04:05 AM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	8/12/2022 11:04:05 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/12/2022 9:54:00 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	8/1/2022 5:41:34 PM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
☐	8/1/2022 5:10:44 PM	Marc Edery	Greetings LEA Colleagues, Please note that additional program manager feedback has been added for Title IV. This is the reason that your CGA has been returned a second time today. Thank you for your recent Consolidated Grant Application (CGA) submission in eGrants. The application has been reviewed by DDOE program managers. Your team has made some great progress so far. The status of your CGA has been changed to DDOE "Program Manager Returned Not Approved" due to outstanding issues with several programs, including Title II, Title IV, CTE/Perkins, and State PD. Please navigate to the Consolidated Checklist at the bottom of the Administration section and review the comments left by DDOE Program Managers. Please modify your application answers and/or document uploads based on those comments. Please note that changes need to be made directly in the budget section and/or page as indicated in the program manager comments. After making the necessary changes/additions, please resubmit the CGA. Please feel free to reach out to DDOE Program Managers with any questions that you may have. Contact information for each Program Manager is located here. If a virtual site visit for technical assistance would be helpful, please reach out and we can arrange for the same. DDOE staff are more than happy to assist in any way. Thank you, Title Programs and Grant Support Team at DDOE marc.edery@doe.k12.de.us 732-267-6281	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/1/2022 3:46:04 PM	Marc Edery	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
	8/1/2022 3:46:04 PM	Marc Edery	Status changed to 'LEA Chief School Officer Approved'.	S
☐	8/1/2022 3:45:55 PM	Marc Edery	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
	8/1/2022 3:45:55 PM	Marc Edery	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/1/2022 3:45:45 PM	Marc Edery	Status changed to 'LEA Draft Completed'.	S
	8/1/2022 3:11:36 PM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/1/2022 3:11:26 PM	Marc Edery	Greetings LEA Colleagues, Thank you for your recent Consolidated Grant Application (CGA) submission in eGrants. The application has been reviewed by DDOE program managers. Your team has made some great progress so far. The status of your CGA has been changed to DDOE "Program Manager Returned Not Approved" due to outstanding issues with several programs, including Title II, Title IV, CTE/Perkins, and State PD. Please navigate to the Consolidated Checklist at the bottom of the Administration section and review the comments left by DDOE Program Managers. Please modify your application answers and/or document uploads based on those comments. Please note that changes need to be made directly in the budget section and/or page as indicated in the program manager comments. After making the necessary changes/additions, please resubmit the CGA. Please feel free to reach out to DDOE Program Managers with any questions that you may have. <u>Contact information for each Program Manager is located here.</u> If a virtual site visit for technical assistance would be helpful, please reach out and we can arrange for the same. DDOE staff are more than happy to assist in any way. Thank you, Title Programs and Grant Support Team at DDOE marc.edery@doe.k12.de.us 732-267-6281	C
☐	7/15/2022 11:35:31 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
	7/15/2022 11:35:31 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	7/15/2022 11:15:21 AM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	7/15/2022 11:15:21 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	7/15/2022 9:29:25 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	4/19/2022 12:44:24 PM	Jennifer Jeanes	Status changed to 'LEA Draft Started'.	S
	4/19/2022 12:35:52 PM	Marc Edery	Status changed to 'LEA Not Started'.	S

Allocations

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Administration

	(1)	Title I-A	(2)	Title II-A	(3)	Title III EL	(4)	Title III Immigrant	(5)	Title IV-A	(6)	CTE Perkins Scndry	(7)	IDEA 611	(8)	IDEA 619	(9)	State Curr/Prof Dev	Total
	CFDA: 84.010A		CFDA: 84.367A		CFDA: 84.365		CFDA: 84.365		CFDA: 84.365			CFDA: 84.048		CFDA: 84.027		CFDA: 84.173			
Original	\$6,259,290.00	\$1,140,542.00	\$0.00	\$0.00	\$236,838.00	\$1,709.00	\$0.00	\$0.00	\$0.00	\$691,608.00	\$0.00	\$419,260.00	\$4,305,718.00	\$0.00	\$0.00	\$140,685.00	\$178,639.00	\$13,374,289.00	
Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$6,259,290.00	\$1,140,542.00	\$0.00	\$0.00	\$236,838.00	\$1,709.00	\$0.00	\$0.00	\$0.00	\$691,608.00	\$0.00	\$419,260.00	\$4,305,718.00	\$0.00	\$0.00	\$140,685.00	\$178,639.00	\$13,374,289.00	
	(1)	Title I-A	(2)	Title II-A	(3)	Title III EL	(4)	Title III Immigrant	(5)	Title IV-A	(6)	CTE Perkins Scndry	(7)	IDEA 611	(8)	IDEA 619	(9)	State Curr/Prof Dev	Total
	CFDA: 84.010A		CFDA: 84.367A		CFDA: 84.365		CFDA: 84.365		CFDA: 84.365			CFDA: 84.048		CFDA: 84.027		CFDA: 84.173			
From Title II-A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
From Title IV-A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$6,259,290.00	\$1,140,542.00	\$0.00	\$0.00	\$236,838.00	\$1,709.00	\$0.00	\$0.00	\$0.00	\$691,608.00	\$0.00	\$419,260.00	\$4,305,718.00	\$0.00	\$0.00	\$140,685.00	\$178,639.00	\$13,374,289.00	

Contacts	
Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Administration	
Required Contacts	
Type	Contact(s)
Primary Consolidated Grant Coordinator [Select 1 contact(s)]	Michael Simmonds
Business Manager [Select 1 contact(s)]	Jill Floore
Career and Technical Education - Perkins Secondary Coordinator [Select 1 contact(s)]	Louis Mingione
IDEA 611 Special Education Coordinator [Select 1 contact(s)]	Sarah Celestin
IDEA 619 Special Education Preschool Coordinator [Select 1 contact(s)]	Sarah Celestin
Title I, Part A Grants to Local Education Agencies Coordinator [Select 1 contact(s)]	Michael Simmonds
Title II, Part A Improving Teacher Quality State Grants Coordinator [Select 1 contact(s)]	Samuel Golder
Title III English Language Acquisition/General English Learner Coordinator [Select 1 contact(s)]	Carolina Beck
Title III English Language Acquisition/Immigrant Increase Coordinator [Select 1 contact(s)]	Carolina Beck
State Curriculum and Professional Development Coordinator [Select 1 contact(s)]	Samuel Golder
Title IV, Part A Student Support and Academic Achievement [Select 1 contact(s)]	Samuel Golder
LEA Migrant Education Liason [Select 1 contact(s)]	Carolina Beck
Additional Contacts	
Type	Contact(s)
Summer Contact (Complete only if Primary Consolidated Grant Coordinator is different during summer) [Select up to 1 contact(s)]	Jennifer Jeanes

Consolidated Checklist

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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. Application Development - Mission, Vision, Team and Activities	OK ▼	Marc Edery	7/25/2022 11:30:22 AM
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. 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?" 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. 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)]				
☐	2. Title I, Part A: Allocations	OK ▼	Philip Keefer	7/20/2022 1:47:17 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.				
☐	3. Title I, Part A: ESSA Requirements	OK ▼	Philip Keefer	7/20/2022 1:47:17 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.

4. Title I, Part A: Participating Public Schools

OK ▼

Philip Keefer

7/20/2022
1:47:17
PM

1. The LEA has designated each school's Title I status appropriately.
2. If the LEA has designated any school(s) as Schoolwide with poverty rates under 40%, the LEA has an active waiver for the school(s).
3. If the LEA has participating private schools, the LEA has entered the number of nonpublic low income students for the participating schools and only the participating schools.
4. If the LEA is using different PPAs across its participating schools, the LEA has designated the PPA category for each participating school.

5. Title I, Part A: Methodology for Determining Participating Public Schools

OK ▼

Philip Keefer

7/20/2022
1:47:17
PM

1. Application Question 1: The LEA indicated the source of data that was used to determine the Title I eligibility status of the LEA's schools.
2. Application Question 2: If LEA-provided data was used, the LEA has explained why this method was chosen.
3. Application Question 2: If LEA-provided data was used, the LEA has explained how the poverty data was obtained.
4. Application Question 3: If the LEA has more than one school, the methodology 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.

6. Title I, Part A: Equitable Share Calculation

OK ▼

Philip Keefer

7/20/2022
1:47:17
PM

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. All participating private schools have at least one low income student.
4. All nonparticipating private schools have zero participating students.
5. 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.
6. If the LEA is a Charter School or vocational school, the Equitable Share Calculation page is blank.
7. 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

7. Title I, Part A: Budget-District Set Asides

OK ▼

Philip Keefer

9/1/2022
9:11:32 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 DI 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.

8. Title I, Part A: Public School Allocations OK Philip Keefer 7/20/2022 1:47:17 PM

1. The LEA has provided allowable PPAs to all of its schools based on the rank and serve rules.
2. If the LEA is serving eligible schools under 35% poverty, the LEA uses the 125% rule for the PPA or the LEA has 125% rule EdFlex waiver.
3. The Remaining line amount and Total Column is \$0.

9. Title I, Part A: Budget - Public Schools OK Philip Keefer 7/20/2022 1:47:17 PM

1. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.
2. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.
3. 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]

10. Title I, Part A: Homeless Students and Youth OK Philip Keefer 7/20/2022 1:47:17 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.

11. Title I, Part A: Budget Overview OK Philip Keefer 7/20/2022 1:47:17 PM

1. The Remaining line and Total column is \$0.

12. Title I, Part A: Funds Transferred to Title I Not Applicable Philip Keefer 7/20/2022 1:47:17 PM

1. If Title II-Part A funds were transferred to Title I-Part A, the funding description/FSF Account Code amounts are indicated. The total budgeted amount matches the amount at the top of the Title II Part A transfer table and the remaining balance is zero.
2. If Title IV-Part A funds were transferred to Title I-Part A, the funding description/FSF Account Code amounts are indicated. The total

budgeted amount matches the amount at the top of the Title IV Part A transfer table and the remaining balance is zero.

3. If salaries were entered, there are corresponding OECs.

13. Title II, Part A: Budget

OK

Marc Edery

8/17/2022
12:16:16
PM

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]

14. Title II, Part A

OK

Marc Edery

9/6/2022
4:08:39
PM

1. Application Question 1: Provide a summary of the data sources used to identify the local education agency student needs and the rationale for professional learning.
2. Application Question 2: To address the identified student need(s) in question No. 1., please list the LEA's evidence-based professional learning strategies/activities under this section: a. Provide a citation for each of the evidence-based strategies/activities. b. If class size reduction is listed, provide the following information: school name, teacher name, grade level, and class size before and after the addition of the class size reduction unit.
3. Application Question 3: Describe how the professional learning strategies/activities listed in question 2 carried out by the local education agency under this section align to challenging State academic standards.
4. Application Question 4: Describe how the professional learning strategies/activities listed in question 2 carried out by the local education agency under this section provide systemic professional growth and development to increase the capacity of teachers, principals, and other school leaders to improve student achievement.
5. Application Question 5: Describe how the professional learning strategies/activities listed in question 2 carried out by the local education agency under this section prioritize 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).
6. Application Question 6: Describe the data measures and timeline used by the local education agency to progress monitor, evaluate, update, and improve the effectiveness of the professional learning strategy/activity described in question 2 supported under this section.
7. Application Question 7: Describe how the LEA consulted with teachers, principals, other school leaders, paraprofessionals, 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 in the development of the professional learning portion of the application and to seek input to continually improve the purpose of the Title II.
8. Application Question 8: Describe how the local education agency coordinated with other related programs and activities, if applicable.

15. Title II, Part A: Equitable Share Calculation

OK

Marc Edery

7/25/2022
12:05:58
PM

1. If the LEA is a charter school or vocational school, the Participating Private Schools page is blank.
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]
3. If the private school elected TO participate, the district indicated the number of students enrolled in the district.
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.

16. Title II, Part A: Funds Transferred to Title II

Not Applicable

Marc Edery

7/25/2022
12:05:58

1. If Title IV-Part A funds were transferred to Title II-Part A, the funding description/FSF Account Code amounts are indicated. The total budgeted amount matches the amount at the top of the Title IV Part A transfer table and the remaining balance is zero.

2. If salaries were entered, there are corresponding OECs

17. Title III English Learners: Budget OK Maria Rodriguez 7/21/2022 9:42:08 AM

1. The budget is zeroed out.
2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.
3. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.
4. 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]

18. Title III English Learner: English Learner OK Maria Rodriguez 7/21/2022 9:42:08 AM

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.
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)]
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)]
4. Application Question 4: The LEA has described how it will provide effective professional development (PD) to classroom teachers who work with English learners including: general education teachers, principals, school leaders, administrators, and other school or community-based organizational personnel.
5. Application Question 5: The LEA has described how it will promote parent and family engagement in the education of English learners. [Section 3116(b)(3)]
6. Application Question 6: The LEA has described how it will promote community engagement in the education of English learners. [Section 3116(b)(3)]

19. Title III English Learner: Equitable Share Calculation OK Maria Rodriguez 7/21/2022 9:42:08 AM

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.

20. Title III, Part A: Funds Transferred to Title III Not Applicable Maria Rodriguez 7/21/2022 9:42:08 AM

1. If Title II-Part A funds were transferred to Title III-Part A, the funding description/FSF Account Code amounts are indicated. The total budgeted amount matches the amount at the top of the Title II Part A transfer table and the remaining balance is zero.
2. If Title IV-Part A funds were transferred to Title III-Part A, the funding description/FSF Account Code amounts are indicated. The total budgeted amount matches the amount at the top of the Title IV Part A transfer table and the remaining balance is zero.
3. If salaries were entered, there are corresponding OECs.

21. Title III Immigrant Increase Funds: Budget OK Maria Rodriguez 7/21/2022 9:42:08 AM

1. The budget is zeroed out.
2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.

3. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.
4. 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]

 22. Title III Immigrant Increase Funds: Immigrant	OK ▼	Maria Rodriguez	7/21/2022 9:42:08 AM
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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.

 23. Title III Immigrant Increase Funds: Equitable Share Calculation	OK ▼	Maria Rodriguez	7/21/2022 9:42:08 AM
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1. If the LEA is a charter school or vocational school, the Equitable Share Calculate page is blank.
2. The number of public school enrollment of Immigrant 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 Immigrant students.
4. The 2% Administrative cost amount is the same amount in the budget.

 24. Title III Immigrant Increase Funds: Funds Transferred to Title III Immigrant	Not Applicable ▼	Maria Rodriguez	7/21/2022 9:42:08 AM
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1. If Title II-Part A funds were transferred to Title III Immigrant, the funding description/FSF Account Code amounts are indicated. The total budgeted amount matches the amount at the top of the Title II Part A transfer table and the remaining balance is zero.
2. If Title IV-Part A funds were transferred to Title III Immigrant, the funding description/FSF Account Code amounts are indicated. The total budgeted amount matches the amount at the top of the Title IV Part A transfer table and the remaining balance is zero.
3. If salaries were entered, there are corresponding OECs.

 25. Title IV, Part A: Budget	OK ▼	Charita Jackson-Durosinmi	9/23/2022 11:33:39 AM
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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 amount budgeted for administration is no more than 2% of the total allocation.
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.
11. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, 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]

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)).

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)).

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.

26. Title IV: Budget Overview

OK

Charita Jackson-Durosinmi

8/1/2022
1:02:59
PM

1. The Remaining line and Total column is \$0.

27. Title IV: Questions

OK

Charita Jackson-Durosinmi

8/1/2022
1:16:12
PM

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.

28. Title IV: Related Documents - Needs Assessment

OK

Charita Jackson-Durosinmi

8/17/2022
9:41:16
PM

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.

29. Title IV: Equitable Share Calculation

OK

Charita Jackson-Durosinmi

8/1/2022
3:50:43
PM

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.

30. Title IV, Part A: Funds Transferred to Title IV

Not Applicable

Charita Jackson-Durosinmi

8/1/2022
12:59:55
AM

1. If Title II-Part A funds were transferred to Title IV-Part A, the funding description/FSF Account Code amounts are indicated. The total budgeted amount matches the amount at the top of the Title II Part A transfer table and the remaining balance is zero.

2. If salaries were entered, there are corresponding OECs.

31. CTE Perkins Secondary: Budget

OK

Bart Gill

7/21/2022
9:43:06
AM

1. The budget is zeroed out.

2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.

3. The 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]

 32. CTE Perkins Secondary: Core Indicators of Performance

OK ▼

Bart Gill

7/19/2022
2:25:19
PM

1. The final target has been established for the "1S1" indicator.

2. The final target has been established for the "2S1" indicator.

3. The final target has been established for the "2S2" indicator.

4. The final target has been established for the "2S3" indicator.

5. The final target has been established for the "3S1" indicator.

6. The final target has been established for the "4S1" indicator.

7. The final target has been established for the "5S1" indicator.

8. The final target has been established for the "5S2" indicator.

9. The final target has been established for the "5S3" indicator.

10. The final target has been established for the "5S4" indicator.

 33. CTE Perkins Secondary: Local Application

OK ▼

Bart Gill

7/19/2022
2:25:19
PM

1. Application Question 1: The LEA described with sufficient detail the overarching vision for the local system of CTE.

2. Application Question 2a: The LEA described with sufficient detail the strengths and opportunities that exist for program quality.

3. Application Question 2b: The LEA described with sufficient detail the strengths and opportunities that exist for student readiness and equality.

4. Application Question 2c: The LEA described with sufficient detail the strengths and opportunities that exist for talent development.

5. Application Question 2d: The LEA described with sufficient detail the strengths and opportunities that exist for systems alignment.

6. Application Question 3a: The LEA described with sufficient detail the overarching goal, measure of success, key actions, and human and fiscal resources for program quality over the next three (3) to five (5) years.

7. Application Question 3b: The LEA described with sufficient detail the overarching goal, measure of success, key actions, and human and fiscal resources for student readiness and equality over the next three (3) to five (5) years.

8. Application Question 3c: The LEA described with sufficient detail the overarching goal, measure of success, key actions, and human and fiscal resources for talent development over the next three (3) to five (5) years.

9. Application Question 3d: The LEA described with sufficient detail the overarching goal, measure of success, key actions, and human and fiscal resources for systems alignment over the next three (3) to five (5) years.

10. Application Question 4: The LEA described with sufficient detail the performance routines that exist at the local level to monitor progress of the overarching goals, measures of success, key actions, and human and fiscal resources for systems alignment over the next three (3) to five (5) years.

11. Application Question 5a: The LEA described with sufficient detail the local system of CTE, how CTE programs are identified for implementation and elimination and the process for continuous improvement of CTE programs of study using labor market information.

12. Application Question 5b: The LEA described with sufficient detail plans to expand work-based learning experiences and industry-recognized credentials as well as alignment of CTE programs of study to postsecondary credential and degree programs.

13. Application Question 5c: The LEA described with sufficient detail how information about CTE program is shared with members of the community (i.e. communication to students, parents, community stakeholders, and employers).

14. Application Question 6a: Describe the path for students to enter a CTE program of study and graduate high school on a path to earn a credential or degree and/or placement in the workforce.
15. Application Question 6b: The LEA described with sufficient detail the multi-tiered system of supports that is in place for all learners to progress through CTE programs of study and into higher levels of education and entrance into the workforce
16. Application Question 7a: The LEA described with sufficient detail the instructional model for all students that supports academic readiness and student proficiency on state assessments in English Language Arts, mathematics, and science.
17. Application Question 7b: The LEA described with sufficient detail the multi-tiered system of supports that is in place for all learners to demonstrate readiness in academic subject areas prior to high school graduation.
18. Application Question 8a: The LEA described with sufficient detail the instructional model for all students that supports technical readiness and student proficiency in the attainment of industry-recognized credentials and early postsecondary coursework as well as completion of work-based learning programs.
19. Application Question 8b: The LEA described with sufficient detail the multi-tiered system of supports that is in place for all learners to demonstrate readiness in technical subject areas prior to high school graduation.
20. Application Question 9a: The LEA described with sufficient detail the process and methods used to recruit qualified and diverse CTE teacher candidates.
21. Application Question 9b: The LEA described with sufficient detail the types of supports that are provided for new CTE teachers to seek initial teacher licensure (e.g. traditional, Alternative Routes to Teacher Certification (ARTC), and Skilled and Technical Sciences) or meet other professional standards or meet postsecondary employment standards.
22. Application Question 9c: Describe how new CTE teachers (e.g. teachers with less than three years of experience) are supported to be effective in the classroom and the types of professional learning opportunities that are provided for new CTE educators.
23. Application Question 9d: Describe how experienced CTE educators and related faculty (e.g. teachers with more than three years of experience) are supported to acquire advanced certificates, degrees, or other types of professional learning that deepens their subject matter expertise and/or professional practice.
24. Application Question 10a: Discuss the process with required stakeholders for input and completion of the local needs assessment and local application as well as to determine performance targets to improve the local system of CTE.
25. Application Question 10b: Describe the process with required stakeholders for providing career information and employment opportunities through career awareness, exploration, and other work-based learning experiences.
26. Application Question 10c: Describe the program for school counseling and career advisement while engaging required stakeholders as well as support for middle and high school program of study alignment.

☐ **34. CTE Perkins Secondary: Related Documents** Bart Gill 8/23/2022 3:19:40 PM

1. The LEA uploaded a Perkins Advisory Committee members list comprised of business, industry and education constituents, and representatives of all career and technical programs.
2. The LEA included an improvement plan for each core indicator of performance that did not meet the 90% threshold for all Perkins targets (if applicable). The plan included: Perkins core indicator or performance that did not meet the 90% threshold, the eligible recipient's current performance, the anticipated performance or goal that will result from implementing the improvement plan, timeline, activities, funding source and description.
3. The LEA uploaded a Needs Assessment that includes the required components as defined within the Delaware Perkins State Plan. Sufficient detail is provided for the LEA and the reviewer to analyze and apply data to responses to the local application.

☐ **35. IDEA 611: Related Documents - Maintenance of Effort** Dale Matusevich 8/23/2022 4:02:46 PM

1. MOE verified through review of IDEA LEA MOE Budget Chart.

☐ **36. IDEA 611: Budget** Linda Smith 7/24/2022 4:52:49 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]

37. IDEA 611: Equitable Services

OK ▼

Linda Smith

7/24/2022
4:52:49
PM

1. If the LEA is a charter school, vocational high school, or DSCY, the Equitable Services page questions are blank or responses are NA. (Move to CEIS Services Section)
2. The district entered the correct IDEA allocation amount.
3. Application Question 1: The district clearly indicates a process for notifying nonprofit private schools of their eligibility to participate in IDEA.
4. Application Question 1: The district clearly indicates a process for notifying parents of parentally placed private school children of their eligibility to participate in IDEA.
5. Application Question 2: The district clearly indicates how they will involve both nonprofit private schools and parents of parentally placed private school children in discussions regarding the determination of proportionate share to serve parentally placed private school children with disabilities.
6. Application Question 2: The district clearly indicates how they will involve both nonprofit private schools and parents of parentally placed private school children in discussions regarding equitable participation of eligible private school children with disabilities in federally funded special education and related services.
7. Application Question 2: The district clearly indicates how they will involve both nonprofit private schools and parents of parentally placed private school children in discussions regarding the design and development of special education and related services for parentally placed private school children including the types of services that will be provided and who will provide those services.
8. Application Question 3: The district clearly indicates how they will ensure that services for parentally placed private school children will be equitable in comparison to the services provided to public school students, staff, and families and are provided in a timely manner, are secular, neutral, and nonideological for IDEA.
9. Application Question 4: The district clearly indicates how they will monitor the provision of services to eligible parentally placed private school children, staff, and their families for IDEA.
10. Application Question 5: The district described how they will ensure that allowable materials, equipment, and/or property purchased/provided for use by nonprivate schools and/or parentally placed private school children are properly maintained and accounted for by the district for IDEA.

38. IDEA 611: CEIS Services

OK ▼

Linda Smith

7/24/2022
4:52:49
PM

1. Application Question 1: LEA indicates whether CEIS is required, voluntary or not being used.
2. LEA was directed by the DDOE to use CEIS funds. If yes, move to #4.
3. LEA was not directed by the DDOE to use CEIS funds. If no, move to #5.
4. If the LEA was directed by the DDOE to use CEIS funds, the funds were allocated and activities are labeled "CEIS." (If an LEA is identified with significant disproportionality, they must use 15% of the total of IDEA 619 and IDEA 611 funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were "significantly over identified" and/or "disproportionality suspended/expelled." LEAs with significant disproportionality must reserve funds for such services.)
5. LEA voluntarily used up to 15% of their funds for CEIS. If yes, go to #6.
6. If the LEA voluntarily used up to 15% of their funds for CEIS, funds were allocated and activities are labeled "CEIS."
7. 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.

39. IDEA 619: Budget

OK ▼

Cindy Brown

7/29/2022
2:36:45
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]

 40. State Curriculum and Professional Development	OK ▼	Marc Edery	8/17/2022 12:16:16 PM
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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.

 41. Assurances - Culturally Relevant Education	OK ▼	Marc Edery	7/25/2022 12:05:58 PM
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1. The LEA has completed the narrative response for Item 3.

Application Development

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Application Development

* 1. Mission - Provide a statement that defines the core purpose of your local education agency (LEA). The statement should convey a sense of the present goals and priorities of the LEA.

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 of the following stakeholder groups should be included in the team that develops and writes the Consolidated Grant Application. Please note that in some cases the same individual may serve in more than one of the roles indicated below. If that is the case, please simply list that person's name more than once.

Please complete all of the fields for entries 1-10. **Please note that these items are mandatory.** While Item 11 is optional, DDOE encourages LEAs to include as many diverse stakeholders as possible. Examples of additional stakeholders may include: District Equity/Inclusion Designee, MTSS Team Member, English Language Learner (ELL) Teacher, ELL School Leader, Parent ELL, Parent Regular Education, Parent Special Education, Teacher Special Education, District Administrator Finance, District Administrator Curriculum and Instruction, and Indian Tribe or Tribal Organization Representative.

Application Development Stakeholder Role	Name	Job Title	Email Address
1. Teacher	* Sheree Hallnan	* Teacher, Marbrook	* sheree.hallnan@redclay.k12.de.us
2. Principal	* Tasha Purnell-Fisher	* Principal, AIMS	* Tasha.Purnell-Fisher@redclay.k12.de.us
3. Other School Leader	* Erin McGinley	* Assistant Principal, RPE	* erin.mcginley@redclay.k12.de.us
4. District Administrator	* Michael Simmonds	* Director, Federal Programs	* michael.simmonds@redclay.k12.de.us
5. Paraprofessional	* Regina Christian	* Paraprofessional	* regina.christian@redclay.k12.de.us
6. Specialized Instructional Support Personnel	* Robert Smith	* Visiting Teacher/MV Support	* robert.smith@redclay.k12.de.us
7. Parent	* Adriane Simpson	* Parent	* Adriane.simpson82@gmail.com
8. Community Partner/Community Based Organization Representative	* Val Brown	* The Skills Connexion	* vbrown0411@gmail.com
9. Student	* Lydia Poore	N/A	N/A

10. Local Government Agency Representative	* Elizabeth Lockman	* Local Government Agency Rep, Senate	* Elizabeth.Lockman@delaware.gov
11. Additional Stakeholder(s) (Optional)	April Anderson	McKinney Vento Liaison	april.anderson@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Jennifer Jeanes	Specialist, Grant Support	jennifer.jeanes@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Lou Mingione	CTE Ed Assoc	louis.mingione@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	James Campbell	Private School Liaison	james.campbell@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Mandy Pennington	Supervisor, Health Services	mandy.pennington@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Amy Klein	FACE Committee	amy.klein@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Shayna Moon	FACE Committee	shayna.moon@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Hugh Broomall	Deputy Superintendent	hugh.broomall@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Dorrell Green	Superintendent	dorrell.green@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Jill Floore	Chief Financial Officer	jill.floore@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Sam Golder	Senior Director, Teaching & Learning	sam.golder@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Susan Huffman	DPAS Administrator	susan.huffman@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Tawanda Bond	Directory, Equity	tawanda.bond@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Sarah Celestin	Director, Student Services	sarah.celestin@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Carol Beck	Supervisor, EL	carolina.beck@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Stephanie Guy	Supervisor, Accounting	stephanie.guy@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Erin NeCastro	Director, Elem Schools	erin.necastro@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Mark Pruitt	Director, Secondary Schools	mark.pruitt@redclay.k12.de.us

4. Stakeholder engagement and consultation - in developing the application, an 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 and 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 CGA planning event. At least one activity or planning event is required.

Engagement activity/event	Date activity/event	Type of Stakeholder	How was feedback used to develop the CGA and which program(s) were impacted? (Example: Title I, Title II, etc.)
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Examples include diverse activities such as: Planning Meetings, Needs Assessments, Community Presentations, BOE Presentations, Focus Groups, Surveys, Goal Setting, Articulation Sessions, Information Sharing	Example: 1/1/2017	Please indicate type of stakeholder using roles from 1-11 above.	
* CGA Planning Meeting	* 05/04/2022 	* Dist Admin, Spec Instruct Support, Addtl Stakehold	* Feedback used to help prepare for CGA including Title I, Homeless, FACE, CTE/Perkins
* Budget Review	* 02/28/2022 	* Dist Admin, Addtl Stakeholders	* Budget review - Title I, Title II, Title IV, CTE/Perkins
* Schoolwide Plan Meeting	* 01/31/2022 	* Teacher, Dist Admin, Addtl Stakeholders	* Review schoolwide plan - Title I, FACE
* Year in Review - RCPAC	* 06/13/2022 	* Parent, Comm Partner, Dist Admin, Addtl Stakehold	* Review documents for Parent Engagement and plan for summer / upcoming year - Title I, FACE
* Review Budget	* 09/30/2021 	* Dist Admin, Addtl Stakeholder	* Review budget for Title II, Title IV
* Programmatic Review - Perkins/CTE	* 08/24/2021 	* CTE Teachers	* Review programmatic planning
* Perkins Funding Application	* 01/26/2022 	* CTE Teachers, POS PAC & Dist Admin, Addtl Stakehol	* Perkins Funding Application
* 3-Year Program of Study Plan	* 03/24/2022 	* CTE Teachers, POS PAC & Dist Admin, Addtl Stakehol	* 3-year program of study planning

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Application Development

Optional Documents		
Type	Document Template/Example	Document/Link

Title IV Needs Assessment [Upload up to 1 document(s)]	 <u>Title IV Needs Assessment</u>	
Title IV Spending Rules Worksheet or Title IV Waiver or EdFlex Waiver [Upload up to 1 document(s)]	 <u>Title IV Spending Rules Worksheet</u>	

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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.

The commitment to build strong relationships with families will continue as Red Clay establishes partnerships with organizations that provide training and facilitation in both English and Spanish. This delivery of service will increase opportunities to include all families in district programming and events. Red Clay partnerships have targeted application of SEL competencies to help parents support their children as they enter stages of child and adolescent development. This strategy will be expanded and continued into the new school year.

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)]

1. Children and youths experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies

2. Children and youths experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, schools of the Red Clay Consolidated School District

3. Children and youths experiencing homelessness have access to and receive educational services for which families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by Red Clay 4. Children and youths experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services. 5. Children and youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. are identified by school personnel through outreach and coordination activities with other entities and agencies 6. Parents or guardians of youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. 7. The parent or guardian of a youth experiencing homelessness , and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation 8. Unaccompanied Youth are: ▪ are enrolled in school; ▪ have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of partial credit procedures; and ▪ are informed of their status as independent students and are able to obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (FAFSA)	
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 systems of supports district-wide. These layered systems ensure there is a strong core support system in place for all students, as well as additional layers of programmed and monitored support 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 helps 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)]	

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 Shortlidge 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 buildings to further expand our pipeline. 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 duPont 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 Shortlidge 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 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 I buildings 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"-curricular 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?	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"-curricular 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

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

a. academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(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 DTCC to align students with skills center and post-high school employment

b. work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(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 industry certificate. • Partner with DTCC 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)(13)(A)]

• 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 industry certificate. • Partner with DTCC for educational training in high demand. • 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 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 and high wage occupations

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)(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, and uses the Kindergarten Readiness assessment. Red Clay works with local early childhood programs to educate parents on the options/choices as their children enter kindergarten. We also host back to school nights at our elementary building prior to the first day of school to help families transition to formal school. We meet our Child Find obligations and support enrollment of students with disabilities into our Pre-K programs. We meet with statewide programs, like DAP and DSD to coordinate the appropriate kindergarten location as students reach school age.

To help us better review and approve the Title I portion of your CGA, you may upload your Title I Needs Assessment, Title I Schoolwide Plans, and LEA plan here. These uploads are optional and not required. You may also wish to utilize the planning tool housed within eGrants to complete the Title I Schoolwide Plans for each school and LEA Plan.

Type	Document Template/Example	Document/Link
Title I Needs Assessment	N/A	
Title I Schoolwide Plan	N/A	
Title I LEA Plan	N/A	

Participating Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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 Students		Low Income		PPA Category (Asc)	Eligible		Other Factors
				Low Income	Low Income	Nonpublic	Total	Percentage	Percentage		J	K	
A	B	C	D	E	F	G	H	(G/D)	(G/D)	I	J	K	
Highlands Elementary School	KN-05	Schoolwide ▼	278	207	13	220	0.00 %	0.00 %	0.00 %	1	✓	0	
Shortlidge (Evan G.) Academy	KN-02	Schoolwide ▼	366	276	13	289	0.00 %	0.00 %	0.00 %	1	✓	0	
Warner Elementary School	03-05	Schoolwide ▼	404	305	11	316	0.00 %	0.00 %	0.00 %	2	✓	0	
Lewis (William C.) Dual Language Elementary School	KN-05	Schoolwide ▼	375	268	9	277	0.00 %	0.00 %	0.00 %	3	✓	0	
Mote (Anna P.) Elementary School	KN-05	Schoolwide ▼	335	229	7	236	0.00 %	0.00 %	0.00 %	4	✓	0	
Richardson Park Elementary School	KN-05	Schoolwide ▼	528	353	10	363	0.00 %	0.00 %	0.00 %	5	✓	0	
Baltz (Austin D.) Elementary School	KN-05	Schoolwide ▼	549	355	11	366	0.00 %	0.00 %	0.00 %	5	✓	0	
Forest Oak Elementary School	KN-05	Schoolwide ▼	480	275	5	280	0.00 %	0.00 %	0.00 %	6	✓	0	
Marbrook Elementary School	KN-05	Schoolwide ▼	428	215	9	224	0.00 %	0.00 %	0.00 %	7	✓	0	
Richey Elementary School	KN-05	Schoolwide ▼	371	190	4	194	0.00 %	0.00 %	0.00 %	7	✓	0	
Skyline Middle School	06-08	Schoolwide ▼	537	361	14	375	0.00 %	0.00 %	0.00 %	8	✓	0	
duPont (Alexis I.) Middle School	06-08	Schoolwide ▼	487	322	7	329	0.00 %	0.00 %	0.00 %	8	✓	0	
Stanton Middle School	06-08	Schoolwide ▼	646	421	12	433	0.00 %	0.00 %	0.00 %	8	✓	0	
Meadowood Program	KN-12	Eligible But Not Receiving Services ▼	124	106	0	106	0.00 %	0.00 %	0.00 %		✓	0	
First State School	01-12	Eligible But Not Receiving Services ▼	18	15	0	15	0.00 %	0.00 %	0.00 %		✓	0	
Richardson Park Learning Center	PreK-5	Eligible But Not Receiving Services ▼	549	384	0	384	0.00 %	0.00 %	0.00 %		✓	0	
McKean (Thomas) High School	09-12	Eligible But Not Receiving Services ▼	937	580	0	580	0.00 %	0.00 %	0.00 %		✓	0	
duPont (Alexis I.) High School	09-12	Eligible But Not Receiving Services ▼	704	424	0	424	0.00 %	0.00 %	0.00 %		✓	0	
Dickinson (John) High School	06-12	Eligible But Not Receiving Services ▼	973	510	0	510	0.00 %	0.00 %	0.00 %		✓	0	
duPont (H.B.) Middle School	06-08	Eligible But Not Receiving Services ▼	752	275	0	275	0.00 %	0.00 %	0.00 %		✓	0	
Heritage Elementary School	KN-05	Not Eligible ▼	485	137	0	137	0.00 %	0.00 %	0.00 %		0	0	
Conrad Schools of Science	06-12	Not Eligible ▼	1174	325	0	325	0.00 %	0.00 %	0.00 %		0	0	
Linden Hill Elementary School	KN-05	Not Eligible ▼	563	134	0	134	0.00 %	0.00 %	0.00 %		0	0	
Brandywine Springs School	KN-08	Not Eligible ▼	955	221	0	221	0.00 %	0.00 %	0.00 %		0	0	

William F. Cooke, Jr. Elementary School	KN-05	Not Eligible	▼	649	121	0	121	0.00 %		☐	☐	☐
Calloway (Cab) School of the Arts	06-12	Not Eligible	▼	907	167	0	167	0.00 %		☐	☐	☐
North Star Elementary School	KN-05	Not Eligible	▼	591	69	0	69	0.00 %		☐	☐	☐
Totals:				15,145	7,245	125	7,370	48.66 %				

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

PURPOSE: This page is used to explain how the Title I service status of schools was determined and, as appropriate, how schools were grouped by grade level, low income percentage or both for purposes of school-level allocations in accordance with ESEA Section 1113(a-b).

Enter "N/A" for any question that does not apply to your LEA.

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

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

2. If the LEA-provided data was used, please explain why this method was chosen and how the poverty data was obtained.

LEA-provided data, such as: feeder pattern changes, census data, FRPL, Direct Certification, TANF, Medicaid, or a composite of poverty measures.

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 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 = 78.69 or greater (Highlands, Shortlidge)

Category 2: Traditional PK-12 Elementary School to High School (DHSS poverty = 78.22% to 78.68% (Warner)

Category 3: Traditional PK-12 Elementary School to High School (DHSS poverty = 73.87% to 78.21% (Lewis)

Category 4: Traditional PK-12 Elementary School to High School (DHSS poverty = 70.45% to 73.86% (Mote)

Category 5: Traditional PK-12 Elementary School to High School (DHSS poverty = 66.67% to 70.44% (Richardson Park, Baltz)

Category 6: Traditional PK-12 Elementary School to High School (DHSS poverty = 60.65% to 66.66% (Forest Oak)

Category 7: Traditional PK-12 Elementary School to High School (DHSS poverty = 52.10% to 60.64% (Richey, Marlbrook)

Category 8: Traditional Traditional 6-12 Middle School (DHSS poverty = 66.87% to 69.83% (Al Middle, Stanton, Skyline)

Category 9: Traditional PK-5 and under 52.09% poverty (ranked not participating)

Category 10: ILC with 35% poverty or greater (ranked not participating)

Category 11: 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 52.09% poverty – prioritizing early intervention and elementary schools in categories 1 - 7; then high poverty middle schools in category 8. 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 1-8 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 52.09%; however, the LEA is choosing to not allocate Title I funding in its upgraded specialized school settings; these include First State School and Meadowood School. Of these remaining schools Warner, Shortlidge, Lewis, Baltz, Richardson Park, Mote, Highlands, Marbrook, Richey, Skyline, Forest Oak, Stanton and AIMS have DHSS -calculated poverty rates above 52.09%. All program sites receive tuition funds to serve students with identified specialized needs and these resources far exceed the amounts that they would have received based on a Title I per pupil allocation (PPA explained: this creates an allocation based on the numbers of eligible children and a ranking of the school's poverty levels).

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

FIRST STATE: The First State School provides children and adolescents with significant illness the opportunity to attend school with their peers while receiving the medical attention they need. Located at Christiana Care's Wilmington Campus, First State School offers kindergarten through high-school education to children with diabetes, sickle-cell anemia, severe asthma, cancer and other illnesses that preclude consistent attendance in their feeder pattern school. The program is only one of three in operation nationwide and is co-sponsored by Christiana Care and 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 Christiana Care's Division of Adolescent and Young Adult Medicine Services who sought to help chronically ill children get the medical treatment they needed without missing out on the important parts of childhood—the chance to learn and grow with others.

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 2020-2021 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.

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

PURPOSE: This page is used to indicate all participating private schools and the number of low income students attending those schools and to calculate equitable share based on the number of low income students in participating private schools.

Non-Participating Private Schools - Intent to Participate Form was sent

School	Status
CACC Montessori Sch/Child Care - 5699 ▼	Non-Participating ▼
Destiny Calling Academy - 13267 ▼	Non-Participating ▼
Developing Minds Preschool - 5021 ▼	Non-Participating ▼
Goods Blessing House - 15853 ▼	Non-Participating ▼
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Limestone Hills Day School - 5895 ▼	Non-Participating ▼
Padua Academy - 5857 ▼	Non-Participating ▼
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	Non-Participating ▼
Tatnall School, Inc. (The) - 5840 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Participating ▼
Towle Institute - 5805 ▼	Non-Participating ▼
Ursuline Academy - 5862 ▼	Non-Participating ▼
Wilmington Christian School - 5853 ▼	Non-Participating ▼
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Responsive ▼
Independence School - 5871 ▼	Non-Responsive ▼
International Montessori Schools - 16310 ▼	Non-Responsive ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼

Participating Private Schools

School	# Low Income	Allocation
Christ The Teacher Catholic School - 5541 ▼	1	\$1604.123526396
Urban Promise School (The) - 5544 ▼	7	\$11228.86468477
Serviam Girls Academy - 5696 ▼	8	\$12832.98821117
Delaware Tarbiyah School - 5729 ▼	2	\$3208.247052793
Immaculate Heart of Mary School - 5823 ▼	4	\$6416.494105586
St. John The Beloved School - 5849 ▼	6	\$9624.741158380
St. Ann School - 5855 ▼	5	\$8020.617631983
St. Anthony of Padua Grade School - 5856 ▼	32	\$51331.95284469
Sharon Temple Adventist School - 5867 ▼	4	\$6416.494105586
Holy Angels School - 5875 ▼	6	\$9624.741158380
St. Elizabeth Elementary School - 5880 ▼	24	\$38498.96463352
St. Peter's Cathedral School - 5883 ▼	16	\$25665.97642234
Harvest Christian Academy- New Castle - 953400-6020 ▼	3	\$4812.370579190
URBAN PROMISE ACADEMY - 6009 ▼	4	\$6416.494105586
Nativity Prep. Sch of Wilm, Inc. - 5563 ▼	3	\$4812.370579190
Total:	125	\$200515.4407995

Equitable Share Calculation

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.
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.

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

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

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.

Equitable Share Calculation

A. Number of Low Income Students in Participating Schools		LEA Calculation
A1. District Low Income		3,777
A2. Participating Private School Low Income		125
A3. Total Low Income (A1 + A2)		3902
A4. Percent Participating Private School Low Income (A2 / A3)		3.20 %
B. Proportionate Share		
B1. District Allocation		\$ 6,259,290.00
B2. Proportionate Share to Private Schools (B1 X A4)		\$ 200,515.44
B3. Proportionate Share to District (B1 - B2)		\$ 6058774.56
C. Parent and Family Engagement		
C1. District 1% Set Aside (B1 X 0.01)		\$ 62,592.90
C2. Proportionate Share to Private Schools (C1 X A4)		\$ 2005.154407995
D. Final Equitable Share		
D1. LEA Reservation for Administration of Equitable Services		\$ 20,000.00
D2. Equitable Share for Instruction and Professional Development (B2 - C2 - D1)		\$ 178510.2855920
D3. Equitable Share for Parent and Family Engagement (C2)		\$ 2,005.15
D4. Per Pupil Allocation (B2/A2)		\$ 1,604.12

Budget-District

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Account Code	Total
5100 - Salaries	\$841,671.12
5120 - OECs	\$421,534.19
5400 - Travel	\$78,024.80
5500 - Contractual	\$349,465.44
5500 - Audit Fees	\$5,286.83
5560 - Indirect	\$240,741.92
5600 - Supplies	\$113,467.86
5700 - Capital Outlay	\$0.00
Total	\$2,050,192.16
Adjusted Allocation	\$2,050,192.16
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5100 - Salaries - \$841,671.12 ▼

Budget Detail

Narrative Description

Account Code: 5100 - Salaries

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$148,242.65

Line Item Total: \$148,242.65

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

Account Code: 5100 - Salaries

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$69,695.97

Line Item Total: \$69,695.97

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

Account Code: 5100 - Salaries

Funding Description: A - Administration (District Only)

Uses of Funds:

Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$69,695.97 Line Item Total: \$69,695.97	
Account Code: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE support specialist for consolidated grant assistance and monitoring (JJ, RCCSD Baltz Admin .80 Title I, .10 Title II, .10 Title IV)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$69,589.86 Line Item Total: \$69,589.86	
Account Code: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds:	1 FTE Homeless Liaison (AA-RCCSD Baltz)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$66,521.09 Line Item Total: \$66,521.09	
Account Code: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools .8 Title I, .1 Title II, .1 Title IV (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$62,242.78 Line Item Total: \$62,242.78	
Account Code: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$34,847.98 Line Item Total: \$34,847.98	Hire 1 FTE Social Studies Supervisor (HG-RCCSD-Baltz Admin .25 Title I, .75 Title II)
Account Code: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$30,031.25 Line Item Total: \$30,031.25	Hire 1 FTE Early Literacy Supervisor (TBA RCCSD-Baltz Admin .25 Title I, .75 Title II)
Account Code: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE Science Supervisor (BM RCCSD-Baltz Admin; .25 Title I, .75 Title II)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$30,031.25 Line Item Total: \$30,031.25	
Account Code: 5100 - Salaries Funding Description: ES - Equitable Services (District Only) Uses of Funds:	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz)
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 Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (2 FTE x \$28/hr x 3hrs x 28 sessions)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$4,704.00 Line Item Total: \$4,704.00	
Account Code: 5100 - Salaries Funding Description: I Pre-K - Instruction Pre-K (District Only) Uses of Funds:	Hire PreK Teacher (AS) and PreK Para (PO) at Lewis

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$236,068.32

Line Item
Total: \$236,068.32

Total for 5100 - Salaries:	\$841,671.12
Total for all other Account Codes:	\$1,208,521.04
Total for all Account Codes:	\$2,050,192.16
Adjusted Allocation:	\$2,050,192.16
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5120 - OECs - \$421,534.19 ▼

Budget Detail

Narrative Description

Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$70,690.87 Line Item Total: \$70,690.87	Hire 1 FTE Director Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$41,835.45 Line Item Total: \$41,835.45	Hire 1 FTE support specialist for consolidated grant assistance and monitoring (JJ, RCCSD Baltz Admin .80 Title I, .10 Title II, .10 Title IV)
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE Math Supervisor (JA-RCCSD-Baltz Admin; .5 Title I, .5 Title II)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$34,298.69 Line Item Total: \$34,298.69	
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds:	1 FTE Homeless Liaison (AA-RCCSD Baltz)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$31,848.63 Line Item Total: \$31,848.63	
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$29,656.49 Line Item Total: \$29,656.49	
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools .8 Title I, .1 Title II, .1 Title IV (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz)

Location Code: (953200) Quantity: 1.00 Cost: \$19,774.89 Line Item Total: \$19,774.89	
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds: Location Code: (953200) Quantity: 1.00 Cost: \$19,774.89 Line Item Total: \$19,774.89	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools .8 Title I, .1 Title II, .1 Title IV (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz) OEC TO MATCH \$20,000 EQU_SERV ADMIN SETASIDE)
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds: Location Code: (953200) Quantity: 1.00 Cost: \$12,001.20 Line Item Total: \$12,001.20	Hire 1 FTE Science Supervisor (BM RCCSD-Baltz Admin; .25 Title I, .75 Title II)
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE Early Literacy Supervisor (TBA RCCSD-Baltz Admin .25 Title I, .75 Title II)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$12,001.20 Line Item Total: \$12,001.20	
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE Social Studies Supervisor (HG-RCCSD-Baltz Admin .25 Title I, .75 Title II)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$11,391.21 Line Item Total: \$11,391.21	
Account Code: 5120 - OECs Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (2 FTE x \$28/hr x 3hrs x 28 sessions)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$1,463.41 Line Item Total: \$1,463.41	
Account Code: 5120 - OECs Funding Description: I Pre-K - Instruction Pre-K (District Only) Uses of Funds:	Hire PreK Teacher (AS) and PreK Para (PO) at Lewis

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$136,797.26

Line Item
Total: \$136,797.26

Total for 5120 - OECs:	\$421,534.19
Total for all other Account Codes:	\$1,628,657.97
Total for all Account Codes:	\$2,050,192.16
Adjusted Allocation:	\$2,050,192.16
Remaining:	\$0.00

Budget Detail	
Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A	
Red Clay Consolidated School District (953200)	
5400 - Travel - \$78,024.80 ▼	
Budget Detail	Narrative Description
Account Code: 5400 - Travel Funding Description: A - Administration (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$32,750.00 Line Item Total: \$32,750.00	Travel for 10 staff to Indianapolis IN to attend the ESEA Conference and provide ongoing support to RCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards (Flights 800x 10 FTE = \$8000); (5 days x 420/night x 10 FTE = \$21000), (meals \$75/day x 5 days x 10 FTE = \$3750)
Account Code: 5400 - Travel Funding Description: A - Administration (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$9,880.00 Line Item Total: \$9,880.00	Travel for 4 staff to National Youth At Risk Conference -- Savannah, GA (650/flight x 4 FTE = \$2600, 4 days @ hotel x 380/night x 4 FTE = \$6080, Meals 75/day x 4 days x 4 FTE = \$1200)
Account Code: 5400 - Travel Funding Description: A - Administration (District Only) Uses of Funds:	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)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$4,044.80 Line Item Total: \$4,044.80	
Account Code: 5400 - Travel Funding Description: A - Administration (District Only) Uses of Funds:	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)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$2,000.00 Line Item Total: \$2,000.00	
Account Code: 5400 - Travel Funding Description: H - Homeless (District Only) Uses of Funds:	Travel for 4 staff to NAEHCY conference in San Diego, CA (1000/flight x 4FTE = \$4000, 4 days @ hotel x 420/ night x 4FTE = \$6720, Meals 75/day x 4 days x 4FTE = \$1200)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$11,920.00 Line Item Total: \$11,920.00	
Account Code: 5400 - Travel Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	Travel for 6 attendees (4 staff & 2 parents) to IEL conference Los Angeles, CA (1000/flight x 6 attendees = \$6000, 4 days @ hotel x 420/night x 6 attendees = \$10080, Meals 75/day x 4 days x 6 attendees = \$1800)

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$17,430.00

Line Item \$17,430.00
Total:

Total for 5400 - Travel:	\$78,024.80
Total for all other Account Codes:	\$1,972,167.36
Total for all Account Codes:	\$2,050,192.16
Adjusted Allocation:	\$2,050,192.16
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5500 - Contractual - \$349,465.44 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$6,590.00

Line Item Total: \$6,590.00

Registration for 10 staff to Indianapolis, IN to attend the 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 (659 x 10FTE)

Account Code: 5500 - Contractual

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$1,720.00

Line Item Total: \$1,720.00

Registration for 4 staff to National Youth At Risk Conference -- Savannah, GA (430X4FTE)

Account Code: 5500 - Contractual

Funding Description: A - Administration (District Only)

Uses of Funds:

Registration for 2 FTE staff to Washington, DC to attend National Federal Education Program Administrators conference and provide ongoing support related to using federal education funds to advance strategic plan goals (595X2FTE)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$1,190.00 Line Item Total: \$1,190.00	
Account Code: 5500 - Contractual Funding Description: H - Homeless (District Only) Uses of Funds:	Registration for 4 staff to NAEHCY conference in San Diego, CA (625X4FTE)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$2,500.00 Line Item Total: \$2,500.00	
Account Code: 5500 - Contractual Funding Description: H - Homeless (District Only) Uses of Funds:	Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support) bus passes
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$2,000.00 Line Item Total: \$2,000.00	
Account Code: 5500 - Contractual Funding Description: ES - Equitable Services (District Only) Uses of Funds:	Learn It Systems - Contract with vendor to provide Title I targeted school level services to private schools students who would've attended RCCSD Title I schools

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$178,510.29 Line Item Total: \$178,510.29	
Account Code: 5500 - Contractual Funding Description: ES - Equitable Services (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$2,005.15 Line Item Total: \$2,005.15	Learn it Systems - Contract with vendor to provide Title I parent involvement to private school students who would've attended RCCSD Title I schools (parent inv)
Account Code: 5500 - Contractual Funding Description: PI - Parent Involvement (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$16,000.00 Line Item Total: \$16,000.00	Skills Connexion - Contract with agency to enhance FACE events at Title I schools (8 events x 2000/event = 16000)
Account Code: 5500 - Contractual Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	Registration for 6 attendees (4 staff & 2 parents) to IEL conference Los Angeles, CA (575X6attendees)

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: I K-12 - Instruction K-12 Uses of Funds:	Contract for services with Children and Families First (Shortlidge, Warner)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$125,000.00 Line Item Total: \$125,000.00	
Account Code: 5500 - Contractual Funding Description: I K-12 - Instruction K-12 Uses of Funds:	Contract with company to provide transportation for extended day programs in Title I elementary schools (\$1000 x 10 schools)
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: I K-12 - Instruction K-12 Uses of Funds:	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

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$500.00

Line Item \$500.00
Total:

Total for 5500 - Contractual:	\$349,465.44
Total for all other Account Codes:	\$1,700,726.72
Total for all Account Codes:	\$2,050,192.16
Adjusted Allocation:	\$2,050,192.16
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5500 - Audit Fees - \$5,286.83 ▼

Budget Detail

Narrative Description

Account 5500 - Audit Fees

Code:

Funding A - Administration (District Only)

Description:

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$5,286.83

Line Item

Total:

\$5,286.83

Audit Fees

Total for 5500 - Audit Fees: \$5,286.83

Total for all other Account Codes: \$2,044,905.33

Total for all Account Codes: \$2,050,192.16

Adjusted Allocation: \$2,050,192.16

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5560 - Indirect - \$240,741.92 ▼

Budget Detail

Narrative Description

Account 5560 - Indirect

Code:

Funding A - Administration (District Only)

Description:

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$240,741.92

Line Item

Total:

\$240,741.92

Indirect Costs (4%)

Total for 5560 - Indirect: \$240,741.92

Total for all other Account Codes: \$1,809,450.24

Total for all Account Codes: \$2,050,192.16

Adjusted Allocation: \$2,050,192.16

Remaining: \$0.00

Budget Detail	
Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A	
Red Clay Consolidated School District (953200)	
5600 - Supplies - \$113,467.86 ▼	
Budget Detail	
Account Code: 5600 - Supplies Funding Description: A - Administration (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$10,000.00 Line Item Total: \$10,000.00	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
Account Code: 5600 - Supplies Funding Description: H - Homeless (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$40,000.00 Line Item Total: \$40,000.00	Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support)
Account Code: 5600 - Supplies Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	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) (Shortlidge \$ 3,000.00, Lewis \$ 5,000.00, Highlands \$ 6,000.00, Stanton \$ 2,000.00, Mote \$ 1,000.00, Warner \$ 5,000.00, AIMS \$ 3,000.00, Baltz \$ 2000.00, Richardson Park \$ 3,000.00, Skyline \$ 1000.00, Forest Oak \$ 5,000.00, Marbrook \$ 3000.00, Richey \$ 1,000.00 Total Allocated \$40,000.00)

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 Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	RCPAC refreshment
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$3,129.65 Line Item Total: \$3,129.65	
Account Code: 5600 - Supplies Funding Description: I K-12 - Instruction K-12 Uses of Funds:	Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (reading & math materials)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$20,338.21 Line Item Total: \$20,338.21	
Total for 5600 - Supplies: \$113,467.86	
Total for all other Account Codes: \$1,936,724.30	
Total for all Account Codes: \$2,050,192.16	
Adjusted Allocation: \$2,050,192.16	

Public School Allocations

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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: **\$4,209,097.84**
Single Per Pupil Amount (PPA): **\$1,114.40**

School	Low Income		PPA Category	School Allocations	
	% B	#P C	D	PPA E	Allocation F C x E
Highlands Elementary School	79.14	207	1	1,790.00	370,530.00
Shortlidge (Evan G.) Academy	78.96	276	1	1,790.00	494,040.00
Warner Elementary School	78.22	305	2	1,600.00	488,000.00
Lewis (William C.) Dual Language Elementary School	73.87	268	3	1,450.00	388,600.00
Mote (Anna P.) Elementary School	70.45	229	4	1,300.00	297,700.00
Richardson Park Elementary School	68.75	353	5	1,286.48	454,127.44
Baltz (Austin D.) Elementary School	66.67	355	5	1,286.48	456,700.40
Forest Oak Elementary School	60.87	275	6	780.00	214,500.00
Marbrook Elementary School	52.34	215	7	740.00	159,100.00
Richey Elementary School	52.29	190	7	740.00	140,600.00
Skyline Middle School	69.83	361	8	675.00	243,675.00
duPont (Alexis I.) Middle School	67.56	322	8	675.00	217,350.00
Stanton Middle School	67.03	421	8	675.00	284,175.00
Total Low Income:			3777	Total Allocations:	4,209,097.84
				Remaining:	0.00

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$311,027.00
5120 - OECs	\$145,673.40
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 \$456,700.40
	Adjusted Allocation \$456,700.40
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$311,027.00 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	
Quantity:	1.00	
Cost:	\$311,027.00	Total for 5100 - Salaries: \$311,027.00
Line Item Total:	\$311,027.00	Total for all other Account Codes: \$145,673.40
		Total for all Account Codes: \$456,700.40
		Adjusted Allocation: \$456,700.40
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$145,673.40 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

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

Code: 252)

Quantity:

1.00

Cost:

\$145,673.40

Line Item

Total:

\$145,673.40

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs: \$145,673.40

Total for all other Account Codes: \$311,027.00

Total for all Account Codes: \$456,700.40

Adjusted Allocation: \$456,700.40

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$152,270.53
5120 - OECs	\$65,079.47
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 \$217,350.00
	Adjusted Allocation \$217,350.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$152,270.53 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

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

Code:

Quantity:

1.00

Cost:

\$152,270.53

Line Item

Total:

\$152,270.53

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries: \$152,270.53

Total for all other Account Codes: \$65,079.47

Total for all Account Codes: \$217,350.00

Adjusted Allocation: \$217,350.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$65,079.47 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

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

Code:

Quantity:

1.00

Cost:

\$65,079.47

Line Item

Total:

\$65,079.47

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs:

\$65,079.47

Total for all other Account Codes:

\$152,270.53

Total for all Account Codes:

\$217,350.00

Adjusted Allocation:

\$217,350.00

Remaining:

\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240) ▼

Account Code	Total
5100 - Salaries	\$143,480.04
5120 - OECs	\$71,019.96
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 \$214,500.00
	Adjusted Allocation \$214,500.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240)

5100 - Salaries - \$143,480.04 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Forest Oak Elementary School (953200-240)

Code:

Quantity:

1.00

Cost:

\$143,480.04

Line Item

Total:

\$143,480.04

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries:

\$143,480.04

Total for all other Account Codes:

\$71,019.96

Total for all Account Codes:

\$214,500.00

Adjusted Allocation:

\$214,500.00

Remaining:

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240)

5120 - OECs - \$71,019.96 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Forest Oak Elementary School (953200-240)

Code:

Quantity:

1.00

Cost:

\$71,019.96

Line Item

Total:

\$71,019.96

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs: \$71,019.96

Total for all other Account Codes: \$143,480.04

Total for all Account Codes: \$214,500.00

Adjusted Allocation: \$214,500.00

Remaining: \$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244) ▼

Account Code	Total
5100 - Salaries	\$278,508.75
5120 - OECs	\$92,021.25
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 \$370,530.00
	Adjusted Allocation \$370,530.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244)

5100 - Salaries - \$278,508.75 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Highlands Elementary School (953200-244)

Code:

Quantity:

1.00

Cost:

\$278,508.75

Line Item

Total:

\$278,508.75

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries:

\$278,508.75

Total for all other Account Codes:

\$92,021.25

Total for all Account Codes:

\$370,530.00

Adjusted Allocation:

\$370,530.00

Remaining:

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244)

5120 - OECs - \$92,021.25 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Highlands Elementary School (953200-244)

Code:

Quantity:

1.00

Cost:

\$92,021.25

Line Item

Total:

\$92,021.25

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs:

\$92,021.25

Total for all other Account Codes:

\$278,508.75

Total for all Account Codes:

\$370,530.00

Adjusted Allocation:

\$370,530.00

Remaining:

\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$258,907.14
5120 - OECs	\$129,692.86
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	\$388,600.00
Adjusted Allocation	\$388,600.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$258,907.14 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Lewis (William C.) Dual Language Elementary

Code: School (953200-246)

Quantity:

1.00

Cost:

\$258,907.14

Line Item

Total:

\$258,907.14

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries: \$258,907.14

Total for all other Account Codes: \$129,692.86

Total for all Account Codes: \$388,600.00

Adjusted Allocation: \$388,600.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$129,692.86 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Lewis (William C.) Dual Language Elementary

Code: School (953200-246)

Quantity:

1.00

Cost:

\$129,692.86

Line Item

Total:

\$129,692.86

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs: \$129,692.86

Total for all other Account Codes: \$258,907.14

Total for all Account Codes: \$388,600.00

Adjusted Allocation: \$388,600.00

Remaining: \$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256) ▼

Account Code	Total
5100 - Salaries	\$128,265.16
5120 - OECs	\$30,834.84
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 \$159,100.00
	Adjusted Allocation \$159,100.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5100 - Salaries - \$128,265.16 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Marbrook Elementary School (953200-256)

Code:

Quantity:

1.00

Cost:

\$128,265.16

Line Item

Total:

\$128,265.16

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries:

\$128,265.16

Total for all other Account Codes:

\$30,834.84

Total for all Account Codes:

\$159,100.00

Adjusted Allocation:

\$159,100.00

Remaining:

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5120 - OECs - \$30,834.84 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Marbrook Elementary School (953200-256)

Code:

Quantity:

1.00

Cost:

\$30,834.84

Line Item

Total:

\$30,834.84

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs: \$30,834.84

Total for all other Account Codes: \$128,265.16

Total for all Account Codes: \$159,100.00

Adjusted Allocation: \$159,100.00

Remaining: \$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$198,267.95
5120 - OECs	\$99,432.05
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 \$297,700.00
	Adjusted Allocation \$297,700.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$198,267.95 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

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

Code: 264)

Quantity:

1.00

Cost:

\$198,267.95

Line Item

Total:

\$198,267.95

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries:

\$198,267.95

Total for all other Account Codes:

\$99,432.05

Total for all Account Codes:

\$297,700.00

Adjusted Allocation:

\$297,700.00

Remaining:

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$99,432.05 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

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

Code: 264)

Quantity:

1.00

Cost:

\$99,432.05

Line Item

Total:

\$99,432.05

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs: \$99,432.05

Total for all other Account Codes: \$198,267.95

Total for all Account Codes: \$297,700.00

Adjusted Allocation: \$297,700.00

Remaining: \$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254) ▼

Account Code	Total
5100 - Salaries	\$332,665.13
5120 - OECs	\$121,462.31
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 \$454,127.44
	Adjusted Allocation \$454,127.44
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5100 - Salaries - \$332,665.13 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Richardson Park Elementary School (953200-

Code: 254)

Quantity:

1.00

Cost:

\$332,665.13

Line Item

Total:

\$332,665.13

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries: \$332,665.13

Total for all other Account Codes: \$121,462.31

Total for all Account Codes: \$454,127.44

Adjusted Allocation: \$454,127.44

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5120 - OECs - \$121,462.31 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Richardson Park Elementary School (953200-

Code: 254)

Quantity:

1.00

Cost:

\$121,462.31

Line Item

Total:

\$121,462.31

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs:

\$121,462.31

Total for all other Account Codes:

\$332,665.13

Total for all Account Codes:

\$454,127.44

Adjusted Allocation:

\$454,127.44

Remaining:

\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260) ▼

Account Code	Total
5100 - Salaries	\$91,588.61
5120 - OECs	\$49,011.39
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 \$140,600.00
	Adjusted Allocation \$140,600.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5100 - Salaries - \$91,588.61 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Richey Elementary School (953200-260)

Code:

Quantity:

1.00

Cost:

\$91,588.61

Line Item

Total:

\$91,588.61

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries:	\$91,588.61
Total for all other Account Codes:	\$49,011.39
Total for all Account Codes:	\$140,600.00
Adjusted Allocation:	\$140,600.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5120 - OECs - \$49,011.39 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Richey Elementary School (953200-260)

Code:

Quantity:

1.00

Cost:

\$49,011.39

Line Item

Total:

\$49,011.39

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs:

\$49,011.39

Total for all other Account Codes:

\$91,588.61

Total for all Account Codes:

\$140,600.00

Adjusted Allocation:

\$140,600.00

Remaining:

\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$326,216.03
5120 - OECs	\$167,823.97
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 \$494,040.00
	Adjusted Allocation \$494,040.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$326,216.03 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

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

Code:

Quantity:

1.00

Cost:

\$326,216.03

Line Item

Total:

\$326,216.03

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries:

\$326,216.03

Total for all other Account Codes:

\$167,823.97

Total for all Account Codes:

\$494,040.00

Adjusted Allocation:

\$494,040.00

Remaining:

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$167,823.97 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

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

Code:

Quantity:

1.00

Cost:

\$167,823.97

Line Item

Total:

\$167,823.97

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs:

\$167,823.97

Total for all other Account Codes:

\$326,216.03

Total for all Account Codes:

\$494,040.00

Adjusted Allocation:

\$494,040.00

Remaining:

\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280) ▼

Account Code	Total
5100 - Salaries	\$169,481.80
5120 - OECs	\$74,193.20
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 \$243,675.00
	Adjusted Allocation \$243,675.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280)

5100 - Salaries - \$169,481.80 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Skyline Middle School (953200-280)

Code:

Quantity:

1.00

Cost:

\$169,481.80

Line Item

Total:

\$169,481.80

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries: \$169,481.80

Total for all other Account Codes: \$74,193.20

Total for all Account Codes: \$243,675.00

Adjusted Allocation: \$243,675.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280)

5120 - OECs - \$74,193.20 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Skyline Middle School (953200-280)

Code:

Quantity:

1.00

Cost:

\$74,193.20

Line Item

Total:

\$74,193.20

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs: \$74,193.20

Total for all other Account Codes: \$169,481.80

Total for all Account Codes: \$243,675.00

Adjusted Allocation: \$243,675.00

Remaining: \$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282) ▼

Account Code	Total
5100 - Salaries	\$182,330.19
5120 - OECs	\$101,844.81
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
	Total \$284,175.00
	Adjusted Allocation \$284,175.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5100 - Salaries - \$182,330.19 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Stanton Middle School (953200-282)

Code:

Quantity:

1.00

Cost:

\$182,330.19

Line Item

Total:

\$182,330.19

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries: \$182,330.19

Total for all other Account Codes: \$101,844.81

Total for all Account Codes: \$284,175.00

Adjusted Allocation: \$284,175.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5120 - OECs - \$101,844.81 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Stanton Middle School (953200-282)

Code:

Quantity:

1.00

Cost:

\$101,844.81

Line Item

Total:

\$101,844.81

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs: \$101,844.81

Total for all other Account Codes: \$182,330.19

Total for all Account Codes: \$284,175.00

Adjusted Allocation: \$284,175.00

Remaining: \$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266) ▼

Account Code	Total
5100 - Salaries	\$323,457.82
5120 - OECs	\$164,542.18
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
	Total \$488,000.00
	Adjusted Allocation \$488,000.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5100 - Salaries - \$323,457.82 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Warner Elementary School (953200-266)

Code:

Quantity:

1.00

Cost:

\$323,457.82

Line Item

Total:

\$323,457.82

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5100 - Salaries:

\$323,457.82

Total for all other Account Codes:

\$164,542.18

Total for all Account Codes:

\$488,000.00

Adjusted Allocation:

\$488,000.00

Remaining:

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5120 - OECs - \$164,542.18 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

Location Warner Elementary School (953200-266)

Code:

Quantity: 1.00

Cost: \$164,542.18

Line Item

Total: \$164,542.18

Hire 33 FTE Title I teachers to support standards based instruction in content areas reading and math (1 @ Warner, 3 @ Shortlidge, 2 @ Marbrook, 5 @ Lewis, 3 @ Mote, 4 @ Baltz, 4 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 3 @ Stanton 2 @ Skyline, 2 @ Forest Oak, 2 @ Highlands), 7 paraprofessionals (1 each @ Highlands, Shortlidge, Skyline 2 @ AIMS and 2 @ Warner) and 4 Academic Deans (1 @ each Warner - JR, Shortlidge - DM Highlands - EM, Richardson Park - EM)

Total for 5120 - OECs: \$164,542.18

Total for all other Account Codes: \$323,457.82

Total for all Account Codes: \$488,000.00

Adjusted Allocation: \$488,000.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

PURPOSE: This page is used to provide a description of how the LEA meets the various Title I requirements for serving homeless students including setting aside funds at the LEA-level to meet homeless students' needs [Section 1113(c)(3)(C)(i)].

Each LEA must set aside funds to provide services to homeless children.

Federal law does not specify how much an LEA should set aside for homeless students, but LEAs must consider issues such as the number of homeless students in non-Title I schools, their needs, and the cost of carrying out activities comparable to what students receive in Title I schools, in addition to the provision of services to homeless students who do not attend Title I, Part A schools.

Enter "N/A" for any question that does not apply to your LEA.

1. LEA Title I Plans must demonstrate compliance with the McKinney-Vento Homeless Assistance Act and coordination with the LEA's Homeless Education program. Title I, Part A - Sec. 1112(b)(6) Therefore, the LEA's Homeless Liaison is an essential part of the planning team. Certify that the LEA's Homeless Liaison was a part of the Title I planning team by indicating their name in the box below.

April Christine Anderson

Instructional and Related Service Needs

LEAs must provide services for homeless children who do not attend participating Title I schools and to supplement Title I schools, including providing educationally related support services to children in shelters. The services must be comparable to those provided to children in Title I schools. Title I funds may be used to remove barriers that prevent regular attendance or provide additional support, such as tutorial, before and after school and/or summer school programs in addition to other services. Title I funds may be used to meet basic needs of students experiencing homelessness (clothing, supplies, health) so that they may participate more fully in school. **There must be at least 1 corresponding budget line item in the budget page.**

2. Indicate the method that was used to determine the amount of Title I, Part A funds that have been reserved for instructional and related service needs only.

- ☒ Method #1: Identify homeless students' needs and fund accordingly.
- ☐ Method #2: Obtain a count of homeless students and multiply by the Title I, Part A per-pupil allocation.
- ☐ Method #3: Reserve an amount of funds greater than or equal to the amount of your McKinney-Vento subgrant request.
- ☐ Method #4: Reserve a specific percentage based on your LEA's poverty level or total Title I, Part A allocation.

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

515 **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.

1. Children and youths experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies

2. Children and youths experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, schools of the Red Clay Consolidated School District
3. Children and youths experiencing homelessness have access to and receive educational services for which families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by Red Clay
4. Children and youths experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
5. Children and youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. are identified by school personnel through outreach and coordination activities with other entities and agencies
6. Parents or guardians of youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
7. The parent or guardian of a youth experiencing homelessness, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation
8. Unaccompanied Youth are:
- are enrolled in school;
 - have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of partial credit procedures; and
 - are informed of their status as independent students and are able to obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (FAFSA)

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

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$6,018,548.08
Indirect Cost Rate	4.00%
Maximum Allowed for Indirect Cost	\$240,741.92

Filter by Location: All - \$6,259,290.00 ▼

Funding Description	A - Administration (District Only)	H - Homeless (District Only)	ES - Equitable Services (District Only)	PI - Parent Involvement (District Only)	I K-12 - Instruction K-12 (District Only)	I Pre-K - Instruction Pre-K (District Only)	Total
Account Code							
5100 - Salaries	580,898.80	0.00	20,000.00	4,704.00	2,896,466.15	236,068.32	3,738,137.27
5120 - OECs	283,273.52	0.00	0.00	1,463.41	1,312,631.69	136,797.26	1,734,165.88
5400 - Travel	48,674.80	11,920.00		17,430.00	0.00	0.00	78,024.80
5500 - Contractual	9,500.00	4,500.00	180,515.44	19,450.00	135,500.00	0.00	349,465.44
5500 - Audit Fees	5,286.83						5,286.83
5560 - Indirect	240,741.92						240,741.92
5600 - Supplies	10,000.00	40,000.00	0.00	43,129.65	20,338.21	0.00	113,467.86
Total	1,178,375.87	56,420.00	200,515.44	86,177.06	4,364,936.05	372,865.58	6,259,290.00
					Adjusted Allocation		6,259,290.00
					Remaining		0.00

Funds Transferred to Title I

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

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

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Type	Optional Documents Document Template/Example	Document/Link
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Title I Needs Assessment	N/A	
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Title I Schoolwide Plan	N/A	
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Title I LEA Plan	N/A	
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Title I Assurances

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title I Part A

Specific Title I [Section 1112(c)(1-70) - Each local educational agency plan shall provide assurances that the local educational agency will:

- 1 ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- 2 provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- 3 participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- 4 coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- 5 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)).

Budget

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

Account Code	Total
5100 - Salaries	\$569,332.67
5120 - OECs	\$267,786.33
5400 - Travel	\$59,038.96
5500 - Contractual	\$189,537.00
5500 - Audit Fees	\$1,273.96
5560 - Indirect	\$43,867.00
5600 - Supplies	\$9,706.08
5700 - Capital Outlay	\$0.00
	Total \$1,140,542.00
	Adjusted Allocation \$1,140,542.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

5100 - Salaries - \$569,332.67 ▼

Budget Detail

Narrative Description

Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$104,543.95 Line Item Total: \$104,543.95	Hire 1 FTE Social Studies Supervisor (HG-RCCSD-Baltz Admin .25 Title I, .75 Title II)
Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$90,405.48 Line Item Total: \$90,405.48	Hire 1 FTE Science Supervisor (BM RCCSD-Baltz Admin; .25 Title I, .75 Title II)
Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	Hire 1 FTE Early Literacy Supervisor (TBA RCCSD-Baltz Admin .25 Title I, .75 Title II)

Quantity: 1.00 Cost: \$90,093.75 Line Item Total: \$90,093.75		
Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Hire 1 FTE Math Supervisor (JA-RCCSD-Baltz Admin; .5 Title I, .5 Title II)
Quantity: 1.00 Cost: \$69,695.97 Line Item Total: \$69,695.97		
Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)
Quantity: 1.00 Cost: \$69,695.97 Line Item Total: \$69,695.97		
Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Hire 1 FTE Classroom Teacher (Highlands); Name of Teacher: Ashley Burnside. 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 individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy

Quantity: 1.00 Cost: \$46,055.91 Line Item Total: \$46,055.91	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.
Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$46,055.91 Line Item Total: \$46,055.91	Hire 1 FTE Classroom Teacher (Shortlidge); Name of Teacher: David Fender; 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: 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 Shortlidge, 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 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$29,221.83 Line Item Total: \$29,221.83	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 (SH RCCSD-Baltz Admin; .2 Title II, .8 non-cga funding)
Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	Hire 1 FTE support for implementing equitable services to administer the Title I, Title II, and Title IV program for students in private schools .8 Title I, .1 Title II, .1 Title IV (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz)

Quantity: 1.00 Cost: \$10,280.35 Line Item Total: \$10,280.35		
Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Hire 1 FTE support specialist for consolidated grant assistance and monitoring (JJ, RCCSD Baltz Admin .80 Title I, .10 Title II, .10 Title IV)
Quantity: 1.00 Cost: \$8,698.73 Line Item Total: \$8,698.73		
Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Hire 1 FTE Director Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)
Quantity: 1.00 Cost: \$4,584.82 Line Item Total: \$4,584.82		
Total for 5100 - Salaries:		\$569,332.67
Total for all other Account Codes:		\$571,209.33
Total for all Account Codes:		\$1,140,542.00
Adjusted Allocation:		\$1,140,542.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

5120 - OECs - \$267,786.33 ▼

Budget Detail

Narrative Description

Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$46,003.61 Line Item Total: \$46,003.61	Hire 1 FTE Early Literacy Supervisor (TBA RCCSD-Baltz Admin .25 Title I, .75 Title II)
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$42,961.15 Line Item Total: \$42,961.15	Hire 1 FTE Science Supervisor (BM RCCSD-Baltz Admin; .25 Title I, .75 Title II)
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: (953200) Red Clay Consolidated School District	Hire 1 FTE Social Studies Supervisor (HG-RCCSD-Baltz Admin .25 Title I, .75 Title II)

Quantity: 1.00 Cost: \$39,240.41 Line Item Total: \$39,240.41		
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Hire 1 FTE Math Supervisor (JA-RCCSD-Baltz Admin; .5 Title I, .5 Title II)
Quantity: 1.00 Cost: \$34,298.69 Line Item Total: \$34,298.69		
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)
Quantity: 1.00 Cost: \$29,656.49 Line Item Total: \$29,656.49		
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Hire 1 FTE Classroom Teacher (Shortlidge); Name of Teacher: David Fender; 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: 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

Quantity: 1.00 Cost: \$25,249.31 Line Item Total: \$25,249.31		for this to occur at Shortlidge, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$24,961.91 Line Item Total: \$24,961.91		Hire 1 FTE Classroom Teacher (Highlands); Name of Teacher: Ashley Burnside. 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 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.
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$12,280.54 Line Item Total: \$12,280.54		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 (SH RCCSD-Baltz Admin; .2 Title II, .8 non-cga funding)
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools .8 Title I, .1 Title II, .1 Title IV (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz)

Quantity: 1.00 Cost: \$5,721.47 Line Item Total: \$5,721.47		
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$5,229.43 Line Item Total: \$5,229.43		Hire 1 FTE support specialist for consolidated grant assistance and monitoring (JJ, RCCSD Baltz Admin .80 Title I, .10 Title II, .10 Title IV)
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$2,183.32 Line Item Total: \$2,183.32		Hire 1 FTE Director Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)
Total for 5120 - OECs:		\$267,786.33
Total for all other Account Codes:		\$872,755.67
Total for all Account Codes:		\$1,140,542.00
Adjusted Allocation:		\$1,140,542.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

5400 - Travel - \$59,038.96 ▼

Budget Detail

Narrative Description

Account Code: 5400 - Travel
Funding Description: ES - Equitable Services
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)
Quantity: 1.00
Cost: \$57,038.96
Line Item Total: \$57,038.96

Equitable Share set aside for travel (hotel, flights, mileage, etc) Set aside Title II funds for non-profit private schools allocation for professional development

Account Code: 5400 - Travel
Funding Description: TQ - Title II TQ
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)
Quantity: 1.00
Cost: \$2,000.00
Line Item Total: \$2,000.00

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.

Total for 5400 - Travel: \$59,038.96
Total for all other Account Codes: \$1,081,503.04
Total for all Account Codes: \$1,140,542.00
Adjusted Allocation: \$1,140,542.00
Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

5500 - Contractual - \$189,537.00 ▼

Budget Detail

Narrative Description

Account 5500 - Contractual

Code:

Funding ES - Equitable Services

Description:

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$189,537.00

Line Item

Total:

\$189,537.00

Equitable Share set aside for contracted services (conference registrations, etc) Set aside Title II funds for non-profit private schools allocation for professional development

Listed below are the current private school Title II expenditure requests for the upcoming year received by Red Clay

Ursuline Academy

Leadership One Technologies LLC \$2000

ISM Inc \$5200

St. Marks High School

Delaware County Intermediate Unit \$600

NACAC \$400

Anti-Defamation League \$3600

Saint John the Beloved

Protect Young Eyes, Chris McKenna \$5000

Sowash Ventures \$8000

Smekens Education Solutions \$12,100

Heggerty Phonic Awareness \$4200

St. Anthony

Dr Katherine Perez Inc \$4400

Padua Academy

College Board AP Institute \$3700

Thus far, scheduled Title II outlays for private schools total \$49,200. The remainder of funds budgeted for this entry will be spent by the LEA on behalf of the other participating private schools listed in the CGA. The providers and costs not listed in this entry are not known at this time. The remaining amount to be obligated for this entry is \$140,337.

Total for 5500 - Contractual:	\$ 189,537.00
Total for all other Account Codes:	\$951,005.00
Total for all Account Codes:	\$1,140,542.00
Adjusted Allocation:	\$1,140,542.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

5500 - Audit Fees - \$1,273.96 ▼

Budget Detail

Narrative Description	
Audit Fees	
Account Code: 5500 - Audit Fees	
Funding Description: TQ - Title II TQ	
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	
Quantity: 1.00	
Cost: \$1,273.96	
Line Item Total: \$1,273.96	
Total for 5500 - Audit Fees:	\$1,273.96
Total for all other Account Codes:	\$1,139,268.04
Total for all Account Codes:	\$1,140,542.00
Adjusted Allocation:	\$1,140,542.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

5560 - Indirect - \$43,867.00 ▼

Budget Detail

Narrative Description

Account Code: 5560 - Indirect

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$43,867.00

Line Item Total: \$43,867.00

Indirect Costs (4%)

Total for 5560 - Indirect: \$43,867.00

Total for all other Account Codes: \$1,096,675.00

Total for all Account Codes: \$1,140,542.00

Adjusted Allocation: \$1,140,542.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

5600 - Supplies - \$9,706.08 ▼

Budget Detail

Narrative Description

Account Code: 5600 - Supplies

Funding Description: ES - Equitable Services

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$9,706.08

Line Item Total: \$9,706.08

Equitable Share set aside for supplies Set aside Title II funds for non-profit private schools allocation for professional development

Total for 5600 - Supplies: \$9,706.08

Total for all other Account Codes: \$1,130,835.92

Total for all Account Codes: \$1,140,542.00

Adjusted Allocation: \$1,140,542.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$1,096,675.00
Indirect Cost Rate	4.00%
Maximum Allowed for Indirect Cost	\$43,867.00

Filter by Location: All - \$1,140,542.00 ▼

Funding Description	ES - Equitable Services	TQ - Title II TQ	Total
Account Code			
5100 - Salaries	0.00	569,332.67	569,332.67
5120 - OECs	0.00	267,786.33	267,786.33
5400 - Travel	57,038.96	2,000.00	59,038.96
5500 - Contractual	189,537.00	0.00	189,537.00
5500 - Audit Fees		1,273.96	1,273.96
5560 - Indirect		43,867.00	43,867.00
5600 - Supplies	9,706.08	0.00	9,706.08
Total	256,282.04	884,259.96	1,140,542.00
		Adjusted Allocation	1,140,542.00
		Remaining	0.00

Title II Part A

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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. Provide a summary of the data sources used to identify the local education agency student needs and the rationale for professional learning.

Red Clay uses the following data sources to identify student needs and inform professional learning for staff: Student Academic Data (SBAC, I-Ready reading, I-Ready Math, DIBELS, and Curriculum-Based Assessments) School Climate Data (RAP Data, Delaware School-Climate Survey, SEL Student Questionnaire), and Staff Survey data (PL evaluation, School-Climate Survey, Teacher Satisfaction Survey).

In response to learning acceleration needs, our professional learning efforts for 2022-2023 will focus on the following: MTSS, Social Emotional Learning Supports, Culturally Responsive Practices, Early Literacy, and Standards Based grading practices, Below is an overview of training opportunities for the 2021-2022 school year:

Building and District Leaders:

Summer Administrator admin Training (2 sessions) - July 13 and July 20, 2022

Monthly Administrative Training

Principals engage in monthly professional learning facilitated by the office of Teaching and Learning.

Teachers and Support Staff

District/Building PD Days:

District/Building PD Days are utilized to support district-wide initiatives and building based initiatives). District days for 2022-2023 are as follows: August 24, September 13, October 14, March 10, June 12.

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).

* 2. To address the identified student need(s) in question No. 1., please list the LEA's evidence-based professional learning strategies/activities under this section:

a. Provide a citation for each of the evidence-based strategies/activities.
b. If class size reduction is listed, provide the following information: school name, teacher name, grade level, and class size before and after the addition of the class size reduction unit.

Red Clay will engage in professional learning to support the following evidenced-based strategies/activities:

- Learning Acceleration (<https://tntp.org/resources>)
 - To support the needs of all learners Red Clay has partnered with TNTP to strategic planning activities, consultation, and school visits focused on accelerating learning. TNTP's Learning Acceleration Guide outlines the need for learning acceleration and provides LEA with a framework to do the following:
 - Establish Grade-level content as the academic priority.
 - Address inequities head-on.
 - Support, assume the best of, and train all your stakeholders.
 - Collaborate, then communicate clearly.
 - Through the learning acceleration process will provide students with access to grade level content by identifying the “right on time supports” needed based on assessment data.
 - Training will include the following:
 - District Training and Consultation with TNTP to support the development of systems to monitor access to grade level work district-wide. (District Team).
 - Training on revised curriculum mapping guidance including opportunities for “just in time” support aligned to grade level standards. (All teachers K-12) August
 - Training on instructional strategies aligned to the district adopted curriculum resources in all content areas. August/September/Oct//March/June
- Early Literacy training based on the Science of Reading
 - 12 hours of continuous PD for K-3 teachers on four district inservice days. (<https://www.95percentgroup.com/>)
- Standards based grading training- grades 4-12.
 - 12 hours of continuous PD for 4-12 teachers on four district inservice day. This PD will be provided by the Marzano Group. Current research and best practices can be found here: <https://www.marzanoresearch.com/>
- Social Emotional Behavior (<https://www.rand.org/education-and-labor/projects/assessments/tool/2013/saebrs-teacher-version.html>)

- To support the social emotional needs of students returning from a global pandemic Red Clay will provide the following training opportunities:

- SEB Screener Training
- SEB Intervention Training (Tier II)

Citations and links to each initiative resource.

TNTP (<https://tntp.org/resources>)

Marzano Group (<https://www.marzanoresearch.com/>)

95 Percent Group (<https://www.95percentgroup.com/>)

SEABRS (<https://www.rand.org/education-and-labor/projects/assessments/tool/2013/saebrs-teacher-version.html>)

- These funds will be used for class size reduction. See information below.

Hire 1 FTE Classroom Teacher (Highlands); Name of Teacher: Ashley Burnside. 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 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.

Hire 1 FTE Classroom Teacher (Shortlidge); Name of Teacher: David Fender; 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: 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 Shortlidge, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.

* 3. Describe how the professional learning strategies/activities listed in question 2 carried out by the local education agency under this section *align to challenging State academic standards*.

The professional learning strategies outlined above align to challenging state academic standards as follows:

- Learning Acceleration
 - Professional learning activities related to learning acceleration will provide teachers and school leaders with revised curriculum guidance and assessment practices that will help them to make instructional decisions that allow students to access grade level content in alignment with state standards.
- Early literacy
 - Teachers will be provided with up to date knowledge on how the brain processes text and on the stages of language development.
- Social Emotional Behavior

Professional development related to SEB screening and intervention will allow schools to better support the social emotional needs of their students, allowing students to engage more regularly with standards aligned instruction.	* 4. Describe how the professional learning strategies/activities listed in question 2 carried out by the local education agency under this section <i>provide systemic professional growth and development to increase the capacity of teachers, principals, and other school leaders to improve student achievement.</i>	The professional learning activities described in question 2 represent a systemic approach to improving student achievement by increasing the capacity of district teachers, school leaders, and teachers and support staff. The core of the work is our partnership with TNTP which includes strategic planning activities and consultation with district leaders to create systems of accountability related to access to grade level content through learning acceleration. This partnership will include an initial launch activity with the district team, quarterly consultations, and school visits focused on classroom instruction.	* 5. Describe how the professional learning strategies/activities listed in question 2 carried out by the local education agency under this section prioritize funds to schools served by the agency. If the agency is implementing comprehensive support and improvement activities and/or targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c) - please describe how funds have been prioritized among those schools as well.	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, and school improvement funding. The Title II A budget includes 2 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 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 includes PLC support, Development Coaching (DASL), EL and SWD coaching, literacy coaches, math coaches, EPER/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.	* 6. Describe the data measures and timeline used by the local education agency to progress monitor, evaluate, update, and improve the effectiveness of the professional learning strategy/activity described in question 2 supported under this section.	The Red Clay Consolidated School District has launched a planning cycle which will engage all school teams in an annual reflection and planning. 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. Data will be collected and analyzed quarterly to track progress in these areas. Below is a summary of the data sources: (As indicated above data will be compiled and reviewed Quarterly - September, January, April, and June). - Local assessment data (I-Ready Reading, I-Ready Math, Curriculum Based Assessments) - Administered 3x's Annually - September/January/May
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▪ Cycle review Data - Intervention support for Reading and Math will be delivered in 9 week cycles with progress monitoring data capture in I-Tracker Pro. Teachers will utilize multiple data points for ELA and Math to monitor student progress and the impact of interventions. Indicators for ELA will include progress towards standards as measured by curriculum based assessments, progress as measured by screening assessments (i.e. DIBELS and I-Ready), and progress measured by diagnostic assessments - State Assessment Data - SBAC, PSAT/SAT, DESS Science/Social Studies Administered 1x annually - Professional Learning Evaluations -Data collection ongoing. District-wide review activities planned to coordinate with district-wide professional development days (September, October, March and June) - Curriculum Supervisors - Walkthroughs, Observations - Quarterly Review of # of visits and trends in feedback - School Progress Assessment Visits (District Team Visits) - Monthly - Includes classroom walk-throughs and student focus groups. - School Climate Data - Referral/Suspension Data (Monthly), School Climate Survey (Annually), UPenn Sense of Belonging Survey (Annually)	* 7. Describe how the LEA consulted with stakeholders in the development of the professional learning (Title II, Part A) portion of the CGA. Stakeholders include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners. Please also describe how the LEA seeks input from stakeholders to continually improve Title II, Part A programs. Red Clay engages with stakeholders regularly to support continuous improvement, including but not limited to the following: ▪ Red Clay Parent Advisory Council (RCPAC) ▪ Superintendent's Parent's Council ▪ Curriculum Councils - (ELA, Math, Sci, Social Studies, Science & Unified Arts) ▪ Special Education Work Group ▪ Professional Development Work Group ▪ Grading Committees
* 8. Describe how the local education agency coordinated with other related programs and activities, if applicable. Red Clay coordinates funding from others sources (i.e. Title I) to support efforts funded by Title IIA. This includes split funding for staff that support professional development/curriculum implementation, support/oversight of Federal programs, and staff that support professional growth oversight of teacher evaluation. Red Clay coordinated with TNTP throughout the school year in administrator coaching activities, data reviews for administrators and teachers, collection and presentation of walkthrough data to staff and administrators.	

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

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

PURPOSE: This page is used to indicate all participating private schools and the total enrollment (number of students attending those schools) and to calculate the equitable share amount for the number of eligible students who are enrolled in private schools in areas served by the district.

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CACC Montessori Sch/Child Care - 5699 ▼	Non-Participating ▼
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Limestone Hills Day School - 5895 ▼	Non-Participating ▼
Sanford School - 5846 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Participating ▼
Towle Institute - 5805 ▼	Non-Participating ▼
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Responsive ▼
Independence School - 5871 ▼	Non-Responsive ▼
International Montessori Schools - 16310 ▼	Non-Responsive ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼

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

Participating Private Schools

School	# Enrolled	Allocation
Destiny Calling Academy - 13267 ▼	4	\$228.2627826441
Developing Minds Preschool - 5021 ▼	52	\$2967.416174373
Goods Blessing House - 15853 ▼	3	\$171.1970869830
Padua Academy - 5857 ▼	480	\$27391.53391729
Salesianum School - 5860 ▼	882	\$50331.94357302

Sharon Temple Adventist School - 5867 ▼		24	\$1369.576695864
St. Ann School - 5855 ▼		229	\$13068.04430637
St. Anthony of Padua Grade School - 5856 ▼		218	\$12440.32165410
St. John The Beloved School - 5849 ▼		515	\$29388.83326543
Saint Mark's High School - 5850 ▼		706	\$40288.38113668
Tatnall School, Inc. (The) - 5840 ▼		512	\$29217.63617844
URBAN PROMISE ACADEMY - 6009 ▼		30	\$1711.970869830
Ursuline Academy - 5862 ▼		426	\$24309.98635159
Wilmington Christian School - 5853 ▼		410	\$23396.93522102
Participating Total:		4,491	\$256282.0392136

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.

Equitable Share Calculation		
A. Number of Students		LEA Calculation
A1. District Enrollment		15,145
A2. Participating Private School Enrollment		4,491
A3. Total Enrollment (A1 + A2)		19636
B. Title II, Part A Allocation		
B1. District Allocation		\$ 1,140,542.00
B2. Administration (for public and private school programs)		\$ 20,000.00
B3. Indirect		\$
B4. Subtotal of Administration (B2 + B3)		\$ 20000

B5. District Allocation Minus Administrative Costs (B1-B4)	\$	1120542
C. Per Pupil Rate		
C1. B5 divided by A3	\$	57.07
D. Final Equitable Share		
D1. Amount district must reserve for equitable services for private school teachers and other educational personnel (A2 X C1)	\$	256,282.04

Funds Transferred to Title II Part A

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

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

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title II Part A

Type	Optional Documents Document Template/Example	Document/Link
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LEA Needs Assessment [Upload up to 1 document(s)]	N/A	
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Specific Title II, Part A Assurances

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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.
F.	The local educational agency shall coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.
G.	The local education agency will remove any barriers that can impede equitable access or participation in your Title II programming to include the following six types of barriers: gender, race, national origin, color, disability or age group (Section 427 of GEPA)
H.	If Title II, Part A funds have been budgeted to pay for the cost of college course tuition, the LEA assures that it has read, understood, and is in compliance with the guidance document that is located <u>here</u> .

Budget

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

Account Code	Total
5100 - Salaries	\$54,300.00
5120 - OECs	\$16,892.73
5400 - Travel	\$18,000.00
5500 - Contractual	\$50,131.53
5500 - Audit Fees	\$0.00
5560 - Indirect	\$4,643.88
5600 - Supplies	\$92,869.86
5700 - Capital Outlay	\$0.00
	Total \$236,838.00
	Adjusted Allocation \$236,838.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

5100 - Salaries - \$54,300.00 ▼

Budget Detail

Narrative Description

Account Code: 5100 - Salaries Funding Description: ELL - Title III ELL Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$36,000.00 Line Item Total: \$36,000.00	EPER for EL Summer Program (15 Staff x 80 Hours x \$30/hr)
Account Code: 5100 - Salaries Funding Description: ELL - Title III ELL Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$15,000.00 Line Item Total: \$15,000.00	EPER for Staff to Attend Monthly Professional Learning Meetings (50 staff x 10 hours x \$30/hr)
Account Code: 5100 - Salaries Funding Description: ELL - Title III ELL Uses of Funds: Location Code: (953200) Red Clay Consolidated School District	EPER for Summer Program Coordinator (1 staff x 100 hours x \$30/hr)

Quantity:	1.00	
Cost:	\$3,000.00	
Line Item Total:	\$3,000.00	
Account Code:	5100 - Salaries	
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$300.00	
Line Item Total:	\$300.00	
Total for 5100 - Salaries:		\$54,300.00
Total for all other Account Codes:		\$182,538.00
Total for all Account Codes:		\$236,838.00
Adjusted Allocation:		\$236,838.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

5120 - OECs - \$16,892.73 ▼

Budget Detail

Narrative Description

Account Code: 5120 - OECs Funding Description: ELL - Title III ELL Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$11,199.60 Line Item Total: \$11,199.60	EPER for EL Summer Program (15 Staff x 80 Hours x \$30/hr)
Account Code: 5120 - OECs Funding Description: ELL - Title III ELL Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$4,666.50 Line Item Total: \$4,666.50	EPER for Staff to Attend Monthly Professional Learning Meetings (50 staff x 10 hours x \$30/hr)
Account Code: 5120 - OECs Funding Description: ELL - Title III ELL Uses of Funds: Location Code: (953200) Red Clay Consolidated School District	EPER for Summer Program Coordinator (1 staff x 100 hours x \$30/hr)

Quantity: 1.00 Cost: \$933.30 Line Item Total: \$933.30		
Account Code: 5120 - OECs Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		EPER for Virtual Parent Workshops (2 staff x 5 hours x \$30/hr)
Quantity: 1.00 Cost: \$93.33 Line Item Total: \$93.33		
Total for 5120 - OECs:		\$16,892.73
Total for all other Account Codes:		\$219,945.27
Total for all Account Codes:		\$236,838.00
Adjusted Allocation:		\$236,838.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

5400 - Travel - \$18,000.00 ▼

Budget Detail

Narrative Description

Account Code: 5400 - Travel

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$10,000.00

Line Item Total: \$10,000.00

TESOL International Convention, Oregon- travel expenses (i.e. flight/train/car, accommodations, meals, etc.), 5 participants

Account Code: 5400 - Travel

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$8,000.00

Line Item Total: \$8,000.00

WIDA Conference, Kentucky- travel expenses (i.e. flight/train/car, accommodations, meals, etc.), 10 participants

Total for 5400 - Travel: \$18,000.00

Total for all other Account Codes: \$218,838.00

Total for all Account Codes: \$236,838.00

Adjusted Allocation: \$236,838.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

5500 - Contractual - \$50,131.53 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual	
Funding Description: ES - Equitable Services	
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	
Quantity: 1.00	
Cost: \$456.53	
Line Item Total: \$456.53	
Account Code: 5500 - Contractual	Equitable share set aside for ELs identified in participating private schools
Funding Description: ELL - Title III ELL	
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	
Quantity: 1.00	
Cost: \$15,000.00	
Line Item Total: \$15,000.00	
Account Code: 5500 - Contractual	Imagine Learning Licenses to support ELL's
Funding Description: ELL - Title III ELL	
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	
Quantity: 1.00	
Cost: \$15,000.00	
Line Item Total: \$15,000.00	
Account Code: 5500 - Contractual	Summer Program Transportation (\$3,500 per site, 3 sites)
Funding Description: ELL - Title III ELL	
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	

Quantity: 1.00 Cost: \$10,500.00 Line Item Total: \$10,500.00	
Account Code: 5500 - Contractual Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$10,000.00 Line Item Total: \$10,000.00	Tuition Reimbursement- UD ACE Program or Wilmington University
Account Code: 5500 - Contractual Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$7,500.00 Line Item Total: \$7,500.00	Rosetta Stone Licenses to support ELL's
Account Code: 5500 - Contractual Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	WIDA Conference - \$685 registration, 5 participants

Quantity: 1.00 Cost: \$3,425.00 Line Item Total: \$3,425.00		
Account Code: 5500 - Contractual Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$3,250.00 Line Item Total: \$3,250.00		TESOL International Convention- \$650 registration, 5 participants
		Total for 5500 - Contractual: \$50,131.53
		Total for all other Account Codes: \$186,706.47
		Total for all Account Codes: \$236,838.00
		Adjusted Allocation: \$236,838.00
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

5560 - Indirect - \$4,643.88 ▼

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	Indirect Costs
Funding Description:	A - Administration	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,643.88	
Line Item Total:	\$4,643.88	
Total for 5560 - Indirect:		\$4,643.88
Total for all other Account Codes:		\$232,194.12
Total for all Account Codes:		\$236,838.00
Adjusted Allocation:		\$236,838.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

5600 - Supplies - \$92,869.86 ▼

Budget Detail Narrative Description

Account Code: 5600 - Supplies Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$53,777.00 Line Item Total: \$53,777.00	National Geographic ELD Curriculum
Account Code: 5600 - Supplies Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$15,092.86 Line Item Total: \$15,092.86	Summer Program Instructional Supplies & Materials
Account Code: 5600 - Supplies Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	Finish Line - Progress Monitoring

Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	
Account Code:	5600 - Supplies	Textbooks for Book Studies- i.e. The EL Toolkit, Unlocking English Learners Potential, Scaffolding Language/Scaffolding Learning
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	
Account Code:	5600 - Supplies	Resources/Materials for Community Events
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,000.00	
Line Item Total:	\$4,000.00	
Total for 5600 - Supplies:		\$92,869.86
Total for all other Account Codes:		\$143,968.14
Total for all Account Codes:		\$236,838.00
Adjusted Allocation:		\$236,838.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

Indirect Cost	
Total Contributing to Indirect Cost	\$232,194.12
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	\$4,643.88

Filter by Location: All - \$236,838.00 ▼

Account Code	Funding Description	ES - Equitable Services	A - Administration	ELL - Title III ELL	Total
5100 - Salaries			0.00	54,300.00	54,300.00
5120 - OECs			0.00	16,892.73	16,892.73
5400 - Travel			0.00	18,000.00	18,000.00
5500 - Contractual		456.53	0.00	49,675.00	50,131.53
5560 - Indirect			4,643.88	0.00	4,643.88
5600 - Supplies		0.00	0.00	92,869.86	92,869.86
Total		456.53	4,643.88	231,737.59	236,838.00
Adjusted Allocation				236,838.00	
Remaining				0.00	

Title III English Learner

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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	-SIOP trained staff -ESOL certified staff at various grade levels -Four designated ESL teachers provide pull-out/push-in support
Brandywine Springs	ESL Pull-Out & Push-In	- Two designated ESL teacher provides pull-out/push-in support
Cooke	ESL Pull-Out & Push-In	- Two designated ESL teacher provides pull-out/push-in support
Forest Oak	Sheltered Instruction ESL Pull-Out & Push-In	-SIOP trained staff -Four designated ESL teachers provide pull-out/push-in support
Heritage	ESL Pull-Out & Push-In	-One designated ESL teacher provides pull-out/push-in support
Highlands	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Lewis	Sheltered Instruction ESL Pull-Out & Push-In	-TWIOP trained staff -Three designated ESL teachers provide pull-out/push-in support

	Immersion	
Linden Hill	ESL Pull-Out & Push-In Immersion	-Two designated ESL teachers provide pull-out/push-in support
Marbrook	Sheltered Instruction ESL Pull-Out & Push-In Immersion	-SIOP trained staff -ESOL certified staff at all grade levels -Two designated ESL teacher provides pull-out/push-in support
Mote	Sheltered Instruction ESL Pull-Out & Push-In	-SIOP trained staff -Three designated ESL teachers provide pull-out/push-in support
North Star	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Richardson Park	ESL Pull-Out & Push-In	-Four designated ESL teachers provide pull-out/push-in support -Team of teachers SIOP trained to deliver TOT
Richey	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Shortlidge	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Warner	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support

Cab Calloway	ESL Pull-Out	-Back-to-Basics tutors support small number of students	
Conrad	ESL Pull-Out	-One designated ESL teacher supports all students	
AI Middle	English Language Development & Push-In	-Three designated ESL teachers provide ELD and push-in support	
HB Middle	English Language Development & Push-In	-Two designated ESL teachers provide ELD and push-in support	
Skyline	English Language Development & Push-In Immersion	-Two designated ESL teachers provide ELD and push-in support	
Stanton	Sheltered Instruction English Language Development & Push-In	-SIOP Model School --Four designated ESL teachers provide ELD and push-in support	
AI High	Sheltered Instruction Co-Teaching English Language Development & Push-In	-Three designated ESL teachers provide content, ELD, and push-in support -One paraprofessional provides additional push-in support in content courses	
Dickinson	Sheltered Instruction English Language Development & Push-In	- Three designated ESL teachers provide content, ELD, and push-in support -One paraprofessional provides additional push-in support in content courses	

McKean	Sheltered Instruction English Language Development & Push- In	- Four designated ESL teachers provide content, ELD, and push-in 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	-Needs of students taken into consideration

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 has sent out 2022 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 services, but schools will also use classroom assessments, district assessments, teacher observations, and teacher feedback to determine the most appropriate support for a student. The EL Supervisor has included overall proficiency comparisons as well as scale score comparisons from the 2021 and 2022 assessments. Discussions have been held with all EL teachers to discuss program options and the importance of looking at each student individually to determine the most appropriate level of support.

The EL Office has made the following changes/enhancements to the EL Program over the 2021/2022 school year to ensure that elementary and secondary schools assist ELs in achieving English proficiency consistent with the State's long-term goals:

- Continued focus on SIOP strategies during professional development opportunities.
- Professional learning focused on addressing the language needs of English learners in Tier 1 instruction was provided to all 2nd-5th grade teachers and support staff.
- Collaboration with the Bilingual Special Services Team (psycholgoists & speech language therapists) to create and provide professional learning on supporting ELs in Tier 1 prior to a special education referral.
- Seven Red Clay staff are enrolled in a five-hour self-paced training offered by English Learner Portal focused on "Developing Writing with Long Term English Learners" that will begin in June 2022.
- EL Summer Program will be offered in-person to K-12 English learners (109 confirmed students).
- EL representation at all staffing meetings to discuss projections for next year and make recommendations for additional staff.
- Partnership with the LACC to provide after-school tutoring.
- Tuition reimbursement for up to 10 teachers enrolled in the ACE Program.
- Newcomer after-school tutoring program offered to our middle and high schools English learners.
- EL representation at district level meetings to provide input on the needs of our ELs.
- EL representation on the secondary ELA curriculum committee.
- Continued use of Rosetta Stone licenses to support our middle and high school English learners.
- Continued use of Imagine Learning licenses to support our elementary English learners.
- Sixteen Red Clay staff members participated in the virtual SIOP National Conference in July 2021.
- Five Red Clay staff members attended the virtual WIDA 2021 Conference
- Seven Red Clay staff members attended the TESOL 2022 Conference either in-person or virtual
- Nine Red Clay staff members attended the ESEA 2022 Conference either in-person or virtual

- EL Coaches attended a virtual conference specifically focused on improving coaching skills.
- EL Supervisor and approximately 10 other staff (teachers and coaches) will attend the 2022 virtual SIOP Conference
- Most Red Clay schools have bilingual office staff to support our Spanish speaking families.
- Continued use of the telephonic interpretation service to address language needs of our families.

The EL Office will continue to focus on these tasks during the 2022/2023 school year and will add or adjust as needed.

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 is in the beginning stages of a full secondary ELA curriculum implementation. EL teachers at the high school level have been “piloting” the Odell curriculum and providing feedback and recommendations on how to embed supports for our English learners. The EL coaches have also been involved in both ARC (middle school) and Odell trainings to assure that supports are embedded and available to all teachers.

The Social Studies department is also in the beginning of stages of adopting a new 4th grade curriculum and the EL coaches will be working closely with the committee this summer to embed instructional supports into the lessons.

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.

Content teachers have been invited to participate in professional learning that is focused on meeting the needs of long-term English learners. Opportunities will be given throughout the year for additional trainings not only focused on long term ELs but also on SLIFE students.

The ESL teachers continue to use our language development curriculum in their pull-out/ELD sessions. The curriculum builds language, vocabulary, reading and writing skills and engages students with multicultural, rich literacy, and differentiates and scaffolds skills and strategies. An alignment has been created between the ELD curriculum and the ELA curriculum that teachers can reference and use as a guide to maintain similar themes and skills in small group sessions.

The after-school program for our SLIFE and immigrant students will continue as an additional support to our middle and high school students. The program was focused on providing additional language instruction and to build foundational skills.

The summer program will continue for our K-12 English learners. This is an opportunity for students to continue building language development in the areas of reading, writing, listening, and speaking in a much smaller setting.

4. Describe how the LEA will provide effective professional development (PD) to classroom teachers who work with English learners including; general education teachers, principals, school leaders, administrators, and other school or community-based organizational personnel.

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.

Content teachers have been invited to participate in professional learning that is focused on meeting the needs of long-term English learners. Additional opportunities will be given throughout the year for training not only focused on long term ELs but also on SLIFE students and content specific training provided by English Learner Portal.

The Office of English Learners will also collaborate with the Office of Teaching and Learning to integrate supports, strategies, and ideas into their content specific professional learning. Supports are being directly added into the ARC pacing guides at the middle school level so that teachers can access the new WIDA standards as well as sample language frames by proficiency levels. We are also working on creating a matrix of student descriptors and instructional strategies that would be beneficial for students in the areas of Reading, Listening, Speaking, and Writing at the different proficiency levels. The EL coaches will share these resources and explain on to use them during content led professional learning.

All staff have been invited to attend the virtual SIOP Conference this summer as well as professional courses designed by English Learner Portal on assisting Long Term English Learners. These opportunities will continue throughout the year as they become available.

The Office of English Learners has created a foundational pre-recorded presentation focused on English learners that must be viewed by all new teachers and staff during the New Educator Orientation. We will also look to add additional recorded presentations to our "library" for all teachers to view.

The EL Office will offer book study opportunities that content teachers can sign up for focused on meeting the needs of our ELs.

We will be selecting 1-3 schools to participate in a school wide "SIOP Training for Teachers Virtual Institute." It is a 4-week interactive workshop that will help teachers improve instruction for their ELs.

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

The EL Office provides translation and interpretation support to all schools and families as needed. School and District staff can submit documents for translation in a variety of languages so that all families are aware of information and events. School and District staff can also submit for interpreters for conferences, school events, graduations, School Board meetings, etc. so that families are able to fully participate in their child's education. The EL Office has also contracted with Linguistica International to provide telephonic interpretation. All schools have access to this system at all times.

The EL Office has partnered with the Hispanic American Association of Delaware to provide classes to support them in the education of their children. Families could choose parenting sessions, wellness sessions or counseling sessions. There are approximately thirty families that have taken advantage of this opportunity.

Red Clay 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 Learners (EL). This allows parents to help develop and recommend parent engagement activities that fulfill the needs of all students, including those with barriers to success.

* 6. 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.

The EL Office, Equity Office, and the LACC have developed a partnership and will be holding a fair for families and community members. The EL Office will have a table with information regarding supports that are offered to our English learners. There will also be a variety of handouts focused on supporting

student learning at home. There will also be a variety of books (novels, picture books, chapter books, etc.) for families to take home and read together with their child.

Red Clay 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 Office will have a table with information regarding supports that are offered to our English learners. There will also be a variety of handouts focused on supporting student learning at home. There will also be a variety of books (novels, picture books, chapter books, etc.) for families to take home and read together with their child.

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner**IMPORTANT NOTE: Charters and vocational districts should not complete this page.**

☐ 1. Check 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.

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

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

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CACC Montessori Sch/Child Care - 5699 ▼	Non-Participating ▼
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Responsive ▼
Destiny Calling Academy - 13267 ▼	Non-Participating ▼
Goods Blessing House - 15853 ▼	Non-Participating ▼
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Independence School - 5871 ▼	Non-Responsive ▼
International Montessori Schools - 16310 ▼	Non-Responsive ▼
Limestone Hills Day School - 5895 ▼	Non-Participating ▼
Padua Academy - 5857 ▼	Non-Participating ▼
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	Non-Participating ▼
Sharon Temple Adventist School - 5867 ▼	Non-Participating ▼
St. Ann School - 5855 ▼	Non-Participating ▼
Saint Mark's High School - 5850 ▼	Non-Participating ▼
Tatnall School, Inc. (The) - 5840 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Participating ▼
Towle Institute - 5805 ▼	Non-Participating ▼
Wilmington Christian School - 5853 ▼	Non-Participating ▼

Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼
Ursuline Academy - 5862 ▼	Non-Participating ▼

Participating Private Schools		
School	# EL	Allocation
Developing Minds Preschool - 5021 ▼	0	\$ 0
St. Anthony of Padua Grade School - 5856 ▼	3	\$273.9196380802
St. John The Beloved School - 5849 ▼	2	\$182.6130920535
URBAN PROMISE ACADEMY - 6009 ▼	0	\$ 0
Participating Total:	5	\$456.5327301337

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.

Equitable Share Calculation	
A. Number of Students	LEA Calculation
A1. Public school enrollment of EL students	2,537
A2. Private school enrollment of EL students	5
A3. Total EL Enrollment = (A1 + A2)	2,542
B. Title III Allocation	
B1. District Allocation	\$ 236,838.00
B2. 2% Administrative Costs (for public and private school programs)	\$ 4,736.76
B3. LEA Allocation minus Administrative Costs (B1 - B2)	\$ 232101.24
C. Per Pupil Rate	
C1. Per Pupil Rate = (B3 / A3)	\$ 91.31
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)

\$

456.53

Funds Transferred to Title III English Learner

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

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

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

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

Specific Title III Assurances

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III English Learner

Specific Title III

1.	The LEA will not use more than 2 percent of the funds for the cost of administration.
2.	(1) The LEA/school shall, not later than 30 days after the beginning of the school year, inform the parent or guardian of an English learner (EL) student in a language that is understandable, and to the extent practicable, in the native language of the following: a. the reasons for the identification of their child(ren) as an EL b. the child(ren) level of English language proficiency, how assessed, and the child's academic achievement. c. the type of program or instruction and how that program will assist in the development of English proficiency and meet the state content standards d. how the program meets the educational needs of the child(ren) e. how the EL program will help the child attain English language proficiency and access academic content f. program exit criteria, including the rate of transition to regular classrooms and rate of graduation for high school ELs. g. how the program meets the objectives of the IEP for the EL/Special Education student h. the right that parents have upon written request to remove or to refuse to enroll their EL child(ren) in a program. i. a program exit letter when an EL has reached English proficiency and is eligible to be transferred to an all-English classroom. j. The LEA shall inform the parent or guardian of an EL student of the failure of the program to make progress on the annual meaningful differentiation objectives set by the state no later than 30 days after the failure occurs and maintain documentation of the same. k. If a student registers after the beginning of a school year, the parent or guardian shall be informed of (2) (a) through (i) within two weeks of placement in a program.
3.	The LEA/school will inform the parents of an English Learner in any given year when it has failed to meet the progress in and/or attainment of English language proficiency targets.
4.	The LEA shall comply with Title IX, Part E, Section 9501, to provide consultation to private school officials in a timely and meaningful way to address services that can be provided under the Title III, Part A program.
5.	The LEA will annually assess the English proficiency of all identified English Learners (ELs), until the students have met the Delaware English language proficiency attainment level required for exit from the EL program. The federal requirement for assessing all ELs includes all K-12 EL students, students with disabilities who are dually-classified as English learners, and students whose parents have submitted a written request to waive program services.
6.	Title III LEAs will use the sub grant funds to meet annual meaningful differentiation objectives (AMD) as established in Delaware's Accountability Model. [Section 3116(b)(2)]
7.	The LEA consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing the Title III plan and/o the Title III immigrant increase grant plan [Section 3116(b)(5)].
8.	The LEA will maintain documentation supporting the required consultation regarding equitable services has occurred including its provision of assistance to the private schools to identify EL children through the state's established processes.
9.	The LEA has processes for ensuring that allowable Title III materials, equipment, and/or property are purchased, properly maintained and accounted for when used to support private school students.
10.	Services must supplement and not supplant what the LEA and/or private schools' eligible students attend and would otherwise offer in the absence of the Title III program.

11.	Private schools with ELL children participating in programs funded under Title III are not required to report annual assessments, but must conduct diagnostic assessment to determine eligibility for services. The results of the assessment should be used to improve services to the participating private school students.
12.	Title VI of the Civil Rights Act of 1964 requires that schools and districts provide a core English Learner (EL) program that is effective in helping ELs attain English proficiency, access academic content and which provides meaningful participation of ELs and their parents. Districts/charters are fiscally responsible for the administration of core EL programs to which Title III grant funding is supplemental and Title III funds may not be used to satisfy the core EL program requirements. LEAs shall maintain documentation supporting its fiscal provision for the core EL program and the supplemental use of Title III funds.
13.	The LEA will ensure that Title III-funded activities will include the required parent, family, and community engagement activities and maintain documentation that required activities have been implemented. Regular meetings for formulating and responding to recommendations from parents of students assisted under Title III are required.

Budget

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III Immigrant

Account Code	Total
5100 - Salaries	\$0.00
5120 - OECs	\$0.00
5400 - Travel	\$0.00
5500 - Contractual	\$28.84
5500 - Audit Fees	\$0.00
5560 - Indirect	\$33.50
5600 - Supplies	\$1,646.66
5700 - Capital Outlay	\$0.00
	Total \$1,709.00
	Adjusted Allocation \$1,709.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III Immigrant

5500 - Contractual - \$28.84 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Funding Description: ES - Equitable Services

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$28.84

Line Item Total: \$28.84

Equitable share set aside for Immigrant Students in participating private schools

Total for 5500 - Contractual: \$28.84

Total for all other Account Codes: \$1,680.16

Total for all Account Codes: \$1,709.00

Adjusted Allocation: \$1,709.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III Immigrant

5560 - Indirect - \$33.50 ▼

Budget Detail

Narrative Description

Account Code: 5560 - Indirect

Funding Description: Im - Immigrant

Location Description: Red Clay Consolidated School District

Code: (953200)

Quantity: 1.00

Cost: \$33.50

Line Item Total: \$33.50

Indirect Costs

Total for 5560 - Indirect: \$33.50

Total for all other Account Codes: \$1,675.50

Total for all Account Codes: \$1,709.00

Adjusted Allocation: \$1,709.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III Immigrant

5600 - Supplies - \$1,646.66 ▼

Budget Detail

Narrative Description

Account Code: 5600 - Supplies

Funding Description: Im - Immigrant

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$1,646.66

Line Item Total: \$1,646.66

Newcomer Welcome Kits- school supplies for students new to the country

Total for 5600 - Supplies: \$1,646.66

Total for all other Account Codes: \$62.34

Total for all Account Codes: \$1,709.00

Adjusted Allocation: \$1,709.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III Immigrant

Indirect Cost	
Total Contributing to Indirect Cost	\$1,675.50
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	\$33.50

Filter by Location: All - \$1,709.00 ▼

Funding Description	ES - Equitable Services	Im - Immigrant	Total
Account Code			
5500 - Contractual	28.84	0.00	28.84
5560 - Indirect		33.50	33.50
5600 - Supplies	0.00	1,646.66	1,646.66
Total	28.84	1,680.16	1,709.00
	Adjusted Allocation		1,709.00
	Remaining		0.00

Title III Immigrant Increase Funds

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III Immigrant

This question should only be answered by LEAs receiving Title III funds for Immigrant Students.

1. LEAs that have experienced a significant increase in enrollment of immigrant children and youth receive additional Title III funds to provide such students with enhanced instruction opportunities, which can include any of the activities listed in Section 3115(e)(1)(A)-(G). Describe the activities the LEA will support with its Title III funds for Immigrant Students.

A "welcome to school" kit will be provided to all new immigrant students with school supplies that they may need throughout the school year (contents will vary based on grade level).

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III Immigrant

☐ 1. Check if ALL the eligible private schools within the LEA's geographic boundaries have elected NOT to participate in the Title III, Immigrant funds and documentation is on file.

PURPOSE: This page is to calculate equitable share based on the number of English Learner students in participating private 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 Title III, Immigrant private school students who attend the participating Title III Immigrant private school.

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CACC Montessori Sch/Child Care - 5699 ▼	Non-Participating ▼
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Responsive ▼
Destiny Calling Academy - 13267 ▼	Non-Participating ▼
Goods Blessing House - 15853 ▼	Non-Participating ▼
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Independence School - 5871 ▼	Non-Responsive ▼
International Montessori Academy of Wilm - 5641 ▼	Non-Responsive ▼
Limestone Hills Day School - 5895 ▼	Non-Participating ▼
Padua Academy - 5857 ▼	Non-Participating ▼
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	Non-Participating ▼
Sharon Temple Adventist School - 5867 ▼	Non-Participating ▼
St. Ann School - 5855 ▼	Non-Participating ▼
Saint Mark's High School - 5850 ▼	Non-Participating ▼
Tatnall School, Inc. (The) - 5840 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Participating ▼
Towle Institute - 5805 ▼	Non-Participating ▼
Ursuline Academy - 5862 ▼	Non-Participating ▼
Wilmington Christian School - 5853 ▼	Non-Participating ▼

Wilmington Junior Academy - 5847 ▼

Non-Responsive ▼

Participating Private Schools

School	# Immigrant	Allocation
Developing Minds Preschool - 5021 ▼	0	\$ 0
St. Anthony of Padua Grade School - 5856 ▼	2	\$13.67199999999
St. John The Beloved School - 5849 ▼	1	\$6.83599999999999
URBAN PROMISE ACADEMY - 6009 ▼	0	\$ 0
Participating Total:		\$ 20.508

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 Immigrant students	242
A2. Private school enrollment of Immigrant students	3
A3. Total Immigrant Enrollment = (A1 + A2)	245
B. Title III Allocation	
B1. District Allocation	\$ 1,709.00
B2. 2% Administrative Costs (for public and private school programs)	\$ 34.18
B3. LEA Allocation minus Administrative Costs (B1 - B2)	\$ 1674.82
C. Per Pupil Rate	
C1. Per Pupil Rate = (B3 / A3)	\$ 6.84
D. Final Equitable Share	

D1. Amount LEA must reserve for equitable services for Immigrant private school students, their teachers, and other educational personnel = (A2 X C1)

\$ 20.51

Funds Transferred to Title III Immigrant

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III Immigrant

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

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title III Immigrant

Required Documents

This page is currently not accepting Related Documents.

Budget

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Account Code	Total
5100 - Salaries	\$382,679.55
5120 - OECs	\$115,995.18
5400 - Travel	\$200.00
5500 - Contractual	\$50,534.00
5500 - Audit Fees	\$1,573.96
5560 - Indirect	\$11,726.19
5600 - Supplies	\$128,899.12
5700 - Capital Outlay	\$0.00
	Total \$691,608.00
	Adjusted Allocation \$691,608.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5100 - Salaries - \$382,679.55 ▼

Budget Detail

Narrative Description

Account Code: 5100 - Salaries

Funding Description: RE - Rounded Ed

Uses of

Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$69,849.86

Line Item Total: \$69,849.86

Hire 1 FTE TAG Teacher (Amy Honisch) to provide Talented and Gifted services to students (100% Title IVA funded)

Account Code: 5100 - Salaries

Funding Description: RE - Rounded Ed

Uses of

Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$50,025.59

Line Item Total: \$50,025.59

Hire 1 FTE TAG Teacher (Jen Manley) to provide Talented and Gifted services to students (100% Title IVA funded)

Account Code: 5100 - Salaries

Funding Description: SHP - S&H Partner

Uses of

Funds:

Location Code: Red Clay Consolidated School District

Hire 1 FTE Integrated Student Support (Tanya Allen-Simpson) for Wellness Center at Warner (100% Title IVA funded)

Warner Wellness Center Integrated Student Support (1 FTE) - Title IV funds will be utilized to support the Warner Wellness Center. The support position will be responsible for scheduling

Code: (953200) Quantity: 1.00 Cost: \$74,125.95 Line Item Total: \$74,125.95	of appointments, data entry, coordination of referrals. This position is not the designated nurse for Warner Elementary School and is only providing integrated student support.
Account Code: 5100 - Salaries Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$39,000.00 Line Item Total: \$39,000.00	Tier 1 MTSS/PBS Team EPER K-12 - Team Meetings (4 staff per building x 13 buildings x 25 hours x \$30/hr)
Account Code: 5100 - Salaries Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$28,000.00 Line Item Total: \$28,000.00	Stipends (28 Stipends x \$1000.00) for Tier I MTSS/PBS work with Dr. Celestin The MTSS Team Leader Stipend is for the staff that are chairing the MTSS Tier 1 team. They receive this stipend in 2 payments (mid year and end of year) for all of their planning and prep for Tier 1 Team meetings. They do receive EPER (typically 2 hours per month) for Tier 1 Team meeting, but all Tier 1 Team members receive that. The stipend is for all the preparation they are doing in between meetings.
Account Code: 5100 - Salaries Funding Description: ET - Ed Tech Uses of Funds: Location Code: Red Clay Consolidated School District	Hire 1 FTE Ed Assoc - Lou Mingione (100% Title IVA funded) to Supervise Career and Technical Education programming. Ed. Associate position to oversee and support Career and Technical Education in the Red Clay Consolidated School District. This position is supplemental, not mandatory by Delaware State Law and allows for delivering specialized or rigorous academic courses and curricula

Code: (953200) Quantity: 1.00 Cost: \$102,699.07 Line Item Total: \$102,699.07		using technology, including digital learning technologies, supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement, building technological capacity and infrastructure. (History of position: 14+ years, federally funded (Perkins/Title I split))
Account Code: 5100 - Salaries Funding Description: ES - Equitable Services Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$10,280.35 Line Item Total: \$10,280.35		Hire 1 FTE support for implementing equitable services to administer the Title I, Title II, and Title IV program for students in private schools .8 Title I, .1 Title II, .1 Title IV (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz)
Account Code: 5100 - Salaries Funding Description: ES - Equitable Services Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$8,698.73 Line Item Total: \$8,698.73		Hire 1 FTE support specialist for consolidated grant assistance, monitoring and supporting Title I, II & IV private school liaison (JJ, RCCSD Baltz Admin .80 Title I, .10 Title II, .10 Title IV)
		Total for 5100 - Salaries: \$382,679.55
		Total for all other Account Codes: \$308,928.45
		Total for all Account Codes: \$691,608.00
		Adjusted Allocation: \$691,608.00
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5120 - OECs - \$115,995.18 ▼

Budget Detail

Narrative Description

Account Code: 5120 - OECs Funding Description: RE - Rounded Ed Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$18,392.59 Line Item Total: \$18,392.59	Hire 1 FTE TAG Teacher (Jen Manley) to provide Talented and Gifted services to students (100% Title IVA funded)
Account Code: 5120 - OECs Funding Description: RE - Rounded Ed Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$12,579.36 Line Item Total: \$12,579.36	Hire 1 FTE TAG Teacher (Amy Honisch) to provide Talented and Gifted services to students (100% Title IVA funded)
Account Code: 5120 - OECs Funding Description: SHP - S&H Partner Uses of Funds: Location Code: Red Clay Consolidated School District	Hire 1 FTE Integrated Student Support (Tanya Allen-Simpson) for Wellness Center at Warner (100% Title IVA funded) Warner Wellness Center Integrated Student Support (1 FTE) - Title IV funds will be utilized to support the Warner Wellness Center. The support position will be responsible for scheduling

Code: (953200) Quantity: 1.00 Cost: \$16,936.29 Line Item Total: \$16,936.29		of appointments, data entry, coordination of referrals. This position is not the designated nurse for Warner Elementary School and is only providing integrated student support.
Account Code: 5120 - OECs Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$12,132.90 Line Item Total: \$12,132.90		Tier 1 MTSS/PBS Team EPER K-12 - Team Meetings (4 staff per building x 13 buildings x 25 hours x \$30/hr)
Account Code: 5120 - OECs Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$8,710.80 Line Item Total: \$8,710.80		Stipends (28 Stipends x \$1000.00) for Tier I MTSS/PBS work with Dr. Celestin
Account Code: 5120 - OECs Funding Description: ET - Ed Tech Uses of Funds: Location Code: Red Clay Consolidated School District		Hire 1 FTE Ed Assoc - Lou Mingione (100% Title IVA funded) to Supervise Career and Technical Education programming. Ed. Associate position to oversee and support Career and Technical Education in the Red Clay Consolidated School District. This position is supplemental, not mandatory by Delaware State Law and allows for delivering specialized or rigorous academic courses and curricula

Code: (953200)		using technology, including digital learning technologies, supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement, building technological capacity and infrastructure. (History of position: 14+ years, federally funded (Perkins/Title I split))
Quantity:	1.00	
Cost:	\$36,292.34	
Line Item Total:	\$36,292.34	
Account Code: 5120 - OECs		
Funding Description: ES - Equitable Services		Hire 1 FTE support for implementing equitable services to administer the Title I, Title II, and Title IV program for students in private schools .8 Title I, .1 Title II, .1 Title IV (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz)
Uses of Funds:		
Location Code: (953200) Red Clay Consolidated School District		
Quantity:	1.00	
Cost:	\$5,721.47	
Line Item Total:	\$5,721.47	
Account Code: 5120 - OECs		
Funding Description: ES - Equitable Services		Hire 1 FTE support specialist for consolidated grant assistance, monitoring and supporting Title I, II & IV private school liaison (JJ, RCCSD Baltz Admin .80 Title I, .10 Title II, .10 Title IV)
Uses of Funds:		
Location Code: (953200) Red Clay Consolidated School District		
Quantity:	1.00	
Cost:	\$5,229.43	
Line Item Total:	\$5,229.43	
Total for 5120 - OECs:		\$115,995.18
Total for all other Account Codes:		\$575,612.82
Total for all Account Codes:		\$691,608.00
Adjusted Allocation:		\$691,608.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5400 - Travel - \$200.00 ▼

Budget Detail

Narrative Description

Account Code:	5400 - Travel
Funding Description:	SHS - S&H School
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	\$200.00
Line Item Total:	\$200.00

Funding will be utilized for Mileage Reimbursement (Total x.40/mile) for staff to attend professional learning and collaboration opportunities with DOE and other partners

Total for 5400 - Travel:	\$200.00
Total for all other Account Codes:	\$691,408.00
Total for all Account Codes:	\$691,608.00
Adjusted Allocation:	\$691,608.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5500 - Contractual - \$50,534.00 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual
Funding Description: SHP - S&H Partner
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)
Quantity: 1.00
Cost: \$12,000.00
Line Item Total: \$12,000.00

Contract with Delaware Valley Consortium for Excellence and Equity

This is a consortium of district leaders who meet monthly to discuss school leadership best practices for equity. Partnership with Delaware Valley Consortium for Excellence and Equity - DVCEE will provide professional development for Red Clay staff to support the continued growth of diversity champions so that they can build capacity at their home school support our professional learning in alignment with our District Equity Plan. Red Clay will monitor the # of sessions offered and the # of staff participating in the sessions to determine effectiveness

Account Code: 5500 - Contractual
Funding Description: SHP - S&H Partner
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)
Quantity: 1.00
Cost: \$9,000.00
Line Item Total: \$9,000.00

Contract with Contract with BCS & Associates Consulting Firm. Training series specifically designed for: Classroom Teachers, Reading Specialists, Literacy Coaches, Title I Staff, School Administrators, School Staff, Athletic Coaches, and School Volunteers.

BCS is a diversity and equity consulting group. Their primary focus is cultivating deep diversity and cultural competency while providing resources and opportunities to marginalized communities. Staff, Administrators and Coaches engage with training from this firm throughout the school year.

Account Code: 5500 - Contractual
Funding Description: SHS - S&H School
Uses of Funds:
Location Code: Red Clay Consolidated School District

Contract with US2, Inc. for Intercepting Bias In Our Classrooms

Code: (953200)

Quantity: 1.00

Cost: \$20,000.00

Line Item Total: \$20,000.00

Account 5500 - Contractual

Code:

Funding ES - Equitable Services

Description:

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity: 1.00

Cost: \$9,534.00

Line Item Total: \$9,534.00

Total for 5500 - Contractual: \$50,534.00

Total for all other Account Codes: \$641,074.00

Total for all Account Codes: \$691,608.00

Adjusted Allocation: \$691,608.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5500 - Audit Fees - \$1,573.96 ▼

Budget Detail		Narrative Description
Account Code:	5500 - Audit Fees	Audit Fees
Funding Description:	A - Administration	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,573.96	
Line Item Total:	\$1,573.96	
Total for 5500 - Audit Fees:		\$1,573.96
Total for all other Account Codes:		\$690,034.04
Total for all Account Codes:		\$691,608.00
Adjusted Allocation:		\$691,608.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5560 - Indirect - \$11,726.19 ▼

Budget Detail

Narrative Description

Account Code: 5560 - Indirect

Funding Description: A - Administration

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$11,726.19

Line Item Total: \$11,726.19

Indirect Costs

Total for 5560 - Indirect: \$11,726.19

Total for all other Account Codes: \$679,881.81

Total for all Account Codes: \$691,608.00

Adjusted Allocation: \$691,608.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5600 - Supplies - \$128,899.12 ▼

Budget Detail

Narrative Description

Account Code: 5600 - Supplies

Funding Description: RE - Rounded Ed

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$16,966.72

Line Item Total: \$16,966.72

TAG Materials - Supplies and Materials to support identification TAG students and instructional programming

10 Ink Cartridges

1000 window envelopes

1000 Folders

1000 colored file folders

100 scissors

100 Glue sticks

1000 Assorted Markers, Pencils, Pens

500 Solo Cups

1000 Note Cards

Construction Paper

	200 Rulers
	Various Office Supplies
Account Code: 5600 - Supplies Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$4,050.00 Line Item Total: \$4,050.00	PBIS Incentives - \$150 per building x 27 buildings = \$4050 Bottled Water Construction Paper Healthy snacks Parent and Community Night refreshments School supplies for students T-shirts for peer student leaders.
Account Code: 5600 - Supplies Funding Description: ES - Equitable Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$107,882.40 Line Item \$107,882.40	Equitable Share - Private Schools - Supplies

Total:

Total for 5600 - Supplies:	\$128,899.12
Total for all other Account Codes:	\$562,708.88
Total for all Account Codes:	\$691,608.00
Adjusted Allocation:	\$691,608.00
Remaining:	\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Indirect Cost	
Total Contributing to Indirect Cost	\$679,881.81
Indirect Cost Rate	4.00%
Maximum Allowed for Indirect Cost	\$26,600.30

Filter by Location: All - \$691,608.00 ▼

Funding Description	A - Administration	RE - Rounded Ed	SHP - S&H Partner	SHS - S&H School	ET - Ed Tech	ES - Equitable Services	Total
Account Code							
5100 - Salaries	0.00	119,875.45	74,125.95	67,000.00	102,699.07	18,979.08	382,679.55
5120 - OECs	0.00	30,971.95	16,936.29	20,843.70	36,292.34	10,950.90	115,995.18
5400 - Travel	0.00	0.00	0.00	200.00	0.00		200.00
5500 - Contractual	0.00	0.00	21,000.00	20,000.00	0.00	9,534.00	50,534.00
5500 - Audit Fees	1,573.96						1,573.96
5560 - Indirect	11,726.19						11,726.19
5600 - Supplies	0.00	16,966.72	0.00	4,050.00	0.00	107,882.40	128,899.12
Total	13,300.15	167,814.12	112,062.24	112,093.70	138,991.41	147,346.38	691,608.00
					Adjusted Allocation		691,608.00
					Remaining		0.00

Title IV	
Red Clay Consolidated School District (953200) Public District - FY 2023 - 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)] Talented and Gifted Instruction - Title IV funds will be utilized to support 2 itinerant teachers to provide services to 8 Red Clay schools. Services will be 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 Integrated Student Support (1 FTE) - Title IV funds will be utilized to support the Warner Wellness Center. The support position will be responsible for scheduling of appointments, data entry, coordination of referrals. This position is not the designated nurse for Warner Elementary School and is only providing integrated student support. Multi-Tiered Systems of Support - Title IV funds will be utilized to provide stipends for MTSS team leaders and EPER pay for MTSS/PBS team members. Ed. Associate position to oversee and support Career and Technical Education in the Red Clay Consolidated School District. This position is supplemental, not mandatory by Delaware State Law and allows for delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies, supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement, building technological capacity and infrastructure. (History of position: 14+ years, federally funded (Perkins/Title I split))	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 staff an integrated student support at Warner Wellness Center at Warner. The wellness center will be operated in partnership with Christiana Care which provides a Physician 2 days per week to provide healthcare services to Warner families. The integrated student support will be responsible for the following: scheduling of appointments, data entry, coordination of referrals. The Warner community will greatly benefit from this partnership with Christiana Care. 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 itinerant 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 lessons 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 individuals 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)] The 1 FTE integrated student support position, described fully in response 2, will work in partnership with Christiana Care staff to operate the Wellness center at Warner Elementary School. In addition to supporting the wellness center, funding will be utilized to support the following: Partnership with US2 - US2 will support Red Clay in the development and facilitation of professional learning to assist Red Clay staff in recognizing and intercepting bias. Partnership with Delaware Valley Consortium for Excellence and Equity - DVCEE will provide professional development for Red Clay staff to support the continued growth of diversity champions so that they can build capacity at their home 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)] The 1 FTE integrated student support position, described fully in response 2, will work in partnership with Christiana Care staff to operate the Wellness center at Warner Elementary School. In addition to the supporting the wellness center, funding will be utilized to support the following: Partnership with US2 - US2 will support Red Clay in the development and facilitation of professional learning to assist Red Clay staff in recognizing and intercepting bias. Partnership with Delaware Valley Consortium for Excellence and Equity - DVCEE will provide professional development for Red Clay staff to support the continued growth of diversity champions so that they can build capacity at their home school.	

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 an integrated support position to support the Warner Wellness Center. Primary functions of this position will include scheduling appointments, data entry, coordination of referrals. 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 (as described in Q1). 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).	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)] As described above RCCSD will utilize Title IV funds to support both academic enrichment and to promote healthy students. RCCSD will monitor the effectiveness of these programs annually through the following: - Talented and Gifted programming will be monitored through review of state and local assessment data (RI/MI) to monitor the impact of TAG support on individual students. - The Wellness Center program is designed to connect students to health services. RCCSD will monitor the number of screenings and appointments to gauge the impact of the Wellness center on the larger community. - MTSS Leads are designed to provide improved support for students through multi-tiered supports. Red Clay will monitor school-wide referral and suspension data to determine the effectiveness of the initiative. - Partnership with US2 and DVCEE exist to support our professional learning in alignment with our District Equity Plan. Red Clay will monitor the # of sessions offered and the # of staff participating in the sessions to determine effectiveness.
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Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

☐ 1. Check 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.

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.

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.

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CACC Montessori Sch/Child Care - 5699 ▼	Non-Participating ▼
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Limestone Hills Day School - 5895 ▼	Non-Participating ▼
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	Non-Participating ▼
Tatnall School, Inc. (The) - 5840 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Participating ▼
Towle Institute - 5805 ▼	Non-Participating ▼
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Responsive ▼
Independence School - 5871 ▼	Non-Responsive ▼
International Montessori Schools - 16310 ▼	Non-Responsive ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼

Participating Private Schools

School	# Enrolled	Allocation
Destiny Calling Academy - 13267 ▼	4	\$151.6517925666
Developing Minds Preschool - 5021 ▼	52	\$1971.473303365
Goods Blessing House - 15853 ▼	3	\$113.7388444249

Padua Academy - 5857 ▼		480	\$18198.21510799
Sharon Temple Adventist School - 5867 ▼		24	\$909.910753996
St. Ann School - 5855 ▼		229	\$8682.065124438
St. Anthony of Padua Grade School - 5856 ▼		218	\$8265.022694879
St. John The Beloved School - 5849 ▼		515	\$19525.16829295
Saint Mark's High School - 5850 ▼		706	\$26766.54138800
URBAN PROMISE ACADEMY - 6009 ▼		30	\$1137.388444249
Ursuline Academy - 5862 ▼		426	\$16150.91590834
Wilmington Christian School - 5853 ▼		410	\$15544.30873807
Participating Total:		3,097	\$117416.4003946

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		LEA Calculation
A. Number of Students		
A1. District Enrollment		15,145
A2. Participating Private School Enrollment		3,097
A3. Total Enrollment (A1+A2)		18242
A4. Percent Participating Private School Enrollment (A2 / A3)		16.98
B. Proportionate Share		
B1. District Allocation		\$ 691,608.00
B2. Proportionate Share to Private Schools (B1 X A4)		\$ 117,416.40
B3. Proportionate Share to District (B1 - B2)		\$ 574,191.60
B4. Per Pupil Rate (B1/A3)		\$ 37.91

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

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

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Required Documents		
Type	Document Template/Example	Document/Link
Title IV Spending Rules Worksheet or Title IV Waiver or EdFlex Waiver [Upload 1 document(s)]	 Title IV Spending Rules Worksheet	 FY23 Title IV Spending Worksheet
Optional Documents		
Type	Document Template/Example	Document/Link
Title IV Needs Assessment [Upload up to 1 document(s)]	 Title IV Needs Assessment	 Title IV Needs Assessment
Do not upload here. Use template, if needed, to upload to Required document above.		

Specific Title IV Assurances

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Specific Title IV Assurances

1.	The LEA will prioritize the distribution of funds to schools served that are among the schools with the greatest needs, as determined by such LEA, or consortium.
2.	The LEA will prioritize the distribution of funds to schools served that have the highest percentages or numbers of children counted under section 1124(c).
3.	The LEA will prioritize the distribution of funds to schools served that are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i).
4.	The LEA will prioritize the distribution of funds to schools served that are implementing targeted support and improvement plans as described in section 1111(d)(2).
5.	The LEA will prioritize the distribution of funds to schools served that are identified as a persistently dangerous public elementary school or secondary school under section 8532.
6.	The LEA will comply with section 8501 (regarding equitable participation by private school children and teachers.
7.	The LEA will use not less than 20 percent of funds received to support one or more of the activities authorized under section 4107.
8.	The LEA will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4107.
9.	The LEA will use a portion of funds received to support one or more activities authorized under section 4109(a).
10.	The LEA, or consortium of LEAs, will comply with section 4109(b).
11.	The LEA will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used to meet the requirements of subparagraphs (C) through (E).
12.	Special Rule - Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of assurances described in subparagraphs (C), (D) and (E) of subsection (e)(2).

Budget

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - CTE Perkins Secondary

Account Code	Total
5100 - Salaries	\$4,995.00
5120 - OECs	\$1,555.00
5400 - Travel	\$56,350.00
5500 - Contractual	\$137,500.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$1,860.00
5700 - Capital Outlay	\$217,000.00
	Total \$419,260.00
	Adjusted Allocation \$419,260.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - CTE Perkins Secondary

5100 - Salaries - \$4,995.00 ▼

Budget Detail

Narrative Description

Account Code: 5100 - Salaries

Funding Description: PL - Professional Learning

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$4,995.00

Line Item Total: \$4,995.00

Approx. (9 teachers) @ 5 days per training as per DOE new POS @ \$111/day stipend

title of position: CTE teacher

number of staff participating: approximately 8-10

name of activity: robotics, automotive, business, marketing, PLTW, EbD, Pro Start

Total for 5100 - Salaries: \$4,995.00

Total for all other Account Codes: \$414,265.00

Total for all Account Codes: \$419,260.00

Adjusted Allocation: \$419,260.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - CTE Perkins Secondary

5120 - OECs - \$1,555.00 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding PL - Professional Learning

Description:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$1,555.00

Line Item

Total:

\$1,555.00

OEC's for stipend amount of \$4995 @ 31.11% approximately \$1555

title of position: CTE teacher

number of staff participating: approximately 8-10

name of activity: robotics, automotive, business, marketing, PLTW, EbD, Pro Start

Total for 5120 - OECs: \$1,555.00

Total for all other Account Codes: \$417,705.00

Total for all Account Codes: \$419,260.00

Adjusted Allocation: \$419,260.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - CTE Perkins Secondary

5400 - Travel - \$56,350.00 ▼

Budget Detail

Narrative Description

Account 5400 - Travel

Code:

Funding PL - Professional Learning

Description:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$56,350.00

Line Item

Total:

\$56,350.00

Travel: (\$56,350)

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.

CTSO's National Competitions

- (est. total costs including travel and registration)

- average (12 advisors) per year for a total of \$21,600

Participating CTSO's

AIDHS – BPA, DECA, FCCLA, Skills, TSA, Educators Rising

CAB – BPA-MS, TSA-MS, 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 – TSA and FCCLA

BSS – BPA

HBDMS – BPA, FCCLA, and TSA

Skyline – BPA

Stanton – BPA and TSA

The cost associated with CTSO registrations coupled with the number of advisors mandated to accompany the numerous students (historically high) who qualify/attend national competitions, increasing travel costs, and the reduction of Perkins funding.

CTE Conferences

ITEEA Conference

-(est. total costs including travel and registration, 3 teachers), (Total \$9,500)

NHSCE Conference

-(est. total costs including travel and registration, 3 teachers), (Total \$6,500)

ADOBE Conference

-(est. total costs including travel and registration, 2 teachers), (Total \$6,500)

ISTE

-(est. total costs including travel and registration, 2 teachers), Total \$4,500)

ACTE

-(est. total costs including travel and registration, 2 teachers), Total \$4,500)

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

DOE required training travel costs:

- Mileage: 15 staff @ \$116 = \$1,750

PLTW travel costs:

- Mileage & lodging: 3 staff @ \$500 = \$1,500

Total Recommended Travel Budget: \$56,350

Total for 5400 - Travel: \$56,350.00

Total for all other Account Codes: \$362,910.00

Total for all Account Codes: \$419,260.00

Adjusted Allocation: \$419,260.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - CTE Perkins Secondary

5500 - Contractual - \$137,500.00 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Delaware Tech Patient Care Program subscription, \$35,000 @ 2 = \$70,000

Funding Description: POS S - POS Support

DTCC will provide (600) hours of instruction in the Patient Care Assistant Program to a maximum of sixteen (16) students per cohort in a two year program.

Year One:

Location Code: Red Clay Consolidated School District (953200)

2 hours Orientation — not included as part of the 600 hours instruction

85 hours C.N.A. theory 85 hours C.N.A. clinical

90 hours phlebotomy

Quantity: 1.00

50 hours phlebotomy clinical

Year Two:

Cost: \$70,000.00

17 hours refresher

200 hours Patient Care Technician theory and lab

60 hours Patient Care Technician clinical

8 hours work readiness

5 hours certification exam

Line Item Total: \$70,000.00

Account Code: 5500 - Contractual

Substitute coverage: (\$32,000)

Funding Description: POS S - POS Support

Location Code: Red Clay Consolidated School District (953200)

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

Quantity: 1.00

Cost: \$32,000.00

Line Item Total: \$32,000.00	- staff can attend state and national competitions and/or conferences On average, 4 days per teacher (50) at \$160, totaling \$32,000
Account Code: Funding Description: Location Code: Quantity: Cost: Line Item Total: 5500 - Contractual POS S - POS Support Red Clay Consolidated School District (953200) 1.00 \$25,000.00 \$25,000.00	Project Lead the Way (PLTW) licensing & training: (\$18,500) -Unit trainings for (3) teachers at est. \$5,000, totaling \$15,000 -PLTW License for \$3,500 Robotics Engineering Training (\$3,500) - Industrial robotics training for engineering teacher at FANUC of America Culinary Training (\$3,000) Pro-Start Training for Culinary teachers (2-3)

Account 5500 - Contractual
Code:

Funding POS S - POS Support
Description:

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$10,500.00

Line Item
Total: \$10,500.00

CTSO State Leadership Conferences & Competitions Registrations (\$10,500)

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 @ \$210) \$10,500

The cost associated with CTSO registrations coupled with the number of advisors mandated to accompany the numerous students (historically high) who qualify/attend national competitions, increasing travel costs, and the reduction of Perkins funding drive up the expenditures

Total for 5500 - Contractual: \$137,500.00

Total for all other Account Codes:	\$281,760.00
Total for all Account Codes:	\$419,260.00
Adjusted Allocation:	\$419,260.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - CTE Perkins Secondary

5600 - Supplies - \$1,860.00 ▼

Budget Detail		Narrative Description
Account Code:	5600 - Supplies	AIHS
Funding Description:	POS S - POS Support	- Culinary POS
Location Code:	Red Clay Consolidated School District (953200)	- Purpose: Enhance safety and cleanliness in work area
Quantity:	1.00	- Outcome: Keep students safe from potential injury
Cost:	\$1,860.00	- (4) @ \$240 garbage disposals \$960
Line Item Total:	\$1,860.00	- (5) @ \$180 wireless cameras \$900
Total for 5600 - Supplies:		\$1,860.00
Total for all other Account Codes:		\$417,400.00
Total for all Account Codes:		\$419,260.00
Adjusted Allocation:		\$419,260.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - CTE Perkins Secondary
 5700 - Capital Outlay - \$217,000.00 ▼

Budget Detail Narrative Description

Account Code: 5700 - Capital Outlay Funding Description: POS S - POS Support Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$72,000.00 Line Item Total: \$72,000.00	Cab DCT EOL, Refresh lab (36) I-Mac @ \$2000
Account Code: 5700 - Capital Outlay Funding Description: POS S - POS Support Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$55,000.00 Line Item Total: \$55,000.00	John Dickinson POS: Robotics Purpose: Enhance coding and building skills Outcome: Design & construct prototypes - classroom robotic bundle \$35,000 POS: Process of Eng. Purpose: Enhance coding and building skills Outcome: Design & construct prototypes - classroom bundle \$10,000 POS: STEM MYP

		Purpose: Enhance coding and building skills Outcome: Design & construct prototypes - classroom bundle \$10,000
Account Code: 5700 - Capital Outlay Funding Description: POS S - POS Support Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$35,000.00 Line Item Total: \$35,000.00		Conrad POS: Tech. Ed. Purpose: Enhance coding and building skills Outcome: Design & construct prototypes - classroom robotic bundle: \$35,000
Account Code: 5700 - Capital Outlay Funding Description: POS S - POS Support Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$35,000.00 Line Item Total: \$35,000.00		HB POS: Tech. Ed. Purpose: Enhance coding and building skills Outcome: Design & construct prototypes - classroom robotic bundle: \$35,000
Account Code: 5700 - Capital Outlay Funding Description: POS S - POS Support Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$10,000.00 Line Item Total: \$10,000.00		Skyline POS: PLTW - Purpose: Enhance software and building skills - Outcome: Design & construct prototypes - classroom bundle of robots \$10,000

Total:

Account 5700 - Capital Outlay

Code:

Funding POS S - POS Support

Description:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$10,000.00

Line Item

\$10,000.00

Total:

AIMS

POS: PLTW

- Purpose: Enhance software and building skills

- Outcome: Design & construct prototypes

- classroom bundle of robots \$10,000

Total for 5700 - Capital Outlay: \$217,000.00

Total for all other Account Codes: \$202,260.00

Total for all Account Codes: \$419,260.00

Adjusted Allocation: \$419,260.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - CTE Perkins Secondary

Indirect Cost	
Total Contributing to Indirect Cost	\$202,260.00
Indirect Cost Rate	4.00%
Maximum Allowed for Indirect Cost	\$7,779.23

Filter by Location: All - \$419,260.00 ▼

Funding Description	POS S - POS Support	PL - Professional Learning	Total
Account Code			
5100 - Salaries	0.00	4,995.00	4,995.00
5120 - OECs	0.00	1,555.00	1,555.00
5400 - Travel	0.00	56,350.00	56,350.00
5500 - Contractual	137,500.00	0.00	137,500.00
5600 - Supplies	1,860.00	0.00	1,860.00
5700 - Capital Outlay	217,000.00	0.00	217,000.00
Total	356,360.00	62,900.00	419,260.00
Adjusted Allocation			419,260.00
Remaining			0.00

Core Indicators of Performance

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) must establish annual targets (one-year targets) and performance goal (four-year targets) for each core indicator of performance. Each eligible recipient will 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.

The actual performance levels for 2019-2020 and 2020-2021 are listed in the table. The current target levels are provided in the 2021-2022 column. Annual targets (one-year targets) and performance goals (four-year targets) for each indicator of performance under the Act, should reflect findings from the local needs assessment and be developed in alignment with the local application (to be updated annually).

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Justification
	Prior Performance (Actual)	Prior Performance (Actual)	Current State Target	LEA Proposed Annual Target	LEA Proposed Final Target	
1S1: Four Year Graduation Rate		97.70%	92.00%	* 97 %	* 100 %	Plan incremental growth
2S1: Academic Proficiency in Reading Language Arts		49.30%	51.00%	* 56 %	59 %	Plan incremental growth
2S2: Academic Proficiency in Mathematics		22.79%	29.00%	* 32 %	* 35 %	Plan incremental growth
2S3: Academic Proficiency in Science		50.96%	54.00%	* 57 %	* 60 %	Plan incremental growth
3S1: Post-Program Placement		56.58%	70.00%	* 73 %	* 76 %	Plan incremental growth
4S1: Non-traditional Program Concentration		39.67%	35.00%	* 43 %	* 46 %	Plan incremental growth
5S1: Program Quality - Attained Recognized Postsecondary Credential		0.00%	20.00%	* 2 %	* 4 %	Plan incremental growth
5S2: Program Quality - Attained Postsecondary Credits		16.40%	42.00%	* 25 %	* 28 %	Plan incremental growth
5S3: Program Quality - Participated in Work-Based Learning		0.32%	20.00%	* 4 %	* 7 %	Plan incremental growth
5S4: Program Quality - Middle Grades				* 33 %	* 36 %	Plan incremental growth

Local Application	Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - CTE Perkins Secondary
Local Application	A local education agency (LEA) or postsecondary institution desiring financial assistance under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) will submit a local application for approval from the Delaware Department of Education. The local application shall cover the same period of time that is applicable to the Delaware State Plan for Career and Technical Education (CTE), e.g. school year 2020-21 through 2023-24. The local application shall include the following: • Financial request- completed within eGrants, for the distribution of financial resources made available under the Act, to reflect findings from the local needs assessment and be issued in alignment with the local application (to be completed annually); • Performance targets-completed within eGrants, for the calculation of annual targets (one-year targets) and performance goals (four-year targets) for each indicator of performance under the Act, to reflect findings from the local needs assessment and be developed in alignment with the local application (to be updated annually); • Local needs assessment-completed externally and attached to the local application within eGrants, defined as a self-evaluation conducted by LEAs and postsecondary institutions to improve student access, achievement, and equity in CTE programs, as well as the implementation of high-quality CTE programs of study and improvement of the local education and workforce system (to be completed once every two years); • Local application-completed within eGrants, defined as an operational plan developed by LEAs and postsecondary institutions to implement high-quality CTE programs of study, improve student outcomes, and expand innovative practices (to be completed once every four years and updated as needed, e.g. assurances, advisory committee members, improvement plans, etc.). Responses within the local application shall 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. Responses within the local application should reflect those quantitative and qualitative data captured in the local needs assessment. Both the local needs assessment and application shall be completed in consultation with a diverse stakeholder group consisting, at a minimum, of those representatives defined under the Act. As such, the local needs assessment and the local application is organized across five (5) core priority areas, which are: 1. Quality Improvement: connects responses from the local needs assessment, local application, and local and state monitoring routines to those identified strengths and opportunities that exist to improve the local system of CTE; 2. Program Quality: focuses on the evolution of the local system of CTE, as well as supports for all students to access and be successful in a CTE program of study that lead to in-demand industry sectors and occupations that provide a living wage through a multi-tiered system of supports (MTSS) for all learners; 3. Student Readiness and Equity: connects academic and technical skill preparation to early postsecondary credit opportunities, as well as the identification of disparities or gaps that exist across youth or adult performance and how the LEA or postsecondary institution will address such disparities or gaps through a multi-tiered system of supports (MTSS) for all learners; 4. Talent Development: focuses on the recruitment and initial licensure of diverse CTE educators and related faculty, the professional learning supports for secondary and postsecondary CTE educators, as well as the relationship between the Eligible Agency, Delaware Department of Education, LEAs, and postsecondary institutions to provide support for educators; and 5. Systems Alignment: connects employer partners, community stakeholders, and local/state workforce partners to support career exploration and development, career and college advisement, and engagement within the local system of CTE to scale work-based learning opportunities for youth and adults.
Priority 1: Quality Improvement	Instructions: Responses to questions one (1) and two (2) should define the overarching vision for the local system of CTE and those strengths and opportunities that exist to achieve the stated vision. The vision statement should be clear and measurable. Those identified strengths and opportunities should directly connect to quantitative and qualitative data captured in the local needs assessment.

*** 1. What is the overarching vision for the local system of CTE?**

Red Clay seeks to ensure all students will graduate from high school prepared for continuing education and a career.

2. Use the following outline to provide a brief summary of the strengths and opportunities that exist for each core priority area:

Core Priority Area	Key Strengths	Key Opportunities
a. Program Quality	* State model programs are aligned to the labor market, include aligned industry credentials, offer early post-secondary opportunities	* Expand opportunities to grow industry certifications, dual enrollment coursework in technical subject areas, work-based learning opportunities
b. Student Readiness and Equity	* Most students in grades 9-12 are accessing local and state CTE programs of study The majority of CTE concentrators graduate high school across all student population groups	* Not all students are academically ready, which limits the types of post-secondary coursework students can complete Increase the number of students obtaining industry-recognized certifications, work-based learning opportunities
c. Talent Development	* The district supports CTE educators in the alternative routes to teacher certification (ARTC) and STS Professional learning opportunities exist for CTE educators in state model POS as well as district initiatives such as SIOP, AVID, and various other teaching strategies	* Additional time and effort are needed to expand district and post-secondary professional learning opportunities
d. Systems Alignment	* Connections exist with both public and private institutions of higher education Partnerships exist with industry associations and the DTCC Office of WBL	* Additional time needed to expand engagement with business and industry

Instructions: Responses to questions three (3) and four (4) should provide a goal statement for each core priority area and detail for related work activity. The goal statements should be clear, measurable, and align to the vision statement described in question one (1). The metric(s) of success and key actions should present a high-level overview of what data will be reviewed and what actions will be taken to ensure attainment of the goal. Those human and fiscal resources should define the person(s) responsible for supporting the goal and if state and/or federal funding will be used to support the attainment of the goal. The performance routine should define how these goals will be managed at the local level, including what actions the LEA or postsecondary institution will take to address disparities or gaps in student performance as well as what actions will be taken if no meaningful progress has been achieved to meet the goal or to eliminate those disparities or gaps.

3. What are the overarching goals, measure of success, and key actions over the next three (3) to five (5) years?

Core Priority Area	Goal Statement	Metric(s) of Success	Key Actions	Human and Fiscal Resources
a. Program Quality	* Engage stakeholders to review CTE offerings	Increase industry credentials and dual enrollment courses Increase the number of aligned work-based learning opportunities."	* Increase local relationships with employers, industry leaders, and post-secondary partners	* Time and effort from CTE educators, counselors, building administrators, stakeholders, and business leaders to enhance POS

b. Student Readiness and Equity	* Ensure that all students are college and career ready	Increase the percentage of students who are academically ready in Math, ELA, and Science Increase the percentage of students receiving industry-recognized certifications	Provide support for struggling learners by strengthening the ELA, Math, and Science cross-curricular strategies in the CTE POS	* Time and effort from CTE educators, counselors, building administrators, special educators, and coordinators ensure students are academically ready for advanced course work
c. Talent Development	* Support schools to recruit and on-board CTE teachers	* New Teacher support with district lead mentor	* Ensure supports are in place for new and experienced CTE educators (mentoring, peer-to-peer, PLC meetings)	* Time and effort from District CTE Coordinator, building administrators, and District Lead Mentor to ensure new teachers are supported through professional learning opportunities
d. Systems Alignment	* Expand WBL	* Increase the number of students participating in WBL Increase WBL relations with local businesses	* Expand WBL to reflect the needs of local industries Survey local businesses interested in hosting WBL students	* Time and effort of WBL coordinator to support multiple high schools in recruiting businesses for POS Time and effort of WBL Coordinator and CTE teachers in developing a survey to identify local business needs"

*** 4. What performance routines exist at the local level to monitor progress of the above goals?**

Performance routines in place at the LEA to monitor goal progress include CTE department meetings, annual Perkins needs review, advisory meetings and district wide CTE meetings. Fiscal resources will be associated to the above goals through the projected budgeted cycle.

Priority 2: Program Quality

Instructions: Responses to question five (5) should connect those local system activities to the improvement of CTE program of study and system improvement. Responses should also align to the goal statement described in question 3a. All information should directly connect to quantitative and qualitative data captured in the local needs assessment.

5. Use the following outline to describe the local system of CTE and process to improve the quality of CTE programs of study.

* a. Describe the local system of CTE, how CTE programs are identified for implementation and elimination, and the process for continuous improvement of CTE programs of study using labor market information.

CTE POS are aligned to the labor market, and are continuously improved. CTE programs of study are evaluated at the local level through monitoring routines and review cycle. Through the on-going review process, recommendations are made to amend or to eliminate the program based on labor market trends, data review, and student interest. Programs that are identified for elimination follow the district's process to phase out courses that are no longer relevant. Advisory meetings are held throughout the school year to ensure all of the needs and requirements of the CTE programs are met

* b. Describe how CTE programs of study will be improved to increase opportunities for student work-based learning experiences and attainment of industry-recognized credentials as well as the alignment of CTE programs of study to postsecondary credential and degree programs.

The district will seek to increase the number of post secondary credits and industry credentials by offering state model programs and securing future post secondary agreements. RCCSD has partnered with local colleges/universities, and the DTCC Office of Work-Based Learning to increase the number of approved state approved industry credentials and dual enrollment credits.

* c. Describe how information about CTE programs of study is shared with members of the community (i.e. communication to current and perspective students,

parents, community stakeholders, and employers).

Websites, course catalogs, school counseling and advisement materials, college and career fair, district publications, and other community facing engagement tools.

Instructions: Responses to question six (6) should connect student matriculation patterns in high-quality CTE programs of study to a multi-tiered system of supports (MTSS) for all learners. All information should directly connect to quantitative and qualitative data captured in the local needs assessment, specifically rates of student entrance, non-traditional concentration, graduation, and placement.

6. Use the following outline to describe how all students are supported to enter and matriculate through a CTE program of study.

- * a. Describe the strengths and opportunities that exist to support students to enter a CTE program of study and graduate high school on a path to earn a credential or degree and/or placement in the workforce.

The majority of CTE concentrators graduate high school. There are high percentages of students participating in CTE programs and matriculate to concentration status. Opportunities exist to improve race/ethnicity gaps for students of color regarding concentration status as well as for low income youth and students with disabilities.

- * b. Define the multi-tiered system of supports that is in place for all learners to progress through CTE programs of study and into higher levels of education and entrance into the workforce.

Tier one support for students to enter and matriculate into CTE programs of study occurs at the school building level. Tier two and tier three supports are provided to support student matriculation and placement. Ongoing support is provided to students demonstrating academic and behavioral concerns. Supports are applied based on the each student to ensure success.

Priority 3: Student Readiness and Equity

Instructions: Responses to question seven (7) should align students' academic readiness to high-quality CTE programs of study within a multi-tiered system of supports (MTSS) for all learners. Responses should also align to the goal statement described in question 3b. All information should directly connect to quantitative and qualitative data captured in the local needs assessment, specifically rates of student proficiency on English Language Arts, mathematics, and science state assessments.

7. Use the following outline to describe the instructional model as it relates to student academic readiness:

- * a. Describe the strengths and opportunities that exist to support student academic readiness and proficiency on state assessments in English Language Arts, mathematics, and science.

In general, CTE students are more successful on state academic assessment compared to the all student cohort. Gaps in proficiency exist for English learners, low income youth, and students with disabilities across assessments. Opportunities exist to improve gaps in student proficiency by race/ethnicity as well as for special populations. Opportunities exist to provide tiered supports to those youth who have not yet demonstrated proficiency in academic subjects prior to high school graduation.

- * b. Define the multi-tiered system of supports that is in place for all learners to demonstrate readiness in academic subject areas prior to high school graduation.

All students are provided academic interventions and behavioral supports. Students are screened three times in the school year to assess any ELA and Math needs. Students are provided an intervention plan during four week cycles throughout the school year. During these cycles students are provided progress monitoring with their deficiency to raise their academic achievement.

Instructions: Responses to question eight (8) should align students' technical readiness to high-quality CTE programs of study within a multi-tiered system of supports (MTSS) for all learners. All information should directly connect to quantitative and qualitative data captured in the local needs assessment, specifically rates of student proficiency in the attainment of industry-recognized credentials and early postsecondary credit as well as completion of work-based learning programs.

8. Use the following outline to describe the instructional model as it relates to student technical readiness:

- * a. Describe the strengths and opportunities that exist to support student technical readiness and proficiency in the attainment of industry-recognized credentials and early postsecondary coursework as well as completion of work-based learning programs.

Pronounced gaps exist in student attainment of college credit, with White and Asian students demonstrating proficiency at higher rates than Black and Hispanic/Latino youth. Gaps exist in college credit attainment for low income youth and students with disabilities. Opportunities exist to improve industry recognized credentials and college attainment for Blacks, low income, and students with disabilities.

- * b. Define the multi-tiered system of supports that is in place for all learners to demonstrate readiness in technical subject areas prior to high school graduation. Tier one support is for all students to enter and matriculate into CTE POS. Tier two and three supports are provided to support student matriculation and placement. On going support is provided to students demonstrating academic and behavioral concerns. Supports are applied based on the individual student needs. The goal is to ensure the students will be ready to move in the workforce and/or post secondary schooling.

Priority 4: Talent Development

Instructions: Responses to question nine (9) should align educator recruitment methods to those supports for initial teacher licensure and success in the classroom. Responses should also align to the goal statement described in question 3c. All information should directly connect to quantitative and qualitative data captured in the local needs assessment.

9. Use the following outline to discuss the process and methods used to recruit and support qualified and diverse CTE teacher candidates:

- * a. Describe the process and methods used to recruit qualified and diverse CTE teacher candidates.

The district uses the Join Delaware Schools website. The website contains information for those interested in learning about and applying for jobs in Delaware schools. Further, the website helps potential teacher candidates to:

Learn more about each of Delaware's different districts and charter schools;
Explore what Delaware has to offer: environment, opportunity, professional learning, and compensation;
Understand how to obtain a Delaware teaching license and certificate;
Browse and search for open positions in Delaware's districts and charter schools;
Complete one application for working in Delaware schools and apply to jobs throughout the state; and
Sign up to receive notification when new jobs are posted.
Teacher candidates apply for employment and work through an interview process with the district."

- * b. Discuss the types of supports that are provided for CTE educators to seek initial teacher licensure (e.g. traditional, Alternative Routes to Teacher Certification, and Skilled and Technical Sciences) or meet other professional standards.

Support for new educators occurs at the school building level and with the district lead mentor. These individuals provide support to help new educators work through initial licensure. Support for Alternate Routes to Teacher Certification (ARTC) candidates is provided through additional coursework in partnership with postsecondary institutions.

- * c. Describe how new CTE teachers (e.g. teachers with less than three years of experience) are supported to be effective in the classroom and the types of

professional learning opportunities that are provided for new CTE educators.

The district provides support through new teacher orientation, professional learning communities, and other peer-to-peer or mentoring models. In some cases, customized professional learning routines and instructional supports are put in place for educators in their first three years.

* d. Describe how experienced CTE educators and related faculty (e.g. teachers with more than three years of experience) are supported to acquire advanced certificates, degrees, or other types of professional learning that deepens their subject matter expertise and/or professional practice.

Support for experienced educators occurs at the school building level through PLCs. and other peer-to-peer or mentoring models. In some cases, customized professional learning routines and instructional supports are put in place for educators.

Priority 5: Systems Alignment

Instructions: Responses to question ten (10) should describe how employers and community members are engaged in the local system of CTE and how these required stakeholders were involved in the determination of local performance targets, completion of the local needs assessment, and development of responses to the local application. Responses should also align to the goal statement described in question 3d.

10. Use the following outline to describe how employers and community partners are engaged and provides support to the local system of CTE:

* a. Discuss the process used to gather information and feedback from those required stakeholders for completion of the local needs assessment and local application as well as to determine performance targets to improve the local system of CTE.

Feedback about programs from employers (advisory group members) are captured by teachers in that industry which become part of their district application and three year plan. Various other meetings with local community members, district personnel, building administrators and counselors throughout the school year have provided insight to many of the questions in the application.

* b. Describe the process used with required stakeholders for providing career information and employment opportunities to students through career awareness, exploration, and other work-based learning experiences.

The WBL Coordinator partners with various community groups to provide employment activities inside and outside of school for students.

* c. Describe the school counseling and career advisement process and how required stakeholders are engaged to support students as well as to support the alignment of middle and high school CTE programs.

The information gathered from stakeholders by the WBL Coordinator is shared with counselors to create the district's advisement plan. High school guidance counselors and administrators visit the middle schools to discuss high school programming, pathways, grades and course requirements

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - CTE Perkins Secondary

Required Documents		
Type	Document Template/Example	Document/Link
Perkins Advisory Committee Membership [Upload between 1 and 3 document(s)]	 <u>Perkins Advisory Committee Template</u>	 <u>Perkins Advisory</u>
Optional Documents		
Type	Document Template/Example	Document/Link
Improvement Plan [Upload up to 3 document(s)]	 <u>Perkins Improvement Plan Template</u>	
Perkins Comprehensive Local Needs Assessment [Upload up to 3 document(s)]	N/A	 <u>CTE 22 Needs Assessment</u>

Specific Perkins Assurances

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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 Proposed Annual Target and the Proposed Final Target established through the Consolidated Grant Application, which includes revisions, if any, to the State's performance levels for the Perkins V core indicators, is accurate and complete. The LEA understands that this information will be incorporated into the LEA's Perkins V 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 V.

Budget

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 611

Account Code	Total
5100 - Salaries	\$2,011,536.20
5120 - OECs	\$951,907.76
5400 - Travel	\$0.00
5500 - Contractual	\$1,098,269.51
5500 - Audit Fees	\$0.00
5560 - Indirect	\$165,604.53
5600 - Supplies	\$78,400.00
5700 - Capital Outlay	\$0.00
	Total \$4,305,718.00
	Adjusted Allocation \$4,305,718.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 611

5100 - Salaries - \$2,011,536.20 ▼

Budget Detail

Narrative Description

Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$158,787.74 Line Item Total: \$158,787.74	1 FTE - Director of Student Services & Special Education - S. Celestin
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$144,828.22 Line Item Total: \$144,828.22	1 FTE - Supervisor of Student Services & Special Education - D. Shepherd
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: (953200) Red Clay Consolidated School District	1 FTE - Principal of Autism Services - E. Warren

Quantity: 1.00 Cost: \$135,974.97 Line Item Total: \$135,974.97		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$111,747.45 Line Item Total: \$111,747.45		1 FTE - District Coordinator - ICT (11 mo) - N. Johnson
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$105,313.33 Line Item Total: \$105,313.33		1 FTE - District Coordinator - MTSS/Academic Supports & State Assessment - DESSA & CollegeBoard (11 mo) -S. Pellicano
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Homebound, Special Transportation, DocuSign Support (11 mo) - J. Wheeler

Quantity: 1.00 Cost: \$101,400.44 Line Item Total: \$101,400.44		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - IDEA Data, PS IEP & Unit Count (11 mo) - J. Machemer
Quantity: 1.00 Cost: \$96,293.94 Line Item Total: \$96,293.94		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Behavior Support Team, School Psychologist on Special Assignment (FBA/BSP & Behavior Consultation for Students w/ IEPs) -C. Till
Quantity: 1.00 Cost: \$94,670.99 Line Item Total: \$94,670.99		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - MTSS/Academic Supports & Alternate Assessment (11 mo) - M. Thompson

Quantity: 1.00 Cost: \$90,098.24 Line Item Total: \$90,098.24	
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$83,874.84 Line Item Total: \$83,874.84	1 FTE - District Behavior Support Team, School Psychologist on Special Assignment (FBA/BSP & Behavior Consultation for Students w/ IEPs) - L. Messick
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$79,281.83 Line Item Total: \$79,281.83	1 FTE - District Coordinator - Secondary Transition (11 mo) - K. Gillis
Account Code: 5100 - Salaries Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	1 FTE - Early Years Program Child Find Coordinator - K. Kozlowski

Quantity: 1.00 Cost: \$92,732.27 Line Item Total: \$92,732.27		
Account Code: 5100 - Salaries Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$72,774.68 Line Item Total: \$72,774.68		1 FTE - EYP Special Education Teacher - S. Hogan Tietze
Account Code: 5100 - Salaries Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$66,912.61 Line Item Total: \$66,912.61		1 FTE - EYP Special Education Coordinator - L. Payne
Account Code: 5100 - Salaries Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - Early Years Program Screening Coordinator (10 mo) - Coordinates ASQ screening for preschool Child Find - J. Tietze

Quantity: 1.00 Cost: \$57,514.94 Line Item Total: \$57,514.94	
Account Code: 5100 - Salaries Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$48,609.09 Line Item Total: \$48,609.09	1 FTE - Early Years Program (EYP) Paraprofessional - L. Kinney
Account Code: 5100 - Salaries Funding Description: ES - Equitable Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$97,686.78 Line Item Total: \$97,686.78	1 FTE - District Coordinator - Child Find/Private Schools K-12 (11 mo) - B. Chapman
Account Code: 5100 - Salaries Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	MTSS - Problem Solving Team EPER - 6 staff per building x 28 buildings x 18 hours x \$30/hr

Quantity: 1.00 Cost: \$90,720.00 Line Item Total: \$90,720.00		
Account Code: 5100 - Salaries Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$88,782.55 Line Item Total: \$88,782.55		1 FTE - District Coordinator - MTSS SEL/Mental Health Tier 2 (11 mo) - A. Seifert
Account Code: 5100 - Salaries Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$83,992.76 Line Item Total: \$83,992.76		1 FTE - District Coordinator - MTSS SEL/Mental Health Tier 1 (10 mo) - E. Pizzini
Account Code: 5100 - Salaries Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - MTSS, Outside Agencies & Section 504 (11 mo) - H. Godwin

Quantity: 1.00 Cost: \$67,538.53 Line Item Total: \$67,538.53		
Account Code: 5100 - Salaries Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		MTSS Problem Solving Team (PST) Team Leader Stipends - \$1200 per building x 28 buildings
Quantity: 1.00 Cost: \$42,000.00 Line Item Total: \$42,000.00		
		Total for 5100 - Salaries: \$2,011,536.20
		Total for all other Account Codes: \$2,294,181.80
		Total for all Account Codes: \$4,305,718.00
		Adjusted Allocation: \$4,305,718.00
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 611

5120 - OECs - \$951,907.76 ▼

Budget Detail

Narrative Description

Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$65,462.70 Line Item Total: \$65,462.70	1 FTE - Supervisor of Student Services & Special Education - D. Shepherd
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: (953200) Red Clay Consolidated School District Quantity: 1.00 Cost: \$60,552.79 Line Item Total: \$60,552.79	1 FTE - Director of Student Services & Special Education - S. Celestin
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: (953200) Red Clay Consolidated School District	1 FTE - District Coordinator - Homebound, Special Transportation, DocuSign Support (11 mo) - J. Wheeler

Quantity: 1.00 Cost: \$56,258.24 Line Item Total: \$56,258.24		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$55,627.67 Line Item Total: \$55,627.67		1 FTE - Principal of Autism Services - E. Warren
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$51,126.15 Line Item Total: \$51,126.15		1 FTE - District Coordinator - ICT (11 mo) - N. Johnson
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$51,126.15 Line Item Total: \$51,126.15		1 FTE - District Behavior Support Team, School Psychologist on Special Assignment (FBA/BSP & Behavior Consultation for Students w/ IEPs) -C. Till

Quantity: 1.00 Cost: \$49,038.78 Line Item Total: \$49,038.78		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - MTSS/Academic Supports & State Assessment - DESSA & CollegeBoard (11 mo) -S. Pellicano
Quantity: 1.00 Cost: \$48,191.14 Line Item Total: \$48,191.14		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - MTSS/Academic Supports & Alternate Assessment (11 mo) - M. Thompson
Quantity: 1.00 Cost: \$41,529.07 Line Item Total: \$41,529.07		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Behavior Support Team, School Psychologist on Special Assignment (FBA/BSP & Behavior Consultation for Students w/ IEPs) - L. Messick

Quantity: 1.00 Cost: \$41,521.62 Line Item Total: \$41,521.62		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$40,590.96 Line Item Total: \$40,590.96		1 FTE - District Coordinator - IDEA Data, PS IEP & Unit Count (11 mo) - J. Machemer
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$33,069.51 Line Item Total: \$33,069.51		1 FTE - District Coordinator - Secondary Transition (11 mo) - K. Gillis
Account Code: 5120 - OECs Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - Early Years Program Child Find Coordinator - K. Kozlowski

Quantity: 1.00 Cost: \$53,561.57 Line Item Total: \$53,561.57		
Account Code: 5120 - OECs Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$45,661.77 Line Item Total: \$45,661.77		1 FTE - EYP Special Education Teacher - S. Hogan Tietze
Account Code: 5120 - OECs Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$39,834.85 Line Item Total: \$39,834.85		1 FTE - Early Years Program (EYP) Paraprofessional - L. Kinney
Account Code: 5120 - OECs Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - EYP Special Education Coordinator - L. Payne

Quantity: 1.00 Cost: \$36,244.67 Line Item Total: \$36,244.67	
Account Code: 5120 - OECs Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$28,526.82 Line Item Total: \$28,526.82	1 FTE - Early Years Program Screening Coordinator (10 mo) - Coordinates ASQ screening for preschool Child Find - J. Tietze
Account Code: 5120 - OECs Funding Description: ES - Equitable Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$39,001.15 Line Item Total: \$39,001.15	1 FTE - District Coordinator - Child Find/Private Schools K-12 (11 mo) - B. Chapman
Account Code: 5120 - OECs Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	1 FTE - District Coordinator - MTSS, Outside Agencies & Section 504 (11 mo) - H. Godwin

Quantity: 1.00 Cost: \$44,041.59 Line Item Total: \$44,041.59		
Account Code: 5120 - OECs Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$41,124.75 Line Item Total: \$41,124.75		1 FTE - District Coordinator - MTSS SEL/Mental Health Tier 2 (11 mo) - A. Seifert
Account Code: 5120 - OECs Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$39,652.77 Line Item Total: \$39,652.77		1 FTE - District Coordinator - MTSS SEL/Mental Health Tier 1 (10 mo) - E. Pizzini
Account Code: 5120 - OECs Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		MTSS - Problem Solving Team EPER - 6 staff per building x 28 buildings x 18 hours x \$30/hr

Quantity: 1.00 Cost: \$28,222.99 Line Item Total: \$28,222.99		
Account Code: 5120 - OECs Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		MTSS Problem Solving Team (PST) Team Leader Stipends - \$1200 per building x 28 buildings
Quantity: 1.00 Cost: \$13,066.20 Line Item Total: \$13,066.20		
Total for 5120 - OECs:		\$951,907.76
Total for all other Account Codes:		\$3,353,810.24
Total for all Account Codes:		\$4,305,718.00
Adjusted Allocation:		\$4,305,718.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 611

5500 - Contractual - \$1,098,269.51 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$650,000.00 Line Item Total: \$650,000.00	Contracted related services for OT/PT/SLT/AT for students with IEPs based on 21-22 actuals; Vendors include: PTS, EBS, Soliant & Speech Clinic
Account Code: 5500 - Contractual Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$400,000.00 Line Item Total: \$400,000.00	Contracted Services for translation & interpretation services for IEP meetings and IEP related paperwork based on 21-22 actuals; Vendor: Back to Basics
Account Code: 5500 - Contractual Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	Contracted related services for OT/PT for general ed students based on 21-22 actuals; Vendor: PTS

Quantity:	1.00	
Cost:	\$48,269.51	
Line Item Total:	\$48,269.51	
Total for 5500 - Contractual:		\$1,098,269.51
Total for all other Account Codes:		\$3,207,448.49
Total for all Account Codes:		\$4,305,718.00
Adjusted Allocation:		\$4,305,718.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 611

5560 - Indirect - \$165,604.53 ▼

Budget Detail

Narrative Description

Account Code: 5560 - Indirect

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$165,604.53

Line Item Total: \$165,604.53

611 Indirect costs (4%)

Total for 5560 - Indirect: \$165,604.53

Total for all other Account Codes: \$4,140,113.47

Total for all Account Codes: \$4,305,718.00

Adjusted Allocation: \$4,305,718.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 611

5600 - Supplies - \$78,400.00 ▼

Budget Detail

Narrative Description

Account Code: 5600 - Supplies

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$39,200.00

Line Item Total: \$39,200.00

Speech Language Therapist Testing Protocols & materials (\$1400/school x 28 schools)

Account Code: 5600 - Supplies

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$39,200.00

Line Item Total: \$39,200.00

School Psychologist Testing Protocols & Materials (\$1400/school x 28 schools)

Total for 5600 - Supplies: \$78,400.00

Total for all other Account Codes: \$4,227,318.00

Total for all Account Codes: \$4,305,718.00

Adjusted Allocation: \$4,305,718.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	\$4,140,113.47
Indirect Cost Rate	4.00%
Maximum Allowed for Indirect Cost	\$165,604.53

Filter by Location: All - \$4,305,718.00 ▼

Funding Description	611 - IDEA 611	611PK - IDEA 611 PK	ES - Equitable Services	CEIS - Coordinated Early Intervening Services	Total
Account Code					
5100 - Salaries	1,202,271.99	338,543.59	97,686.78	373,033.84	2,011,536.20
5120 - OECs	542,968.63	203,829.68	39,001.15	166,108.30	951,907.76
5500 - Contractual	1,050,000.00	0.00	0.00	48,269.51	1,098,269.51
5560 - Indirect	165,604.53			0.00	165,604.53
5600 - Supplies	78,400.00	0.00	0.00	0.00	78,400.00
Total	3,039,245.15	542,373.27	136,687.93	587,411.65	4,305,718.00
Adjusted Allocation				Adjusted Allocation	4,305,718.00
				Remaining	0.00

Equitable Services

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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 elementary schools, elementary schools located in the LEA, and home schools located in the LEA ("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		
Number of parentally placed private school and homeschooled children with disabilities found eligible to receive special education and/or related services in the LEA.		3,141.00
IDEA, Part B allocation		66.00
Average per-child allocation		4,446,403.00
Amount to be expended for parentally placed children with disabilities		1386.468038665
		91506.89055191

1. Describe the LEA's process for notifying non-profit private schools and parents of parentally placed private school children of their eligibility to participate in IDEA.

Red Clay Consolidated School District notifies private schools and parents of parentally placed private school (PPPS) students in the fall of each school year. The notification includes information about what services can be provided such as evaluations for special education eligibility and speech therapy services. In addition to written notification, meetings are held to be provide additional information on IDEA services and receive input from schools and parents regarding student needs a minimum of two times per year.

2. Describe the process for involving non-profit private schools and parents of parentally placed private school children in discussions regarding how proportionate share is determined, equitable participation of eligible parentally placed private school children, and the design and development of special education and related services for parentally placed private school children including the types of services that will be provided and who will provide those services.

Red Clay's Office of Federal Programs in conjunction with the Student 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 Student 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 District Student Services Coordinator who provides support for all PPPS 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 PPPS students. Through this audit process, the District Administration can identify any concerns around equity of services.

4. Describe how the LEA will monitor the provision of services to eligible, parentally placed private school students and their families for IDEA.

Red Clay conducts an internal audit process reviewing a sampling of records from all schools/programs including PPPS students. Through this audit process, the District Administration can identify any concerns around equity of services. In addition, the Director of Student Services provides oversight to the District Student Services Coordinator for Private School Child Find. During monthly meetings between the Director and Coordinator, PPPS cases are reviewed including provision of services.

5. Describe how the LEA will ensure that allowable materials, equipment, and/or property purchased/provided for use by non-private schools and/or parentally placed private school children are properly maintained and accounted for by the LEA for IDEA.

All materials and equipment that are needed for PPPS students are purchased through the same acquisition process as all Red Clay schools/programs. The Private School Child Find 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 Student Services.

CEIS Services	Red Clay Consolidated School District (953200) Public District - FY 2023 - 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: ☐ CCEIS 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 three Student Services Coordinators in development of MTSS with the following focus areas: 1. Tier 1 School-wide Supports including Behavioral Matrices, Major/Minor Flow Charts, Restorative Practices & Universal Screening for Social, Emotional & Behavioral (SEB) Needs 2. Tier 2 SEB Interventions including Evidence-based Interventions, Data-based Decision-making (Use of screening data) & Support for School Counselors 3. Tier 3 SEB Interventions as well as liaison to Outside Agency Placements and support for Section 504 plan development All three coordinators provide professional learning and coaching to the Tier 1 and Tier 2/3 (Problem Solving Team) leaders and specialists (e.g., school psychologists, school counselors, social workers, special education coordinators) as well as supporting in-service sessions 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.
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Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 611

Required Documents		
Type	Document Template/Example	Document/Link
IDEA MOE Budget Chart [Upload 1 document(s)]	N/A	 FY21 IDEA MOE - Red Clay

IDEA Assurances

Red Clay Consolidated School District (953200) Public District - FY 2023 - 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)].
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)

Budget

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 619

Account Code	Total
5100 - Salaries	\$61,391.30
5120 - OECs	\$29,015.86
5400 - Travel	\$0.00
5500 - Contractual	\$44,866.88
5500 - Audit Fees	\$0.00
5560 - Indirect	\$5,410.96
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
	Total \$140,685.00
	Adjusted Allocation \$140,685.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 619

5100 - Salaries - \$61,391.30 ▼

Budget Detail

Narrative Description

Account Code: 5100 - Salaries

Funding Description: 619 - IDEA 619 Preschool

Uses of Funds:

Funds:

Location Code: 953200 Red Clay Consolidated School District

Quantity: 1.00

Cost: \$61,391.30

Line Item Total: \$61,391.30

1 FTE - Early Years Program (EYP) Special Education Teacher - A. Mancini
EYP Special Education Teacher, Ms. Mancini, provides preschool special education services to students with disabilities.

Total for 5100 - Salaries: \$61,391.30

Total for all other Account Codes: \$79,293.70

Total for all Account Codes: \$140,685.00

Adjusted Allocation: \$140,685.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 619

5120 - OECs - \$29,015.86 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding 619 - IDEA 619 Preschool

Description:

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$29,015.86

Line Item

Total:

\$29,015.86

OECs - EYP Special Education Teacher - A. Mancini

EYP Special Education Teacher, Ms. Mancini, provides preschool special education services to students with disabilities in the Early Years Program.

Total for 5120 - OECs: \$29,015.86

Total for all other Account Codes: \$111,669.14

Total for all Account Codes: \$140,685.00

Adjusted Allocation: \$140,685.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 619

5500 - Contractual - \$44,866.88 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Funding Description: 619 - IDEA 619 Preschool

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$44,866.88

Line Item Total: \$44,866.88

Contracted Services OT/PT/SLT/AT for Student with Disabilities in the Early Years Program (EYP)

Contracted Services SLT/AT for Early Years Program Students (ages 3 & 4, special education related services). Services will be provided through one of Red Clay's SLT/AT vendors: The Speech Clinic, PTS, EBS or Soliant - partially funded through 619 in combination with 611 funds.

Total for 5500 - Contractual: \$44,866.88

Total for all other Account Codes: \$95,818.12

Total for all Account Codes: \$140,685.00

Adjusted Allocation: \$140,685.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 619

5560 - Indirect - \$5,410.96 ▼

Budget Detail	Narrative Description
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Account Code: 5560 - Indirect

Funding Description: 619 - IDEA 619 Preschool

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$5,410.96

Line Item Total: \$5,410.96

Indirect Costs for IDEA 619 (4%)

Total for 5560 - Indirect:	\$5,410.96
Total for all other Account Codes:	\$135,274.04
Total for all Account Codes:	\$140,685.00
Adjusted Allocation:	\$140,685.00
Remaining:	\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	\$135,274.04
Indirect Cost Rate	4.00%
Maximum Allowed for Indirect Cost	\$5,410.96

Filter by Location: All - \$140,685.00 ▼

Account Code	Funding Description	619 - IDEA 619 Preschool	Total
5100 - Salaries		61,391.30	61,391.30
5120 - OECs		29,015.86	29,015.86
5500 - Contractual		44,866.88	44,866.88
5560 - Indirect		5,410.96	5,410.96
Total		140,685.00	140,685.00
	Adjusted Allocation		140,685.00
	Remaining		0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - IDEA 619

Required Documents

This page is currently not accepting Related Documents.

Budget

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - State Curriculum and Professional Development

Account Code	Total
5100 - Salaries	\$60,032.00
5120 - OECs	\$19,486.39
5400 - Travel	\$14,120.61
5500 - Contractual	\$85,000.00
5500 - Audit Fees	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
	Total \$178,639.00
	Adjusted Allocation \$178,639.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - State Curriculum and Professional Development

5100 - Salaries - \$60,032.00 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding CPD - Curriculum & PD

Description:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$60,032.00

Line Item

\$60,032.00

Total:

EPER for summer and after school PD: Estimating 134 Teachers @ 2 hours per month @ \$28.00 @ 8 Months. Potential professional development activities include: Additional Building Leadership Team meetings to support development and review of school level Continuous Improvement Plans, District and/or School professional development initiatives (i.e. SLOP or AVID), Teacher Collaboration, and Curriculum Development.

Total for 5100 - Salaries: \$60,032.00

Total for all other Account Codes: \$118,607.00

Total for all Account Codes: \$178,639.00

Adjusted Allocation: \$178,639.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - State Curriculum and Professional Development

5120 - OECs - \$19,486.39 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding CPD - Curriculum & PD

Description:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$19,486.39

Line Item

\$19,486.39

Total:

OECs for summer and after school PD: Estimating 134 Teachers @ 2 hours per month @ \$28.00 @ 8 Months. Potential professional development activities include: Additional Building Leadership Team meetings to support development and review of school level Continuous Improvement Plans, District and/or School professional development initiatives (i.e. SLOP or AVID), Teacher Collaboration, and Curriculum Development.

Total for 5120 - OECs: \$19,486.39

Total for all other Account Codes: \$159,152.61

Total for all Account Codes: \$178,639.00

Adjusted Allocation: \$178,639.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - State Curriculum and Professional Development

5400 - Travel - \$14,120.61 ▼

Budget Detail

Narrative Description

Account 5400 - Travel

Code:

Funding CPD - Curriculum & PD

Description:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$14,120.61

Line Item

\$14,120.61

Total:

Total for 5400 - Travel: \$14,120.61

Total for all other Account Codes: \$164,518.39

Total for all Account Codes: \$178,639.00

Adjusted Allocation: \$178,639.00

Remaining: \$0.00

This includes mileage and tolls for in-state travel reimbursement for professional learning. It can be used for District office administrators, teachers, principals.

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - State Curriculum and Professional Development

5500 - Contractual - \$85,000.00 ▼

Budget Detail

Narrative Description

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

Estimating 500 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, Red Clay contracts substitute services with ESS Education Staffing Services.

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

BRINC Contract: BRINC is a consortium of Delaware school districts working to transform the way students learn and teachers teach using 21st century tools and approaches. These funds will support membership in this organization.

Total for 5500 - Contractual: \$85,000.00
Total for all other Account Codes: \$93,639.00
Total for all Account Codes: \$178,639.00
Adjusted Allocation: \$178,639.00
Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - State Curriculum and Professional Development

Filter by Location: All - \$178,639.00 ▼

Account Code	Funding Description	CPD - Curriculum & PD	Total
5100 - Salaries		60,032.00	60,032.00
5120 - OECs		19,486.39	19,486.39
5400 - Travel		14,120.61	14,120.61
5500 - Contractual		85,000.00	85,000.00
Total		178,639.00	178,639.00
	Adjusted Allocation		178,639.00
	Remaining		0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - State Curriculum and Professional Development

Required Documents

This page is currently not accepting Related Documents.

Specific Curriculum/Professional Development Assurances

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - State Curriculum and Professional Development

Specific Curriculum/Professional Development

A	The LEA acknowledges that local curriculum is aligned to the content standards as named in 14 DE Admin. Code 502, Alignment of Local School District Curricula to the State Content Standards.
B	Funds (other than Title II, Part A funds) used for developing curriculum must meet Delaware content standards as named in 14 DE Admin. Code 502. Alignment of Local School District Curricula to the State Content Standards or for other professional development activities aligned to the LEA Success Plan. The LEA will provide evidence of curriculum alignment upon request from the Department of Education per Regulation 502.
C	The curriculum and/or professional development supported by these funds is directly related to an analysis of student performance data by each school.

General Education Provisions Act (GEPA)

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Assurances

General Education Provisions Act (GEPA)

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

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Assurances

Education Department General Administrative Regulations (EDGAR)

1.	The LEA will comply with Title 2 of the Code of Federal Regulations, Parts 180 (suspension and debarment), 200 (Uniform Grant Guidance) and 3474 (ED-specific exceptions to Uniform Grant Guidance rules), and the Education Department General Administrative Regulations in Title 34 of the Code of Federal Regulations, Parts 75-77, 81-82, 84, 86, and 97-99.
2.	Each LEA spending \$750,000 or more in federal awards in a year must have a single program-specific audit conducted for that year in accordance with 2 CFR part 200, subpart F.
3.	The LEA will comply with Title 2 of the Code of Federal Regulations, Part 200, Subpart E, §200.313 and §200.33 for capital expenditures.
4.	The LEA will comply with the time and effort requirements listed at: www.doe.k12.de.us/domain/314

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Assurances**General Elementary and Secondary Education Act (ESEA)**

1.	Each ESEA program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2.	The control of funds provided under each ESEA program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and that the public agency, nonprofit private agency, institution, or organization will administer the funds and property to the extent required by the authorizing statutes.
3.	The LEA will adopt and use proper methods of administering each ESEA program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
4.	The LEA will cooperate in carrying out any evaluation of each ESEA program conducted by or for the State educational agency, the Secretary, or other Federal officials.
5.	The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under each ESEA program.
6.	The LEA will (A) submit reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each ESEA program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
7.	Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
8.	The LEA will comply with the all of the legislative and regulatory requirements of ESEA programs for which it receives funds, including all applicable sections of Title IX.
9.	The LEA certifies that it does not have any policy that prevents or otherwise denies participation in constitutionally protected prayer in the elementary and secondary schools under its authority as set forth in the U.S. Department of Education guidance to the extent that the guidance does not conflict with controlling precedent.
10.	In any publication or public announcements, the LEA will clearly identify any program assisted under the Elementary and Secondary Education Act (ESEA) as a federal program funded under the specific title.
11.	The LEA will 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 which expand upon the Title I provisions related to foster care including, but not limited to best interest decisions and transportation. (Title I [Section 1112(c)(1-70)])

Civil Rights and Related Laws

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Assurances

Civil Rights and Related Laws

1. The LEA will comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Americans With Disabilities Act of 1991, and all regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

State of Delaware

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Assurances

State of Delaware

- | | |
|----|--|
| 1. | The LEA will comply with all requirements put forth by the State of Delaware Office of the Governor, Delaware Office of Management and Budget, and Delaware Department of Education. |
| 2. | The LEA will comply with all State procurement procedures outlined in Delaware Code, Title 29, Chapter 69 - State Procurement. |

Red Clay Consolidated School District (953200) Public District - FY 2023 - Consolidated - Rev 0 - Assurances

1. The LEA assures that it has read and understood the Delaware Department of Education's definition of Culturally Responsive Education:

The Delaware Department of Education defines Culturally Responsive Education as intentionally acknowledging and valuing the diversity, contributions, and experiences of every educator and learner by providing opportunities for individuals to see themselves and others in their learning, leading to Academic Achievement, Cultural Competence, and Socio-Political Consciousness. Our vision is that all members of the DDOE will have a shared understanding of DDOE's culturally responsive definition as a lens to guide our work internally and externally with our colleagues across the state.

2. The LEA assures that the narrative answers, budgets, and other information entered into the CGA have been developed in ways that intentionally promote a culturally responsive educational environment at the school and LEA level.

* 3. In the narrative box below, please explain how the narrative answers, budgets, and other information entered into the CGA have been developed in ways that intentionally promote a culturally responsive educational environment at the school and LEA level.

The District promotes a culturally responsive educational environment at the school and district level within our CGA by effectively planning and assessing each budgetary item with data-driven research and development to ensure the effectiveness of each expenditure and that it supports the district mission in promoting a safe and healthy space for all students and staff. The District creates opportunities by focusing on equity and allowing for stakeholder input while planning the CGA.