

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Administration

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/12/2024 9:29:22 AM	Susan Haberstroh	Status changed to 'DDOE Final Reviewer Approved'.	S
☐	9/11/2024 12:30:14 PM	Marc Edery	Greetings Red Clay District Staff, Congratulations! Your FY2025 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, Perkins, IDEA 611, IDEA 619 and State PD funds (as 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
	9/11/2024 12:27:18 PM	Marc Edery	Status changed to 'DDOE Program Manager Approved'.	S
☐	9/9/2024 2:26:55 PM	Dorrell Green	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application." Status changed to 'LEA Chief School Officer Approved'.	C
	9/9/2024 2:26:55 PM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	9/9/2024 11:31:44 AM	Charles Ammann	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
	9/9/2024 11:31:44 AM	Charles Ammann	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	9/9/2024 10:58:34 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/9/2024 7:38:19 AM	Marc Edery	Final Reminder - CGA Technical Assistance Session - Today at 10am Greetings LEA Colleagues, DDOE is pleased to offer an online CGA technical assistance session on September 9, 2024 from 10:00-11:45. Please note that that <i>all LEAs are required to make an initial submission of the CGA no later than September 16.</i> Points are earned on the Monitoring Tool for making CGA submissions on time. <u>The FY25 CGA Calendar is located here.</u> <u>DDOE Program Manager contact information is located here.</u> During this session, DDOE Program Managers will provide technical support to LEAs in preparation for the September 16 CGA submission. All LEAs are welcome to attend regardless of how many submissions have been made to date. We look forward to seeing you at the meeting! The session will be held virtually via Microsoft Teams: Microsoft Teams Join the meeting now Meeting ID: 243 297 102 467 Passcode: :fcqCva Dial in by phone +1 302 467 3191, 393700289# United States, Wilmington Find a local number Phone conference ID: 393 700 289# For organizers: Meeting options Reset dial-in PIN Please feel free to reach out with any questions that you may have. Thank you, DDOE Title Programs and Grant Support Workgroup 302-857-3353 marc.edery@doe.k12.de.us	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/5/2024 3:40:15 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". Now that DDOE Program Manager review is completed, please follow these next steps: 1. Navigate to the Consolidated Checklist. 2. Identify items marked as "Attention Needed". 3. Review comments left by DDOE Program Managers for items marked as "Attention Needed". 4. Modify your application answers, budgets, and/or document uploads based on these comments. 5. After making the necessary changes/additions, please resubmit the CGA. Re-submissions can be made at any time. LEAs are not required to wait until an official CGA submission date in order to make a re-submission. 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> <u>The FY25 CGA Calendar/Timeline is located here.</u> If a virtual or on 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	C
	9/5/2024 3:38:20 PM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/29/2024 3:47:16 PM	Dorrell Green	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application." Status changed to 'LEA Chief School Officer Approved'.	C
	8/29/2024 3:47:16 PM	Dorrell Green		S
☐	8/29/2024 3:44:26 PM	Charles Ammann	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
	8/29/2024 3:44:26 PM	Charles Ammann		S
	8/29/2024 3:17:29 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
☐	8/26/2024 8:53:57 AM	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". Now that DDOE Program Manager review is completed, please follow these next steps: 1. Navigate to the Consolidated Checklist. 2. Identify items marked as "Attention Needed". 3. Review comments left by DDOE Program Managers for items marked as "Attention Needed". 4. Modify your application answers, budgets, and/or document uploads based on these comments. 5. After making the necessary changes/additions, please resubmit the CGA. Re-submissions can be made at any time. LEAs are not required to wait until an official CGA submission date in order to make a re-submission. 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. The FY25 CGA Calendar/Timeline is located here. If a virtual or on 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 302-857-3353	C
	8/26/2024 8:51:56 AM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/15/2024 10:23:24 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
	8/15/2024 10:23:24 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	8/15/2024 10:21:35 AM	Charles Ammann	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
	8/15/2024 10:21:35 AM	Charles Ammann	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/15/2024 10:09:45 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
☐	8/14/2024 1:42:16 PM	Marc Edery	CGA technical assistance session on September 9, 2024 from 10:00-11:45 Greetings LEA Colleagues, DDOE is pleased to offer an online CGA technical assistance session on September 9, 2024 from 10:00-11:45. Please note that that all LEAs are required to make an initial submission of the CGA no later than September 16. Points are earned on the Monitoring Tool for making CGA submissions on time. <u>The FY25 CGA Calendar is located here.</u> <u>DDOE Program Manager contact information is located here.</u> During this session, DDOE Program Managers will provide technical support to LEAs in preparation for the September 16 CGA submission. All LEAs are welcome to attend regardless of how many submissions have been made to date. We look forward to seeing you at the meeting! The session will be held virtually via Microsoft Teams: Microsoft Teams Join The Meeting Now Meeting ID: 243 297 102 467 Passcode: fqqCva Dial in by phone +1 302-467-3191,393700289#United States, Wilmington Find a local number Phone conference ID: 393 700 289# Please feel free to reach out with any questions that you may have. Thank you, DDOE Title Programs and Grant Support Workgroup 302-857-3353 marc.edery@doe.k12.de.us	C

Attention Needed				Date	User	Status (S)/Comment (C)	S/C
☐	8/6/2024 9:58:05 AM	Marc Edery	eGrants CGA Reminders Greetings LEA Colleagues, A video file of the 8/5/24 LEA CGA Support Session has been posted in Schoology:				C
All Title Programs Resources ▶ eGrants ▶ Consolidated Grant Application Add Resources Options ☐ Title ☐ LEA CGA Support Session Video Recording August 5, 2024 https://drive.google.com/file/d/1yFIMWn7I9gBGdWeiE3fOXMqKON9Wo2/view?usp=sharing Added by You · Aug 6, 2024 Notifications 15 of 15							
Please feel free to review. Please also feel free to reach out for technical assistance at any time. LEAs that have not yet submitted the CGA are strongly encouraged to do so on August 12. If your LEA already made a submission of the CGA, please remember that re-submissions can be made at any time. Thank you, DDOE Title Programs and Grant Support Workgroup 302-857-3353							

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/6/2024 9:08:10 AM	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". Now that DDOE Program Manager review is completed, please follow these next steps: 1. Navigate to the Consolidated Checklist. 2. Identify items marked as "Attention Needed". 3. Review comments left by DDOE Program Managers for items marked as "Attention Needed". 4. Modify your application answers, budgets, and/or document uploads based on these comments. 5. After making the necessary changes/additions, please resubmit the CGA. Re-submissions can be made at any time. LEAs are not required to wait until an official CGA submission date in order to make a re-submission. 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. <u>The FY25 CGA Calendar/Timeline is located here.</u> If a virtual or on 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 302-857-3353	C
	7/31/2024 11:00:52 AM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
☐	7/12/2024 3:09:52 PM	Dorrell Green	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application." Status changed to 'LEA Chief School Officer Approved'.	C
	7/12/2024 3:09:52 PM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	7/12/2024 3:05:20 PM	Charles Ammann	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
	7/12/2024 3:05:20 PM	Charles Ammann	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	7/12/2024 2:45:20 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	6/11/2024 9:27:47 AM	Marc Edery	July 9 CGA Technical Assistance Session via MS Teams Greetings LEA Colleagues, DDOE is pleased to offer an online technical assistance session prior to the July submission of the FY25 CGA. <u>Please fill out this form to register for the July 9 CGA PD session.</u> DDOE Program Managers will provide technical support to LEAs in preparation for the July CGA submission. We look forward to seeing you at the meeting! The session will be held virtually via Microsoft Teams. Microsoft Teams <u>Need help?</u> <u>Join the meeting now</u> Meeting ID: 271 956 105 992 Passcode: 4x8ynX Dial in by phone +1 302-467-3191,,195891944# United States, Wilmington Find a local number Phone conference ID: 195 891 944# Status changed to 'LEA Draft Started'.	C
	4/22/2024 8:29:38 AM	Jennifer Jeanes	Status changed to 'LEA Draft Started'.	S
	3/18/2024 3:52:02 PM	Marc Edery	Status changed to 'LEA Not Started'.	S

Allocations

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Administration

Allocation Type	(1) CFDA: 84.010A	Title I-A (2) CFDA: 84.367A	Title II-A (3) CFDA: 84.365	Title III EL (4) CFDA: 84.365	Title III Immigrant (5) CFDA: 84.365	Title IV-A (6) CFDA: 84.048	CTE Perkins Scndry (7) CFDA: 84.027	IDEA 611 (8) CFDA: 84.173	IDEA 619 (9) CFDA: 84.173	State Curr/Prof Dev	Total
Original	\$6,452,652.00	\$1,179,983.00		\$274,256.00	\$2,658.00	\$740,508.00	\$445,982.00	\$4,478,431.00	\$143,099.00	\$178,566.00	\$13,896,135.00
Reallocated	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$6,452,652.00	\$1,179,983.00		\$274,256.00	\$2,658.00	\$740,508.00	\$445,982.00	\$4,478,431.00	\$143,099.00	\$178,566.00	\$13,896,135.00
Allocation Transfers	(1) CFDA: 84.010A	Title I-A (2) CFDA: 84.367A	Title II-A (3) CFDA: 84.365	Title III EL (4) CFDA: 84.365	Title III Immigrant (5) CFDA: 84.365	Title IV-A (6) CFDA: 84.048	CTE Perkins Scndry (7) CFDA: 84.027	IDEA 611 (8) CFDA: 84.173	IDEA 619 (9) CFDA: 84.173	State Curr/Prof Dev	Total
From Title II-A	\$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
Total	\$6,452,652.00	\$1,179,983.00		\$274,256.00	\$2,658.00	\$740,508.00	\$445,982.00	\$4,478,431.00	\$143,099.00	\$178,566.00	\$13,896,135.00

Contacts	
Red Clay Consolidated School District (953200) Public District - FY 2025 - 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)]	Charles Ammann
Career and Technical Education - Perkins Secondary Coordinator [Select 1 contact(s)]	Brian Mattix
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)]	Tawanda Bond
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)]	Tawanda Bond
Title IV, Part A Student Support and Academic Achievement [Select 1 contact(s)]	Tawanda Bond
LEA Migrant Education Liaison [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)]	Michael Simmonds
LEA Equitable Services Liaison (Traditional LEAs only; Charters/VoTech exempt) [Select up to 1 contact(s)]	James Campbell

Consolidated Checklist

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Administration

This checklist is a means of communication between 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, 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 Attention Needed, 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 DDOE may provide notes to explain those items. 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 DDOE determines that the item has been corrected, Attention Needed will be changed to OK by the DDOE Reviewer. If the items that were marked Attention Needed 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	7/23/2024 3:58:55 PM
 2. Title I, Part A: Allocations	OK	Philip Keefer	7/15/2024 10:09:35 AM
 3. Title I, Part A: ESSA Requirements	OK	Philip Keefer	7/15/2024 10:09:35 AM
 4. Title I, Part A: Participating Public Schools	OK	Philip Keefer	7/15/2024 10:38:45 AM
 5. Title I, Part A: Methodology for Determining Participating Public Schools	OK	Philip Keefer	7/15/2024 10:38:45 AM
 6. Title I, Part A: Equitable Share Calculation	OK	Philip Keefer	7/15/2024 10:38:45 AM
 7. Title I, Part A: Budget-District Set Asides	OK	Philip Keefer	9/10/2024 9:38:52 AM
 8. Title I, Part A: Public School Allocations	OK	Philip Keefer	7/15/2024 10:38:45 AM
 9. Title I, Part A: Budget - Public Schools	OK	Philip Keefer	7/15/2024 10:38:45 AM
 10. Title I, Part A: Homeless Students and Youth	OK	Philip Keefer	7/15/2024 10:38:45 AM
 11. Title I, Part A: Budget Overview	OK	Philip Keefer	7/15/2024 10:38:45 AM
 12. Title I, Part A: Funds Transferred to Title I	Not Applicable	Philip Keefer	7/15/2024 10:38:45 AM
 13. Title II, Part A: Budget	OK	Marc Edery	8/22/2024 11:53:58 AM
 14. Title II, Part A	OK	Marc Edery	7/23/2024 3:58:55 PM
 15. Title II, Part A: Equitable Share Calculation	OK	Marc Edery	7/23/2024 3:58:55 PM
 16. Title II, Part A: Funds Transferred to Title II	OK	Marc Edery	7/23/2024 3:58:55 PM
 17. Title III English Learners: Budget	OK	Maria Rodriguez	7/26/2024 12:54:43 PM
 18. Title III English Learner: English Learner	OK	Maria Rodriguez	7/26/2024 12:54:43 PM
 19. Title III English Learner: Equitable Share Calculation	OK	Maria Rodriguez	7/26/2024 12:54:43 PM
 20. Title III, Part A: Funds Transferred to Title III	Not Applicable	Maria Rodriguez	7/26/2024 12:54:43 PM
 21. Title III Immigrant Increase Funds: Budget	OK	Maria Rodriguez	7/26/2024 12:54:43 PM
 22. Title III Immigrant Increase Funds: Immigrant	OK	Maria Rodriguez	7/26/2024 12:54:43 PM
 23. Title III Immigrant Increase Funds: Equitable Share Calculation	OK	Maria Rodriguez	7/26/2024 12:54:43 PM
 24. Title III Immigrant Increase Funds: Funds Transferred to Title III Immigrant	Not Applicable	Maria Rodriguez	7/26/2024 12:54:43 PM
 25. Title IV, Part A: Budget	OK	Charita Jackson-Durosinmi	8/23/2024 5:35:54 PM
 26. Title IV: Budget Overview	OK	Charita Jackson-Durosinmi	8/23/2024 5:35:54 PM
 27. Title IV: Questions	OK	Charita Jackson-	7/30/2024 6:23:57

 28. Title IV: Related Documents - Needs Assessment	OK 	Durosinmi	PM
 29. Title IV: Equitable Share Calculation	OK 	Charita Jackson-Durosinmi	7/30/2024 6:23:57 PM
 30. Title IV, Part A: Funds Transferred to Title IV	Not Applicable 	Charita Jackson-Durosinmi	7/30/2024 6:23:57 PM
 31. CTE Perkins Secondary: Budget	OK 	Denise Purnell-Cuff	8/23/2024 10:49:48 AM
 32. CTE Perkins Secondary: Core Indicators of Performance	OK 	Denise Purnell-Cuff	8/23/2024 10:49:48 AM
 33. CTE Perkins Secondary: CLNA and Local Application	OK 	Denise Purnell-Cuff	9/10/2024 9:18:39 PM
 34. CTE Perkins Secondary: Related Documents	OK 	Denise Purnell-Cuff	9/10/2024 9:18:40 PM
 35. IDEA 611: Related Documents - Maintenance of Effort	OK 	Rachael Rudinoff	8/23/2024 10:54:25 AM
 36. IDEA 611: Budget	OK 	Rachael Rudinoff	7/26/2024 2:18:55 PM
 37. IDEA 611: Equitable Services	OK 	Rachael Rudinoff	9/4/2024 2:49:25 PM
 38. IDEA 611: CEIS Services	OK 	Rachael Rudinoff	8/23/2024 10:54:25 AM
 39. IDEA 611: Equity for Students, Educators, and Other Program Beneficiaries (GEPA)	OK 	Rachael Rudinoff	7/26/2024 2:18:55 PM
 40. IDEA 619: Budget	OK 	Jeri Turner	8/16/2024 12:42:40 PM
 41. State Curriculum and Professional Development	OK 	Marc Edery	8/22/2024 11:56:41 AM
 42. Assurances - Culturally Relevant Education	OK 	Marc Edery	7/23/2024 3:58:56 PM

Application Development

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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	* Michelle Craig	* Teacher, Richey	* michelle.craig@reddclay.k12.de.us
2. Principal	* Ann Marie Swift	* Principal, Forest Oak	* ann.swift@reddclay.k12.de.us
3. Other School Leader	* Erin Brown	* Assistant Principal, RPE	* erin.brown@reddclay.k12.de.us
4. District Administrator	* Michael Simmonds	* Director, Federal Programs	* michael.simmonds@reddclay.k12.de.us
5. Paraprofessional	* Norine Seth	* Paraprofessional	* norine.seth@reddclay.k12.de.us
6. Specialized Instructional Support Personnel	* Robert Smith	* Visiting Teacher/MV Support	* robert.smith@reddclay.k12.de.us
7. Parent	* Adriane Simpson	* Parent	* adrian.simpson82@gmail.com
8. Community Partner/Community Based Organization Representative	* Val Brown	* The Skills Connexion	* vbrown0411@gmail.com
9. Student	* Quinton Hattley	N/A	N/A

10. Local Government Agency Representative	* Elizabeth Lockman	* Local Government Agency Rep.	* Elizabeth.Lockman@delaware.gov
11. Additional Stakeholder(s) (Optional)	Jennifer Jeanes	Specialist, Grant Support	jennifer.jeanes@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	April Anderson	McKinney Vento Liaison	april.anderson@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)	Louis Mingione	CTE Ed Associate	louis.mingione@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Tawanda Bond	Senior Director, Teaching & Learning	tawanda.bond@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Sarah Celestin	Senior Director, Student Services	sarah.celestin@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Carol Beck	Supervisor, ML	carolina.beck@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Hugh Broomall	Deputy Superintendent	hugh.broomall@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Ted Ammann	Chief Financial Officer	ted.ammann@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Dorrell Green	Superintendent	dorrell.green@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)	Shayna Moon	FACE Committee	shayna.moon@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Susan Huffman	Manager, School Impr. & Educator Effectiveness	susan.huffman@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.)
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.	
* Annual Title I Meeting	* 03/11/2024 	* Admin, Spec Instr Supp, Parent, Comm Part, Student	* Present annual Title I information. Receive feedback from stakeholders in attendance for Title I
* Technical Assistance site visit - Skyline	* 10/24/2023 	* Admin, Principal, Other	* provide guidance for compliance tools Title I
* Technical Assistance site visit - Stanton	* 11/15/2023 	* Admin, Principal, Other	* provide guidance for compliance tools Title I
* Technical Assistance site visit - AIMS	* 12/01/2023 	* Admin, Principal, Other	* provide guidance for compliance tools Title I
* Annual Effectiveness of Expenditures Meeting	* 03/11/2024 	* Admin, Spec Instr Supp, Parent, Comm Part, Student	* Provide feedback and show effectiveness of expenditures Title Programs

* Thanksgiving Meal pickup/delivery	* 11/22/2023 	* Admin, Spec Instr Supp, Parent, Student, Comm P;	* Admin, Spec Instr Supp, Parent, Student, Comm P;	* Prep and deliver Thanksgiving meals to families within our district in need Title I/MV
* RCPAC	* 09/11/2023 	* All stakeholders listed above	* All stakeholders listed above	* Monthly RCPAC meeting - Title I
* RCPAC	* 10/02/2023 	* All stakeholders listed above	* All stakeholders listed above	* Monthly RCPAC meeting - Title I
* RCPAC	* 11/06/2023 	* All stakeholders listed above	* All stakeholders listed above	* Monthly RCPAC meeting - Title I
* RCPAC	* 12/04/2023 	* All stakeholders listed above	* All stakeholders listed above	* Monthly RCPAC meeting - Title I
* RCPAC	* 01/08/2024 	* All stakeholders listed above	* All stakeholders listed above	* Monthly RCPAC meeting - Title I
* RCPAC	* 03/11/2024 	* All stakeholders listed above	* All stakeholders listed above	* Monthly RCPAC meeting - Title I
* RCPAC	* 04/08/2024 	* All stakeholders listed above	* All stakeholders listed above	* Monthly RCPAC meeting - Title I
* RCPAC	* 05/06/2024 	* All stakeholders listed above	* All stakeholders listed above	* Monthly RCPAC meeting - Title I
* Back to school block party plan and prep	* 08/09/2023 	* Admin, Principal, Other, Spec Instr		* Prep and plan for School. Family. Community. Let's stay connected. All stakeholders come together to provide a fun day for our school community and show off our great schools. All programs
* Back to school block party	* 09/09/2023 	* All stakeholders listed above		* School. Family. Community. Let's stay connected. All stakeholders come together to provide a fun day for our school community and show off our great schools. All programs
* MV Mandatory Training	* 08/23/2023 	* Admin, Other		* Mandatory MV staff training - clerical staff on-site Title I/MV
* Back to school block party plan and prep final walk-through	* 09/06/2023 	* Admin, Principal, Other, Spec Instr		* Prep and plan for School. Family. Community. Let's stay connected. All stakeholders come together to provide a fun day for our school community and show off our great schools. All programs
* Title I, II, IV Business Closeout Prep	* 09/11/2023 	* Admin, Other		* Overview Title I, II, IV programs for upcoming closeout
* Back to school block party debrief	* 09/14/2023 	* Admin, Other, Spec Instr		* Debrief on reflections of how the block party went and takeaways for next year. All programs
* CGA fund meeting	* 09/19/2023 	* Admin, Other		* Overview CGA funds to stay on track with the effectiveness of expenditures; Title I, II, IV
* Community Partner coat and adopt a family partnership for winter	* 09/20/2023 	* Admin, Comm Part, Other		* Discuss opportunities with community partners for coats and adopt a family donations with logistics. Title I
* Technical Assistance site visit - AIMS	* 10/25/2023 	* Admin, Principal, Other		* provide guidance for compliance tools Title I
* Title I, II, IV Business Closeout Prep	* 11/08/2023 	* Admin, Other		* Overview Title I, II, IV programs for upcoming closeout

* Adopt-a-family gift drop-off at DO	* 12/16/2023 	* Admin, Comm Part, Other	* Adopt a family dropoff of gifts to prep for pickup/delivery to families
* Adopt a family gift pickup	* 12/18/2023 	* Admin, Comm Part, Student, Parent, Other, Spec II	* Adopt a family pickup/delivery to families
* Adopt a family gift pickup	* 12/19/2023 	* Admin, Comm Part, Student, Parent, Other, Spec II	* Adopt a family pickup/delivery to families
* Strategic Plan Meeting with Teaching & Learning	* 01/18/2024 	* Admin, Other	* Strategic Planning
* DOE CGA Roadshow	* 04/25/2024 	* Admin, Other	* DOE CGA Roadshow virtual training. All programs
* Meaningful Consultation Private Schools	* 10/25/2023 	* Principal, Other School Leader, Other	* Mandatory Meaningful Consultation with private schools, Title II, IV
* Meaningful Consultation Private Schools	* 03/06/2024 	* Principal, Other School Leader, Other	* Mandatory Meaningful Consultation with private schools, Title II, IV
* NCC Consortium Meaningful Consultation Private Schools	* 09/21/2023 	* Admin, Principal, Other School Leader, Other	* Mandatory Meaningful Consultation with private schools, Title I NCC Consortium
* Technical Assistance virtual site visit - AIMS	* 04/19/2024 	* Principal, Other	* Discuss compliance tools, and provide support and feedback Title I
* Technical Assistance virtual site visit - Warner	* 04/30/2024 	* Principal, Other	* Discuss compliance tools, and provide support and feedback Title I
* CGA Planning	* 06/12/2024 	* Admin, Other	* Discuss and plan for upcoming grant cycle
* Private School Planning for CGA	* 06/13/2024 	* Admin, Other	* Plan for upcoming grant, budget, AOC, review Title II Title IV
* CGA Prep and planning	* 06/19/2024 	* Admin, Other	* Review budget items and discuss planning for upcoming CGA Title II Title IV
* CGA review for submission	* 07/08/2024 	* Admin, Other	* Review CGA for submission Title I Title II Title III Title IV

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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>	
Please use this spot to upload any additional documentation that supports any section of your CGA		
	N/A	

Title I ESSA Requirements	
Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A	
PURPOSE: This page is used to address LEA plan requirements under ESSA.	
1. What specific evidence-based strategy(s) will be used to implement effective parental and family engagement? [Section 1112(b)(7)]	The Red Clay Parent Advisory Council (RCPAC) includes parents of all Title I 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 I School is invited to monthly meetings to provide insight pertinent to student success. The meeting purpose is to discuss the varying roles of Title I, 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 the District 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 Multilingual Learners (ML). 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. Additionally adding a component of partnership with a Red Clay student to share a student voice at meetings will increase capacity for parents to understand and visualize how to start and continue courageous conversations based upon SEL competencies with their children. The Red Clay Parent Advisory Council will host a Red Clay Back to School Block Party. The Back to School Block Party will be jointly developed with parents, family members and Red Clay Staff. The event will address barriers to greater participation of parents and family members, with particular attention to economically disadvantaged, disabled, those having limited English proficiency and limited literacy. The Block Party will provide substantial opportunities to increase engagement with school personnel, teachers, and administrators. Under resourced families will have access to books to build in home libraries, back to school supplies, health screenings, and immunizations.
2. What services will your LEA provide children and youths experiencing homelessness to support their enrollment, attendance, and success, 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 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 ▪ 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 groups 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)] Secondary school counselors and staff members work in unison to establish a transition process for incoming 6th and 9th-grade students. During the transition process, students receive guidance on academic expectations and requirements, classes, and career pathways are also selected. Students are offered counseling supports that will help them have an effective transition to the new school environment. Once students transition to their new schools, the students are monitored to track their progress, and provided with academic	

supports. Red Clay is a State leader in Dual Enrollment and AP programming. We offer over 30 Dual Enrollment courses with University of Delaware, Wilmington University, and DTCC.	
b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112)(b)(D)(10)(B)]	Red Clay secondary schools offer three opportunities for concurrent enrollment, they are as follows: AI 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 Teacher Growth and Support System (DTGSS). Collaborative and Directed Growth Plans will be used to improve teacher performance. In addition to the use of DTGSS to address disparities, RCCSD had partnered with the University of Delaware, Wilmington University and RELAY to create a Professional Development School at Shortridge Academy and Lewis Dual Language 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 towards meeting challenging State academic standards as you: a. develop and implement 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. ▪ 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 Gifted and Talented services (grades 3–5)
b. identify students who may be at risk for academic failure? [Section 1112)(b)(1)(B)]	*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. provide additional educational assistance to individual students the LEA has determined that need help at meeting the challenging State academic standards? [Section 1112(b)(1)(C)] * 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. identify and implement 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)(D)(12)(A)] Provide professional development to the staff of new state model programs. • Design course curriculum content according to identified academic, technical and industry standards. • Involve local businesses in the design and delivery of course content to students. • Have local stakeholders help shape the direction of the CTE Advisory Council • Partner with DTCC to align students with skills center and post-high school employment b. work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(D)(12)(B)] • Enlist business representatives to serve on 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)(D)(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 and high wage occupations • 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 more.	9. How will your LEA assist schools to develop effective library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement? [Section 1112(b)(D)(13)(A)] Red Clay has a digital media specialist at all schools. We have a supervisor of Media Centers who directly supervises schools and libraries as they become hubs of digital literacy and directly supports teachers to improve achievement. Elementary schools have a set curriculum, which includes research skills and technology skills. Media specialists provide professional learning opportunities that support their implementation of 1:1 technology, internet safety, research, and various software solutions. They are a critical part of all our schools' programming.

10. How will your LEA support, coordinate, and integrate services with early childhood education programs, including plans for the transition of participants in such programs to local elementary school programs? [Section 1112(b)(D)(8)]																	
Red Clay runs an early childhood program internally that aligns with Delaware STARS requirements. The transition of these students is seamless to our elementary programs. Red Clay also coordinates outreach programming for early Kindergarten registration, holds summer tours for families, supports a staggered Kindergarten enrollment in the fall, 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.																	
<table><tr><th colspan="3">Documents</th></tr><tr><th>Type</th><th>Document Template/Example</th><th>Document/Link</th></tr><tr><td>Title I Needs Assessment</td><td> Title I Needs Assessment</td><td></td></tr><tr><td>Title I Schoolwide Plan</td><td> Title I Schoolwide Plan</td><td></td></tr><tr><td>Title I LEA Plan</td><td> Title I LEA Plan</td><td></td></tr></table>			Documents			Type	Document Template/Example	Document/Link	Title I Needs Assessment	 Title I Needs Assessment		Title I Schoolwide Plan	 Title I Schoolwide Plan		Title I LEA Plan	 Title I LEA Plan	
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Type	Document Template/Example	Document/Link															
Title I Needs Assessment	 Title I Needs Assessment																
Title I Schoolwide Plan	 Title I Schoolwide Plan																
Title I LEA Plan	 Title I LEA Plan																

Participating Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

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

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

School Name (28 Buildings)	Grade Span	Service Type	Public Enrollment	Public Low Income		Low Income Students		Low Income Percentage (G/D)	PPA Category (Asc)	Eligible by Other Factors	
				D	E	F	G			H	K
Warner Elementary School	KN-5	Schoolwide	374	294	16	310	82.89 %	1	1	✓	0
Johnson (Joseph E.) Elementary School	KN-5	Schoolwide	303	239	7	246	81.19 %	1	1	✓	0
Shortidge (Evan G.) Academy	KN-5	Schoolwide	394	311	7	318	80.71 %	1	1	✓	0
Lewis (William C.) Dual Language Elementary School	KN-5	Schoolwide	316	232	7	239	75.63 %	2	2	✓	0
Baltz (Austin D.) Elementary School	PK-5	Schoolwide	528	380	18	398	75.38 %	3	3	✓	0
Richardson Park Elementary School	KN-5	Schoolwide	509	362	12	374	73.48 %	4	4	✓	0
Mote (Anna P.) Elementary School	PK-5	Schoolwide	324	226	8	234	72.22 %	4	4	✓	0
Forest Oak Elementary School	KN-5	Schoolwide	452	276	9	285	63.05 %	5	5	✓	0
Richey Elementary School	KN-5	Schoolwide	375	212	9	221	58.93 %	6	6	✓	0
Marbrook Elementary School	KN-5	Schoolwide	431	232	5	237	54.99 %	7	7	✓	0
Stanton Middle School	6-8	Schoolwide	619	437	20	457	73.83 %	8	8	✓	0
duPont (Alexis I.) Middle School	6-8	Schoolwide	467	332	10	342	73.23 %	8	8	✓	0
Skyline Middle School	6-8	Schoolwide	472	328	11	339	71.82 %	8	8	✓	0
First State School	KN-12	Eligible But Not Receiving Services	18	18	0	18	100.00 %			✓	0
Meadowood Program	PK-12	Eligible But Not Receiving Services	120	104	0	104	86.67 %			✓	0
Richardson Park Learning Center	PreK	Eligible But Not Receiving Services	549	384	0	384	69.95 %			✓	0
duPont (Alexis I.) High School	9-12	Eligible But Not Receiving Services	605	417	0	417	68.93 %			✓	0
McKean (Thomas) High School	8-12	Eligible But Not Receiving Services	870	579	0	579	66.55 %			✓	0
Red Clay Early Years Program	EC	Eligible But Not Receiving Services	289	179	0	179	61.94 %			✓	0
Dickinson (John) High School	6-12	Eligible But Not Receiving Services	1032	553	0	553	53.59 %			✓	0
Heritage Elementary School	KN-5	Not Eligible	493	167	0	167	33.87 %			0	0
Conrad Schools of Science	6-12	Not Eligible	1163	380	0	380	32.67 %			0	0
duPont (H.B.) Middle School	6-8	Not Eligible	747	243	0	243	32.53 %			0	0
Brandywine Springs School	KN-8	Not Eligible	932	270	0	270	28.97 %			0	0

Linden Hill Elementary School	KN-5	Not Eligible	▼	547	156	0	156	28.52 %		☐	☐
Calloway (Cab) School of the Arts	6-12	Not Eligible	▼	934	224	0	224	23.98 %		☐	☐
William F. Cooke, Jr. Elementary School	KN-5	Not Eligible	▼	615	128	0	128	20.81 %		☐	☐
North Star Elementary School	KN-5	Not Eligible	▼	617	74	0	74	11.99 %		☐	☐
Totals:				15095	7737	139	7876	52.18 %			

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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.

N/A

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

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

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

First, according to U.S. ED guidance, the PPA must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.

Second, an LEA is not required to allocate the same PPA to each school; however, the LEA must allocate a higher PPA to schools with higher poverty rates than it allocates to schools with lower poverty rates.

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

Once Red Clay received its 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
- 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 = 80.71 or greater (Warner, Shortlidge, Johnson)

Category 2: Traditional PK-12 Elementary School to High School (DHSS poverty = 75.95% to 80.70% (Lewis)

Category 3: Traditional PK-12 Elementary School to High School (DHSS poverty = 75.38% to 75.94% (Baltz)

Category 4: Traditional PK-12 Elementary School to High School (DHSS poverty = 72.22% to 75.37% (Richardson Park, Mote)

Category 5: Traditional PK-12 Elementary School to High School (DHSS poverty = 63.05% to 72.21% (Forest Oak)

Category 6: Traditional PK-12 Elementary School to High School (DHSS poverty = 58.93% to 63.04% (Richey)

Category 7: Traditional PK-12 Elementary School to High School (DHSS poverty = 54.99% to 58.92% (Marbrook)

Category 8: Traditional 6-12 Middle School (DHSS poverty = 71.82% to 73.83% (AIMS, Skyline, Stanton)

Category 9: Traditional PK-5 and under 54.98% 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 54.98% 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 54.98%; however, the LEA is choosing to not allocate Title I funding in its upgraded specialized school settings; these include First State School and Meadowood School. Of these

remaining schools Warner, Shortfidge, Lewis, Baltz, Richardson Park, Mote, Johnson, Marbrook, Richey, Skyline, Forest Oak, Stanton and AIMS have DHSS -calculated poverty rates above 54.98%.

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

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

FIRST STATE: The First State School provides children and adolescents with significant illness the opportunity to attend school with their peers while receiving the medical attention they need. Located at 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 2024-2025 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 career pathways for students.

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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.

REQUIRED USE OF DDOE FORMS AND REQUIRED EQUITABLE SERVICES PROTOCOLS: Please be sure to use the Intent to Participate Form and Affirmation of Consultation Form Templates that are posted in Schoology in the "All Title Programs" Group. Please also be sure to follow the Equitable Services protocols and timelines contained in the [Equitable Services Guidance and Timeline](#) document.

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

School	Status
CACC Montessori Sch/Child Care - 5699 ▼	Non-Participating ▼
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Participating ▼
Destiny Calling Academy - 13267 ▼	Non-Participating ▼
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Independence School - 5871 ▼	Non-Participating ▼
Limestone Hills Day School - 5895 ▼	Non-Responsive ▼
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	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 ▼
Vision Learning Center - 5556 ▼	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 private school. For each participating private school, please upload a completed Affirmation of

Consultation form using the provided Document Template/Example in this section's Related Documents page. Each document uploaded should be clearly named to correspond with the participating private school it is for.

Participating Private Schools

School	# Low Income	Allocation
Developing Minds Preschool - 5021 ▼	0	\$ 0.00
Goods Blessing House - 15853 ▼	0	\$ 0.00
Padua Academy - 5857 ▼	0	\$ 0.00
Sharon Temple Adventist School - 5867 ▼	3	\$ 4,839.49
St. Ann School - 5855 ▼	8	\$ 12,905.30
St. Anthony of Padua Grade School - 5856 ▼	27	\$ 43,555.40
St. John The Beloved School - 5849 ▼	7	\$ 11,292.14
Christ The Teacher Catholic School - 5541 ▼	1	\$ 1,613.16
Urban Promise School (The) - 5544 ▼	10	\$ 16,131.63
Nativity Prep. Sch of Wilm, Inc. - 5563 ▼	9	\$ 14,518.47
Serviam Girls Academy - 5696 ▼	7	\$ 11,292.14
Islamic Academy of Delaware - 5709 ▼	2	\$ 3,226.33
Delaware Tarbiyah School - 5729 ▼	4	\$ 6,452.65
Immaculate Heart of Mary School - 5823 ▼	3	\$ 4,839.49
St. Mary Magdalen School - 5824 ▼	2	\$ 3,226.33
Holy Angels School - 5875 ▼	14	\$ 22,584.28
St. Elizabeth Elementary School - 5880 ▼	30	\$ 48,394.89
St. Peter's Cathedral School - 5883 ▼	9	\$ 14,518.47
Red Lion Christian Academy - 5899 ▼	0	\$ 0.00
Harvest Christian Academy- New Castle - 953400-6020 ▼	3	\$ 4,839.49
URBAN PROMISE ACADEMY - 6009 ▼	0	\$ 0.00
Total:	139	\$ 224,229.66

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		3,861
A2. Participating Private School Low Income		139
A3. Total Low Income (A1 + A2)		4,000
A4. Percent Participating Private School Low Income (A2 / A3)		3.48 %
B. Proportionate Share		
B1. District Allocation		\$ 6,452,652.00
B2. Proportionate Share to Private Schools (B1 X A4)		\$ 224,229.66
B3. Proportionate Share to District (B1 - B2)		\$ 6,228,422.34
C. Parent and Family Engagement		
C1. District 1% Set Aside (B1 X 0.01)		\$ 64,526.52
C2. Proportionate Share to Private Schools (C1 X A4)		\$ 2,242.30
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)		\$ 201,987.36
D3. Equitable Share for Parent and Family Engagement (C2)		\$ 2,242.30
D4. Per Pupil Allocation (B2/A2)		\$ 1,613.16

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Account Code	Total
5100 - Salaries	\$673,557.95
5120 - OECs	\$392,705.95
5400 - Travel	\$108,606.00
5500 - Contractual	\$365,590.66
5500 - Audit Fees	\$5,286.83
5560 - Indirect	\$206,135.05
5600 - Supplies	\$200,689.22
5700 - Capital Outlay	\$0.00
	Total \$1,952,571.66
	Adjusted Allocation \$1,952,571.66
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5100 - Salaries - \$673,557.95 ▼

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: \$151,546.37

Line Item Total: \$151,546.37

Hire 1 FTE Director Federal and Regulated Programs (MS; RCCSD-Baltz Admin 97% Title I, 3% 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: \$99,738.09

Line Item Total: \$99,738.09

Hire 1 FTE Homeless Liaison (AA-RCCSD Baltz; 100% Title I)

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 (\$10,000 of salary, \$10,000 OECs set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz; 80% Title I, 10% Title II, 10% Title IV)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$73,630.30 Line Item Total: \$73,630.30	
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: \$73,158.03 Line Item Total: \$73,158.03	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: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$71,257.97 Line Item Total: \$71,257.97	Hire 1 FTE Math Supervisor (JA-RCCSD-Baltz Admin; 50% Title I, 50% Title II)
Account Code: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; 50% Title I & 50% Title II)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$71,257.97 Line Item Total: \$71,257.97	
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: \$37,336.74 Line Item Total: \$37,336.74	Hire 1 FTE Science Supervisor (BM 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: \$35,628.98 Line Item Total: \$35,628.98	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: \$35,628.98 Line Item Total: \$35,628.98	Hire 1 FTE Early Literacy Supervisor (KH RCCSD-Baltz Admin 25% Title I, 75% Title II)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$33,371.50 Line Item Total: \$33,371.50	
Account Code: 5100 - Salaries Funding Description: ES - Equitable Services (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	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools (\$10,000 of salary, \$10,000 OECs set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz; 80% Title I, 10% Title II, 10% Title IV)
Account Code: 5100 - Salaries Funding Description: PI - Parent Involvement (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$16,632.00 Line Item Total: \$16,632.00	EPER for 6 FTE to support Title I attend. zone families in being engaged in American school system (6FTE x \$33/hr x 3hrs x 28 sessions; 100% Title I)
Total for 5100 - Salaries: \$673,557.95	
Total for all other Account Codes: \$1,279,013.71	
Total for all Account Codes: \$1,952,571.66	
Adjusted Allocation: \$1,952,571.66	

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5120 - OECs - \$392,705.95 ▼

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: \$83,466.45

Line Item Total: \$83,466.45

Hire 1 FTE Director Federal and Regulated Programs (MS; RCCSD-Baltz Admin 97% Title I, 3% 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: \$67,828.15

Line Item Total: \$67,828.15

Hire 1 FTE Homeless Liaison (AA-RCCSD Baltz; 100% Title I)

Account Code: 5120 - OECs

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: (953200) Quantity: 1.00 Cost: \$52,123.56 Line Item Total: \$52,123.56	
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds: Location Code: (953200) Quantity: 1.00 Cost: \$42,275.87 Line Item Total: \$42,275.87	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools (\$10,000 of salary, \$10,000 OECs set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz; 80% Title I, 10% Title II, 10% Title IV)
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds: Location Code: (953200) Quantity: 1.00 Cost: \$40,812.00 Line Item Total: \$40,812.00	Hire 1 FTE Math Supervisor (JA-RCCSD-Baltz Admin; 50% Title I, 50% Title II)
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; 50% Title I & 50% Title II)

Location Code: Red Clay Consolidated School District (953200)		
Quantity:	1.00	
Cost:	\$33,951.41	
Line Item Total:	\$33,951.41	
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:	\$20,406.00	
Line Item Total:	\$20,406.00	
Account Code: 5120 - OECs 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:	\$20,231.03	
Line Item Total:	\$20,231.03	
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds:		Hire 1 FTE Early Literacy Supervisor (KH RCCSD-Baltz Admin 25% Title I, 75% Title II)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$16,247.66 Line Item Total: \$16,247.66	
Account Code: 5120 - OECs Funding Description: ES - Equitable Services (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	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools (\$10,000 of salary, \$10,000 OECs set aside as Title I LEA reservation for Administration of Equitable Services) (JC - RCCSD Baltz; 80% Title I, 10% Title II, 10% Title IV)
Account Code: 5120 - OECs Funding Description: PI - Parent Involvement (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$5,363.82 Line Item Total: \$5,363.82	EPER for 6 FTE to support Title I attend. zone families in being engaged in American school system (6 FTE x \$33/hr x 3hrs x 28 sessions; 100% Title I)
Total for 5120 - OECs: \$392,705.95	
Total for all other Account Codes: \$1,559,865.71	
Total for all Account Codes: \$1,952,571.66	
Adjusted Allocation: \$1,952,571.66	

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5400 - Travel - \$108,606.00 ▼

Budget Detail

Narrative Description

Account Code: 5400 - Travel

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$28,890.00

Line Item Total: \$28,890.00

Travel for 9 staff to Austin, TX 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 (Flights 640x 9 FTE = \$5760); (5 days x 450/night x 9 FTE = \$20250), (meals \$64/day x 5 days x 9 FTE = \$2880)

Account Code: 5400 - Travel

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$10,746.00

Line Item Total: \$10,746.00

Travel for 3 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 (.50miles X 216miles 3FTE = 216.00); (6 days@ Hotel/parking x 500 a night x3 FTE = \$9000); (79 a day for meals X 6 days X 3 FTE = \$1422)

Account Code: 5400 - Travel

Funding Description: A - Administration (District Only)

Uses of Funds:

Mileage - 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 (.50/mile)

Location Code: (953200) Quantity: 1.00 Cost: \$10,000.00 Line Item Total: \$10,000.00	
Account Code: 5400 - Travel Funding Description: A - Administration (District Only) Uses of Funds:	Travel for 3 staff to National Youth At Risk Conference Savannah, GA (550/flight x 3 FTE = \$1650, 4 days @ hotel x 550/night x 3 FTE = \$6600, Meals 69/day x 4 days x 3 FTE = \$828)
Location Code: (953200) Quantity: 1.00 Cost: \$9,078.00 Line Item Total: \$9,078.00	
Account Code: 5400 - Travel Funding Description: H - Homeless (District Only) Uses of Funds:	Travel for 4 staff to Innovative Schools Summit: At-Risk Students Conference in Chicago, IL (500/flight x 4 FTE = \$2000, 4 days @ hotel x 540/night x 4 FTE = \$8640, Meals 79/day x 4 days x 4 FTE = \$1264)
Location Code: (953200) Quantity: 1.00 Cost: \$11,904.00 Line Item Total: \$11,904.00	
Account Code: 5400 - Travel Funding Description: H - Homeless (District Only) Uses of Funds:	NAEHCY Conference - Travel for 4 staff to NAEHCY conference in Orlando, FL (500/flight x 4FTE = \$2000, 4 days @ hotel x 550/ night x 4FTE = \$8800, Meals 69/day x 4 days x 4FTE = \$1104)

Location Code: Red Clay Consolidated School District (953200)		Quantity: 1.00
Cost: \$11,904.00		
Line Item Total: \$11,904.00		
Account Code: 5400 - Travel		Travel for 5 attendees (2 staff, 1 Community Partner, and 2 parents) to National Family Engagement Summit conference, Savannah, GA (600/flight x 5 attendees = \$3000, 4 days @ hotel x 550/night x 5 attendees = \$11000, Meals 69/day x 4 days x 5 attendees = \$1380)
Funding Description: PI - Parent Involvement (District Only)		
Uses of Funds:		
Location Code: Red Clay Consolidated School District (953200)		
Quantity: 1.00		
Cost: \$15,380.00		
Line Item Total: \$15,380.00		
Account Code: 5400 - Travel		IEL Conference - Travel for 4 attendees (2 staff & 2 parents) to IEL conference Location TBA (600/flight x 4 attendees = \$2400, 4 days @ hotel x 450/night x 4 attendees = \$7200, Meals 69/day x 4 days x 4 attendees = \$1104)
Funding Description: PI - Parent Involvement (District Only)		
Uses of Funds:		
Location Code: Red Clay Consolidated School District (953200)		
Quantity: 1.00		
Cost: \$10,704.00		
Line Item Total: \$10,704.00		
Total for 5400 - Travel:		\$108,606.00
Total for all other Account Codes:		\$1,843,965.66
Total for all Account Codes:		\$1,952,571.66
Adjusted Allocation:		\$1,952,571.66

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5500 - Contractual - \$365,590.66 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$5,931.00

Line Item Total: \$5,931.00

ESEA Conference - Registration for 9 staff to Austin, TX 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 9FTE)

Account Code: 5500 - Contractual

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$1,785.00

Line Item Total: \$1,785.00

NAFEPA Conference - Registration for 3 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 (595X3FTE)

Account Code: 5500 - Contractual

Funding Description: A - Administration (District Only)

Uses of Funds:

NYAR Conference - Registration for 3 staff to National Youth At Risk Conference -- Savannah, GA (430X3FTE)

Location Code: (953200) Quantity: 1.00 Cost: \$1,290.00 Line Item Total: \$1,290.00	
Account Code: 5500 - Contractual Funding Description: H - Homeless (District Only) Uses of Funds:	Innovative Schools Summit: At Risk Students Conference - Registration for 4 staff to Innovative Schools Summit: At Risk Students Conference in Chicago, IL (795x4)
Location Code: (953200) Quantity: 1.00 Cost: \$3,180.00 Line Item Total: \$3,180.00	
Account Code: 5500 - Contractual Funding Description: H - Homeless (District Only) Uses of Funds:	NAEHCY Conference - Registration for 4 staff to NAEHCY conference in Orlando, FL (625X4FTE)
Location Code: (953200) Quantity: 1.00 Cost: \$2,500.00 Line Item Total: \$2,500.00	
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: \$201,987.36 Line Item Total: \$201,987.36	
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: \$2,242.30 Line Item Total: \$2,242.30	Learn It Systems (Parent Inv) - Contract with vendor to provide Title I parent involvement to private school students who would've attended RCCSD Title I schools
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	FACE Event Community Partnership - Skills Connexion - Contract with agency to enhance RCPAC (8 events x 2000/event = 16000)
Account Code: 5500 - Contractual Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	National Family Engagement Summit - Registration for 5 attendees (2 staff, 1 Community Partner, and 2 parents) for National Family Engagement Summit conference, Savannah, GA(575X5)

Location Code: (953200) Quantity: 1.00 Cost: \$2,875.00 Line Item Total: \$2,875.00	Red Clay Consolidated School District
Account Code: 5500 - Contractual Funding Description: PI - Parent Involvement (District Only) Uses of Funds: Location Code: (953200) Quantity: 1.00 Cost: \$2,300.00 Line Item Total: \$2,300.00	IEL Conference - Registration for 4 attendees (2 staff & 2 parents) to IEL conference Location TBA (575X4attendees)
Account Code: 5500 - Contractual Funding Description: I K-12 - Instruction K-12 Uses of Funds: Location Code: (953200) Quantity: 1.00 Cost: \$125,000.00 Line Item Total: \$125,000.00	Contract for services with Children and Families First (Shortlidge, Warner)
Account Code: 5500 - Contractual Funding Description: I K-12 - Instruction K-12 Uses of Funds:	UD Grad Students reading support - 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:	\$365,590.66
Total for all other Account Codes:	\$1,586,981.00
Total for all Account Codes:	\$1,952,571.66
Adjusted Allocation:	\$1,952,571.66
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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:	\$1,947,284.83
Total for all Account Codes:	\$1,952,571.66
Adjusted Allocation:	\$1,952,571.66
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5560 - Indirect - \$206,135.05



Budget Detail

Narrative Description

Account Code: 5560 - Indirect

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$206,135.05

Line Item Total: \$206,135.05

Indirect Costs

Total for 5560 - Indirect: \$206,135.05

Total for all other Account Codes: \$1,746,436.61

Total for all Account Codes: \$1,952,571.66

Adjusted Allocation: \$1,952,571.66

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5600 - Supplies - \$200,689.22 ▼

Budget Detail

Narrative Description

Account Code: 5600 - Supplies	
Funding Description: A - Administration (District Only)	Administrative Supplies - Purchase administrative supplies and subscriptions (Title I Newsletter, Ed Week, etc) and resources (Title I Handbook, Fed Programs newsletter, Leveraging Leadership books) for Federal Regulated Programs Office
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	
Quantity: 1.00	
Cost: \$10,000.00	
Line Item Total: \$10,000.00	
Account Code: 5600 - Supplies	
Funding Description: H - Homeless (District Only)	Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support)
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	
Quantity: 1.00	
Cost: \$50,000.00	
Line Item Total: \$50,000.00	
Account Code: 5600 - Supplies	
Funding Description: PI - Parent Involvement (District Only)	Title I School Allocations - PARENTINV - 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 \$ 4,000.00, Lewis \$ 5,000.00, Johnson\$ 6,000.00, Stanton \$ 2,000.00, Mote \$ 1,000.00, Warner \$ 6,000.00, AIMS \$ 3,000.00, Baltz \$ 2000.00, Richardson Park \$ 3,000.00, Skyline \$ 1,000.00, Forest Oak \$ 5,000.00, Marbrook \$ 3,000.00, Richey \$ 2,000.00 Total Allocated \$45,000.00)
Uses of Funds:	

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$45,000.00 Line Item Total: \$45,000.00	
Account Code: 5600 - Supplies Funding Description: PI - Parent Involvement (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$32,500.00 Line Item Total: \$32,500.00	Back to School Block Party supplies to support efforts to bring together school, family, and community.
Account Code: 5600 - Supplies Funding Description: PI - Parent Involvement (District Only) Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$3,189.22 Line Item Total: \$3,189.22	(5% of 1%) - RCPAC refreshment
Account Code: 5600 - Supplies Funding Description: I K-12 - Instruction K-12 Uses of Funds:	Reading and Math Educational Supplies - Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (reading & math materials) (MVOL - FO)

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$60,000.00

Line Item \$60,000.00
Total:

Total for 5600 - Supplies:	\$200,689.22
Total for all other Account Codes:	\$1,751,882.44
Total for all Account Codes:	\$1,952,571.66
Adjusted Allocation:	\$1,952,571.66
Remaining:	\$0.00

Public School Allocations

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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: **\$4,500,080.34**
Single Per Pupil Amount (PPA): **\$1,165.52**

School	Low Income		School Allocations		
	% B	#P C	PPA Category D	PPA E	Allocation F C x E
Warner Elementary School	82.89	294	1	1,940.00	570,360.00
Johnson (Joseph E.) Elementary School	81.19	239	1	1,940.00	463,660.00
Shortlidge (Evan G.) Academy	80.71	311	1	1,940.00	603,340.00
Lewis (William C.) Dual Language Elementary School	75.63	232	2	1,939.00	449,848.00
Baltz (Austin D.) Elementary School	75.38	380	3	1,301.00	494,380.00
Richardson Park Elementary School	73.48	362	4	1,300.00	470,600.00
Mote (Anna P.) Elementary School	72.22	226	4	1,300.00	293,800.00
Forest Oak Elementary School	63.05	276	5	980.00	270,480.00
Richey Elementary School	58.93	212	6	780.00	165,360.00
Marbrook Elementary School	54.99	232	7	675.99	156,829.68
Stanton Middle School	73.83	437	8	511.78	223,647.86
duPont (Alexis I.) Middle School	73.23	332	8	511.78	169,910.96
Skyline Middle School	71.82	328	8	511.78	167,863.84
Total Low Income:			3861	Total Allocations:	4,500,080.34
				Remaining:	0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$314,428.24
5120 - OECs	\$179,951.76
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 \$494,380.00
	Adjusted Allocation \$494,380.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$314,428.24 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 4 Teachers to support standards based instruction in content areas reading and math (SC, VB, RB, LS; Baltz; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	
Quantity:	4.00	
Cost:	\$78,607.06	
Line Item Total:	\$314,428.24	
Total for 5100 - Salaries:		\$314,428.24
Total for all other Account Codes:		\$179,951.76
Total for all Account Codes:		\$494,380.00
Adjusted Allocation:		\$494,380.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$179,951.76

Budget Detail

Narrative Description

Account Code: 5120 - OECs

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: 252
Baltz (Austin D.) Elementary School (953200-

Quantity: 4.00

Cost: \$44,987.94

Line Item Total: \$179,951.76

Hire 4 Teachers to support standards based instruction in content areas reading and math (SC, VB, RB, LS; Baltz; 100% Title I)

Total for 5120 - OECs: \$179,951.76

Total for all other Account Codes: \$314,428.24

Total for all Account Codes: \$494,380.00

Adjusted Allocation: \$494,380.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$104,505.01
5120 - OECs	\$65,405.95
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 \$169,910.96
	Adjusted Allocation \$169,910.96
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$104,505.01 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 Teacher to support standards based instruction in content areas reading and math (CT; AIMS; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	
Cost:	\$104,505.01	Total for 5100 - Salaries: \$104,505.01
Line Item Total:	\$104,505.01	Total for all other Account Codes: \$65,405.95
		Total for all Account Codes: \$169,910.96
		Adjusted Allocation: \$169,910.96
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$65,405.95 ▼

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: \$65,405.95

Line Item \$65,405.95

Total:

Hire 1 Teacher to support standards based instruction in content areas reading and math (CT; AIMS; 100% Title I)

Total for 5120 - OECs: \$65,405.95

Total for all other Account Codes: \$104,505.01

Total for all Account Codes: \$169,910.96

Adjusted Allocation: \$169,910.96

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240) 

Account Code	Total
5100 - Salaries	\$181,705.58
5120 - OECs	\$88,774.42
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 \$270,480.00
	Adjusted Allocation \$270,480.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240)

5100 - Salaries - \$181,705.58 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 2 Teachers to support standards based instruction in content areas reading and math (LA, JT; Forest Oak; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Forest Oak Elementary School (953200-240)	
Quantity:	2.00	
Cost:	\$90,852.79	
Line Item Total:	\$181,705.58	
Total for 5100 - Salaries:		\$181,705.58
Total for all other Account Codes:		\$88,774.42
Total for all Account Codes:		\$270,480.00
Adjusted Allocation:		\$270,480.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240)

5120 - OECs - \$88,774.42

Budget Detail

Narrative Description

Account Code: 5120 - OECs

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: Forest Oak Elementary School (953200-240)

Quantity: 2.00

Cost: \$44,387.21

Line Item Total: \$88,774.42

Hire 2 Teachers to support standards based instruction in content areas reading and math (LA, JT; Forest Oak; 100% Title I)

Total for 5120 - OECs: \$88,774.42

Total for all other Account Codes: \$181,705.58

Total for all Account Codes: \$270,480.00

Adjusted Allocation: \$270,480.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Johnson (Joseph E.) Elementary School (953200-244) 

Account Code	Total
5100 - Salaries	\$264,385.15
5120 - OECs	\$199,274.85
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 \$463,660.00
	Adjusted Allocation \$463,660.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Johnson (Joseph E.) Elementary School (953200-244)

5100 - Salaries - \$264,385.15 ▼

Budget Detail

Narrative Description

Account Code: 5100 - Salaries

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: Johnson (Joseph E.) Elementary School (953200-244)

Quantity: 1.00

Cost: \$127,094.67

Line Item Total: \$127,094.67

Hire 1 Academic Dean to support standards based instruction in content areas reading and math (DW; Johnson; 100% Title I)

Account Code: 5100 - Salaries

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: Johnson (Joseph E.) Elementary School (953200-244)

Quantity: 1.00

Cost: \$89,917.73

Line Item Total: \$89,917.73

Hire 1 Teacher to support standards based instruction in content areas reading and math (JC; Johnson; 100% Title I)

Account Code: 5100 - Salaries

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Hire 1 Para to support standards based instruction in content areas reading and math (NS; Johnson; 100% Title I)

Location Johnson (Joseph E.) Elementary School
Code: (953200-244)

Quantity: 1.00

Cost: \$47,372.75

Line Item Total: \$47,372.75

Total for 5100 - Salaries:	\$264,385.15
Total for all other Account Codes:	\$199,274.85
Total for all Account Codes:	\$463,660.00
Adjusted Allocation:	\$463,660.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Johnson (Joseph E.) Elementary School (953200-244)

5120 - OECs - \$199,274.85 ▼

Budget Detail

Narrative Description

Account Code: 5120 - OECs

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: Johnson (Joseph E.) Elementary School (953200-244)

Quantity: 1.00

Cost: \$80,090.23

Line Item Total: \$80,090.23

Hire 1 Academic Dean to support standards based instruction in content areas reading and math (DW; Johnson; 100% Title I)

Account Code: 5120 - OECs

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: Johnson (Joseph E.) Elementary School (953200-244)

Quantity: 1.00

Cost: \$64,390.16

Line Item Total: \$64,390.16

Hire 1 Teacher to support standards based instruction in content areas reading and math (JC; Johnson; 100% Title I)

Account Code: 5120 - OECs

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Hire 1 Para to support standards based instruction in content areas reading and math (NS; Johnson; 100% Title I)

Location Johnson (Joseph E.) Elementary School
Code: (953200-244)

Quantity: 1.00

Cost: \$54,794.46

Line Item \$54,794.46
Total:

Total for 5120 - OECs:	\$199,274.85
Total for all other Account Codes:	\$264,385.15
Total for all Account Codes:	\$463,660.00
Adjusted Allocation:	\$463,660.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$281,032.78
5120 - OECs	\$168,815.22
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 \$449,848.00
	Adjusted Allocation \$449,848.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$281,032.78 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 3 Teachers to support standards based instruction in content areas reading and math (DP, EL, FP; Lewis; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	3.00	
Cost:	\$76,818.80	Hire 1 Para to support standards based instruction in content areas reading and math (PO; Lewis; 100% Title I)
Line Item Total:	\$230,456.40	
Account Code:	5100 - Salaries	
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	1.00	
Cost:	\$50,576.38	
Line Item Total:	\$50,576.38	
Total for 5100 - Salaries:		\$281,032.78
Total for all other Account Codes:		\$168,815.22
Total for all Account Codes:		\$449,848.00
Adjusted Allocation:		\$449,848.00

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$168,815.22

Budget Detail

Narrative Description

Account Code:	5120 - OECs	Hire 3 Teachers to support standards based instruction in content areas reading and math (DP, EL, FP; Lewis; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	3.00	
Cost:	\$40,604.37	
Line Item Total:	\$121,813.11	
Account Code:	5120 - OECs	Hire 1 Para to support standards based instruction in content areas reading and math (PO; Lewis; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	1.00	
Cost:	\$47,002.11	
Line Item Total:	\$47,002.11	
Total for 5120 - OECs:		\$168,815.22
Total for all other Account Codes:		\$281,032.78
Total for all Account Codes:		\$449,848.00
Adjusted Allocation:		\$449,848.00

Remaining:

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256) 

Account Code	Total
5100 - Salaries	\$103,289.38
5120 - OECs	\$53,540.30
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 \$156,829.68
	Adjusted Allocation \$156,829.68
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5100 - Salaries - \$103,289.38 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 Teacher to support standards based instruction in content areas reading and math (KN; Marbrook; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Marbrook Elementary School (953200-256)	
Quantity:	1.00	
Cost:	\$103,289.38	Total for 5100 - Salaries: \$103,289.38
Line Item Total:	\$103,289.38	Total for all other Account Codes: \$53,540.30
		Total for all Account Codes: \$156,829.68
		Adjusted Allocation: \$156,829.68
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5120 - OECs - \$53,540.30

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: \$53,540.30

Line Item \$53,540.30

Total:

Hire 1 Teacher to support standards based instruction in content areas reading and math (KN; Marbrook; 100% Title I)

Total for 5120 - OECs: \$53,540.30

Total for all other Account Codes: \$103,289.38

Total for all Account Codes: \$156,829.68

Adjusted Allocation: \$156,829.68

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$177,052.22
5120 - OECs	\$116,747.78
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 \$293,800.00
	Adjusted Allocation \$293,800.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$177,052.22 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 2 Teachers to support standards based instruction in content areas reading and math (MC, HB; Mote; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Mote (Anna P.) Elementary School (953200-264)	
Quantity:	2.00	
Cost:	\$88,526.11	
Line Item Total:	\$177,052.22	
Total for 5100 - Salaries:		\$177,052.22
Total for all other Account Codes:		\$116,747.78
Total for all Account Codes:		\$293,800.00
Adjusted Allocation:		\$293,800.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$116,747.78

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: 2.00

Cost: \$58,373.89

Line Item \$116,747.78

Total:

Hire 2 Teachers to support standards based instruction in content areas reading and math (MC, HB; Mote; 100% Title I)

Total for 5120 - OECs: \$116,747.78

Total for all other Account Codes: \$177,052.22

Total for all Account Codes: \$293,800.00

Adjusted Allocation: \$293,800.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254) 

Account Code	Total
5100 - Salaries	\$314,523.00
5120 - OECs	\$156,077.00
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 \$470,600.00
	Adjusted Allocation \$470,600.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5100 - Salaries - \$314,523.00 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 3 Teachers to support standards based instruction in content areas reading and math (RC, ES, IT; RPE; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	3.00	
Cost:	\$60,008.25	Hire 1 Academic Dean to support standards based instruction in content areas reading and math (EB; RPE; 100% Title I)
Line Item Total:	\$180,024.75	
Account Code:	5100 - Salaries	
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	1.00	Total for 5100 - Salaries: \$314,523.00
Cost:	\$134,498.25	
Line Item Total:	\$134,498.25	
Total for all other Account Codes:		\$156,077.00
Total for all Account Codes:		\$470,600.00
Adjusted Allocation:		\$470,600.00

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5120 - OECs - \$156,077.00

Budget Detail Narrative Description

Account Code:	5120 - OECs	Hire 3 Teachers to support standards based instruction in content areas reading and math (RC, ES, IT; RPE; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	3.00	
Cost:	\$32,844.45	
Line Item Total:	\$98,533.35	
Account Code:	5120 - OECs	Hire 1 Academic Dean to support standards based instruction in content areas reading and math (EB; RPE; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	1.00	
Cost:	\$57,543.65	
Line Item Total:	\$57,543.65	
Total for 5120 - OECs:		\$156,077.00
Total for all other Account Codes:		\$314,523.00
Total for all Account Codes:		\$470,600.00
Adjusted Allocation:		\$470,600.00

Remaining:

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260) 

Account Code	Total
5100 - Salaries	\$100,974.56
5120 - OECs	\$64,385.44
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 \$165,360.00
	Adjusted Allocation \$165,360.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5100 - Salaries - \$100,974.56 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 Teacher to support standards based instruction in content areas reading and math (MC; Richey; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Richey Elementary School (953200-260)	
Quantity:	1.00	
Cost:	\$100,974.56	Total for 5100 - Salaries: \$100,974.56
Line Item Total:	\$100,974.56	Total for all other Account Codes: \$64,385.44
		Total for all Account Codes: \$165,360.00
		Adjusted Allocation: \$165,360.00
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5120 - OECs - \$64,385.44 ▼

Budget Detail

Narrative Description

Account Code: 5120 - OECs

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: Richey Elementary School (953200-260)

Quantity: 1.00

Cost: \$64,385.44

Line Item Total: \$64,385.44

Hire 1 Teacher to support standards based instruction in content areas reading and math (MC; Richey; 100% Title I)

Total for 5120 - OECs: \$64,385.44

Total for all other Account Codes: \$100,974.56

Total for all Account Codes: \$165,360.00

Adjusted Allocation: \$165,360.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$393,365.67
5120 - OECs	\$209,974.33
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 \$603,340.00
	Adjusted Allocation \$603,340.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$393,365.67 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 3 Teachers to support standards based instruction in content areas reading and math (CH, JG, AH; Shortlidge; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	3.00	
Cost:	\$87,316.68	Hire 1 Academic Dean to support standards based instruction in content areas reading and math (DM; Shortlidge; 100% Title I)
Line Item Total:	\$261,950.04	
Account Code:	5100 - Salaries	
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	
Cost:	\$131,415.63	
Line Item Total:	\$131,415.63	
Total for 5100 - Salaries:		\$393,365.67
Total for all other Account Codes:		\$209,974.33
Total for all Account Codes:		\$603,340.00
Adjusted Allocation:		\$603,340.00

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$209,974.33

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 3 Teachers to support standards based instruction in content areas reading and math (CH, JG, AH; Shortlidge; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	3.00	
Cost:	\$44,204.51	Hire 1 Academic Dean to support standards based instruction in content areas reading and math (DM; Shortlidge; 100% Title I)
Line Item Total:	\$132,613.53	
Account Code:	5120 - OECs	
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	
Cost:	\$77,360.80	
Line Item Total:	\$77,360.80	
Total for 5120 - OECs:		\$209,974.33
Total for all other Account Codes:		\$393,365.67
Total for all Account Codes:		\$603,340.00
Adjusted Allocation:		\$603,340.00

Remaining:

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280) 

Account Code	Total
5100 - Salaries	\$109,747.53
5120 - OECs	\$58,116.31
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 \$167,863.84
	Adjusted Allocation \$167,863.84
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280)

5100 - Salaries - \$109,747.53 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 Teacher to support standards based instruction in content areas reading and math (NB; Skyline; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	\$63,332.74	Hire 1 Para to support standards based instruction in content areas reading and math (HP; Skyline; 100% Title I)
Line Item Total:	\$63,332.74	
Account Code:	5100 - Salaries	
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	\$46,414.79	
Line Item Total:	\$46,414.79	
Total for 5100 - Salaries:		\$109,747.53
Total for all other Account Codes:		\$58,116.31
Total for all Account Codes:		\$167,863.84
Adjusted Allocation:		\$167,863.84

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280)

5120 - OECs - \$58,116.31 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 1 Para to support standards based instruction in content areas reading and math (HP; Skyline; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	\$29,593.79	Hire 1 Teacher to support standards based instruction in content areas reading and math (NB; Skyline; 100% Title I)
Line Item Total:	\$29,593.79	
Account Code:	5120 - OECs	
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	\$28,522.52	
Line Item Total:	\$28,522.52	
Total for 5120 - OECs:		\$58,116.31
Total for all other Account Codes:		\$109,747.53
Total for all Account Codes:		\$167,863.84
Adjusted Allocation:		\$167,863.84

Remaining:

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282) 

Account Code	Total
5100 - Salaries	\$133,643.48
5120 - OECs	\$90,004.38
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
	Total \$223,647.86
	Adjusted Allocation \$223,647.86
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5100 - Salaries - \$133,643.48 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 2 Teachers to support standards based instruction in content areas reading and math (F,J, LQ; Stanton; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Stanton Middle School (953200-282)	
Quantity:	2.00	
Cost:	\$66,821.74	
Line Item Total:	\$133,643.48	
Total for 5100 - Salaries:		\$133,643.48
Total for all other Account Codes:		\$90,004.38
Total for all Account Codes:		\$223,647.86
Adjusted Allocation:		\$223,647.86
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5120 - OECs - \$90,004.38

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: 2.00

Cost: \$45,002.19

Line Item \$90,004.38

Total:

Hire 2 Teachers to support standards based instruction in content areas reading and math (FJ, LQ; Stanton; 100% Title I)

Total for 5120 - OECs: \$90,004.38

Total for all other Account Codes: \$133,643.48

Total for all Account Codes: \$223,647.86

Adjusted Allocation: \$223,647.86

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266) 

Account Code	Total
5100 - Salaries	\$331,930.15
5120 - OECs	\$238,429.85
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 \$570,360.00
	Adjusted Allocation \$570,360.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5100 - Salaries - \$331,930.15 ▼

Budget Detail

Narrative Description

Account Code: 5100 - Salaries

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: Warner Elementary School (953200-266)

Quantity: 1.00

Cost: \$131,415.62

Line Item Total: \$131,415.62

Hire 1 Academic Dean to support standards based instruction in content areas reading and math (AD; Warner; 100% Title I)

Account Code: 5100 - Salaries

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: Warner Elementary School (953200-266)

Quantity: 2.00

Cost: \$50,452.25

Line Item Total: \$100,904.50

Hire 2 Paras to support standards based instruction in content areas reading and math (ER, RO; Warner; 100% Title I)

Account Code: 5100 - Salaries

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Hire 1 Teacher to support standards based instruction in content areas reading and math (JR; Warner; 100% Title I)

Location Warner Elementary School (953200-266)

Code:

Quantity: 1.00

Cost: \$99,610.03

Line Item Total: \$99,610.03

Total for 5100 - Salaries:	\$331,930.15
Total for all other Account Codes:	\$238,429.85
Total for all Account Codes:	\$570,360.00
Adjusted Allocation:	\$570,360.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5120 - OECs - \$238,429.85



Budget Detail

Narrative Description

Account Code: 5120 - OECs

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: Warner Elementary School (953200-266)

Quantity: 2.00

Cost: \$51,146.30

Line Item Total: \$102,292.60

Hire 2 Paras to support standards based instruction in content areas reading and math (ER, RO; Warner; 100% Title I)

Account Code: 5120 - OECs

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Location Code: Warner Elementary School (953200-266)

Quantity: 1.00

Cost: \$75,717.80

Line Item Total: \$75,717.80

Hire 1 Academic Dean to support standards based instruction in content areas reading and math (AD; Warner; 100% Title I)

Account Code: 5120 - OECs

Funding Description: I K-12 - Instruction K-12

Uses of Funds:

Hire 1 Teacher to support standards based instruction in content areas reading and math (JR; Warner; 100% Title I)

Location Warner Elementary School (953200-266)

Code:

Quantity: 1.00

Cost: \$60,419.45

Line Item Total: \$60,419.45

Total for 5120 - OECs:		\$238,429.85
Total for all other Account Codes:		\$331,930.15
Total for all Account Codes:		\$570,360.00
Adjusted Allocation:		\$570,360.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 children and youths experiencing homelessness.

Federal law does not specify how much an LEA should set aside for students and youths experiencing homelessness, but LEAs must consider issues such as the number of students and youths experiencing homelessness 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 C. Anderson

Instructional and Related Service Needs

LEAs must provide services for children and youths experiencing homelessness 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 and youths 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 the needs of students and youth experiencing homelessness and fund accordingly.
- ☐ Method #2: Obtain a count of students and youth experiencing homelessness 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.

550 3. Approximately how many students and youth experiencing homelessness will these funds support?

550 4. Approximately how many students and youth experiencing homelessness 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. Students are also 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 or 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)	550 6. Approximately how many students will the liaison serve with all or part of their salary paid with Title I, Part A funds?
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Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$6,246,516.95
Indirect Cost Rate	3.30%
Maximum Allowed for Indirect Cost	\$206,135.05

Filter by Location: All - \$6,452,652.00

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	Total
Account Code						
5100 - Salaries	646,925.95	0.00	10,000.00	16,632.00	2,810,582.75	3,484,140.70
5120 - OECs	377,342.13	0.00	10,000.00	5,363.82	1,689,497.59	2,082,203.54
5400 - Travel	58,714.00	23,808.00		26,084.00	0.00	108,606.00
5500 - Contractual	9,006.00	5,680.00	204,229.66	21,175.00	125,500.00	365,590.66
5500 - Audit Fees	5,286.83					5,286.83
5560 - Indirect	206,135.05					206,135.05
5600 - Supplies	10,000.00	50,000.00	0.00	80,689.22	60,000.00	200,689.22
Total	1,313,409.96	79,488.00	224,229.66	149,944.04	4,685,580.34	6,452,652.00
				Adjusted Allocation		6,452,652.00
				Remaining		0.00

Funds Transferred to Title I

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2025 - Consolidated - Rev 0 - Title I Part A

Conditional Documents		
Type	Document Template/Example	Document/Link
Affirmation of Consultation ⓘ	 <u>Affirmation of Consultation</u>	 <u>Urban Promise School (The) AOC</u>
		 <u>St Elizabeth Elem AOC</u>
		 <u>Harvest Christian AOC</u>
		 <u>St Peter Catholic School AOC</u>
		 <u>Delaware Tarbiyah School AOC</u>
		 <u>Islamic Academy of DE AOC</u>
		 <u>Holy Angels School AOC</u>
		 <u>Immaculate Heart of Mary School AOC</u>
		 <u>Red Lion Christian Academy AOC</u>
		 <u>St. Peter's Cathedral School AOC</u>
		 <u>Serviam Girls School</u>
		 <u>Christ The Teacher AOC</u>
		 <u>St. John the Beloved School AOC</u>
		 <u>Sharon Temple AOC</u>
		 <u>St Anthony of Padua Grade School AOC</u>
		 <u>St Ann School AOC</u>
		 <u>Padua Academy AOC</u>
		 <u>Urban Promise Academy AOC</u>
		 <u>Developing Minds Preschool AOC</u>
		 <u>St. Mary Magdalen AOC</u>
		 <u>Goods Blessing House AOC</u>

Optional Documents		
Type	Document Template/Example	Document/Link

Title I Needs Assessment

 Title I Needs Assessment

Title I Schoolwide Plan

 Title I Schoolwide Plan

Title I LEA Plan

 Title I LEA Plan

Title I Assurances

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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)).
- 8 The LEA does not admit or exclude students from any federally assisted education program on the basis of a surname or language-minority status. (Sec. 1112(e)(3)(D))

Budget

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

Account Code	Total
5100 - Salaries	\$576,391.00
5120 - OECs	\$289,307.52
5400 - Travel	\$56,299.67
5500 - Contractual	\$164,261.53
5500 - Audit Fees	\$1,273.96
5560 - Indirect	\$37,695.48
5600 - Supplies	\$54,753.84
5700 - Capital Outlay	\$0.00
	Total \$1,179,983.00
	Adjusted Allocation \$1,179,983.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

5100 - Salaries - \$576,391.00 ▼

Budget Detail

Narrative Description

Account Code: 5100 - Salaries

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$112,010.23

Line Item Total: \$112,010.23

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: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$106,886.95

Line Item Total: \$106,886.95

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: (953200) Red Clay Consolidated School District

Hire 1 FTE Early Literacy Supervisor (KH RCCSD-Baltz Admin .25 Title I, .75 Title II)

Quantity: 1.00 Cost: \$100,114.49 Line Item Total: \$100,114.49	
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: \$71,257.97 Line Item Total: \$71,257.97	Hire 1 FTE Math Supervisor (JA-RCCSD-Baltz Admin; .5 Title I, .5 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: \$71,257.97 Line Item Total: \$71,257.97	Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 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: \$71,257.97 Line Item Total: \$71,257.97	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: \$38,400.35 Line Item Total: \$38,400.35		for this to occur at Shortlidge, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level. (DF Shortlidge; 75% Title II, 25% non-cga funding)
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: \$37,242.80 Line Item Total: \$37,242.80		Hire 1 FTE Classroom Teacher (Johnson); Name of Teacher: Ryan Baccellieri. Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 5 at Johnson 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 Johnson, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level. (RB Johnson; 75% Title II, 25% non-cga funding)
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: \$14,934.70 Line Item Total: \$14,934.70		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; 10% Title II, 90% 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 II program (J. Campbell; RCCSD Baltz Admin; 80% Title I, 10% Title II, 10% Title IV)

Quantity:	1.00	
Cost:	\$10,453.79	
Line Item	\$10,453.79	
Total:		
Account Code:	5100 - Salaries	Hire 1 FTE support specialist to administer Title II consolidated grant assistance and Title II monitoring (J. Jeanes, RCCSD Baltz Admin; 80% Title I, 10% Title II, 10% Title IV)
Funding Description:	TQ - Title II TQ	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$9,144.75	
Line Item	\$9,144.75	
Total:		
Account Code:	5100 - Salaries	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)
Funding Description:	TQ - Title II TQ	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,687.00	
Line Item	\$4,687.00	
Total:		
Total for 5100 - Salaries:		\$576,391.00
Total for all other Account Codes:		\$603,592.00
Total for all Account Codes:		\$1,179,983.00
Adjusted Allocation:		\$1,179,983.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

5120 - OECs - \$289,307.52 ▼

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: \$64,397.23

Line Item Total: \$64,397.23

Hire 1 FTE Social Studies Supervisor (HG-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: \$49,834.24

Line Item Total: \$49,834.24

Hire 1 FTE Early Literacy Supervisor (KH 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 Math Supervisor (JA-RCCSD-Baltz Admin; .5 Title I, .5 Title II)

Quantity: 1.00 Cost: \$41,588.72 Line Item Total: \$41,588.72		
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: \$38,616.70 Line Item Total: \$38,616.70		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: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$34,728.12 Line Item Total: \$34,728.12		Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)
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: \$34,728.12 Line Item Total: \$34,728.12		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: \$23,953.20 Line Item Total: \$23,953.20		for this to occur at Shortlidge, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level. (DF Shortlidge; 75% Title II, 25% non-cga funding)
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: \$12,416.75 Line Item Total: \$12,416.75		Hire 1 FTE Classroom Teacher (Johnson); Name of Teacher: Ryan Baccellieri. Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 5 at Johnson 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 Johnson, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level. (RB Johnson; 75% Title II, 25% non-cga funding)
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: \$7,351.55 Line Item Total: \$7,351.55		Hire 1 FTE support for implementing equitable services to administer the Title II program (J. Campbell; 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: \$7,351.55 Line Item Total: \$7,351.55		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; 10% Title II, 90% non-cga funding)

Quantity: 1.00 Cost: \$7,173.37 Line Item Total: \$7,173.37		
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: \$6,615.12 Line Item Total: \$6,615.12		Hire 1 FTE support specialist to administer Title II consolidated grant assistance and Title II monitoring (J. Jeanes, 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: \$2,632.52 Line Item Total: \$2,632.52		Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)
Total for 5120 - OECs:		\$289,307.52
Total for all other Account Codes:		\$890,675.48
Total for all Account Codes:		\$1,179,983.00
Adjusted Allocation:		\$1,179,983.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

5400 - Travel - \$56,299.67



Budget Detail

Narrative Description

Account Code: 5400 - Travel	Set aside Title II funds for non-profit private schools allocation for professional development
Funding Description: ES - Equitable Services	Listed below are the current private school travel Title II expenditure requests received by Red Clay
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	
Quantity: 1.00	Salesianum School
Cost: \$54,753.84	ACTFL Convention-11/22-Philadelphia, PA-Mileage &Parking \$40-Meals-\$30 X Two Attendees Total-\$140
Line Item Total: \$54,753.84	NCTE Convention-11/21-11/24-Boston, MA-Flights for two Attendees-\$880-Hotel for Two-\$1,670-Meals for Two-\$600 Total-\$3150
	NSTA Conference-11/6-11/9-New Orleans, LA-Flight for one attendee-\$1,055-Hotel-\$1,743-Meals-\$300 Total-\$3,100
	NACAC Conference-9/25-9/28 Los Angeles, CA-Flights for two attendees-\$1,771-Hotel for two-\$1,483-Meals for two-\$600 Total-\$3,854
	Padua Academy
	ACTFL Convention-11/22-Philadelphia, PA-Mileage &Parking \$40 per attendee X 6 attendees=\$240 Meals-\$30 per attendee X 6=\$180 Total \$420
	NCEA Convention-4/22-4/25-Orlando, FL-Flight for two attendees-\$1,258 Hotel for two-\$1,020-Meals for two-\$600 Total-\$2,878
	ASCD Conference-6/29-7/2-San Antonio, TX-Flights for two attendees-\$930 Hotel for two-\$2,154-Meals for two-\$600 Total-\$3,685
	MASCA School Counseling Conference-4/6-4/8-Framingham, MA-Flight for one attendee-\$305 Hotel for one-\$400-Meals for one-\$200 Total-\$905

PACAC Conference-6/22-6/24-Seven Springs, PA-Mileage for one attendee-\$230-Hotel-\$330-Meals-\$125 Total-\$785

Tatnall School

NAIS Conference on Intercultural Dialogue-8/15-8/17-Washington, DC-Mileage & Tolls for 1 attendee-\$125-Hotel-\$997-Meals-\$300 Total-\$1,422

ISTE Conference-6/29-7/2 San Antonio TX-Flight for one attendee-\$465-Hotel-\$1,077-Meals-\$300 Total-\$1,842

St. Marks High School

AP Annual Conference-7/24-7/27-Las Vegas, NV-Flight for one attendee-\$849 Hotel for one-\$984 Meals for one-\$300 Total-\$2,133

JEA Conference-11/7-11/10-Philadelphia, PA-Mileage/parking for one attendee-\$60-Hotel for one-\$830 Meals-\$300 Total-\$1,190

Design and Make Educator Summit-7/29-8/1-Chicago, IL-Flight for one attendee-\$480 Meals-\$300 Total-\$780

NACAC Conference-9/25-9/28 Los Angeles, CA-Flights for one attendee-\$886-Hotel-\$1,737-Meals-\$300 Total-\$2,923

Wilmington Christian

NCTM Convention-9/24-9/28-Chicago, IL-Flights for two attendees-\$594-Hotel for two-\$2,680-Meals-\$600 Total-\$3,874

Ursuline

NACAC Conference-9/25-9/28 Los Angeles, CA-Flights for two attendees-\$1,771-Hotel for two-\$1,483-Meals for two-\$600 Total-\$3,854

ACTFL Convention-11/22-Philadelphia, PA-Mileage & Parking \$40-Meals-\$30 X Two Attendees Total-\$140

AMLE Conference-11/6-11/9-Nashville, TN-Flight for one attendee-\$603-Hotel-\$996-Meals-\$300 Total-\$1,899

St. Anthony

ISTE Conference-6/29-7/2 San Antonio TX-Flight for two attendees-\$930-Hotel for two-\$2,154-Meals for two-\$600 Total-\$3,684

Smithsonian Institute-7/15-7/17-Washington, DC-Mileage & Tolls for 1 attendee-\$125-Hotel for one-\$1,450-Meals for one-\$300-Total-\$1,875

Mileage (Total x.50/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.

Account 5400 - Travel

Code:

Funding TQ - Title II TQ

Description:

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$1,545.83

Line Item

\$1,545.83

Total:

Total for 5400 - Travel: \$56,299.67

Total for all other Account Codes: \$1 123,683.33

Total for all Account Codes: \$1,179,983.00

Adjusted Allocation: \$1,179,983.00

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

5500 - Contractual - \$164,261.53 ▼

Budget Detail		Narrative Description
Account Code: 5500 - Contractual		Set aside Title II funds for non-profit private schools allocation for professional development Listed below are the current private school contractual service Title II expenditure requests received by Red Clay
Funding Description: ES - Equitable Services		
Uses of Funds:		
Location Code: Red Clay Consolidated School District (953200)		
Quantity: 1.00		
Cost: \$164,261.53		Salesianum
Line Item Total: \$164,261.53		ACTFL Convention-11/22-Philadelphia, PA-Registration for two attendees-\$335 each Total \$670
		NCTE Convention-11/21-11/24-Boston, MA-registration for two attendees-\$440 each Total \$880
		AP Central/College Board-7/8-7/11-Online-Summer APSI for one staff member- \$650
		Learning & the Brain-10/19-Online-Introduction to the Science of Reading-Reg. for 4 staff \$89 each Total-\$356
		AP Central/College Board-7/30-8/2-Online-Summer APSI for one staff member-\$600
		NACAC Conference-9/25-9/28-Los Angeles, CA-registration for two attendees-\$425 each-Total-\$850
		Dr. Michael Riechert-8/21-In House-PD for staff on academic success-\$5,000
		NSTA Conference-11/6-11/9-New Orleans, LA-Registration for one attendee-\$375
		Padua
		ACTFL Convention-11/22-Philadelphia, PA-Registration for 5 staff at \$305 each one attendee at \$335-Total-\$1,860
		Vernier Science Education-10/21-In house-PD on science lab equipment-\$1,800
		NCEA Convention-4/22-4/25-Orlando, FL-Registration for two attendees-\$400 each-

	Total-\$800 ASCD Conference-6/29-7/2-San Antonio, TX-Registration for two attendees-\$690 each Total-\$1,380 MASCA Conference-4/6-4/8-Framingham, MA-Registration for one attendee-\$180 PCAC Conference-6/22-6/24-Seven Springs, PA-Registration for one attendee-\$205 AP Central/College Board-10/21-in house-Cross-curricular PD for AP teachers-\$3,900 AP Central/College Board-7/22-7/26-online-Registration for one staff member Summer AP-\$994 Tatnall NAIS Conference on Intercultural Dialogue-Washington, DC-8/15-8/17-registration for one attendee-\$1,050 ISTE Conference-6/29-7/2-San Antonio, TX-Registration for one attendee-\$695 AP Central/College Board-6/24-6/28-Online-Summer APSI for one staff member-\$900 Conscious Discipline-8/24-8/25-In House staff PD on SEL & Classroom Management-\$1,099 PAIS-8/7-8/9-Online-Teaching the first three years PD for new teachers-\$785 University of Delaware-8/24-6/25-In House-PD & Coaching for Math department-\$8,000 St. John the Beloved Reading Assist-6/24-Ongoing-In House-Staff PD & Coaching on Reading Intervention-\$11,250 AP Central/College Board-7/22-7/26-online-Registration for one staff member Summer AP-\$994 Heggerty-8/22-8/25-Online-Educational Resource Subscription-\$1,068 Heggerty-8/22-In House-Whole Staff PD-Bridge to Writing-\$4000 St. Marks AP Central/College Board-7/22-7/26-Waterbury, CT-Summer APSI Registration for one attendee-\$1,350 AP Annual Conference-7/24-7/27-Las Vegas, NV-Registration for one attendee-\$740 JEA Conference-7/15-7/19-Providence, RI-Registration for one attendee-\$215 Design and Make Educator Summit-7/29-8/1-Chicago, IL-registration for one attendee-\$425 Learning and the Brain-7/29-8/2-Online-Staff PD on How Students Learn-\$2385 NACAC Conference-9/25-9/28-Los Angeles, CA-Registration for one attendee-\$475 Sowash Ventures-8/22-In House-Staff PD Intro to Google Classroom-\$4,000
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	Wilmington Christian
	NCTM Convention-9/24-9/28-Chicago, IL-Registration for two attendees-\$439 each-Total-\$878
	AP Central/College Board-7/22-7/26-online-Registration for one staff member Summer AP-\$994
	CI Summit-7/16-7/19-Online-Staff PD on teaching proficiency-\$1018
	Ursuline
	AP Central/College Board-7/15-7/18-Online-Summer APSI registration for one staff member-\$715
	AMLE Conference-11/6-11/9-Nashville, TN-Registration for one staff member-\$450
	NACAC Conference-9/25-9/28-Los Angeles, CA-registration for two attendees-\$425 each-Total-\$850
	ACTFL Convention-11/22-Philadelphia, PA-Registration for two attendees-\$335 each Total \$670
	Left Side Strong-8/1-In House-Staff PD on transformative strategies in the classroom- \$4500
	Developing Minds
	In a Heartbeat-10/21-Staff PD on Classroom Safety & CPR Certification-\$495
	St. Anthony
	Learn IT-8/22-8/23-In House-Staff PD on Math Manipulatives & Data Assessment-\$1,200
	ISTE Conference-6/29-7/2-San Antonio, TX-Registration for two attendees-\$695 each-Total-\$1,390
Total for 5500 - Contractual:	
Total for all other Account Codes:	
Total for all Account Codes:	
Adjusted Allocation:	
Remaining:	

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

5500 - Audit Fees - \$1,273.96 ▼

Budget DetailNarrative Description

Account Code:	5500 - Audit Fees	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:	\$1,178,709.04
Total for all Account Codes:	\$1,179,983.00
Adjusted Allocation:	\$1,179,983.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

5560 - Indirect - \$37,695.48



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: \$37,695.48

Line Item Total: \$37,695.48

Indirect Costs (3.3%)

Total for 5560 - Indirect: \$37,695.48

Total for all other Account Codes: \$1,142,287.52

Total for all Account Codes: \$1,179,983.00

Adjusted Allocation: \$1,179,983.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

5600 - Supplies - \$54,753.84 ▼

Budget Detail

Narrative Description

Account 5600 - Supplies

Code:

Funding ES - Equitable Services

Description:

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$54,753.84

Line Item

Total:

\$54,753.84

Set aside Title II funds for non-profit private schools allocation for professional development

Listed below are the current private school Title II supply expenditure requests received by Red Clay

Padua

Verniere Science Education-Supplies for science department PD on 10/21-\$500

Tatnall

Amazon-Staff Summer PD textbooks & materials-\$850

Hightscope-Staff PD Textbooks-\$485

Conscious Discipline-program materials for PD 8/24-8/25-\$400

St. John's

Bridge to writing PD on 8/22 supplies for staff-\$400

Reading Assist Staff PD 6/24-6/25 supplies & materials-\$600

Wilmington Christian

Amazon-New Staff Textbook order-\$218

St. Mark's High School

Barnes & Nobles-Whole staff PD textbook order-\$792.05	
St. Anthony's	
Learn It-Supplies for PD on 8/22-8/23-\$650	
Total for 5600 - Supplies:	\$54,753.84
Total for all other Account Codes:	\$1,125,229.16
Total for all Account Codes:	\$1,179,983.00
Adjusted Allocation:	\$1,179,983.00
Remaining:	\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$1,142,287.52
Indirect Cost Rate	3.30%
Maximum Allowed for Indirect Cost	\$37,695.48

Filter by Location: All - \$1,179,983.00

Funding Description	ES - Equitable Services	TQ - Title II TQ	Total
Account Code			
5100 - Salaries	0.00	576,391.00	576,391.00
5120 - OECs	0.00	289,307.52	289,307.52
5400 - Travel	54,753.84	1,545.83	56,299.67
5500 - Contractual	164,261.53	0.00	164,261.53
5500 - Audit Fees		1,273.96	1,273.96
5560 - Indirect		37,695.48	37,695.48
5600 - Supplies	54,753.84	0.00	54,753.84
Total	273,769.21	906,213.79	1,179,983.00
	Adjusted Allocation		1,179,983.00
	Remaining		0.00

Title II Part A	
Red Clay Consolidated School District (953200) Public District - FY 2025 - 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]	
Please review the allowable activities for Title II, Part A that were presented at the CGA Roadshow Training. Please remember that while professional learning and class size reduction are allowable activities, these are not the only allowable activities under Title II, Part A. There are also many other allowable activities under Title II, Part A. <u>Please be sure to consider all allowable activities that may align with your LEA's needs.</u>	
* 1. Which Title II, Part A allowable activities align with needs that are present in your LEA? How did your LEA identify those needs?	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 2024-2025 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 2042-2025 school year: Building and District Leaders: Summer Administrator admin Training (2 sessions) 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). 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. Schoology)

* 2. Please describe how the proposed allowable activities detailed in Question 1 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.

* 3. Please describe how the proposed allowable activities listed above are likely to increase the capacity of teachers, principals, and other school leaders to improve student achievement.

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.

* 4. Please describe how the LEA will prioritize Title II funds to CSI and TSI schools with the highest percentage of Title I formula students. If your LEA does not have any CSI or TSI Schools, please enter an "N/A".

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 I 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), ML 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 ML, SWD, Low SES, and achievement gap populations can be found at all Red Clay Schools.

* 5. Please describe how your LEA will measure the effectiveness of the proposed allowable activities listed above. What data measures and timeline will be used to measure the effectiveness of these allowable activities?

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
 - 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)

* 6. Please describe how your LEA coordinates its Title II, Part A funded activities with professional development activities funded through other funding sources, 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 2025 - 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.

REQUIRED USE OF DDOE FORMS AND REQUIRED EQUITABLE SERVICES PROTOCOLS: Please be sure to use the Intent to Participate Form and Affirmation of Consultation Form Templates that are posted in Schoology in the "All Title Programs" Group. Please also be sure to follow the Equitable Services protocols and timelines contained in the [Equitable Services Guidance and Timeline](#) document.

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Participating ▼
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Independence School - 5871 ▼	Non-Participating ▼
Limestone Hills Day School - 5895 ▼	Non-Responsive ▼
Sanford School - 5846 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Participating ▼
Towle Institute - 5805 ▼	Non-Participating ▼
URBAN PROMISE ACADEMY - 6009 ▼	Non-Participating ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼
Vision Learning Center - 5556 ▼	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. For each participating private school, please upload a completed Affirmation of Consultation form using the provided Document Template/Example in this section's Related Documents page. Each document uploaded should be clearly named to correspond with the participating private school it is for.

Participating Private Schools

School	# Enrolled	Allocation
CACC Montessori Sch/Child Care - 5699 ▼	80	\$ 4,779.19
Destiny Calling Academy - 13267 ▼	12	\$ 716.88

Developing Minds Preschool - 5021 ▼		67	\$ 4,002.57
Goods Blessing House - 15853 ▼		2	\$ 119.48
Padua Academy - 5857 ▼		420	\$ 25,090.77
Salesianum School - 5860 ▼		916	\$ 54,721.77
Sharon Temple Adventist School - 5867 ▼		34	\$ 2,031.16
St. Ann School - 5855 ▼		230	\$ 13,740.18
St. Anthony of Padua Grade School - 5856 ▼		180	\$ 10,753.19
St. John The Beloved School - 5849 ▼		555	\$ 33,155.66
Saint Mark's High School - 5850 ▼		828	\$ 49,464.66
Tatnall School, Inc. (The) - 5840 ▼		486	\$ 29,033.60
Ursuline Academy - 5862 ▼		422	\$ 25,210.25
Wilmington Christian School - 5853 ▼		425	\$ 25,389.47
Participating Total:		4,657	\$ 278,208.83

Instructions for completing the table:

Enter values for B2 and B3.

All other values will either be pre-filled 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	15,095
A2. Participating Private School Enrollment	4,657
A3. Total Enrollment (A1 + A2)	19,752
B. Title II, Part A Allocation	
B1. District Allocation	\$ 1,179,983.00
B2. Administration (for public and private school programs)	\$

B3. Indirect	\$
B4. Subtotal of Administration (B2 + B3)	\$ 0.00
B5. District Allocation Minus Administrative Costs (B1-B4)	\$ 1,179,983.00
C. Per Pupil Rate	
C1. B5 divided by A3	\$ 59.74
D. Final Equitable Share	
D1. Amount district must reserve for equitable services for private school teachers and other educational personnel (A2 X C1)	\$ 278,208.83

Funds Transferred to Title II Part A

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2025 - Consolidated - Rev 0 - Title II Part A

Conditional Documents		
Type	Document Template/Example	Document/Link
Affirmation of Consultation ⓘ	Affirmation of Consultation	 St Ann School AOC
		 St Anthony of Padua Grade School AOC
		 Padua Academy AOC
		 Goods Blessing House AOC
		 Sharon Temple Adventist School AOC
		 Wilmington Christian School AOC
		 Ursuline Academy AOC
		 Tatnall School, Inc. (The) AOC
		 Saint Mark's High School AOC
		 St. John The Beloved School AOC
		 Salesianum School AOC
		 Destiny Calling Academy AOC
		 CACC Montessori Sch/Child Care AOC
		 Developing Minds Preschool AOC

Optional Documents		
Type	Document Template/Example	Document/Link
Additional Documentation, If Needed	N/A	

Specific Title II, Part A Assurances

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 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.
C	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.
D	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 here .

Budget

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III English Learner

Account Code	Total
5100 - Salaries	\$77,550.00
5120 - OECs	\$25,009.88
5400 - Travel	\$48,000.00
5500 - Contractual	\$60,722.21
5500 - Audit Fees	\$0.00
5560 - Indirect	\$5,375.41
5600 - Supplies	\$57,598.50
5700 - Capital Outlay	\$0.00
	Total \$274,256.00
	Adjusted Allocation \$274,256.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III English Learner

5100 - Salaries - \$77,550.00 ▼

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: \$49,500.00

Line Item Total: \$49,500.00

EPER for professional learning opportunities for all educators to learn best practices in supporting multilingual students (50 staff x 30 hours x \$33/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: \$19,800.00

Line Item Total: \$19,800.00

EPER for MLL Leads (24 Staff x 25 Hours x \$33/hr)

Account Code: 5100 - Salaries

Funding Description: ELL - Title III ELL

Uses of

Funds:

Location Code: (953200) Red Clay Consolidated School District

EPER for Afterschool Tutoring (4 staff x 60 hours x \$33/hr)

Quantity: 1.00 Cost: \$7,920.00 Line Item Total: \$7,920.00		
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: \$330.00 Line Item Total: \$330.00		EPER for Parent Workshops (2 staff x 5 hours x \$33/hr)
Total for 5100 - Salaries:		\$77,550.00
Total for all other Account Codes:		\$196,706.00
Total for all Account Codes:		\$274,256.00
Adjusted Allocation:		\$274,256.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III English Learner

5120 - OECs - \$25,009.88 ▼

Budget Detail

Narrative Description

Account Code:	5120 - OECs	EPER for professional learning opportunities for all educators to learn best practices in supporting multilingual students (50 staff x 30 hours x \$33/hr)
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$15,963.75	
Line Item Total:	\$15,963.75	

Account Code:	5120 - OECs	EPER for MLL Leads (24 Staff x 25 Hours x \$33/hr)
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$6,385.50	
Line Item Total:	\$6,385.50	

Account Code:	5120 - OECs	EPER for Afterschool Tutoring (4 staff x 60 hours x \$33/hr)
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	

Quantity: 1.00 Cost: \$2,554.20 Line Item Total: \$2,554.20		
Account Code: 5120 - OECs Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$106.43 Line Item Total: \$106.43		EPER for Parent Workshops (2 staff x 5 hours x \$33/hr)
Total for 5120 - OECs:		\$25,009.88
Total for all other Account Codes:		\$249,246.12
Total for all Account Codes:		\$274,256.00
Adjusted Allocation:		\$274,256.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III English Learner

5400 - Travel - \$48,000.00 ▼

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: \$20,000.00
Line Item Total: \$20,000.00

WIDA Conference- travel expenses (i.e. flight/train/car, accommodations, meals, etc.), 10 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: \$20,000.00
Line Item Total: \$20,000.00

TESOL International Convention- travel expenses (i.e. flight/train/car, accommodations, meals, etc.), 10 participants

Account Code: 5400 - Travel
Funding Description: ELL - Title III ELL
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)

National Family Engagement Summit- travel expenses (i.e. flight/train/car, accommodations, meals, etc.), 3 participants

Quantity:	1.00	
Cost:	\$6,000.00	
Line Item Total:	\$6,000.00	
Account Code:	5400 - Travel	NAELPA Conference- travel expenses (i.e. flight/train/car, accommodations, meals, etc.), 1 participant
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$2,000.00	
Line Item Total:	\$2,000.00	
Total for 5400 - Travel:		\$48,000.00
Total for all other Account Codes:		\$226,256.00
Total for all Account Codes:		\$274,256.00
Adjusted Allocation:		\$274,256.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III English Learner

5500 - Contractual - \$60,722.21 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$25,000.00

Line Item Total: \$25,000.00

Contract with HAAD to provide ESL, health/wellness, parent support to our MLL families

Account Code: 5500 - Contractual

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$10,000.00

Line Item Total: \$10,000.00

District Subscription to CultureGrams

Account Code: 5500 - Contractual

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

WIDA Conference - \$715 registration, 10 participants

Quantity: 1.00 Cost: \$7,150.00 Line Item Total: \$7,150.00		
Account Code: 5500 - Contractual Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Contract with vendor to provide ESL classes to families of multilingual learner students
Quantity: 1.00 Cost: \$5,247.21 Line Item Total: \$5,247.21		
Account Code: 5500 - Contractual Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		TESOL International Convention- \$500 registration, 10 participants
Quantity: 1.00 Cost: \$5,000.00 Line Item Total: \$5,000.00		
Account Code: 5500 - Contractual Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		CAL Solutions Institute- \$975 registration, 4 participants

Quantity: 1.00 Cost: \$3,900.00 Line Item Total: \$3,900.00		
Account Code: 5500 - Contractual Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Tuition Reimbursement
Quantity: 1.00 Cost: \$3,000.00 Line Item Total: \$3,000.00		
Account Code: 5500 - Contractual Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		National Family Engagement Summit- \$375 registration, 3 participants
Quantity: 1.00 Cost: \$1,125.00 Line Item Total: \$1,125.00		
Account Code: 5500 - Contractual Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		NAELPA Conference- \$300 registration, 1 participant

Quantity: 1.00
Cost: \$300.00
Line Item Total: \$300.00

Total for 5500 - Contractual:	\$60,722.21
Total for all other Account Codes:	\$213,533.79
Total for all Account Codes:	\$274,256.00
Adjusted Allocation:	\$274,256.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III English Learner

5560 - Indirect - \$5,375.41



Budget Detail

Narrative Description

Account 5560 - Indirect

Code:

Funding A - Administration

Description:

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$5,375.41

Line Item

\$5,375.41

Total:

Indirect Costs

Total for 5560 - Indirect: \$5,375.41

Total for all other Account Codes: \$268,880.59

Total for all Account Codes: \$274,256.00

Adjusted Allocation: \$274,256.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III English Learner
5600 - Supplies - \$57,598.50 ▼

Budget Detail		Narrative Description
Account Code: 5600 - Supplies		National Geographic ELD Curriculum
Funding Description: ELL - Title III ELL		
Uses of Funds:		
Location Code: Red Clay Consolidated School District (953200)		
Quantity: 1.00		
Cost: \$30,000.00		Finish Line - Progress Monitoring
Line Item Total: \$30,000.00		
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: \$15,000.00		
Line Item Total: \$15,000.00		
Account Code: 5600 - Supplies		Learning supplies and materials for professional learning sessions
Funding Description: ELL - Title III ELL		
Uses of Funds:		
Location Code: Red Clay Consolidated School District (953200)		

Quantity:	1.00	
Cost:	\$8,098.50	
Line Item Total:	\$8,098.50	
Account Code:	5600 - Supplies	Textbooks for book studies and professional learning sessions
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$2,500.00	
Line Item Total:	\$2,500.00	
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:	\$2,000.00	
Line Item Total:	\$2,000.00	
Total for 5600 - Supplies:		\$57,598.50
Total for all other Account Codes:		\$216,657.50
Total for all Account Codes:		\$274,256.00
Adjusted Allocation:		\$274,256.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III English Learner

Indirect Cost	
Total Contributing to Indirect Cost	\$268,880.59
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	\$5,377.56

Filter by Location: All - \$274,256.00

Funding Description	A - Administration	ELL - Title III ELL	Total
Account Code			
5100 - Salaries	0.00	77,550.00	77,550.00
5120 - OECs	0.00	25,009.88	25,009.88
5400 - Travel	0.00	48,000.00	48,000.00
5500 - Contractual	0.00	60,722.21	60,722.21
5560 - Indirect	5,375.41	0.00	5,375.41
5600 - Supplies	0.00	57,598.50	57,598.50
Total	5,375.41	268,880.59	274,256.00
Adjusted Allocation			
Remaining			0.00

Title III English Learner

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 -Three designated ESL teachers provide pull-out/push-in support
Brandywine Springs	ESL Pull-Out & Push-In	- Two designated ESL teachers provide pull-out/push-in support
Cooke	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Forest Oak	Sheltered Instruction ESL Pull-Out & Push-In	-SIOP trained staff -Three designated ESL teachers provide pull-out/push-in support -One paraprofessional provides additional push-in support in content courses
Heritage	ESL Pull-Out & Push-In	-One designated ESL teacher provides pull-out/push-in support
Johnson	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Lewis	Sheltered Instruction	-SIOP trained staff

	ESL Pull-Out & Push-In Immersion	-Two designated ESL teachers provide pull-out/push-in support	
Linden Hill	ESL Pull-Out & Push-In	-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 various grade levels -Two designated ESL teachers provide 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	
Richey	ESL Pull-Out & Push-In	- Two designated ESL teachers provide pull-out/push-in support -One paraprofessional provides additional push-in support in content courses	
Shortidge	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-	

	In	out/push-in support	
Cab Calloway	ESL Pull-Out & Push-In	- One designated ESL teacher supports all students	
Conrad	ESL Pull-Out & Push-In	-One designated ESL teacher supports all students	
AI Middle	English Language Development & Push-In	-Three designated ESL teachers provide ELD and push-in support -One paraprofessional provides additional push-in support in content courses	
HB Middle	English Language Development & Push-In	-Two designated ESL teachers provide ELD and push-in support	
Skyline	English Language Development & Push-In	-Two designated ESL teachers provide ELD and push-in support	
Stanton	Sheltered Instruction English Language Development & Push-In	-SIOP Model School --Three designated ESL teachers provide ELD and push-in support -ESL Coach to support staff with SIOP implementation and best strategies to support in the content classroom	
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	- Four designated ESL teachers provide content, ELD, and push-in support -One paraprofessional provides additional push-in support in content courses
McKean	Sheltered Instruction Co-Teaching English Language Development & Push- In	- Five designated ESL teachers provide content, ELD, and push-in support -One paraprofessional provides additional push-in support in content courses
First State	Consultative & Pull- Out	-Needs of students taken into consideration
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 Office of Multilingual Learner Education has sent out 2024 ACCESS scores to all elementary and secondary administrators and MLL 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 MLL Supervisor has included overall proficiency comparisons as well as scale score comparisons from the 2023 and 2024 assessments. Discussions have been held with all MLL teachers to discuss program options and the importance of looking at each student individually to determine the most appropriate level of support.

The Office of Multilingual Learner Education has made the following changes/enhancements to the MLL Program over the 2023/2024 school year to ensure that elementary and secondary schools assist MLLs in achieving English proficiency consistent with the State's long-term goals:

- Continued focus on SIOP strategies during professional development opportunities.

- First cohort of 8 middle school ELA and ELD teachers that participated in a 3-day SIOP training with one of our MLL Coaches and ELA Coaches with a focus on embedding SIOP strategies into the ARC curriculum.

- Professional learning focused on strategies that will support multilingual learners in the high school, middle school, and elementary school classroom.

- Continued collaboration with the Secondary English Language Arts department to create and deliver professional learning on supporting MLLs in the newly adopted ARC and O'DELL curriculums.

-Participation in the end-of-year ELA In-service Day that will provide content teachers with sessions on High Impact Strategies, Tech Tools, and Getting to Know Your Students.

-MLL Summer Program will be offered in-person to K-12 multilingual learners (196 confirmed students).

-MLL representation in the staffing process to share projections for the following year and provide 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 school multilingual learners.

-MLL representation at district level meetings to provide input on the needs of our multilingual learners.

-Thirteen Red Clay staff members participated in the virtual SIOP National Conference in July 2023.

- Twenty Red Clay staff members participated in the virtual WIDA Conference in October 2023.

-Six Red Clay district office staff members attended the in-person TESOL 2024 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.

-Partnership with the Hispanic American Association of Delaware to provide free classes to Red Clay families focused on English, health and fitness, parenting, and other community supports.

The Office of Multilingual Learner Education will continue to focus on these tasks during the 2024/2025 school year and will add and 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 Office of Multilingual Learner Education will focus on assisting elementary and secondary schools assisting multilingual learners meeting the challenging State academic standards in the following ways:

The English Language Arts department adopted two secondary ELA curriculums (ARC & O'Dell) that went into full implementation during the 23-24 school year. MLL teachers were included in all ELA professional learning sessions to provide feedback, make recommendations on how to embed supports for our multilingual learners, and plan lessons in collaboration with the content teacher. The MLL coaches have also been involved in both trainings to assure that supports are embedded and available to all teachers. This collaboration will continue during the 2024-2025 school year.

The Mathematics department will be collaborating with the MLL department to provide professional learning to secondary math teachers on how to embed supports and collaboratively plan lessons.

The MLL 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 MLLs.

A second whole school SIOP Cohort was completed this Fall/Winter with all staff at William C. Lewis Elementary. A plan for continued professional learning, classroom walkthroughs, and regular feedback/reflections will be created for the 2024-2025 school year. A two-day session is being offered to teachers this summer to continue their learning and plan collaboratively with grade level teams. An ARC/SIOP cohort was completed this Spring with 8 middle school ELA and ELD staff. A plan to meet in the Fall to continue this collaboration will occur as well as the creation of another cohort of ELA and ELD middle school teachers will take place in the Fall. 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 summer program will continue for our K-12 multilingual 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. Teacher leads will be created at each school to build capacity at the school level. One teacher from each building will attend monthly train-the-trainer professional learning so that each building has a lead “coach” that can provide targeted support and training to their staff.	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 MLL 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 MLLs. The second SIOP Cohort was completed this Spring with a group of 8 middle school ELA and ELD teachers. These teachers will be invited to participate in a cohort this Fall focused specifically on developing academic language. A third SIOP cohort will be offered during the 2024-2025 school year. Building team leads and the MLL coaches will receive the train-the-trainer series on the SIOP framework. This will build capacity within the district and allow for more staff and schools to be trained with this research-based framework. The Office of Multilingual Learner Education 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 pacing guides so that content teachers can access the new WIDA standards as well as sample language frames by proficiency levels. The MLL coaches will share these resources and explain on to use them during content led professional learning. The MLL Supervisor will provide a training this summer to school administrators on getting to know their multilingual learners and how to help them feel welcome in their buildings. A dive into their school specific demographics and data will be part of this presentation. The Office of Multilingual Learner Education has created a foundational pre-recorded presentation focused on multilingual 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.
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Reference guides will be created on different countries, their cultural norms, schooling, holidays, basic greetings, etc. and distributed to schools as we welcome new students into our buildings from across the world. Learner portraits will also be created so that teachers have some background information on their new students.	5. Describe how the LEA will promote parent and family engagement in the education of English learners. [Section 3116(b)(3)] The Office of Multilingual Learner Education 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 Office of Multilingual Learner Education has also contracted with Linguistica International to provide telephonic interpretation. All schools have access to this system at all times. The Office of Multilingual Learner Education has partnered with the Hispanic American Association of Delaware to provide classes to families 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. An extended partnership with Back-to-Basics will occur to offer ESL classes to parents of our multilingual learners both in-person and virtual. 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 Multilingual Learners (MLL). 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 Office of Multilingual Learner Education 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 Office of Multilingual Learner Education has partnered with the Hispanic American Association of Delaware to provide classes to families to support them in the education of their children. Families could choose parenting sessions, wellness sessions or counseling sessions. Community organizations provide some of these resources but discussions have begun to look at reaching out to additional organizations that may benefit families (i.e. local library, banks, churches, etc.). Red Clay hosts a Family Resource Fair/Block Party 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 Office of Multilingual Learner Education has a table with information regarding supports offered to our multilingual learners, handouts focused on supporting student learning at home, books for families to take home and read together with their child, and an art/craft activity that showcases their home country.	9/18/2024 11:43:06 AM

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III English Learner**IMPORTANT NOTE:** Charters and vocational districts should not complete this page.**REQUIRED USE OF DDOE FORMS AND REQUIRED EQUITABLE SERVICES PROTOCOLS:** Please be sure to use the Intent to Participate Form and Affirmation of Consultation Form Templates that are posted in Schoology in the "All Title Programs" Group. Please also be sure to follow the Equitable Services protocols and timelines contained in the [Equitable Services Guidance and Timeline](#) document.**PURPOSE:** This page is to calculate equitable share based on the number of English Learner students in participating private schools.

☐ 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.

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. For each participating private school, please upload a completed Affirmation of Consultation form using the provided Document Template/Example in this section's Related Documents page. Each document uploaded should be clearly named to correspond with the participating private school it is for.

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CACC Montessori Sch/Child Care - 5699 ▼	Non-Participating ▼
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Participating ▼
Destiny Calling Academy - 13267 ▼	Non-Participating ▼
Goods Blessing House - 15853 ▼	Non-Participating ▼
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Independence School - 5871 ▼	Non-Participating ▼
Limestone Hills Day School - 5895 ▼	Non-Responsive ▼
Padua Academy - 5857 ▼	Non-Participating ▼
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	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 ▼
URBAN PROMISE ACADEMY - 6009 ▼	Non-Participating ▼
Ursuline Academy - 5862 ▼	Non-Participating ▼
Wilmington Christian School - 5853 ▼	Non-Participating ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼
Vision Learning Center - 5556 ▼	Non-Responsive ▼

Participating Private Schools			
School	# EL		Allocation
Developing Minds Preschool - 5021 ▼	0		\$ 0.00
Sharon Temple Adventist School - 5867 ▼	0		\$ 0.00
St. Anthony of Padua Grade School - 5856 ▼	0		\$ 0.00
St. John The Beloved School - 5849 ▼	0		\$ 0.00
Participating Total:	0		\$ 0.00

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	2,570
A2. Private school enrollment of EL students	0
A3. Total EL Enrollment = (A1 + A2)	2,570
B. Title III Allocation	
B1. District Allocation	\$ 274,256.00
B2. 2% Administrative Costs (for public and private school programs)	\$ 5,625.26
B3. LEA Allocation minus Administrative Costs (B1 - B2)	\$ 268,630.74

C. Per Pupil Rate	
C1. Per Pupil Rate = (B3 / A3)	\$ 104.53
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)	\$ 0.00

Funds Transferred to Title III English Learner

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2025 - Consolidated - Rev 0 - Title III English Learner

Conditional Documents		
Type	Document Template/Example	Document/Link
Affirmation of Consultation ⓘ	 <u>Affirmation of Consultation</u>	 <u>Sharon Temple AOC</u>
		 <u>St. Anthony of Padua AOC</u>
		 <u>St. John the Beloved AOC</u>
		 <u>Developing Minds Preschool AOC</u>

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 2025 - 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 2025 - Consolidated - Rev 0 - Title III Immigrant

Account Code	Total
5100 - Salaries	\$0.00
5120 - OECs	\$0.00
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$52.09
5600 - Supplies	\$2,605.91
5700 - Capital Outlay	\$0.00
Total	\$2,658.00
Adjusted Allocation	\$2,658.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III Immigrant

5560 - Indirect - \$52.09 ▼

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: \$52.09

Line Item Total: \$52.09

Indirect Costs

Total for 5560 - Indirect: \$52.09

Total for all other Account Codes: \$2,605.91

Total for all Account Codes: \$2,658.00

Adjusted Allocation: \$2,658.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III Immigrant

5600 - Supplies - \$2,605.91 ▼

Budget Detail

Narrative Description

Account Code: 5600 - Supplies

Funding Description: Im - Immigrant

Location Code: Red Clay Consolidated School District

(953200)

Quantity: 1.00

Cost: \$2,605.91

Line Item Total: \$2,605.91

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

Total for 5600 - Supplies: \$2,605.91

Total for all other Account Codes: \$52.09

Total for all Account Codes: \$2,658.00

Adjusted Allocation: \$2,658.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III Immigrant

Indirect Cost	
Total Contributing to Indirect Cost	\$2,605.91
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	\$52.11

Filter by Location: All - \$2,658.00

Account Code	Funding Description	Im - Immigrant	Total
5560 - Indirect		52.09	52.09
5600 - Supplies		2,605.91	2,605.91
Total		2,658.00	2,658.00
	Adjusted Allocation	2,658.00	2,658.00
	Remaining	0.00	0.00

Title III Immigrant Increase Funds

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 many need throughout the school year (contents will vary based on grade level).

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title III Immigrant

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

REQUIRED USE OF DDOE FORMS AND REQUIRED EQUITABLE SERVICES PROTOCOLS: Please be sure to use the Intent to Participate Form and Affirmation of Consultation Form Templates that are posted in Schoology in the "All Title Programs" Group. Please also be sure to follow the Equitable Services protocols and timelines contained in the [Equitable Services Guidance and Timeline](#) document.

- ☐ 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.

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. For each participating private school, please upload a completed Affirmation of Consultation form using the provided Document Template/Example in this section's Related Documents page. Each document uploaded should be clearly named to correspond with the participating private school it is for.

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CACC Montessori Sch/Child Care - 5699 ▼	Non-Participating ▼
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Participating ▼
Destiny Calling Academy - 13267 ▼	Non-Participating ▼
Goods Blessing House - 15853 ▼	Non-Participating ▼
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Independence School - 5871 ▼	Non-Participating ▼
Limestone Hills Day School - 5895 ▼	Non-Responsive ▼
Padua Academy - 5857 ▼	Non-Participating ▼
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	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 ▼

URBAN PROMISE ACADEMY - 6009 ▼	Non-Participating ▼
Ursuline Academy - 5862 ▼	Non-Participating ▼
Wilmington Christian School - 5853 ▼	Non-Participating ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼
Vision Learning Center - 5556 ▼	Non-Responsive ▼

Participating Private Schools

School	# Immigrant	Allocation
Developing Minds Preschool - 5021 ▼	0	\$ 0.00
Sharon Temple Adventist School - 5867 ▼	0	\$ 0.00
St. Anthony of Padua Grade School - 5856 ▼	0	\$ 0.00
St. John The Beloved School - 5849 ▼	0	\$ 0.00
Participating Total:	0	\$ 0.00

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	474
A2. Private school enrollment of Immigrant students	0
A3. Total Immigrant Enrollment = (A1 + A2)	474
B. Title III Allocation	
B1. District Allocation	\$ 2,658.00
B2. 2% Administrative Costs (for public and private school programs)	\$ 63.42
B3. LEA Allocation minus Administrative Costs (B1 - B2)	\$ 2,594.58
C. Per Pupil Rate	

C1. Per Pupil Rate = (B3 / A3)	\$	5.47
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)	\$	0.00

Funds Transferred to Title III Immigrant

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2025 - Consolidated - Rev 0 - Title III Immigrant

Conditional Documents		
Type	Document Template/Example	Document/Link
Affirmation of Consultation ⓘ	 <u>Affirmation of Consultation</u>	 <u>Sharon Temple AOC</u>
		 <u>St. Anthony of Padua AOC</u>
		 <u>St. John the Beloved AOC</u>
		 <u>Developing Minds Preschool AOC</u>

Budget

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Account Code	Total
5100 - Salaries	\$366,564.63
5120 - OECs	\$181,642.99
5400 - Travel	\$26,993.01
5500 - Contractual	\$38,508.17
5500 - Audit Fees	\$1,573.96
5560 - Indirect	\$13,236.20
5600 - Supplies	\$111,989.04
5700 - Capital Outlay	\$0.00
	Total \$740,508.00
	Adjusted Allocation \$740,508.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5100 - Salaries - \$366,564.63 ▼

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: \$78,252.78 Line Item Total: \$78,252.78	Hire 1 FTE TAG Teacher to provide Talented and Gifted services to students (MM; RCCSD Baltz Admin; 100% Title IVA) Full-Time: 100% [Professional Staff] [Budget Amount]
Account Code: 5100 - Salaries Funding Description: RE - Rounded Ed Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$25,258.25 Line Item Total: \$25,258.25	Hire 1 FTE Ed Associate to Supervise Career and Technical Education programming (LM; RCCSD Baltz Admin; 100% Title IVA, 80% Ed Tech, 20% Rounded Ed) Full-Time: 100% [Professional Staff] [Budget Amount]
Account Code: 5100 - Salaries Funding Description: RE - Rounded Ed Uses of Funds: Location Code: Red Clay Consolidated School District	Hire 1 FTE support specialist for consolidated grant assistance and monitoring (JJ; RCCSD Baltz Admin; 80% Title I, 10% Title II, 10% Title IV) Full-Time: 100% [Professional Staff] [Budget Amount]

Code: (953200)		
Quantity:	1.00	
Cost:	\$9,144.75	
Line Item	\$9,144.75	
Total:		
Account 5100 - Salaries Code: Funding SHP - S&H Partner Description: Uses of Funds: Location Red Clay Consolidated School District Code: (953200)		Hire 1 FTE Integrated Student Support for Wellness Center at Warner. Primary functions of this position will include scheduling appointments, data entry, coordination of referrals. (TA-S; Warner Wellness Center; 100% Title IVA) Full-Time: 100% [Professional Staff] [Budget Amount]
Quantity:	1.00	
Cost:	\$95,546.04	
Line Item	\$95,546.04	
Total:		
Account 5100 - Salaries Code: Funding SHS - S&H School Description: Uses of Funds: Location Red Clay Consolidated School District Code: (953200)		Stipends (28 Stipends x \$1000.00) for Tier I MTSS/PBS work with Dr. Celestin Full-Time: 100% [Extra Pay for Extra Responsibilities] [Budget Amount]
Quantity:	1.00	
Cost:	\$28,000.00	
Line Item	\$28,000.00	
Total:		
Account 5100 - Salaries Code: Funding SHS - S&H School Description: Uses of Funds: Location Red Clay Consolidated School District		Tier 1 MTSS Team EPER K-12 - Team Meetings (4 staff per building x 13 buildings x 11 hours x \$33/hr) Full-Time: 100%

Code: (953200)		[Extra Pay for Extra Responsibilities]	
Quantity:	1.00	[Budget Amount]	
Cost:	\$18,876.00		
Line Item Total:	\$18,876.00		
Account Code: 5100 - Salaries Funding Description: ET - Ed Tech Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Hire 1 FTE Ed Associate to Supervise Career and Technical Education programming (LM; RCCSD Baltz Admin; 100% Title IVA, 80% Ed Tech, 20% Rounded Ed) Full-Time: 100% [Professional Staff] [Budget Amount]	
Quantity:	1.00		
Cost:	\$101,033.02		
Line Item Total:	\$101,033.02		
Account Code: 5100 - Salaries Funding Description: ES - Equitable Services 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; \$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services. (JC; RCCSD Baltz Admin; 80% Title I, 10% Title II, 10% Title IV) Full-Time: 100% [Professional Staff] [Budget Amount]	
Quantity:	1.00		
Cost:	\$10,453.79		
Line Item Total:	\$10,453.79		
		Total for 5100 - Salaries:	\$366,564.63
		Total for all other Account Codes:	\$373,943.37
		Total for all Account Codes:	\$740,508.00
		Adjusted Allocation:	\$740,508.00
		Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5120 - OECs - \$181,642.99 ▼

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: \$47,968.32 Line Item Total: \$47,968.32	Hire 1 FTE TAG Teacher to provide Talented and Gifted services to students (MM; RCCSD Baltz Admin; 100% Title IVA) Full-Time: 100% [Professional Staff] [Budget Amount: Health Insurance \$21,941.43; FICA \$4,851.68; Medicare \$1,134.67; Pension \$18,858.92; Workers Compensation \$1,095.54; Unemployment Insurance \$86.08]
Account Code: 5120 - OECs Funding Description: RE - Rounded Ed Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$14,130.82 Line Item Total: \$14,130.82	Hire 1 FTE Ed Associate to Supervise Career and Technical Education programming (LM; RCCSD Baltz Admin; 100% Title IVA, 80% Ed Tech, 20% Rounded Ed) Full-Time: 100% [Professional Staff] [Budget Amount: Health Insurance \$5,729.91; FICA \$1,566.01; Medicare \$366.25; Pension \$6,087.24; Workers Compensation \$353.62; Unemployment Insurance \$27.79]
Account Code: 5120 - OECs Funding Description: RE - Rounded Ed Uses of Funds: Location Code: Red Clay Consolidated School District	Hire 1 FTE support specialist for consolidated grant assistance and monitoring (JJ; RCCSD Baltz Admin; 80% Title I, 10% Title II, 10% Title IV) Full-Time: 100% [Professional Staff] [Budget Amount: Health Insurance \$3,566.26; FICA \$566.98; Medicare \$132.60; Pension \$2,203.89; Workers Compensation \$128.03; Unemployment Insurance \$10.06]

Code: (953200)		
Quantity:	1.00	
Cost:	\$6,607.82	
Line Item Total:	\$6,607.82	
Account Code: 5120 - OECs Funding Description: SHP - S&H Partner Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	Hire 1 FTE Integrated Student Support for Wellness Center at Warner. Primary functions of this position will include scheduling appointments, data entry, coordination of referrals. (TA-S; Warner Wellness Center; 100% Title IVA) Full-Time: 100% [Professional Staff] [Budget Amount: Health Insurance \$1,700.00; FICA \$5,923.86; Medicare \$1,385.42; Pension \$23,026.60; Workers Compensation \$1,337.65; Unemployment Insurance \$105.11]	
Quantity: 1.00 Cost: \$33,478.64 Line Item Total: \$33,478.64		
Account Code: 5120 - OECs Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	Stipends (28 Stipends x \$1000.00) for Tier I MTSS/PBS work with Dr. Celestin Full-Time: 100% [Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$1,736.00; Medicare \$406.00; Pension \$6,748.00; Workers Compensation \$392.00; Unemployment Insurance \$30.80]	
Quantity: 1.00 Cost: \$9,312.80 Line Item Total: \$9,312.80		
Account Code: 5120 - OECs Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District	Tier 1 MTSS/PBS Team EPER K-12 - Team Meetings (4 staff per building x 11 buildings x \$33/hr) Full-Time: 100% [Extra Pay for Extra Responsibilities] [Budget Amount: FICA \$1,170.32; Medicare \$273.71; Pension \$4,549.12; Workers Compensation \$264.27; Unemployment Insurance \$20.77]	

Code: (953200)		
Quantity:	1.00	
Cost:	\$6,278.19	
Line Item	\$6,278.19	
Total:		
Account 5120 - OECs Code: Funding ET - Ed Tech Description: Uses of Funds: Location Red Clay Consolidated School District Code: (953200)		Hire 1 FTE Ed Associate to Supervise Career and Technical Education programming (LM; RCCSD Baltz Admin; 100% Title IVA, 80% Ed Tech, 20% Rounded Ed) Full-Time: 100% [Professional Staff] [Budget Amount: Health Insurance \$22,919.62; FICA \$6,264.05; Medicare \$1,464.98; Pension \$24,348.96; Workers Compensation \$1,414.46; Unemployment Insurance \$111.14]
Quantity:	1.00	
Cost:	\$56,523.21	
Line Item	\$56,523.21	
Total:		
Account 5120 - OECs Code: Funding ES - Equitable Services Description: Uses of Funds: Location Red Clay Consolidated School District Code: (953200)		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 Admin; 80% Title I, 10% Title II, 10% Title IV) Full-Time: 100% [Professional Staff] [Budget Amount: Health Insurance \$3,866.26; FICA \$648.14; Medicare \$151.58; Pension \$2,519.36; Workers Compensation \$146.35; Unemployment Insurance \$11.50]
Quantity:	1.00	
Cost:	\$7,343.19	
Line Item	\$7,343.19	
Total:		
Total for 5120 - OECs:		\$181,642.99
Total for all other Account Codes:		\$558,865.01
Total for all Account Codes:		\$740,508.00
Adjusted Allocation:		\$740,508.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5400 - Travel - \$26,993.01 ▼

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: \$1,149.39

Line Item Total: \$1,149.39

Funding will be utilized for Mileage Reimbursement (Total x.50/mile) for staff to attend professional learning and collaboration opportunities with DOE and other partners

Account Code: 5400 - Travel

Funding Description: ES - Equitable Services

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$25,843.62

Line Item Total: \$25,843.62

Equitable Share-Private Schools-Travel

Ursuline Academy

Scholastic Broadcasting Workshop- two staff (T. Sylvia, R. Edwards) learning the basics of broadcast journalism with the real-world application of producing a morning broadcast that would include announcements and school news and an online news -Hotel, Flight, Rental car, meals-\$6,000

ICGS Conference-two staff (E. Prada, T. Mederios) More than 600 girls' school educators, advocates, and allies from 12 countries and 175 different schools and organizations join to network, share best practices, and learn about emerging educational trends through a dynamic three-day program-hotel, meals, mileage-\$1,900

Tatnall School

NAIS People of Color Conference-two staff (TBA) leave the conference better equipped to improve the interracial, interethnic, and intercultural climate in your school, which will have a positive impact on the academic, social-emotional, and workplace performance outcomes for students and adults alike.-Hotel, flight, meals-\$3,200

Cal Hope SEL Summit-two staff(TBA) expand network of support, helping navigate the ongoing challenges of teaching and leading in today's world.-Hotel, flight, meals-\$2,400

Salesianum High School

NASPA conference-two staff (TBA) engage with content from the Assessment, Planning, and Data Analytics Conference, First-generation Student Success Conference, and the Dismantling Systemic Barriers to Student Success Conference.-Hotel, flight, meals-\$2,300

Total for 5400 - Travel:	\$26,993.01
Total for all other Account Codes:	\$713,514.99
Total for all Account Codes:	\$740,508.00
Adjusted Allocation:	\$740,508.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5500 - Contractual - \$38,508.17 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Funding Description: SHP - S&H Partner

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$4,050.00

Line Item Total: \$4,050.00

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.

Account Code: 5500 - Contractual

Funding Description: ES - Equitable Services

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$34,458.17

Line Item Total: \$34,458.17

Equitable Share-Private Schools-Contractual

Ursuline Academy

Scholastic Broadcast Workshop-\$1,640

ICGS Conference-\$1,200

Tatnall School

NAIS People of Color Conference-\$2,020

Cal HOPE SEL Summit-\$850

Adaptable Learning AI Responsible Use-\$5000

ISTE-\$750

Salesianum School	
NASPA Conference-\$1590	
Dr. Michael Riechert-\$5,000	
Adaptable Learning AI Responsible Use-\$5000	
Padua Academy	
Katie Greer Internet Safety-\$7,000	
St Marks High School	
Adaptable Learning AI Responsible Use-\$5000	
ISTE-\$750	
Total for 5500 - Contractual:	\$38,508.17
Total for all other Account Codes:	\$701,999.83
Total for all Account Codes:	\$740,508.00
Adjusted Allocation:	\$740,508.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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	Total for 5500 - Audit Fees: \$1,573.96
Line Item Total:	\$1,573.96	Total for all other Account Codes: \$738,934.04
		Total for all Account Codes: \$740,508.00
		Adjusted Allocation: \$740,508.00
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5560 - Indirect - \$13,236.20 ▼

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: \$13,236.20

Line Item Total: \$13,236.20

Indirect cost

Total for 5560 - Indirect: \$13,236.20

Total for all other Account Codes: \$727,271.80

Total for all Account Codes: \$740,508.00

Adjusted Allocation: \$740,508.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5600 - Supplies - \$111,989.04 ▼

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: \$111,989.04
Line Item Total: \$111,989.04

Equitable Share-Private Schools-Supplies

St. Anthony's School

CDW 20 student chrome books \$6,250

Padua Academy

Assurance Media tech hardware/installation, wiring upgrades, classroom technology needs \$16,000

Ursuline Academy

Guitar Center-Student instrument replacement \$3,000, Gopher Sport-recess equipment \$3,000, CDW-audio recorders for music program \$1,500 & Chromebooks for students \$6,250

Wilmington Christian

CDW 20 student Chromebooks \$6,250 Gopher Sport-Outdoor PE equipment upgrade \$7,400

St. John the Beloved

CDW 20 student Chromebooks \$6,250 Versalign interactive board \$7,500 Dell laptops \$4,300

Tatnall School

CDW 20 student chrome books \$6,250

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Indirect Cost	
Total Contributing to Indirect Cost	\$727,271.80
Indirect Cost Rate	3.30%
Maximum Allowed for Indirect Cost	\$23,656.11

Filter by Location: All - \$740,508.00

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	112,655.78	95,546.04	46,876.00	101,033.02	10,453.79	366,564.63
5120 - OECs	0.00	68,706.96	33,478.64	15,590.99	56,523.21	7,343.19	181,642.99
5400 - Travel	0.00	0.00	0.00	1,149.39	0.00	25,843.62	26,993.01
5500 - Contractual	0.00	0.00	4,050.00	0.00	0.00	34,458.17	38,508.17
5500 - Audit Fees	1,573.96						1,573.96
5560 - Indirect	13,236.20						13,236.20
5600 - Supplies	0.00	0.00	0.00	0.00	0.00	111,989.04	111,989.04
Total	14,810.16	181,362.74	133,074.68	63,616.38	157,556.23	190,087.81	740,508.00
Adjusted Allocation							740,508.00
Remaining							0.00

Title IV	
Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 one itinerant teacher 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, and 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)). There are no other state or local funds available to support the position. In addition, 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. 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. 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 one itinerant teacher to supplement the core curriculum at 8 elementary schools (grades 3-5). This staff member 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, 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, 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.	

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

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.

REQUIRED USE OF DDOE FORMS AND REQUIRED EQUITABLE SERVICES PROTOCOLS: Please be sure to use the Intent to Participate Form and Affirmation of Consultation Form Templates that are posted in Schoology in the "All Title Programs" Group. Please also be sure to follow the Equitable Services protocols and timelines contained in the [Equitable Services Guidance and Timeline](#) document.

☐ 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.

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. For each participating private school, please upload a completed Affirmation of Consultation form using the provided Document Template/Example in this section's Related Documents page. Each document uploaded should be clearly named to correspond with the participating private school it is for.

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CACC Montessori Sch/Child Care - 5699 ▼	Non-Participating ▼
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Participating ▼
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Independence School - 5871 ▼	Non-Participating ▼
Limestone Hills Day School - 5895 ▼	Non-Responsive ▼
Sanford School - 5846 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Participating ▼
Towle Institute - 5805 ▼	Non-Participating ▼
URBAN PROMISE ACADEMY - 6009 ▼	Non-Participating ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼
Vision Learning Center - 5556 ▼	Non-Responsive ▼

Participating Private Schools

School	# Enrolled	Allocation
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Destiny Calling Academy - 13267 ▼	12	\$ 451.71
Developing Minds Preschool - 5021 ▼	67	\$ 2,522.06
Goods Blessing House - 15853 ▼	2	\$ 75.29
Padua Academy - 5857 ▼	420	\$ 15,809.95
Salesianum School - 5860 ▼	916	\$ 34,480.75
Sharon Temple Adventist School - 5867 ▼	34	\$ 1,279.85
St. Ann School - 5855 ▼	230	\$ 8,657.83
St. Anthony of Padua Grade School - 5856 ▼	180	\$ 6,775.69
St. John The Beloved School - 5849 ▼	555	\$ 20,891.72
Saint Mark's High School - 5850 ▼	828	\$ 31,168.19
Tatnall School, Inc. (The) - 5840 ▼	486	\$ 18,294.37
Ursuline Academy - 5862 ▼	422	\$ 15,885.24
Wilmington Christian School - 5853 ▼	425	\$ 15,998.16
Participating Total:	4,577	\$ 172,290.83

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

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

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

Equitable Share Calculation	
A. Number of Students	LEA Calculation
A1. District Enrollment	15,095
A2. Participating Private School Enrollment	4,577
A3. Total Enrollment (A1+A2)	19,672
A4. Percent Participating Private School Enrollment (A2 / A3)	23.27
B. Proportionate Share	
B1. District Allocation	\$ 740,508.00

B2. Proportionate Share to Private Schools (B1 X A4)	\$	172,290.83
B3. Proportionate Share to District (B1 - B2)	\$	568,217.17
B4. Per Pupil Rate (B1/A3)	\$	37.64

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2025 - 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	 Title IV Spending Worksheet	
Conditional Documents			
Type	Document Template/Example	Document/Link	
Affirmation of Consultation 	 Affirmation of Consultation	 Goods Blessing House AOC	
		 St Ann School AOC	
		 St Anthony of Padua Grade School AOC	
		 Padua Academy AOC	
		 Destiny Calling Academy AOC	
		 Salesianum School AOC	
		 Wilmington Christian School AOC	
		 Sharon Temple Adventist School AOC	
		 St. John the Beloved School AOC	
		 Saint Mark's High School AOC	
		 Tatnall School, Inc. (The) AOC	
		 Ursuline Academy AOC	
		 Developing Minds Preschool AOC	
Optional Documents			
Type	Document Template/Example	Document/Link	
Title IV Needs Assessment [Upload up to 1 document(s)]	 Title IV Needs Assessment	 Title IV CNA	
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 2025 - 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 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

Account Code	Total
5100 - Salaries	\$9,275.00
5120 - OECs	\$3,092.29
5400 - Travel	\$56,350.00
5500 - Contractual	\$138,500.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$213,764.71
5700 - Capital Outlay	\$25,000.00
	Total \$445,982.00
	Adjusted Allocation \$445,982.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

5100 - Salaries - \$9,275.00



Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding PL - Professional Learning

Description:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$9,275.00

Line Item

Total:

\$9,275.00

Approx. (7 teachers) @ 5 days per training as per DOE/PLTW POS @ \$265/day stipend

title of position: CTE teacher

number of staff participating: approximately 7

name of activity: robotics, automotive, marketing, PLTW, Pro Start, TA, Health Sci.

Total for 5100 - Salaries: \$9,275.00

Total for all other Account Codes: \$436,707.00

Total for all Account Codes: \$445,982.00

Adjusted Allocation: \$445,982.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

5120 - OECs - \$3,092.29



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:

\$3,092.29

Line Item

Total:

\$3,092.29

OEC's for stipend amount of \$9,275 @ 33.34% = \$3,092.29

title of position: CTE teacher

number of staff participating: approximately 7

name of activity: robotics, automotive, marketing, PLTW, Pro Start, TA, Health Sci.

Total for 5120 - OECs: \$3,092.29

Total for all other Account Codes: \$442,889.71

Total for all Account Codes: \$445,982.00

Adjusted Allocation: \$445,982.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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, 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 – TSA and FCCLA

BSS – BPA

HBDMs – BPA, FCCLA, and TSA

Skyline – BPA

Stanton – BPA and FFA

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:	\$389,632.00
Total for all Account Codes:	\$445,982.00
Adjusted Allocation:	\$445,982.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

5500 - Contractual - \$138,500.00 ▼

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:

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 meet with content area, school specific and business & industry partners to design and incorporate school based enterprises and/or student internships to expand WBL opportunities and to be informed of upcoming industry trends

Quantity: 1.00

Cost: \$32,000.00

Line Item Total: \$32,000.00	- (2) days approx. 50 teachers at \$160, totaling \$16,000 - staff attend state and national student competitions and/or conferences - (2) days approx. 50 teachers at \$160, totaling \$16,000 On average, 4 days per teacher (50) at \$160, totaling \$32,000
Account Code: 5500 - Contractual Funding Description: POS S - POS Support Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$26,000.00 Line Item Total: \$26,000.00	Project Lead the Way (PLTW) licensing & training: (\$23,000) -Unit trainings for (5) teachers at est. \$4,000, totaling \$20,000 -POS - Biomed (2) - STEM (3) -PLTW License for \$3,000 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

\$10,500.00

Total:

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 FFA

-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: \$138,500.00

Total for all other Account Codes: \$307,482.00

Total for all Account Codes:	\$445,982.00
Adjusted Allocation:	\$445,982.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

5600 - Supplies - \$213,764.71 ▼

Budget Detail

Narrative Description

Account Code: 5600 - Supplies	AIHS, Dickinson, Conrad, AIMS
Funding Description: POS S - POS Support	POS
Location Code: Red Clay Consolidated School District (953200)	- Business/AET, Business, STEM, Business EOL, Refresh lab
Quantity: 1.00	(120) Dell @ \$1500 = \$180,000
Cost: \$189,000.00	EOL, teacher laptops
Line Item Total: \$189,000.00	(5) Dell @ \$1800 = \$9,000
Account Code: 5600 - Supplies	Conrad
Funding Description: POS S - POS Support	POS: Nurse Assisting, CNA
Location Code: Red Clay Consolidated School District (953200)	Upgrade text materials for CNA
Quantity: 1.00	Cost: \$10,000
Cost: \$18,000.00	POS: Biomed
Line Item Total: \$18,000.00	Upgrade Biomed 1 & 2 to new PLTW course
Account Code: 5600 - Supplies	AIHS & JDHS
	Cost: \$8,000

Funding Description: POS S - POS Support

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$6,764.71

Line Item Total: \$6,764.71

POS: Health Science, new POS
POS: Junior Achievement, new POS

(2) interactive boards @ 3764.71 for instructional practice: \$6,764.71

Total for 5600 - Supplies:	\$213,764.71
Total for all other Account Codes:	\$232,217.29
Total for all Account Codes:	\$445,982.00
Adjusted Allocation:	\$445,982.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary
5700 - Capital Outlay - \$25,000.00 ▼

Budget Detail

Narrative Description

Account 5700 - Capital Outlay

Code:

Funding POS S - POS Support
Description:

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$25,000.00

Line Item \$25,000.00
Total:

AIHS

POS: Health Science, new POS

- Purpose: Create student health care learning stations

- Outcome: Students learn a variety of health care related protocols

- 5 student learning stations to include

- storage cabinets for health car supplies and countertop

- Cost: 5 @ \$5,000 = \$25,000

Total for 5700 - Capital Outlay: \$25,000.00

Total for all other Account Codes: \$420,982.00

Total for all Account Codes: \$445,982.00

Adjusted Allocation: \$445,982.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

Indirect Cost	
Total Contributing to Indirect Cost	\$420,982.00
Indirect Cost Rate	3.30%
Maximum Allowed for Indirect Cost	\$13,448.60

Filter by Location: All - \$445,982.00

Funding Description	POS S - POS Support	PL - Professional Learning	Total
Account Code			
5100 - Salaries	0.00	9,275.00	9,275.00
5120 - OECs	0.00	3,092.29	3,092.29
5400 - Travel	0.00	56,350.00	56,350.00
5500 - Contractual	138,500.00	0.00	138,500.00
5600 - Supplies	213,764.71	0.00	213,764.71
5700 - Capital Outlay	25,000.00	0.00	25,000.00
Total	377,264.71	68,717.29	445,982.00
Adjusted Allocation			445,982.00
Remaining			0.00

Core Indicators of Performance

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2021-2022 and 2022-2023 are listed in the table . The current target levels are provided in the 2024-2025 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).

	2021-2022	2022-2023	2024-2025	2024-2025	2027-2028	
	Prior Performance (Actual)	Prior Performance (Actual)	Current State Target	LEA Proposed Annual Target	LEA Proposed Final Target	Justification
1S1: Four Year Graduation Rate	96.41%	97.86%	97.15%	* 98 %	* 100 %	Plan incremental growth
2S1: Academic Proficiency in Reading Language Arts	48.02%	48.66%	48.00%	* 53 %	56 %	Plan incremental growth
2S2: Academic Proficiency in Mathematics	22.77%	22.85%	23.00%	* 28 %	* 32 %	Plan incremental growth
2S3: Academic Proficiency in Science	33.52%	36.69%	35.00%	* 40 %	* 43 %	Plan incremental growth
3S1: Post-Program Placement	53.16%	67.69%	69.00%	* 72 %	* 75 %	Plan incremental growth
4S1: Non-traditional Program Concentration	39.35%	36.89%	31.00%	* 39 %	* 42 %	Plan incremental growth
5S1: Program Quality - Attained Recognized Postsecondary Credential	0.21%	0.00%	17.25%	* 19 %	* 21 %	Plan incremental growth
5S2: Program Quality - Attained Postsecondary Credits	37.92%	42.60%	41.00%	* 44 %	* 47 %	Plan incremental growth
5S3: Program Quality - Participated in Work-Based Learning	1.16%	0.00%	26.00%	* 4 %	* 7 %	Plan incremental growth

5S4: Program Quality - Middle Grades																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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>Perkin Advisory</u> .
Optional Documents			
Type	Document Template/Example	Document/Link	
Improvement Plan [Upload up to 3 document(s)]	 <u>Perkins Improvement Plan Template</u>		<u>2S1-5S1</u>
Student Access and Participation, Question 1 and Question 2 Data	 <u>Student Access and Participation, Question 1 and Question 2 Data</u>		<u>CLNA 01a and 01b</u>
Student Performance, Question 1 and Question 2 Data	 <u>Student Performance, Question 1 and Question 2 Data</u>		<u>CLNA 02a and 02b</u>

Specific Perkins Assurances

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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.
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Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

Secondary CTE Comprehensive Local Needs Assessment

The Comprehensive Local Needs Assessment (CLNA) tool, completed every two years as required by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), is defined as a self-evaluation conducted by LEAs and postsecondary institutions. The CLNA is designed to improve student access, achievement, and equity in CTE programs, as well as support the implementation of high-quality CTE programs of study and improvement of the local education and workforce system. The CLNA is completed by the eligible recipient as part of the local application within eGrants.

The purpose of the CLNA process is to drive meaningful system improvements that address equity gaps in student access, participation and outcomes. The assessment uncovers the root causes for equity gaps, and exposes opportunities to improve student access and success, partner engagement, program quality, and educator talent development. This process drives meaningful strategy development and progress towards increasing access and success for every student in CTE.

The first step in the CLNA process is to conduct an equity gap analysis by identifying disparities or gaps that exist across program access, participation and outcomes for students disaggregated by gender, race and special population status. These equity gaps can be identified through careful analysis of your EdInsight data or other local data available. Once these opportunity gaps are identified the next step is to engage diverse partners, such as students, parents, educators, employers, and community members to uncover the root causes for these gaps across seven (7) areas that drive Quality Improvement of the local system of CTE. Quality Improvement connects responses from the local needs assessment, local application, and local and state monitoring routines to those identified strengths and opportunities. The seven (7) areas are:

I. Student Access and Participation: identifies disparities in participation in CTE programs of study for students disaggregated by gender, race and special population status. Under/Over-representation of student groups can prove to be missed opportunities for students in CTE and uncover systemic inequities that create barriers to student access.

II. Student Performance and Outcomes: identifies disparities in performance of concentrators in CTE programs of study disaggregated by gender, race and special population status. Performance includes the core indicators of performance required in the Perkins V accountability system and connects academic and technical skill preparation to early postsecondary credit opportunities. Performance can include other important measures of student engagement and outcomes defined locally. Most importantly, the analysis of the multi-tiered system of supports (MTSS) available and used by students can uncover unmet needs that are limiting student success.

III. Partner Engagement: focuses on how diverse and relevant partners, especially students, have been engaged in the CLNA process. Engaging partners in program implementation, curriculum development, student work-based learning, and program evaluation can help identify areas of improvement that need attention.

IV. Labor Market Needs: is central to the development of high quality CTE programs of study that lead to middle and high demand industry sectors and occupations that provide a living wage. Being strategic and aligning programs of study with labor market needs informs the development of new programs and the sun setting of those no longer relevant.

V. Programs of Study: align the characteristics of size, scope, and quality to program of study development and the identification of barriers and needs to address growing a vibrant system of CTE.

VI. Equity: focuses on the creation of equitable learning environments centered on student needs and outcomes. Critical to this assessment is the use of an asset orientation to address: individual and systemic biases impacting student access and success; career guidance, counseling and exploration to expand student options; support services and social emotional learning; and institutional and system barriers that impact positionality, policy and resource investments. Equity is addressed throughout the CLNA as well as in this section.

VII. Educator Talent Development: includes addressing issues that impact educator recruitment, retention and training. This includes the needs of administrators, teachers, counselors, student support staff, and other staff. Addressing the needs of every adult and empowering a diverse leadership with a

shared vision of student success contributes infinitely to the creation of an equitable learning environment for students.

1 SPECIAL POPULATIONS definition from the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Sec. 3(48)available at <https://www.govinfo.gov/content/pkg/COMPS-3096/pdf/COMPS-3096.pdf>.

- The term 'special populations' means- (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low-income youth and adults; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals; (F) English learners; (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); (H) youth who are in, or have aged out of, the foster care system; and (I) youth with a parent who - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title); (J) migrant students (secondary only)

I. Student Access and Participation

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

I. Student Access and Participation

Data is available on the EdInsight Reports Portal: Career Readiness > CLNA 01a - Student Access and Participation by Race, Gender, and Special Population and CLNA 01b - Student Access and Participation, WBL Activities.

For community data, please reference <https://censusreporter.org/>.

Teams preparing the CLNA will need to refer to Participant, Concentrator and Completer data disaggregated by gender, race and each of the special population groups for CTE overall and each Program of Study in the District to complete this section of the CLNA. These data should be compared to overall school enrollment data to determine if certain student groups are underrepresented or overrepresented in CTE overall and in each CTE program of study as compared to their representation in the overall school population. When statewide CTE data is available these data can also make a good benchmark for identifying equity gaps.

1. Which student groups are underrepresented in your CTE clusters and/or programs of study? Identify where the data shows an underrepresentation or overrepresentation of a student group by comparing your CTE data at the cluster and program of study level to the statewide data or to your institutions overall student demographics. Include student level (participant, concentrator, or completer) and the Career Cluster and or Program of Study. Describe the quantitative equity gap (over/underrepresentation) and how aware your team is of this gap. Complete the following table using the example in italics provided below as a guide.

Student Group	Student Level	Cluster/Program of Study	Underrepresentation/ Overrepresentation %	Awareness Level +
Hispanic	Participants	All CTE Programs	<i>Underrepresented - 11% difference between all Hispanic students in CTE (14%) and the institution (25%)</i>	<i>Low</i>
Women	Participants	Manufacturing	<i>Underrepresented - 3% (1/30) of students in manufacturing are female</i>	<i>High</i>
Black	Concentrators	Health Science/Certified Nurse's Assistant Program	<i>Overrepresented - 15% difference between black student concentrators in CNA programs statewide (30%) and institution (45%). Institution demographics for Black students is 28% also indicating an overrepresentation of Black students in the CNA program.</i>	<i>Medium</i>

+ High - We already know this underrepresentation exists and we are currently working on resolving it; **Medium** - We were aware of this underrepresentation but were not aware of the scope of the problem; **Low** - We did not know this underrepresentation existed.

Enter Your Information Below:

Student Group	Student Level	Career Cluster	Program of Study	Underrepresentation/ Overrepresentation %	Awareness Level +
* Female	* Participant	* Science, Technology, Engineering & Mathematics	* Engineering/Manufacturing/IT	* Underrepresented: Female enrollment approx. 23% of STEM, Gap 24%	* Medium
* Hispanic	* Participant	* Science, Technology, Engineering & Mathematics	* Engineering/Manufacturing/IT	* Underrepresented: Hispanic enrollment approx. 13% of STEM, Gap 21%	* Medium
* Individuals with disabilities	* Participant	* Science, Technology, Engineering & Mathematics	* Engineering/Manufacturing/IT	* Underrepresented: SWD enrollment approx. 2% of STEM, Gap 23%	* Medium
* Individuals from economically disadvantaged families, including low-income youth and adults	* Participant	* Science, Technology, Engineering & Mathematics	* Manufacturing/IT	* Underrepresented: Low income enrollment approx. 17% of STEM, Gap 16%	* Medium

2. Which student groups are underrepresented in other components of your programs of study? Use local data to identify additional equity gaps in program components where student groups are underrepresented. Program components are suggested below and you may have others that are important to your improvement efforts. Add rows for each underrepresented student group and each program component. Examples of program components for Secondary include: certification attainment, Youth Apprenticeship enrollment, Work-based learning awareness and exploration, work-based learning immersion, remedial coursework enrollment, dual enrollment, AP course and postsecondary credit attainment.

Underrepresented Student Group	Program Component	Program of Study	Underrepresentation/ Overrepresentation %	Awareness Level +
Hispanic	Work-based Learning (WBL)	Health Careers - Certified Nurses Assistant (CNA) Program	75% of all students in the CNA program are in WBL activities while only 40% of Hispanic students in the CNA program are in WBL activities.	Low

+ High - We already know this underrepresentation exists and we are currently working on resolving it; **Medium** - We were aware of this underrepresentation but were not aware of the scope of the problem; **Low** - We did not know this underrepresentation existed.

Enter Your Information Below:

Underrepresented Student Group	Program Component	Program of Study	Underrepresentation/ Overrepresentation %	Awareness Level +
* Hispanic	* WBL	* ALL	* According to data, no entries for immersion.	* Medium
* African American	* WBL	* ALL	* According to data, no entries for immersion.	* Medium

- * 3. What trends do you notice when you start looking at the intersection of demographic data? What participation trends exist for students who are in more than one underrepresented group?
 - grow enrollment for SWD, Low Income, female, and Hispanic students in STEM programs and continue to concentrate on enhancing services/supports for these students
 - recognize that Low Income Females represent the most prominent subgroup which will be prioritized

Section Summary

Each section of the CLNA includes the two questions below that ask you to identify the key strengths and opportunities that your work on this section uncovered. Your response to these questions will be repeated in a summary table at the start of the Local Application and will frame the content of your Local Application. Keep this in mind when responding to these two questions as your Local Application's Goals, Metrics, and Activities should directly reflect your findings.

- * Based on the information reported above, summarize the key strengths you have identified. What practices underlie this success that should be expanded or replicated?

- a high percentage of Red Clay students participate in CTE programs across the district

- a variety of program offerings in five high schools

- * Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified.

- increase student enrollment for the subgroups listed above (SWD, Low Income, Female, Hispanic) in the STEM disciplines

III. Student Performance

Red Clay Consolidated School District (963200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

II. Student Performance

Data is available on the EdInsight Reports Portal: *Career Readiness > CLNA 02a - Student Performance, All Students and CLNA 02b - Student Performance, Subgroups.*

The Student Performance section walks you through a process of identifying disparities in performance of concentrators in CTE programs of study disaggregated by gender, race and special population status. Performance includes the core indicators of performance required in the Perkins V accountability system and connects academic and technical skill preparation to early postsecondary credit opportunities. Performance can include other important measures of student engagement and outcomes defined locally. Most importantly, the analysis of the multi-tiered system of supports (MTSS) available and used by students can uncover unmet needs that are limiting student success.

1. Summarize your performance data here - Secondary Core Indicators of Performance - 1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S1, 5S2, 5S3, 5S4 - for definitions see State Plan or the Fiscal and Accountability policy

Core Indicator	Program of Study	Target	Actual Performance	How is your LEA addressing areas where you are not meeting your performance target?
* 2S1: Academic Proficiency in Reading/Language Arts	▼	* AG, Arch./Const. STEM, Business, Ed., Hosp. Train:	* 53 %	* 29 %
* 2S2: Academic Proficiency in Mathematics	▼	* AG, Arch./Const. STEM, Business, Ed., Hosp. Train:	* 32 %	* 7 %
* 5S2: Program Quality – Attained Postsecondary Credits	▼	* AG, Arch./Const. STEM, Business, Ed., Hosp. Train:	* 55 %	* 21 %

Teams preparing the CLNA will need to refer to their Perkins Core Indicators of Performance data disaggregated by gender, race and each of the special population groups for CTE overall and each Program of Study to complete this section of the CLNA. The disaggregated performance data should be compared to the performance of all CTE students to determine which student groups are underperforming.

2. Which student groups are not meeting the Perkins V State Determined Level of Performance (target) for each of the performance indicators?

Student Group	Core Indicator	Program of Study	Under-performance % as compared to ALL CTE students	Awareness Level +	How is your LEA addressing areas where you are not meeting your performance target?
* individuals from economically disadvantaged families, including low-income youth and adults	▼	* 2S2: Academic Proficiency in Mathematics	* 12 %	* Medium ▼	* -low income is underperforming compared to overall data in All Programs - All Programs - district PD plan will include instructional math strategies
* individuals from economically disadvantaged families, including low-income youth and adults	▼	* 2S1: Academic Proficiency in Reading/Language Arts	* 11 %	* Medium ▼	* -low income is underperforming compared to overall data in All Programs - All Programs - district PD plan will include instructional writing and technical reading strategies
* individuals from economically disadvantaged families, including low-income youth and adults	▼	* 5S2: Program Quality – Attained Postsecondary Credits	* 5 %	* Medium ▼	* -low income is underperforming compared to overall data in All Programs - All Programs - look closer at what barriers need to be overcome to increase opportunities - academic, monetary, etc....

+ **High** - We already know this underrepresentation exists and we are currently working on resolving it; **Medium** - We were aware of this underrepresentation but were not aware of the scope of the problem; **Low** - We did not know this underrepresentation existed.

* 3. What trends do you notice when you start looking at the intersection of demographic data? What performance trends exist for students who are in more than one underrepresented group?

- Notice majority of POS across the board that Math and English proficiency remain a problem for students to attain within the state assessment system. District will provide PD in problem solving and technical reading.
- District leaders will delve deeper in the data around post secondary credit attainment as per the new strategic plan to develop more awareness among staff, admin, students and families

* 4. What multi-tiered system of supports (MTSS) are needed for every learner to progress through CTE programs of study and into higher levels of education and entrance into the workforce? Are these needs being met? Complete the table below to help you identify trends in the type of MTSS various student groups need to be successful, who is addressing these needs, and what needs are not being met.

- district WBL coordinator will work together with counselors to offer/make aware WBL and post secondary opportunities

Support needs of students - Identify the specific support needed for each of the disaggregated student groups - i.e. tutoring, child care, financial aid, etc. Show those you or other community organizations provide with an **X** and those that are an unmet need with a **U**. Indicate support services that are not needed by your students with an **N**. All boxes should be filled.

Support Services/ Student Groups	Tutoring	Academic support programs	Social/ Emotional	Career Advisement	Wrap Around Services	Child Care	Transportation
All Students	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Male	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Female	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
African American	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
American Indian	* N ✓	* N ✓	* N ✓	* N ✓	* N ✓	* N ✓	* N ✓
Asian	* N ✓	* N ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Hispanic	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Multi-Racial	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Native Hawaiian	* N ✓	* N ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
White	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Students with Disabilities	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Economically Disadvantaged	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Non-Traditional	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Single Parent	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Out-of-Workforce Individual	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Homeless	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
English Language Learner	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓
Youth Offenders	* U ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓	* X ✓

* 5. If you provide other support services or other support services are needed and not provided please describe them here:

- no other support services

* 6. What MTSS services identified above are available but are not being utilized or accessed? Which student groups are not using them? What barriers are holding students back from using the services they need?

- transportation for after school services

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

- dedicated full time District WBL Coordinator and part time WBL advisor at each high school

* 8. Describe the instructional MTSS that are in place to support student academic readiness and proficiency on state assessments in English Language Arts, mathematics, and science.

- MTSS services for students identified in both Math and ELA

* 9. Describe the instructional model and MTSS 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.

- fourth level courses offer students opportunities to earn credentials, postsecondary credit and/or WBL experiences

Section Summary

Each section of the CLNA includes the two questions below that ask you to identify the key strengths and opportunities that your work on this section uncovered. Your response to these questions will be repeated in a summary table at the start of the Local Application and will frame the content of your Local Application. Keep this in mind when responding to these two questions as your Local Application's Goals, Metrics, and Activities should directly reflect your findings.

* Based on the information reported above, summarize the key strengths you have identified. What practices underlie this success that should be expanded or replicated?

- district WBL Coordinator, part time building WBL advisor in each high school

* Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified.

- assess more options to provide added academic support in ELA and Math for students who struggle as per new strategic plan

III. Partner Engagement

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

III. Partner Engagement

Engaging with partners and seeking their input is a critical part of the CLNA process. In this section you will describe how you sought partner input, shared information, and what recommendations were made. The remaining sections of the CLNA and your local application should rely heavily on the input received from your partners as described in this section.

1. What community partners are you collaborating with to support underrepresented students in CTE programs? Using the data from Section 1, identify the underrepresented student groups in each of your programs of study and list the formal groups (community/advocacy organizations, Advisory Boards, School Board, etc.) or informal groups (students, parents, faculty, employers) you have engaged to help you identify root causes impacting the recruitment and retention of students from the identified group/s.

Student Group	Program of Study	Community Organizations/ Groups Engaged
Ex: Hispanic	All	Latin American Community Center; La Esperanza Community Center
* Female	▼ * Engineering/Manufacturing/IT, STEM	* Del Dot, Delmarva Power, Agilent, JA, Comcast, Christiana Care, DE Human Resources, UD, Del Tech, DE Hospice, Bancroft Construction, Brackenville Healthcare Center, Gene Editing Institute Christiana Care, USDA, Pivot

* individuals from economically disadvantaged families, including low-income youth and adults	* Manufacturing/IT, STEM	* Del Dot, Delmarva Power, Agilent, JA, Comcast, Christiana Care, DE Human Resources, UD, Del Tech, DE Hospice, Bancroft Construction, Brackenville Healthcare Center, Gene Editing Institute Christiana Care, USDA, Pivot
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2. Who did you involve in the CLNA process; how did you involve them; and what feedback did you received? Enter the groups you engaged for the CLNA process from the table above. Indicate the type of engagement strategy you used (survey, focus group, business and student advisory council meeting, etc.). Summarize the root causes and most relevant feedback provided by each group that may explain poor student participation, outcomes and/or lack of access to MTSS as identified in the Student Participation and Performance Report sections for various groups.

Group Engaged	Type of Engagement	Summary of root causes and relevant feedback
Ex: Latin American Community Center	Focus group	Validated the need for on-campus child care. Identified new nontraditional ways to offer high wage tech programs asynchronously online that could be taken any time of the day/night.
* Del Dot, Delmarva Power, Agilent, JA, Comcast, Cl	* Advisory Members	* - members interact with CTE personnel on a quarterly basis to discuss the skills needed in the workplace and strategies to expand WBL activities

* 3. How did you engage students in providing feedback as part of your CLNA process? What added value did student voice provide to your CLNA process? CTE personnel discuss feedback from their advisory board with their students at large to capture the student view point on topics such as: WBL data, student needs within the program, and overall review of the program. These findings are part of their Advisory Board minutes and help to inform any needed modifications to enhance/expand the program. In addition, CTE staff also include graduates on their advisory.

4. Was your partner engagement strategy successful? Describe the mechanisms you used to engage your partner group (surveys, larger meetings, small meetings, focus groups, etc.) and identify your plans for increasing engagement and amplifying voice and participation of your partners.

Mechanism (focus group, advisory dinner, phone calls, large meetings, small meetings, survey etc.)	What were the strengths of this approach?	What will you do in the future to improve representation and feedback gathered through these mechanisms?
* Advisory phone calls & small meetings	* - chance for numerous programs to collect and explore the skills and knowledge that industry partners are looking for	* - continue to expand the membership utilizing the connections that the WBL Coordinator and part time advisors in building are cultivating
* Districtwide College & Career Fair	* - offer all students & families the opportunity to explore post secondary opportunities: school, training, employment or military service - offer industry partners & higher ed. to share what skills & knowledge are necessary for success - chance for all parties to initiate a relationship with students	* - continue to offer a diverse group of schools, businesses, and state agencies a place at the table - promote event earlier and often in a variety of multimedia outlets - continue to refine prepping students for the event
* 5. What feedback have you received from your employers about the capabilities and skills students need beyond academic and technical skills? How have you integrated this feedback into your programs? - students need to develop the skills to interact with others in a professional environment and employers are looking for students from varied backgrounds - WBL Coordinator offers workplace skill seminars to 11th grade students; WBL advisors assist: Job Shadowing, Mock Interviews, and Resume Workshops - two middle schools are piloting the new middle school career standards; one middle school will start to implement a career readiness awareness course and career exploration project throughout the building, while another middle school will implement this within the CTE courses this year. The plan is to eventually have these activities in all middle schools. - continue to review demographic data in programs to make sure we are fostering equity as per new strategic plan		
* 6. Describe the process used with partners for providing career information and employment opportunities to students through career awareness, exploration, and other work-based learning experiences. - WBL Coordinator organize Districtwide College & Career Fair - WBL Coordinator hosts meet and greets with industry partners as well as the military at all high schools; WBL advisor assists - Student on site visits with industry partners: Agilent, STAR Campus, Herr's, Hilton, Christiana Care, Brackenville Health Center, etc.. - industry guest speakers - employment/internships communicated to students via schoology groups as well as during morning announcements		
* 7. Describe the school counseling and career advisement process and how partners are engaged to support students as well as to support the alignment of middle and high school CTE programs. - all middle school students were bused to tour their high school and meet the CTE teachers and labs this past Spring. - this coming year middle school students will be bused in the Fall to the high school to help inform their pathway decision - high school counselors present to the middle school students prior to choice: in addition, students have the opportunity to visit any school during choice open house - the purpose is to promote high school pathways, ensure students make an informed decision about their pathway - two middle schools are participating in the Middle School Career Exploration Grant which are implementing the middle school career standards - schools partner with Junior Achievement to explore career readiness skills as well as Delaware Pathways		
Section Summary Each section of the CLNA includes the two questions below that ask you to identify the key strengths and opportunities that your work on this section uncovered. Your response to these questions will be repeated in a summary table at the start of the Local Application and will frame the content of your Local Application.		

Keep this in mind when responding to these two questions as your Local Application's Goals, Metrics, and Activities should directly reflect your findings.

* Based on the information reported above, summarize the key strengths you have identified. What practices underlie this success that should be expanded or replicated?

-two middle schools are piloting the new middle school career standards; one middle school will start to implement a career readiness awareness course and career exploration project throughout the building, while another middle school will implement this within the CTE courses this year. The plan is to eventually have these activities in all middle schools.

-WBL Coordinator offers workplace skill seminars to 11th grade students; WBL advisors assist

-WBL Coordinator hosts meet and greets with industry partners as well as the military at all high schools; WBL advisor assists

- industry guest speakers and on site visits

* Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified.

-support for subgroups identified in STEM

-expand early exposure to workplace readiness skills

-expand early career exploration

-WBL Coordinator work with middle/high school on employability skills

IV. Labor Market Alignment

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

IV. Labor Market Alignment

Labor market alignment is central to the development of high quality CTE programs of study that lead to middle and high demand industry sectors and occupations that provide a living wage. Being strategic and aligning programs of study with labor market needs informs the development of new programs and the sun setting of those no longer relevant.

1. Are your program offerings aligned with local labor market needs? Identify which programs you are currently offering aligned with the Career Cluster and Pathway identified in the (Delaware Data for Career Pathway Planning) in the Economic Development and Employer Planning System. Include the employment growth, average wage, indicate if the pathway is identified as middle skill (MS), high wage (HW) and/or high demand (HD) and the certificate/credential/postsecondary credits or other potential outcome upon completing the program. Indicate the status of the program - current (C), phase out in the next three years (P), add in the next three years (A).

Career Cluster	Program of Study	Employment Growth +	Ave. Wage +	MS/ HS/ HW/ HD +	Outcome	Status
* Agriculture, Food & Natural Resources ▼	* Plant & Animal Science	* 7 %	* \$ 36,000.00	* ☒ MS ☒ HS ☒ HW ☒ HD //	* - pesticide applications, food safety - articulated agreements as per DOE with Del State and Del Tech	* C ▼
* Architecture & Construction ▼	* AET	* 5 %	* \$ 52,800.00	* ☐ MS ☒ HS ☐ HW ☒ HD //	* - OSHA, Auto Cad - articulated agreements as per DOE with Del Tech	* C ▼
* Education & Training ▼	* ECE, Teacher Academy	* 3 %	* \$ 42,500.00	* ☒ MS ☒ HS ☒ HW ☒ HD //	* - Praxis/Para Pro - articulated agreements as per DOE with Del State, Del Tech and Wilmington Univ.	* C ▼
* Arts, Audio/Video Technology & Communications ▼	* Digital Communications, Digital Media	* 11 %	* \$ 68,800.00	* ☒ MS ☒ HS ☒ HW ☒ HD //	* Adobe - articulated agreements as per DOE with Del Tech and Wilmington Univ.	* C ▼

* Hospitality & Tourism	▼	* Culinary Arts	*	5 %	* \$ 54,300.00	*	☒ MS ☒ HS ☐ HW ☒ HD //	* - Pro start, food safety, food handling - articulated agreements as per DOE with Del State and Del Tech	* C	▼
* Business Management & Administration	▼	* Marketing, Academy of Finance, JA	*	3 %	* \$ 73,000.00	*	☒ MS ☒ HS ☒ HW ☒ HD //	* - JA, HubSpot Academy Inbound, Google Ad Words - articulated agreements as per DOE with Wilmington Univ. and Del Tech	* C	▼
* Science, Technology, Engineering & Mathematics	▼	* Computer Science, Engineering, Biomed, Biotech	*	3 %	* \$ 78,400.00	*	☒ MS ☒ HS ☒ HW ☒ HD //	* - Auto Cad - Advanced Placement - articulated agreements as per DOE with Wilmington Univ. and Del State	* C	▼
* Health Science	▼	* PCT, CNA, PT	*	5 %	* \$ 54,300.00	*	☒ MS ☒ HS ☐ HW ☒ HD //	* CPR, CNA, Phlebotomy, PCT - articulated agreements as per DOE with Del Tech	* C	▼
* Manufacturing	▼	* MET	*	4 %	* \$ 51,760.00	*	☒ MS ☐ HS ☒ HW ☒ HD //	* OHSA - articulated agreements as per DOE with Del Tech	* C	▼
* Transportation, Distribution & Logistics	▼	* Auto Tech	*	9 %	* \$ 56,300.00	*	☒ MS ☐ HS ☒ HW ☒ HD //	* ASE	* C	▼

+ Use data provided by EDEPS (edeps.org) to determine occupation growth, wages and high skill(HS), high wage (HW) and high demand (HD) occupations. * 2. 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. - district takes part in DOE POS review - majority of POS are state models which follow the criteria above * 3. What employer partners did you engage, and how did you engage them, to decide which CTE programs are identified for implementation and elimination? - as stated before, all programs have industry representatives who provide input on quarterly basis - the PCT POS for example, is a partnership between the LEA, Del Tech and DOE, with funding from Blue Cross & Blue Shield brokered by Rodell, - clinical partners: PCT, CNA, & PT - the newest state model POS will launch in the Fall of 2024 at AHHS, Health Science - Dickinson approved for the state model Health Science POS which will launch Fall 2025 * 4. How do your program enrollment and completion demographics (from Student Participation and Performance Reporting sections) compare to the demographics of the industry? - review of demographic data, subgroups such as (low income, SWD, etc....) for each POS - participation in Pipeline Project - majority of students are enrolled in at least one CTE course and meet graduation standards and completion rates - district participates in post secondary survey project with RTI which follows students after graduation to analyze their current employment/school situation to their high school pathway * 5. How are you actively working to contribute to the development of diversity in local businesses and industries? - district diverse entity - this document exemplifies the attention subgroups such as female, SWD, and low income students are receiving in the STEM disciplines as per new strategic plan - WBL Coordinator continue to reach out to businesses with varied backgrounds	Section Summary Each section of the CLNA includes the two questions below that ask you to identify the key strengths and opportunities that your work on this section uncovered. Your response to these questions will be repeated in a summary table at the start of the Local Application and will frame the content of your Local Application. Keep this in mind when responding to these two questions as your Local Application's Goals, Metrics, and Activities should directly reflect your findings. * Based on the information reported above, summarize the key strengths you have identified. What practices underlie this success that should be expanded or replicated? - numerous pathway offerings in an array of career areas that are in demand - continue to connect with industry through Pathways Conference, meet & greets, Advisory, and other state meetings (NCC PD day) - through these touch points, industry informs us on the needs of their business with respect to academic, technical, and employability skills * Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified. - continue to offer in demand programs across several career clusters - increase the middle school career awareness and exploration experience through the implementation of MS Grant to strengthen the progression into a high school pathway - bolster the process for SWD to move into work
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V. Programs of Study

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

V. Programs of Study

In this section you will analyze the alignment of the characteristics of size, scope, and quality to program of study development and the identification of barriers and needs to address growing a vibrant system of CTE. It considers how your programs support each student and how students are connected to state, regional, and local in-demand industry sectors that lead to a wealth generating wage. This section also considers how you implement career and technical education programs and programs of study to ensure equitable access and participation. To answer some of the questions in this section, you will need to refer back to your student participation and performance data.

Size

You have reported data on enrollment in the Participation and Performance section and analyzed for equity gaps. You also analyzed how you will add or reduce programs based on labor market alignment in the Labor Market Alignment section. For this section of your CLNA, consider how the size of your programs impact the program scope and quality. Quantifiable evidence, physical parameters and limitations of each approved program (e.g., number of required programs or programs of study offered, required class size, availability of facilities and equipment) that relate to the ability of the program to address all student learning outcomes.

Based on the status column in the table from the Labor Market Alignment section, respond to the following:

1. For programs identified as phase out, identify the partner input that helped you identify the systemic barriers that may have led to poor enrollment, such as travel or tool costs, childcare, scheduling, etc. Describe how you attempted to mitigate those barriers.

Program of Study	Partner input	Barrier	Attempt to mitigate barrier
* N/A	* None at this time	* N/A	* N/A

2. For programs you plan to add in the next few years, identify the partner input that helped you identify barriers to enrollment or performance that your partner groups helped you anticipate and how you will proactively mitigate them. Consider equity and access barriers as well as cost, equipment and curriculum issues.

Program of Study	Partner input	Barrier	Proactive strategy to mitigate barrier
* Health Science	* - DOE, Del Tech, UD, Bayhealth	* - new POS launch Fall 2024 - career awareness	* - promotional material

Scope

Scope refers to the curricular expectations of each program and/or program of study, such as the ability of a curriculum to cover the full breadth of its subject, number of required courses in a sequence, early postsecondary opportunities for learners, and the role of advisory committees.

3. List your programs and place a check mark in the appropriate column to indicate whether or not these program experiences are currently in place. Calculate the percentage of your programming that offers the experiences.

Program of Study	% of the programs of study offering each experience				
	Work-based Learning Immersion	Stackable industry credentials	Credentials linked to registered apprenticeship	Earn dual credit	Link to postsecondary system
* AG, Hosp	* 75 %	* 80 %	* 30 %	* 50 %	* 50 %
* STEM	* 0 %	* 50 %	* 10 %	* 80 %	* 80 %
* Ed.	* 50 %	* 100 %	* 0 %	* 100 %	* 100 %
* Transp.	* 0 %	* 100 %	* 100 %	* 0 %	* 100 %
* Arch./Const	* 0 %	* 50 %	* 30 %	* 50 %	* 50 %
* Business	* 35 %	* 100 %	* 0 %	* 100 %	* 100 %
% of all programs offering each experience	* 25 %	* 85 %	* 25 %	* 55 %	* 70 %

- * 4. Describe how CTE programs of study will be improved to increase opportunities for student work-based learning experiences and attainment of Credentials of Value (5S1 - Program Quality: Attained Recognized Post Secondary Credential) as well as the alignment of CTE programs of study to postsecondary credential and degree programs.
- WBL Coordinator will connect with members of the advisory and other industries/agencies/non-profits/post secondary institutions in the community as well school school based enterprises to expand experiences/opportunities for students such as: apprenticeships, internships, site tours, job shadowing, and required credentials/certifications.
- * 5. Describe how you are working with postsecondary education partners, including the Adult Education Divisions of vocational technical school districts, to create a streamlined pathway with easy matriculation and stackable credentials
- WBL Coordinator, building WBL advisors, and counselors work with students and CTE teachers to inform students of post secondary options/opportunities such as articulated/dual enrollment credits and/or stackable credentials/certifications as well as WBL activities with some of the following partners: DVR, Del Tech, Goldey Beacom, DSU, Junior Achievement
 - CTE staff communicate with a higher ed. partner as part of their advisory
- * 6. Describe how you are working with programs sponsored by the Department of Labor, Division of Vocational Rehabilitation; Department of Health and Social Services, Division of Developmental Disabilities Services and Division for the Visually Impaired; Job Centers and other Workforce Innovation and Opportunity Act services to increase access, success and transition of special populations in CTE?
- participated in Pipeline Project, agencies part of project
 - College & Career Fair invitees
 - building meet & greet sessions with various state agencies
 - state meetings, Pathways Conference
- * 7. How are you designing the curriculum and preparing students for an industry-recognized credential?
- state model POS course offerings embed attainment of industry certifications/credentials as well as fourth level course offerings
- * 8. How have you worked with your business partners to understand what outcomes would best serve your students (e.g. employment immediately after high school vs some postsecondary education)?
- WBL Coordinator works with advisory members from each POS to make certain the program is meeting the required employability skills/knowledge and certification/credential for each sector

- Advisory meetings inform CTE staff students are career ready, recommend equipment/technology upgrades to match industry standards
- WBL Coordinator connects CTE staff and counselors to trends in the marketplace so students are informed when career planning

Quality

This part asks you to assess your CTE program's outreach, access, and post graduation outcomes in addition to the curriculum content and delivery. Use the ACTE High Quality Program of Study Framework to expand this analysis.

- * 9. Describe how information about CTE programs of study is shared with members of the community (i.e. communication to current and prospective students, parents, community partners, and employers).
 - programming shared with middle school students/families
 - high school presentation at MS, 8th grade visit to HS, choice open house night, College/Career Fair, Block Party, district course catalog, new MS career awareness/exploration course
 - programs are promoted to all potential participants and their parents/guardians free from bias, inclusive and non-discriminatory
 - students/families are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities
 - CTE staff actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.
- * 10. How are you overseeing quality in your curriculum and technology? Describe your approach to selecting curriculum that is nonbiased; setting up classrooms that are accessible, safe and designed to attract underrepresented learners; and providing accommodations when necessary to ensure student success?
 - district takes part in DOE POS review cycles
 - partners (business/higher ed.) ensure that the POS meets current and future workforce demand and skill needs by identifying, validating & reviewing curriculum, identifying appropriate assessments and recognized postsecondary credentials, evaluating facilities, equipment, technology and materials to ensure consistency with industry standards
 - engage core subjects in Teaching & Learning group to verify CTE curriculum alignment and nonbiased
 - building admin and district walkthroughs check on engaging/relevant project based high quality nonbiased instruction
- * 11. How is the LEA leadership team monitoring instruction and ensuring it is project-based, differentiated, relevant, rigorous, equitable and nonbiased?
 - building admin and district walkthroughs check on engaging/relevant project based high quality nonbiased instruction
 - professional development dedicated to develop/refine project based instruction
 - professional time to collaborate with cross disciplinary content areas
 - district is committed to provide curriculum, instruction, materials and assessments that are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.
- * 12. What structural barriers exist that prevent your students from successfully finding or retaining employment? Is there a difference in the outcomes of various subgroups?
 - students must be 18 years of age
 - transportation to and from place of business
 - willingness of business to take on students for WBL experiences
 - limited slots for surrounding districts
- * 13. How does your post-graduation student data affect your continuous improvement of advisement and postsecondary placement?
 - limited state data around this item
 - data from school level CTE staff /counselors in contact with students
 - RTI Project (still relatively early) has provided some data but not conclusive as of yet
 - CTE staff/counselors connect students to desired industries when appropriate

Section Summary

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* Based on the information reported above, summarize the key strengths you have identified. What practices underlie this success that should be expanded or replicated?

- POS materials, technology, facilities, and equipment meets industry standards
- POS offers at least one or more industry certification, dual enrollment or post secondary credential
- WBL experiences align with student career goals and industry requirements
- POS reinforce the technical/academic/employability needs for students

* Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified.

- increase industry partners in advisory
- increase WBL opportunities

VI. Equity	
Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary	
VI. Equity	This section asks you to identify systemic issues related to equity and access. Data from other sections of the CLNA inform this section, but the focus will be on approaches your institution can use to improve equity and access in recruitment, program persistence, completion, continued postsecondary education, and job placement. Increasing equity and access requires organizations to utilize an equity lens as they examine data, design recruiting practices, improve program access and quality, and support all students. Institutions with an asset orientation welcome and celebrate diversity and see it as a strength.
Delaware's Secondary Equity in CTE Definition: Equity in Career & Technical Education (CTE) requires an inclusive environment that advances empowerment and belonging for both the learner and educator. Students' circumstances and personal/social identifiers shall not restrict their access to the full variety of academic and career opportunities, enriching experiences, and meaningful relationships that support attainment of their individual career and life goals.	
* 1. Describe your organization's definition for equity, how you developed it and how you are working with your partners to promote it.	- district team assigned to define and implement the district wide equity program - The Red Clay School District promotes and embraces equity and diversity throughout the school system. Red Clay is dedicated to supporting all students and staff through culturally responsive practices, breaking down barriers, and eradicating historical disparities in academic excellence and personal success. Red Clay will close the achievement gap and change the culture of the district.
* 2.. How do you ensure all staff and students value the knowledge and abilities inherent in underserved groups and see students' cultural differences as assets that benefit the learning environment, as opposed to deficits your organization will have to overcome?	- implementation of district wide SEL framework - district committed to seeking equitable settings in school, workforce, and community - value a diverse workforce - align resources to create equitable opportunities for all students
* 3. What does your data tell you about your institution's ability to provide an equitable experience for your students, especially for those who fall into more than one subgroup?	- SWD, low income, and female underrepresented in STEM POS
* 4. What improvements are needed around career information, awareness, exploration, advisement, recruitment and support to increase equity and access in your CTE programs and expand career options for students?	- participation in MS career awareness/exploration grant to support implementation of middle school CTE standards - enhance communication between MS & HS counselors around career guidance that is inclusive and non-discriminatory - engage more students in underrepresented subgroups
* 5. What support services and programs do you need to put in place across your institution to address equity issues? (ex. Do you have a program to support girls in nontraditional programs? Do you have multi-tiered system of supports with tutoring or other actions to improve academic and technical skills development for underrepresented populations?) Use information from the Student Performance and Labor Market Reporting section to inform this answer.	- promote POS to all students in an inclusive and non-discriminatory manner - evaluate support services for SWD in POS - professorial learning on transition to work goals that connect student & POS - continue participation in Pipelin Project
* 6. What institutional and systems barriers did you uncover as part of the CLNA process that need to be addressed?	

- recognize numerous CTE students do not meet state Math & ELA standards according to the state assessment
- recognize STEM POS low SWD enrollment

* 7. How did you engage individuals with positional power (administrators, board members, decision makers, etc.) in identifying these barriers? Refer to the Partner Engagement Section to justify this response.

- equity team performed districtwide audit, included all levels
- each school has a diversity champion; create/deliver professional learning to identify barriers
- Advisory board & CTE staff discuss workplace diversity

* 8. How did you engage individuals without positional power (students, parents, employers, community members, etc.) in identifying these barriers? Refer to the Partner Engagement Section to justify this response.

- equity team performed districtwide audit, included all levels, student focus groups
- CTE staff share Advisory minutes with students at large to find out their perspective on WBL activities, curriculum, and instruction
- CTE staff share pertinent POS data with students as well

Section Summary

Each section of the CLNA includes the two questions below that ask you to identify the key strengths and opportunities that your work on this section uncovered. Your response to these questions will be repeated in a summary table at the start of the Local Application and will frame the content of your Local Application. Keep this in mind when responding to these two questions as your Local Application's Goals, Metrics, and Activities should directly reflect your findings.

* Based on the information reported above, summarize the key strengths you have identified. What practices underlie this success that should be expanded or replicated?

- equity team consists of diversity champions in all buildings, district supervisor, student/parent/community representation to identify barriers and ensure all students have the opportunity to achieve success
- Red Clay is dedicated to supporting all students and staff through culturally responsive practices, breaking down barriers, and eradicating historical disparities in academic excellence and personal success.

* Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified.

- recognize STEM POS low SWD enrollment
- recognize numerous CTE students do not meet state Math & ELA standards according to the state assessment

VII. Educator Talent Development

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary

VII. Educator Talent Development

Data is available on the EdInsight Reports Portal: *Career Readiness > CLNA 07a - Educator Student Demographics and CLNA 07b - Staff Leadership Demographics*.

For community data, please reference <https://censusreporter.org/>.

This section describes your efforts to recruit, develop and retain your career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors. Addressing the needs of every adult and empowering a diverse leadership with a shared vision of student success contributes infinitely to the creation of an equitable learning environment for students.

Recruitment

1. Does your demographic information in your faculty match the demographics of your community and/or your student body?

% of each population	Male	Female	African American	American Indian	Asian	Hispanic	Multi-Racial	Native Hawaiian	White	Disabled	Non-Traditional	Single Parent	Multi-Lingual
Student	* 53 %	* 47 %	* 22 %	* 1 %	* 3 %	* 25 %	* 3 %	* 0 %	* 56 %	* 3 %	* 21 %	* 10 %	* 11 %
Faculty	* 51 %	* 49 %	* 22 %	* 0 %	* 5 %	* 29 %	* 3 %	* 0 %	* 41 %	* 0 %	* 0 %	* 0 %	* 0 %
Community	* 48 %	* 52 %	* 25 %	* 1 %	* 4 %	* 10 %	* 1 %	* 0 %	* 59 %	* 7 %	* 21 %	* 10 %	* 12 %

* 2. Describe your CTE educator recruitment practices and include information on how you recruit traditionally underrepresented populations to work at your institution.

- HR dept. committed to finding diverse qualified candidates
- para to teacher
- alternate routes
- teacher residency

Retention

* 3. Describe the faculty policies and practices your institution has in place related to equity, representation and faculty retention?

- HR policies & goals to hire staff from diverse backgrounds
- diverse search committees
- district equity team audit
- faculty training on equity, inclusion and cultural competencies
- district wide climate survey

* 4. What faculty retention policies and practices are needed to address equity and representation? What partners did you engage to identify these?

- review/analyze data from employee satisfaction survey, retention rates and diversity
- track metrics to determine areas of improvement
- review annual reports & policies when necessary

5. Identify the demographics of individuals who hold positions of power in your organization.

	Male	Female	African American	American Indian	Asian	Hispanic	Multi-Racial	Native Hawaiian	White	Disabled	Non-Traditional	Single Parent	Multi-Lingual
Faculty	* 60 %	* 40 %	* 15 %	* 0 %	* 1 %	* 1 %	* 1 %	* 0 %	* 82 %	* 0 %	* 0 %	* 0 %	* 0 %
Building Leadership	* 40 %	* 60 %	* 33 %	* 0 %	* 0 %	* 1 %	* 0 %	* 0 %	* 66 %	* 0 %	* 0 %	* 0 %	* 0 %
LEA Leadership	* 35 %	* 65 %	* 30 %	* 0 %	* 0 %	* 1 %	* 0 %	* 0 %	* 69 %	* 0 %	* 0 %	* 0 %	* 0 %

* 6. What does the data reflect in your hiring and promotion practices of leadership positions? What needs did you identify to increase the diversity of representation of individuals in positions of power in your organization?

- CTE faculty and admin data are similar

Training

* 7. 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. What Grow Your Own CTE educator strategies are you employing?

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - CTE Perkins Secondary**LOCAL APPLICATION**

The Local Application defined as an operational plan developed by LEAs 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.). It is a summary of the strengths and opportunities that were uncovered as a result of conducting the CLNA and identifies your greatest needs, sets priorities and focuses on strategies that can be supported by Perkins funds.

Use Delaware's vision to help you frame your thinking in this section: *Each learner engages in an equitable and high-quality education, enriching experiences, and meaningful relationships to achieve their individual career and life goals.*

* 1. Define your overarching vision for your CTE Program at your institution.

- to empower students with the practical skills, critical thinking abilities, and industry-specific knowledge required to thrive in a dynamic and evolving workforce. Through hands-on learning experiences, and strong partnerships with industry leaders, our program seeks to bridge the gap between education and employment, preparing students for successful careers and lifelong learning.

2. Below are the summaries of the strengths and areas for growth you identified in each section of the CLNA. Focus on priorities with the greatest need.

CLNA Section	Key Strengths	Key Opportunities
Student Participation	- a high percentage of Red Clay students participate in CTE programs across the district - a variety of program offerings in five high schools	- increase student enrollment for the subgroups listed above (SWD, Low Income, Female, Hispanic) in the STEM disciplines
Student Performance	- district WBL Coordinator, part time building WBL advisor in each high school - fourth level courses offer students opportunities to earn credentials, postsecondary credit and/or WBL experiences	- assess more options to provide added academic support in ELA and Math for students who struggle as per new strategic plan
Partner Engagement	-two middle schools are piloting the new middle school career standards; one middle school will start to implement a career readiness awareness course and career exploration project throughout the building, while another middle school will implement this within the CTE courses this year. The plan is to eventually have these activities in all middle schools. -WBL Coordinator offers workplace skill seminars to 11th grade students; WBL advisors assist -WBL Coordinator hosts meet and greets with industry partners as well as the military at all high schools; WBL advisor assists - industry guest speakers and on site visits	-support for subgroups identified in STEM -expand early exposure to workplace readiness skills -expand early career exploration -WBL Coordinator work with middle/high school on employability skills

Labor Market Alignment	- numerous pathway offerings in an array of career areas that are in demand - continue to connect with industry through Pathways Conference, meet & greets, Advisory, and other state meetings (NCC PD day) - through these touch points, industry informs us on the needs of their business with respect to academic, technical, and employability skills	- continue to offer in demand programs across several career clusters - increase the middle school career awareness and exploration experience through the implementation of MS Grant to strengthen the progression into a high school pathway - bolster the process for SWD to move into work
Programs of Study	- POS materials, technology, facilities, and equipment meets industry standards - POS offers at least one or more industry certification, dual enrollment or post secondary credential - WBL experiences align with student career goals and industry requirements - POS reinforce the technical/academic/employability needs for students	- increase industry partners in advisory - increase WBL opportunities
Improving Equity and Access	- equity team consists of diversity champions in all buildings, district supervisor, student/parent/community representation to identify barriers and ensure all students have the opportunity to achieve success - Red Clay is dedicated to supporting all students and staff through culturally responsive practices, breaking down barriers, and eradicating historical disparities in academic excellence and personal success.	- recognize STEM POS low SWD enrollment - recognize numerous CTE students do not meet state Math & ELA standards according to the state assessment
Recruitment, Retention, & Training of CTE Educators	- well developed recruitment and mentoring program to hire/retain diverse candidates - building admin and mentors support teachers plan for personal growth through feedback, reflective practices, and further learning opportunities	- continue to promote diversity in workforce, collect/analyze satisfaction/retention data to inform area for improvement and policy - continue to design inclusive and supportive environments in the classroom and for the faculty to enhance overall success
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 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 four (4) years for each of the CLNA sections in the table above? Be sure to address the areas of opportunity that were identified in the CLNA.		

CLNA Section	Goal Statement	Metric(s) of Success	Key Actions (number each item to be referenced in the timeline below)	Human and Fiscal Resources
Student Participation	Increase the participation and completion of girls in Information Technology	Increase enrollment of girls in Introduction to IT from 15% to 25% by Fall semester of 2025. Increase the number of girls receiving IT certifications from 7% to 20% by the end of the 2026 school year. Increase the percentage of girls completing the IT career pathway from 10% to 22% by the end of the 2026 school year.	1. Conduct an IT program open house for students every semester in partnership with the local Women in IT chapter, Black Girls Code and other sponsoring industry partners. 2. Implement a one week summer camp for Girls in IT. 3. Host a Saturday Girls in IT session quarterly with middle school student participants and college role models. 4. Conduct at least one professional development (PD) workshop with the IT staff during each PD day on strategies for creating equitable learning environments for women in IT.	Human Resources: Women in IT Chapter, Black Girls Code, IT Industry Partner Role Models and Corporate Sponsors, IT teachers, Counseling staff, Equity PD Provider. Fiscal: Substitute pay, Teacher stipends, Transportation, Facilities rental if needed, PD contract, Materials and supplies for open house, summer camp and Saturday session, Child care for student parent participation.

Enter Your Priority Information Below:				
Core Priority Area	Goal Statement	Metric(s) of Success	Key Actions (number each item to be referenced in the timeline below in Q4)	Human and Fiscal Resources
Student Participation	* - increase enrollment of SWD in STEM POS	- increase enrollment of SWD from 2% to 5% by Fall 2025	* - scale up middle school career/leporation/awareness/readiness program - continue to support SWD in HS with additional services/staff - provide PD to CTE staff on supporting SWD instructional needs	* - MS CTE Grant - implement career readiness curriculum/digital platform - PD stipends for CTE staff - coordinate services/staff at HS with CTE staff
Student Performance	* - increase state assessment proficiency rates in ELA and Math	- increase math from 7% to 11% and ELA from 29% to 37% Fall 2025	* - PD supporting Math and ELA instructional practices and skills for CTE staff	* - PD stipends for CTE staff - instructional coaches

Partner Engagement	* - increase the number of industry partners	- each POS to add one industry partner by Fall 2025	* - WBL Coordinator work with LEA CTE staff and DOE/State/Local agencies staff to increase partners	* - WBL Coordinator
Labor Market Alignment	* - increase the number of students in Teacher Academy	- increase freshman enrollment from 30 to 45 in Teacher Academy POS Fall 2025	* - promote the need for educators, their value in society, and economic stability of profession	* - career exploration/readiness MS program - PIO office - CTE staff
Programs of Study	* - Health Science POS	- Launch new CTE pathway SY 25-26	* - DOE Application	* - CTE Ed. Associate
Equity	* - increase SWD enrollment in STEM	- increase SWD enrollment in STEM POS from 2% to 5% by Fall 2025	* - counselors highlight HS STEM POS opportunities to students and parents of SWD - continue to promote relevant transition objectives for SWD into HS	* - school counselors - MS teachers - new career readiness program
Talent Development	* - increase CTE educator diversity	- increase African American CTE teachers from 1% to 5% by Fall 2025	* - continue to work with HR Dept., PIO office, and Mentoring Team to recruit/retain qualified and diverse candidates in CTE	* - HR Dept., PIO office, & Mentoring team

4. Show the timeline for implementing the key action items identified in the table above. List the key action items from the table above and indicate the quarter when the activity will be conducted with a check in the appropriate box in the Gantt chart below. (Q1=Jan-March; Q2= April-June; Q3= July-Sept.; Q4= Oct.-Dec.)

Key Action item from table above	Year 1				Year 2				Year 3				Year 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

* NAF Academy of Finance	* 24-25
* Health Science	* 24-25
* Agriculture Plant Science	* 24-25
* Engineering	* 24-25
* Marketing	* 25-26
* Culinary	* 25-25
* Agriculture Animal Science	* 25-26

8. In the table below, project your core indicator local annual target for the next four years. Use your historical target and actual performance on each of the core indicators to help you set realistic yet rigorous targets.

Core Indicator	Projected Annual Target			
	SY 2024-25	SY 2025-26	SY 2026-27	SY 2027-28
1S1: Four-Year Graduation Rate	* 98 %	* 99 %	* 99 %	* 99 %
1S2: Extended-Year Graduation Rate	* 95 %	* 96 %	* 96 %	* 96 %
2S1: Academic Proficiency in Reading/Language Arts	* 30 %	* 32 %	* 34 %	* 36 %
2S2: Academic Proficiency in Mathematics	* 15 %	* 17 %	* 19 %	* 21 %
2S3: Academic Proficiency in Science	* 28 %	* 30 %	* 32 %	* 34 %
3S1: Post-Program Placement	* 67 %	* 68 %	* 70 %	* 72 %
4S1: Non-traditional Program Concentration	* 33 %	* 35 %	* 37 %	* 39 %
5S1: Program Quality - Attained Recognized Postsecondary Credential	* 2 %	* 4 %	* 6 %	* 8 %
5S2: Program Quality - Attained Postsecondary Credits	* 40 %	* 42 %	* 44 %	* 45 %
5S3: Program Quality - Participated in Work-Based Learning	* 3 %	* 6 %	* 11 %	* 16 %

Budget

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 611

Account Code	Total
5100 - Salaries	\$2,149,905.67
5120 - OECs	\$1,076,880.12
5400 - Travel	\$0.00
5500 - Contractual	\$1,030,178.20
5500 - Audit Fees	\$0.00
5560 - Indirect	\$143,067.01
5600 - Supplies	\$78,400.00
5700 - Capital Outlay	\$0.00
	Total \$4,478,431.00
	Adjusted Allocation \$4,478,431.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 611

5100 - Salaries - \$2,149,905.67 ▼

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: \$163,008.79

Line Item Total: \$163,008.79

1 FTE - Senior Director of Student Services & Special Education - S. Celestin

Ensures FAPE for students with disabilities through monitoring and oversight of special education programming across all schools

Account Code: 5100 - Salaries

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$149,346.97

Line Item Total: \$149,346.97

1 FTE - Principal of Autism Services - E. Warren

Ensures FAPE for students with autism through oversight of Autism Services throughout the district

Account Code: 5100 - Salaries

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

1 FTE - Supervisor of Student Services & Special Education - D. Shepherd

Ensures FAPE for students with disabilities through monitoring and oversight of special education programming across all schools

Quantity: 1.00 Cost: \$141,485.94 Line Item Total: \$141,485.94		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - Education Associate - Special Education Behavior Supports - N. Johnson Ensures FAPE for students with in ICT placements through monitoring visits and provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$133,648.04 Line Item Total: \$133,648.04		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - Education Associate - Special Education Academic Supports - S. Pellicano Ensures FAPE for students with disabilities through monitoring and oversight of special education programming across all schools
Quantity: 1.00 Cost: \$118,207.99 Line Item Total: \$118,207.99		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Modified Curriculum & Alternate Assessment (11 mo) - J. Elliott-Scannell Provides special education liaison support to designated schools to ensure the provision of special education services

Quantity: 1.00 Cost: \$110,298.10 Line Item Total: \$110,298.10		
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 Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$99,837.00 Line Item Total: \$99,837.00		
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, Related Services Coordination (11 mo) - J. Wheeler Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$99,785.97 Line Item Total: \$99,785.97		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Alternative Education & Corrections Liaison (11 mo) - M. Thompson Provides special education liaison support to designated schools to ensure the provision of special education services

Quantity: Cost: Line Item Total:	1.00 \$96,092.76 \$96,092.76
Account Code: Funding Description: Uses of Funds: Location Code:	5100 - Salaries 611 - IDEA 611 Red Clay Consolidated School District (953200)
Quantity: Cost: Line Item Total:	1.00 \$84,082.24 \$84,082.24
Account Code: Funding Description: Uses of Funds: Location Code:	5100 - Salaries 611 - IDEA 611 Red Clay Consolidated School District (953200)
Quantity: Cost: Line Item Total:	1.00 \$75,125.60 \$75,125.60
Account Code: Funding Description: Uses of Funds: Location Code:	5100 - Salaries 611PK - IDEA 611 PK Red Clay Consolidated School District (953200)
1 FTE - District Coordinator - Secondary Transition & DESSA Accommodations (11 mo) - K. Troller Provides special education liaison support to designated schools to ensure the provision of special education services	1 FTE - District Coordinator - ICT (11 mo) - K. Rosales Provides special education liaison support to designated schools to ensure the provision of special education services
1 FTE - EYP Special Education Coordinator - M. Horstead Facilitates IDEA eligibility & IEP meetings for children with disabilities at the Early Learning Center	

Quantity: 1.00 Cost: \$74,476.00 Line Item Total: \$74,476.00		
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: \$62,945.41 Line Item Total: \$62,945.41		1 FTE - EYP Special Education Coordinator - TBD (previously Payne) Facilitates IDEA eligibility & IEP meetings for children with disabilities at the Early Learning Center
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: \$57,226.09 Line Item Total: \$57,226.09		1 FTE - Early Years Program Child Find Coordinator - A. Cohen Coordinates the Child Find process for incoming students through Early Childhood screening (ASQ) and facilitates IDEA eligibility & IEP meetings
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: \$57,226.09 Line Item Total: \$57,226.09		1 FTE - Early Years Program Screening Coordinator - Coordinates ASQ screening for preschool Child Find - J. Tietze Coordinates ASQ screening for preschool Child Find across all community-based childcare centers within the district

Quantity: Cost: Line Item Total:	1.00 \$56,543.68 \$56,543.68
Account Code: Funding Description: Uses of Funds: Location Code:	5100 - Salaries 611PK - IDEA 611 PK Red Clay Consolidated School District (953200)
Quantity: Cost: Line Item Total:	1.00 \$47,630.28 \$47,630.28
Account Code: Funding Description: Uses of Funds: Location Code:	5100 - Salaries ES - Equitable Services Red Clay Consolidated School District (953200)
Quantity: Cost: Line Item Total:	1.00 \$111,261.79 \$111,261.79
Account Code: Funding Description: Uses of Funds: Location Code:	5100 - Salaries CEIS - Coordinated Early Intervening Services Red Clay Consolidated School District (953200)
1 FTE - Early Years Program (EYP) Paraprofessional - L. Kinney Provides direct support for preschool students with disabilities including 1:1 and small group within the EYP classroom	1 FTE - District Coordinator - Child Find/Private Schools K-12 (11 mo) - B. Chapman Coordinates evaluations and related services for students in parentally placed private schools and provides special education liaison support to designated schools to ensure the provision of special education services
1 FTE - Education Associate - MTSS SEL/Mental Health - H. Godwin Coordinates Social Worker Support for at-risk students; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation (CEIS)	

Quantity: Cost: Line Item Total:	1.00 \$114,551.45 \$114,551.45
Account Code: Funding Description: Uses of Funds: Location Code:	5100 - Salaries CEIS - Coordinated Early Intervening Services Red Clay Consolidated School District (953200)
Quantity: Cost: Line Item Total:	1.00 \$107,696.07 \$107,696.07
Account Code: Funding Description: Uses of Funds: Location Code:	5100 - Salaries CEIS - Coordinated Early Intervening Services Red Clay Consolidated School District (953200)
Quantity: Cost: Line Item Total:	1.00 \$102,063.50 \$102,063.50
Account Code: Funding Description: Uses of Funds: Location Code:	5100 - Salaries CEIS - Coordinated Early Intervening Services Red Clay Consolidated School District (953200)
1 FTE - District Coordinator - MTSS SEL/Mental Health (11 mo) - E. Pizzini Coordinates Risk Assessment and Outside Agency related services for at-risk students; Provides MTSS liaison support to designated schools to ensure MTSS systems (CEIS)	
1 FTE - District Coordinator - MTSS SEL/Mental Health (11 mo) - A. Seifert Coordinates SEL Curricula & Section 504 Plan Support; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation (CEIS)	
MTSS - Problem Solving Team EPER - 6 staff per building x 28 buildings x 18 hours x \$33/hr Hourly pay for school team members participating in the Problem Solving Team process to process referrals for early intervention services related to academic, social, emotional or behavioral needs	

Quantity: 1.00 Cost: \$99,792.00 Line Item Total: \$99,792.00		
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 - \$1600 per building x 28 buildings Stipend pay for school team leader members participating in the Problem Solving Team process to process referrals for early intervention services related to academic, social, emotional or behavioral needs
Quantity: 1.00 Cost: \$44,800.00 Line Item Total: \$44,800.00		Total for 5100 - Salaries: \$2,149,905.67
		Total for all other Account Codes: \$2,328,525.33
		Total for all Account Codes: \$4,478,431.00
		Adjusted Allocation: \$4,478,431.00
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 611

5120 - OECs - \$1,076,880.12 ▼

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: \$74,511.76

Line Item Total: \$74,511.76

1 FTE - Senior Director of Student Services & Special Education - S. Celestin

Ensures FAPE for students with disabilities through monitoring and oversight of special education programming across all schools

Account Code: 5120 - OECs

Funding Description: 611 - IDEA 611

Uses of

Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$74,278.75

Line Item Total: \$74,278.75

1 FTE - Supervisor of Student Services & Special Education - D. Shepherd

Ensures FAPE for students with disabilities through monitoring and oversight of special education programming across all schools

Account Code: 5120 - OECs

Funding Description: 611 - IDEA 611

Uses of

Funds:

Location Code: (953200) Red Clay Consolidated School District

1 FTE - Principal of Autism Services - E. Warren

Ensures FAPE for students with autism through oversight of Autism Services throughout the district

Quantity: 1.00 Cost: \$70,105.83 Line Item Total: \$70,105.83		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Homebound, Special Transportation, Related Services Coordination (11 mo) - J. Wheeler Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$67,843.60 Line Item Total: \$67,843.60		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - Education Associate - Special Education Behavior Supports - N. Johnson Ensures FAPE for students with in ICT placements through monitoring visits and provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$66,656.17 Line Item Total: \$66,656.17		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - Education Associate - Special Education Academic Supports - S. Pellicano Ensures FAPE for students with disabilities through monitoring and oversight of special education programming across all schools

Quantity: 1.00 Cost: \$60,063.51 Line Item Total: \$60,063.51		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Secondary Transition & DESSA Accommodations (11 mo) - K. Troller Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$50,241.48 Line Item Total: \$50,241.48		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Alternative Education & Corrections Liaison (11 mo) - M. Thompson Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$48,823.12 Line Item Total: \$48,823.12		
Account Code: 5120 - OECs 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 Provides special education liaison support to designated schools to ensure the provision of special education services

Quantity: 1.00 Cost: \$47,064.79 Line Item Total: \$47,064.79		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$41,694.51 Line Item Total: \$41,694.51		1 FTE - District Coordinator - Modified Curriculum & Alternate Assessment (11 mo) - J. Elliott-Scannell Provides special education liaison support to designated schools to ensure the provision of special education services
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$40,245.93 Line Item Total: \$40,245.93		1 FTE - District Coordinator - ICT (11 mo) - K. Rosales Provides special education liaison support to designated schools to ensure the provision of special education services
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - Early Years Program Screening Coordinator - Coordinates ASQ screening for preschool Child Find - J. Tietze Coordinates ASQ screening for preschool Child Find across all community-based childcare centers within the district

Quantity: 1.00 Cost: \$33,102.70 Line Item Total: \$33,102.70		
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: \$44,010.30 Line Item Total: \$44,010.30		1 FTE - Early Years Program (EYP) Paraprofessional - L. Kinney Provides direct support for preschool students with disabilities including 1:1 and small group within the EYP classroom
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: \$42,241.32 Line Item Total: \$42,241.32		1 FTE - EYP Special Education Coordinator - TBD (previously Payne) Facilitates IDEA eligibility & IEP meetings for children with disabilities at the Early Learning Center
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 - A. Cohen Coordinates the Child Find process for incoming students through Early Childhood screening (ASQ) and facilitates IDEA eligibility & IEP meetings

Quantity: 1.00 Cost: \$32,618.40 Line Item Total: \$32,618.40	
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: \$26,748.35 Line Item Total: \$26,748.35	1 FTE - EYP Special Education Coordinator - M. Horstead Facilitates IDEA eligibility & IEP meetings for children with disabilities at the Early Learning Center
Account Code: 5120 - OECs Funding Description: ES - Equitable Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$64,531.46 Line Item Total: \$64,531.46	1 FTE - District Coordinator - Child Find/Private Schools K-12 (11 mo) - B. Chapman Coordinates evaluations and related services for students in parentally placed private schools and provides special education liaison support to designated schools to ensure the provision of special education services
Account Code: 5120 - OECs Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	1 FTE - Education Associate - MTSS SEL/Mental Health - H. Godwin Coordinates Social Worker Support for at-risk students; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation (CEIS)

Quantity: 1.00 Cost: \$58,485.24 Line Item Total: \$58,485.24		
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: \$47,783.30 Line Item Total: \$47,783.30		1 FTE - District Coordinator - MTSS SEL/Mental Health (11 mo) - E. Pizzini Coordinates Risk Assessment and Outside Agency related services for at-risk students; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation (CEIS)
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: \$39,198.68 Line Item Total: \$39,198.68		1 FTE - District Coordinator - MTSS SEL/Mental Health (11 mo) - A. Seifert Coordinates SEL Curricula & Section 504 Plan Support; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation (CEIS)
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 \$33/hr Hourly pay for school team members participating in the Problem Solving Team process to process referrals for early intervention services related to academic, social, emotional or behavioral needs (CEIS)

Quantity: 1.00 Cost: \$32,182.92 Line Item Total: \$32,182.92		
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 - \$1600 per building x 28 buildings Stipend pay for school team leader members participating in the Problem Solving Team process to process referrals for early intervention services related to academic, social, emotional or behavioral needs (CEIS)
Quantity: 1.00 Cost: \$14,448.00 Line Item Total: \$14,448.00		Total for 5120 - OECs: \$1,076,880.12
		Total for all other Account Codes: \$3,401,550.88
		Total for all Account Codes: \$4,478,431.00
		Adjusted Allocation: \$4,478,431.00
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 611

5500 - Contractual - \$1,030,178.20 ▼

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	Contracted related services for OT/PT/SLT/AT for students with IEPs based on 23-24 actuals; Vendors include: PTS, PDS, Soliant & Speech Clinic
Cost: \$597,949.86	
Line Item Total: \$597,949.86	Contracted related services for OT/PT/SLT/AT/BCBA to ensure FAPE for students with IEPs based on 23-24 actuals. Selected Vendors from RFP selection committee include: PTS, PDS, Stepping Stones, Soliant & Speech Clinic Hourly Rates Range by Provider as indicated below: PTS: SLT \$79.81, Bilingual SLT \$87.99, OT \$72.99, COTA \$60.72, PT \$72.99, PTA \$60.72, AT \$79.99, BCBA \$89.01 PDS: Stepping Stones: SLT \$82, Bilingual SLT \$84, OT \$82, PT \$82, AT \$75, BCBA \$90.20
Account Code: 5500 - Contractual	
Funding Description: 611 - IDEA 611	
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	
Quantity: 1.00	Contracted Services for translation & interpretation services for IEP meetings and IEP related paperwork to ensure that families are able to access IEP related information in their native language based on 23-24 actuals; Vendor: Back to Basics
Cost: \$400,000.00	
Line Item Total: \$400,000.00	
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 CEIS for general education students with 504 plans based on 23-24 actuals; Vendors include: PTS, PDS, Soliant & Speech Clinic
	Contracted related services for OT/PT/SLT/AT/BCBA to ensure FAPE for students with IEPs based on 23-24 actuals. Selected Vendors from RFP selection committee include: PTS, PDS, Stepping Stones, Soliant & Speech Clinic Hourly Rates Range by Provider as indicated

Quantity: 1.00 Cost: \$32,228.34 Line Item Total: \$32,228.34		below: PTS: OT \$72.99, COTA \$60.72, PT \$72.99, PTA \$60.72, PDS: Stepping Stones: OT \$82, PT \$82	
		Total for 5500 - Contractual:	\$1,030,178.20
		Total for all other Account Codes:	\$3,448,252.80
		Total for all Account Codes:	\$4,478,431.00
		Adjusted Allocation:	\$4,478,431.00
		Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 611

5560 - Indirect - \$143,067.01 ▼

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: \$143,067.01

Line Item Total: \$143,067.01

IDEA 611 Indirect Costs (3.3%)

Total for 5560 - Indirect: \$143,067.01

Total for all other Account Codes: \$4,335,363.99

Total for all Account Codes: \$4,478,431.00

Adjusted Allocation: \$4,478,431.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 611

5600 - Supplies - \$78,400.00 ▼

Budget Detail		Narrative Description
Account Code: 5600 - Supplies		School Psychologist Testing Protocols & Materials for evaluation for IDEA eligibility (\$1400/school x 28 schools) 1400 budgeted per school site for evaluation materials/testing kits such as Woodcock- Johnson, DAS, SEL Rating Scales (e.g., EDDT, MASC), Pearson Digital Assessment Library - per kit/pupil costs vary depending on the number ordered
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		
Account Code: 5600 - Supplies		Speech Language Therapist Testing Protocols & materials for evaluation for IDEA eligibility (\$1400/school x 28 schools) \$1400 budgeted per school site for evaluation materials/testing kits such as CELF-5, CASL- 2, OWLS-II, Pearson Digital Assessment Library - per kit/pupil costs vary depending on the number ordered
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		
Total for 5600 - Supplies:		\$78,400.00
Total for all other Account Codes:		\$4,400,031.00
Total for all Account Codes:		\$4,478,431.00
Adjusted Allocation:		\$4,478,431.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	\$4,335,363.99
Indirect Cost Rate	3.30%
Maximum Allowed for Indirect Cost	\$143,067.01

Filter by Location: All - \$4,478,431.00

Funding Description	611 - IDEA 611	611PK - IDEA 611 PK	ES - Equitable Services	CEIS - Coordinated Early Intervening Services	Total
Account Code					
5100 - Salaries	1,270,919.40	298,821.46	111,261.79	468,903.02	2,149,905.67
5120 - OECs	674,632.15	145,618.37	64,531.46	192,098.14	1,076,880.12
5500 - Contractual	997,949.86	0.00	0.00	32,228.34	1,030,178.20
5560 - Indirect	143,067.01			0.00	143,067.01
5600 - Supplies	78,400.00	0.00	0.00	0.00	78,400.00
Total	3,164,968.42	444,439.83	175,793.25	693,229.50	4,478,431.00
				Adjusted Allocation	4,478,431.00
				Remaining	0.00

Equitable Services

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 non-profit private elementary schools and non-profit private secondary 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.	3,300.00
IDEA, Part B allocation	53.00
Average per-child allocation	4,686,064.00
Amount to be expended for parentally placed private school and home schooled children with disabilities.	1,397.57
	74,071.21

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

Red Clay Consolidated School District notifies private schools, parents of parentally placed private school (PPPS) students and registered homeschool families 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 private schools and both private and homeschool families regarding student needs a minimum of two times per year. To ensure that homeschool families have an opportunity to participate, outreach is conducted via mail and email based on the list of registered homeschools within the district.

2. Describe the process for involving non-profit private schools, parents of parentally placed private school children and parents of home schooled children in discussions regarding how proportionate share is determined, equitable participation of eligible parentally placed private school children and home schooled children, and the design and development of special education and related services for parentally placed private school children and home schooled 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. In the past school year, an additional meeting was added to solicit information specifically from families participating in homeschool in order to better understand their needs and receive feedback outside of the regularly scheduled meetings with private school providers and families.

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, home schooled 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 and home schools and/or home schooled 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 and an inventory is maintained at the district level. 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.
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Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 611

If using IDEA funds for Comprehensive Coordinated Early Intervening Services (CCEIS) and Coordinated Early Intervening Services (CEIS), please note the following reporting requirement: The regulations require, in 34 CFR §300.226(d), each LEA that implements CCEIS or CEIS to report to the State on the number of children who received CCEIS or 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 CCEIS or CEIS).

1. (Required for identification of Significant Disproportionality) 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.

* For LEAs utilizing these IDEA funds for CCEIS, explain how the LEA will develop and implement its CCEIS system to provide comprehensive, coordinated, early intervening services for students in grades K-12 who need supports from the identified Significant Disproportionality. [Section 613(f), 34 CFR § 300.226]. - Please write N/A if not required

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 for academic and social/emotional needs to support students in their Least Restrictive Environment.

To support CEIS, 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 and Social Workers
3. Tier 3 SEB Interventions as well as liaison to Outside Agency Placements including transition of students into the Least Restrictive Environment at their feeder/choice school
4. LRE decision-making for students with disabilities to include increasing behavioral supports and implementation of Functional Behavior Assessment & Behavior Support Plans in order to support students in the general education environment before consideration of transition to a more restrictive placement

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. LRE decision-making professional learning is provided to special education coordinators, school psychologists and other related service providers as well as special educators. IDEA funds are also used to support stipends for the Problem Solving Team (PST) building leaders and EPER for PST team meetings members.

2. (Voluntary) 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.

* 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]. - Please write N/A if not required

N/A

Note: Ensure funds allotted for CCEIS/CEIS are coded in your LEA 611 and/or 619 funds for the CGA

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 611

OMB Control Number 1894-0005

Expiration 2/28/2026

NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

* 1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Red Clay's new strategic plan mission is to nurture a passion for learning by providing an inclusive and innovative educational environment. Our vision is for Red Clay to provide equitable experiences and meaningful opportunities for tomorrow's leaders. We accomplish our mission and vision through four objectives under our Student Growth, Success, & Equitable Outcomes including:

1. Student Growth Towards Equitable Outcomes - Action items related to this goal include a focus on expanding evidence-based interventions for specially designed instruction as well evidence-based interventions, related services and supports for students with disabilities.
2. Early Literacy - Action items related to this goal include a focus on foundational skills benchmarks in PreK-3 expanding evidence-based interventions for specially designed instruction for students with disabilities.
3. Equitable College & Career Programming For All Secondary Schools - Action items related to this goal include expansion of CTE opportunities and vocational training programming for successful transition of our secondary students including students with disabilities transitioning to college, career or 18-22 vocational programming.
4. Systems of Support And Intervention - Action items related to this goal include a focus on academic interventions through MTSS to support the academic of growth of all students as well as support for multi-lingual learners.

* 2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Equitable access may be impeded by school implementation of MTSS interventions due to scheduling barriers which may result in challenges to the Child Find process. Additionally, completion of the evaluation process and initiation of IEPs may be impeded by family understanding of special education processes.

We have also seen an uptick in attendance challenges for students related to mental health needs and other truancy concerns -- lack of attendance is impacting students access to both Tier 1 curricula and needed interventions and supports. * 3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity? To address implementation of MTSS interventions, our three District MTSS Coordinators are working with their liaison buildings on MTSS systems development to address scheduling barriers. Many of the barriers exist at secondary schools, and we have made changes to the middle school schedule to include a specific time block for interventions. To address family understanding of the special education process, the Student Services Parent Council and Red Clay Parent University will continue to expand outreach and family resources. We will also partner with the Parent Information Center to provide additional information to our community related to Child Find and special education services. Lastly, attendance challenges are impacting equitable access - attendance will be addressed both holistically through school-based data monitoring and support as well as individually through partnerships with visiting teachers and community-based services. Individual student services will be developed to include behavior support plans, incentives and home-based interventions. * 4. What is your timeline, including targeted milestones, for addressing these identified barriers? Each of the three barriers identified will be addressed beginning in summer 2024 through school-based action planning (school continuous improvement plans) and district level planning for professional learning and family outreach. Progress toward the steps to address each barrier will be monitoring quarterly throughout the 24-25 school year.						
Notes: <table><tr><td>1.</td><td>Applicants are not required to have mission statements or policies that align with equity in order to submit an application.</td></tr><tr><td>2.</td><td>Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.</td></tr><tr><td>3.</td><td>Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.</td></tr></table>	1.	Applicants are not required to have mission statements or policies that align with equity in order to submit an application.	2.	Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.	3.	Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.
1.	Applicants are not required to have mission statements or policies that align with equity in order to submit an application.					
2.	Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.					
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Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.						

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 611

Required Documents		
Type	Document Template/Example	Document/Link
IDEA MOE Budget Chart [Upload 1 document(s)]	N/A	 MOE 2024
Optional Documents		
Type	Document Template/Example	Document/Link
Policies, Procedures, and Practices	N/A	 Red Clay_Sign_Dispro PPP Worksheet
Root Cause Analysis	N/A	 Red Clay_Sig_Dispro Root Cause Analysis
Additional Documentation, If Needed 	N/A	 CEIS Plan RCCSD

IDEA Assurances

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2025 - Consolidated - Rev 0 - IDEA 619

Account Code	Total
5100 - Salaries	\$66,127.14
5120 - OECs	\$36,193.36
5400 - Travel	\$0.00
5500 - Contractual	\$36,227.51
5500 - Audit Fees	\$0.00
5560 - Indirect	\$4,550.99
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
	Total \$143,099.00
	Adjusted Allocation \$143,099.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 619

5100 - Salaries - \$66,127.14



Budget Detail

Narrative Description

Account Code: 5100 - Salaries

Funding Description: 619 - IDEA 619 Preschool

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$66,127.14

Line Item Total: \$66,127.14

1 FTE - 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 5100 - Salaries: \$66,127.14

Total for all other Account Codes: \$76,971.86

Total for all Account Codes: \$143,099.00

Adjusted Allocation: \$143,099.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 619

5120 - OECs - \$36,193.36



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:

\$36,193.36

Line Item

Total:

\$36,193.36

1 FTE - 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: \$36,193.36

Total for all other Account Codes: \$106,905.64

Total for all Account Codes: \$143,099.00

Adjusted Allocation: \$143,099.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 619

5500 - Contractual - \$36,227.51

Budget Detail

Narrative Description

Account 5500 - Contractual

Code:

Funding 619 - IDEA 619 Preschool

Description:

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$36,227.51

Line Item

Total:

\$36,227.51

Contracted Services SLT/OT/PT/AT for Early Years Program Students (ages 3 & 4, special education related services) to ensure FAPE for students with IEPs based on 23-24 actuals. Services will be provided through PTS based on hourly rates approved in the RFP selection process. Hourly Rates Range by PTS as indicated below:

SLT \$79.81, Bilingual SLT \$87.99, OT \$72.99, COTA \$60.72, PT \$72.99, PTA \$60.72, AT \$79.99

Total for 5500 - Contractual: \$36,227.51

Total for all other Account Codes: \$106,871.49

Total for all Account Codes: \$143,099.00

Adjusted Allocation: \$143,099.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 619

5560 - Indirect - \$4,550.99



Budget Detail

Narrative Description

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: \$4,550.99

Line Item Total: \$4,550.99

Indirect costs for IDEA 619

Total for 5560 - Indirect: \$4,550.99

Total for all other Account Codes: \$138,548.01

Total for all Account Codes: \$143,099.00

Adjusted Allocation: \$143,099.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	\$138,548.01
Indirect Cost Rate	3.30%
Maximum Allowed for Indirect Cost	\$4,571.41

Filter by Location: All - \$143,099.00



Account Code	Funding Description	619 - IDEA 619 Preschool	Total
5100 - Salaries		66,127.14	66,127.14
5120 - OECs		36,193.36	36,193.36
5500 - Contractual		36,227.51	36,227.51
5560 - Indirect		4,550.99	4,550.99
Total		143,099.00	143,099.00
	Adjusted Allocation		143,099.00
	Remaining		0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2025 - Consolidated - Rev 0 - State Curriculum and Professional Development

Account Code	Total
5100 - Salaries	\$0.00
5120 - OECs	\$0.00
5400 - Travel	\$8,466.00
5500 - Contractual	\$170,100.00
5500 - Audit Fees	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
	Total \$178,566.00
	Adjusted Allocation \$178,566.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - State Curriculum and Professional Development

5400 - Travel - \$8,466.00



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:

\$8,466.00

Line Item

\$8,466.00

Total:

Total for 5400 - Travel: \$8,466.00

Total for all other Account Codes: \$170,100.00

Total for all Account Codes: \$178,566.00

Adjusted Allocation: \$178,566.00

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 2025 - Consolidated - Rev 0 - State Curriculum and Professional Development
5500 - Contractual - \$170,100.00 ▼

Budget Detail

Narrative Description

Account Code:	5500 - Contractual	Estimating 665 substitute days @\$140 per sub for Special Education Case Manager Professional Learning. Topics to include: IEP Development, Secondary Transition Planning, Specially Designed Instruction and Data Collection/Progress Monitoring.
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$93,100.00	
Line Item Total:	\$93,100.00	
Account Code:	5500 - Contractual	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,
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$52,000.00	
Line Item Total:	\$52,000.00	
Account Code:	5500 - Contractual	Contract with Melissa Auger Consulting, LLC for instructional coaching focused on individual teacher modeling, planning and peer observations. 20 days * 6 hours daily servicing year 1 and year 2 novice teachers.
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$25,000.00	
Line Item Total:	\$25,000.00	

Total for 5500 - Contractual:

	\$170,100.00
Total for all other Account Codes:	
	\$8,466.00
Total for all Account Codes:	
	\$178,566.00
Adjusted Allocation:	
	\$178,566.00
Remaining:	
	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - State Curriculum and Professional Development

Filter by Location: All - \$178,566.00 

Account Code	Funding Description	CPD - Curriculum & PD	Total
5400 - Travel		8,466.00	8,466.00
5500 - Contractual		170,100.00	170,100.00
Total		178,566.00	178,566.00
	Adjusted Allocation		178,566.00
	Remaining		0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2025 - Consolidated - Rev 0 - State Curriculum and Professional Development

Required Documents

This page is currently not accepting Related Documents.

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2025 - 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.
3.	The local education agency will remove any barriers that can impede equitable access or participation in your programming to include the following six types of barriers: gender, race, national origin, color, disability or age group (Section 427 of GEPA)

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2025 - 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)])

Red Clay Consolidated School District (953200) Public District - FY 2025 - 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 2025 - 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 2025 - 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.

Over the last few years our staff and leadership has engaged in scaffolded professional learning to keep DEI at the forefront of continuous school improvement planning. These have included District Leadership professional learning on "Intercepting Bias In Our Classrooms" and District Teachers participating in systemic PD around Self-Reflection, Creating an Anti-Bias Classroom Environment, Structuring Courageous Conversations and Lesson Plans. Cohorts of teachers K-12 also participated in Summer Deep Dives into Culturally Responsive Teaching Pedagogy to rethink lesson planning and delivery with a culturally responsive lens.