

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Administration

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/14/2023 12:34:30 PM	Marc Edery	Greetings LEA Colleagues, Please be advised that Red Clay School District has \$57,881 in FY22 Title II Funds remaining. These funds must be obligated no later than September 30, 2023. Please obligate these funds as quickly as possible. Your team may create any allowable expenditure that would best fit your LEA's Title II needs. We are here to provide your team with support. Please don't hesitate to reach out. Thank you, Marc Edery, Ed. D DDOE Title II Program Manager (302) 857-3353	C
	9/12/2023 8:02:04 AM	Michael Rodriguez	Status changed to 'DDOE Final Reviewer Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/5/2023 3:36:33 PM	Marc Edery	Greetings LEA Colleagues, Please be advised that your LEA has \$59,815.95 in FY22 Title II Funds remaining. These funds must be obligated no later than September 30, 2023. The funds must be liquidated no later than November 30, 2023. If this timeline is not met, your LEA will not be able to spend these funds at all. Please reach out to marc.edery@doe.k12.de.us no later than Friday, September 15 with a brief email explanation of how these funds will be used. Please feel free to reach out for additional support. Thank you, Marc Edery, Ed. D DDOE Title II Program Manager (302) 857-3353	C
☐	9/5/2023 2:42:43 PM	Marc Edery	Greetings LEA Colleagues, Please be advised that your LEA has \$1753 in FY21 Title II Funds remaining. These funds must be obligated no later than September 30, 2023. The funds must be liquidated no later than November 30, 2023. If this timeline is not met, your LEA will not be able to spend these funds at all. Please reach out to marc.edery@doe.k12.de.us no later than Friday, September 15 with a brief email explanation of how these funds will be used. Please feel free to reach out for additional support. Thank you, Marc Edery, Ed. D DDOE Title II Program Manager (302) 857-3353	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/5/2023 2:21:53 PM	Marc Edery	Greetings Red Clay Staff, Congratulations! Your FY2024 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 III Immigrant, Title IV, Perkins, IDEA 611, IDEA 619 and State PD funds (if applicable) will be loaded and available in FSF within the next few weeks. If you have any questions, please feel free to reach out via email or phone. Thank you, Title Programs and Grant Support Team at DDOE (302) 857-3353 marc.edery@doe.k12.de.us	C
	9/5/2023 2:18:56 PM	Marc Edery	Status changed to 'DDOE Program Manager Approved'.	S
☐	9/5/2023 11:54:38 AM	Dorrell Green	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	9/5/2023 11:54:38 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	9/5/2023 11:51:39 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
	9/5/2023 11:51:39 AM	Charles Ammann	Status changed to 'LEA Chief Fiscal Officer Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/5/2023 11:42:01 AM	Jennifer Jeanes	Status changed to 'LEA Draft Completed'.	S
☐	9/5/2023 11:39:44 AM	Marc Edery	Greetings LEA Colleagues, Please be advised that your LEA has \$2686 in FY20 Title II Funds remaining. These funds must be obligated no later than September 30, 2023. The funds must be liquidated no later than November 30, 2023. If this timeline is not met, your LEA will not be able to spend these funds at all. Please reach out to marc.edery@doe.k12.de.us no later than Friday, September 15 with a brief email explanation of how these funds will be used. Please feel free to reach out for additional support. Thank you, Marc Edery, Ed. D DDOE Title II Program Manager (302) 857-3353	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/5/2023 9:25:07 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 complete 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 and/or document uploads based on these comments. 5. After making the necessary changes/additions, please resubmit the CGA. Please feel free to reach out to DDOE Program Managers with any questions that you may have. <u>Contact information for each Program Manager is located here.</u> If a virtual site visit for technical assistance would be helpful, please reach out and we can arrange for the same. DDOE staff are more than happy to assist in any way. Thank you, Title Programs and Grant Support Team at DDOE marc.edery@doe.k12.de.us 302-857-3353	C
	9/5/2023 9:24:09 AM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/29/2023 7:20:46 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
	8/29/2023 7:20:46 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	8/25/2023 10:38:45 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
	8/25/2023 10:38:45 AM	Charles Ammann	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/22/2023 12:29:51 PM	Jennifer Jeanes	Status changed to 'LEA Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/22/2023 10:48:19 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 complete 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 and/or document uploads based on these comments. 5. After making the necessary changes/additions, please resubmit the CGA. Please feel free to reach out to DDOE Program Managers with any questions that you may have. <u>Contact information for each Program Manager is located here.</u> If a virtual site visit for technical assistance would be helpful, please reach out and we can arrange for the same. DDOE staff are more than happy to assist in any way. Thank you, Title Programs and Grant Support Team at DDOE marc.edery@doe.k12.de.us 302-857-3353	C
	8/22/2023 10:47:18 AM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/15/2023 8:57:37 AM	Dorrell Green	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	8/15/2023 8:57:37 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	8/15/2023 8:21:03 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
	8/15/2023 8:21:02 AM	Charles Ammann	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/14/2023 6:26:49 PM	Jennifer Jeanes	Status changed to 'LEA Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	7/31/2023 4:39:48 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 complete 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 and/or document uploads based on these comments. 5. After making the necessary changes/additions, please resubmit the CGA. Please feel free to reach out to DDOE Program Managers with any questions that you may have. <u>Contact information for each Program Manager is located here.</u> If a virtual site visit for technical assistance would be helpful, please reach out and we can arrange for the same. DDOE staff are more than happy to assist in any way. Thank you, Title Programs and Grant Support Team at DDOE	C
☐	7/31/2023 4:37:55 PM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
☐	7/14/2023 4:25:41 PM	Dorrell Green	Agreed to "As the chief school officer of the LEA, I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/14/2023 4:25:41 PM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	7/14/2023 4:16:10 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."	C
	7/14/2023 4:16:10 PM	Charles Ammann	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	7/14/2023 3:47:22 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	7/14/2023 2:02:53 PM	Charles Ammann	Status changed to 'LEA Chief Fiscal Officer Returned Not Approved'.	S
	7/13/2023 1:17:25 PM	Jennifer Jeanes	Status changed to 'LEA Draft Completed'.	S
	4/20/2023 8:17:33 AM	Jennifer Jeanes	Status changed to 'LEA Draft Started'.	S
	3/7/2023 1:47:43 PM	Marc Edery	Status changed to 'LEA Not Started'.	S

Allocations

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Administration

	(1) CFDA: 84.010A	Title I-A (2)	Title II-A (3) CFDA: 84.367A	Title III EL (4) CFDA: 84.365	Title III Immigrant (5) CFDA: 84.365	Title IV-A (6)	CTE Perkins Scndry (7) CFDA: 84.048	IDEA 611 (8) CFDA: 84.027	IDEA 619 (9) CFDA: 84.173	State Curr/Prof Dev	Total
Original	\$6,378,430.00	\$1,161,153.00	\$281,263.00	\$3,171.00	\$740,508.00	\$436,686.00	\$143,977.00	\$177,705.00	\$13,864,980.00		
Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$6,378,430.00	\$1,161,153.00	\$281,263.00	\$3,171.00	\$740,508.00	\$436,686.00	\$143,977.00	\$177,705.00	\$13,864,980.00		
	(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)	CTE Perkins Scndry (7) CFDA: 84.048	IDEA 611 (8) CFDA: 84.027	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					\$0.00
From Title IV-A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00					\$0.00
Total	\$6,378,430.00	\$1,161,153.00	\$281,263.00	\$3,171.00	\$740,508.00	\$436,686.00	\$143,977.00	\$177,705.00	\$13,864,980.00		

Contacts	
Red Clay Consolidated School District (953200) Public District - FY 2024 - 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)]	Louis Mingione
IDEA 611 Special Education Coordinator [Select 1 contact(s)]	Sarah Celestin
IDEA 619 Special Education Preschool Coordinator [Select 1 contact(s)]	Sarah Celestin
Title I, Part A Grants to Local Education Agencies Coordinator [Select 1 contact(s)]	Michael Simmonds
Title II, Part A Improving Teacher Quality State Grants Coordinator [Select 1 contact(s)]	Michael Simmonds
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)]	Michael Simmonds
Title IV, Part A Student Support and Academic Achievement [Select 1 contact(s)]	Michael Simmonds
LEA Migrant Education Liason [Select 1 contact(s)]	Carolina Beck
Additional Contacts	
Type	Contact(s)
Summer Contact (Complete only if Primary Consolidated Grant Coordinator is different during summer) [Select up to 1 contact(s)]	Michael Simmonds

Consolidated Checklist

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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	7/31/2023 8:55:01 AM
 2. Title I, Part A: Allocations	OK 	Philip Keefer	7/18/2023 9:31:20 AM
 3. Title I, Part A: ESSA Requirements	OK 	Philip Keefer	7/18/2023 9:31:20 AM
 4. Title I, Part A: Participating Public Schools	OK 	Philip Keefer	7/18/2023 9:31:20 AM
 5. Title I, Part A: Methodology for Determining Participating Public Schools	OK 	Philip Keefer	7/18/2023 9:31:20 AM
 6. Title I, Part A: Equitable Share Calculation	OK 	Philip Keefer	7/18/2023 9:31:20 AM
 7. Title I, Part A: Budget-District Set Asides	OK 	Philip Keefer	8/15/2023 3:34:34 PM
 8. Title I, Part A: Public School Allocations	OK 	Philip Keefer	7/18/2023 9:31:20 AM
 9. Title I, Part A: Budget - Public Schools	OK 	Philip Keefer	8/15/2023 3:38:39 PM
 10. Title I, Part A: Homeless Students and Youth	OK 	Philip Keefer	7/18/2023 9:31:20 AM
 11. Title I, Part A: Budget Overview	OK 	Philip Keefer	7/18/2023 9:31:20 AM
 12. Title I, Part A: Funds Transferred to Title I	Not Applicable 	Philip Keefer	7/18/2023 9:31:20 AM
 13. Title II, Part A: Budget	OK 	Marc Edery	8/22/2023 10:46:56 AM
 14. Title II, Part A	OK 	Marc Edery	7/31/2023 8:48:37 AM
 15. Title II, Part A: Equitable Share Calculation	OK 	Marc Edery	7/31/2023 8:58:22 AM
 16. Title II, Part A: Funds Transferred to Title II	Not Applicable 	Marc Edery	7/31/2023 8:58:22 AM
 17. Title III English Learners: Budget	OK 	Maria Rodriguez	7/24/2023 9:48:43 AM
 18. Title III English Learner: English Learner	OK 	Maria Rodriguez	7/24/2023 9:48:43 AM
 19. Title III English Learner: Equitable Share Calculation	OK 	Maria Rodriguez	7/24/2023 9:48:43 AM
 20. Title III, Part A: Funds Transferred to Title III	Not Applicable 	Maria Rodriguez	7/24/2023 9:48:43 AM
 21. Title III Immigrant Increase Funds: Budget	OK 	Maria Rodriguez	7/24/2023 9:48:43 AM
 22. Title III Immigrant Increase Funds: Immigrant	OK 	Maria Rodriguez	7/24/2023 9:48:43 AM
 23. Title III Immigrant Increase Funds: Equitable Share Calculation	OK 	Maria Rodriguez	7/24/2023 9:48:43 AM
 24. Title III Immigrant Increase Funds: Funds Transferred to Title III Immigrant	Not Applicable 	Maria Rodriguez	7/24/2023 9:48:43 AM
 25. Title IV, Part A: Budget	OK 	Charita Jackson-Durosinmi	8/20/2023 9:43:23 PM
 26. Title IV: Budget Overview	OK 	Charita Jackson-Durosinmi	7/31/2023 12:24:44 AM
 27. Title IV: Questions	OK 	Charita Jackson-	7/31/2023 12:34:52

 28. Title IV: Related Documents - Needs Assessment	OK 	Durosinmi	AM
 29. Title IV: Equitable Share Calculation	OK 	Charita Jackson-Durosinmi	8/20/2023 9:30:01 PM
 30. Title IV, Part A: Funds Transferred to Title IV	Not Applicable 	Charita Jackson-Durosinmi	7/31/2023 12:34:52 AM
 31. CTE Perkins Secondary: Budget	OK 	Charita Jackson-Durosinmi	7/31/2023 12:34:52 AM
 32. CTE Perkins Secondary: Core Indicators of Performance	OK 	Bart Gill	9/1/2023 11:08:22 AM
 33. CTE Perkins Secondary: Local Application	OK 	Bart Gill	8/21/2023 2:53:43 PM
 34. CTE Perkins Secondary: Related Documents	OK 	Bart Gill	7/31/2023 12:51:39 PM
 35. IDEA 611: Related Documents - Maintenance of Effort	OK 	Bart Gill	7/31/2023 12:51:39 PM
 36. IDEA 611: Budget	OK 	Rachael Rudinoff	8/18/2023 7:32:55 AM
 37. IDEA 611: Equitable Services	OK 	Rachael Rudinoff	8/18/2023 7:26:28 AM
 38. IDEA 611: CEIS Services	OK 	Rachael Rudinoff	8/18/2023 7:15:30 AM
 39. IDEA 611: Equity for Students, Educators, and Other Program Beneficiaries (GEPA)	OK 	Rachael Rudinoff	8/18/2023 7:40:46 AM
 40. IDEA 619: Budget	OK 	Rachael Rudinoff	7/27/2023 12:27:49 PM
 41. State Curriculum and Professional Development	OK 	Cindy Brown	8/17/2023 5:35:47 PM
 42. Assurances - Culturally Relevant Education	OK 	Marc Edery	9/5/2023 2:18:06 PM
		Marc Edery	7/31/2023 8:55:01 AM

Application Development

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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	* Shayna Moon	* Teacher, Johnson	* shayna.moon@redclay.k12.de.us
2. Principal	* Tasha Oliver	* Principal, AIMS	* tasha.oliver@redclay.k12.de.us
3. Other School Leader	* Erin McGinley	* Assistant Principal, RPE	* erin.mcginley@redclay.k12.de.us
4. District Administrator	* Michael Simmonds	* Director, Federal Programs	* michael.simmonds@redclay.k12.de.us
5. Paraprofessional	* Regina Christian	* Paraprofessional	* regina.christian@redclay.k12.de.us
6. Specialized Instructional Support Personnel	* Robert Smith	* Visiting Teacher/MV Support	* robert.smith@redclay.k12.de.us
7. Parent	* Adriane Simpson	* Parent	* adriane.simpson82@gmail.com
8. Community Partner/Community Based Organization Representative	* Val Brown	* The Skills Connexion	* vbrown0411@gmail.com
9. Student	* Lydia Poore	N/A	N/A
10. Local Government Agency Representative	* Elizabeth Lockman	* Local Government Agency Rep, Senate	* Elizabeth.Lockman@delaware.gov
11. Additional Stakeholder(s) (Optional)	April Anderson	McKinney Vento Liaison	april.anderson@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Jennifer Jeanes	Specialist, Grant Support	jennifer.jeanes@redclay.k12.de.us

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11. Additional Stakeholder(s) (Optional)	Lou Mingione	CTE Ed Assoc	louis.mingione@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	James Campbell	Private School Liaison	james.campbell@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Hugh Broomall	Deputy Superintendent	hugh.broomall@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Dorrell Green	Superintendent	dorrell.green@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Ted Ammann	Chief Financial Officer	ted.ammann@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Susan Huffman	DPAS Administrator	susan.huffman@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Tawanda Bond	Senior Director of Teaching & Learning	tawanda.bond@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Sarah Celestin	Director, Student Services	sarah.celestin@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Carol Beck	Supervisor, Multilingual Learners	carolina.beck@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Stephanie Guy	Supervisor, Accounting	stephanie.guy@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Erin NeCastro	Director, Elementary Schools	erin.necastro@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Mark Pruitt	Director, Secondary Schools	mark.pruitt@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Lauren Fleck	Director, Human Resources	lauren.fleck@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	* 03/13/2023 	* Admin, Spec Instr Supp, Parent, Comm Part, Student	* Present annual Title I information. Receive feedback from stakeholders in attendance for Title I
* Community Partner Outreach	* 01/11/2023 	* Admin, CTE Ed Assoc, Comm Part, Parent Inv	* Explore relationship from school, family and community. How can we incorporate financial literacy for our families, especially those at-promise or underserved.
* Community Partner Outreach	* 01/30/2023 	* Admin, Comm Part	* Explore relationship from school, family and community. How can we provide best services and supplies based on needs of our students, schools, and families, especially those at-promise or underserved.
* RCPAC planning	* 06/06/2023 	* Admin, Comm Part, Parent Inv, Other	* plan sessions and schedule for next SY
* Annual Effectiveness of Expenditures Meeting	* 03/13/2023 	* Admin, Spec Instr Supp, Parent, Student, Comm Part	* provide feedback and show effectiveness of expenditures
* Technical Assistance site visit - Mote	* 11/07/2022 	* Admin, Principal, Other School Leader	* provide guidance for compliance tools
* Thanksgiving Meal pickup/delivery	* 11/23/2022 	* Admin, Spec Instr Supp, Parent, Student, Comm Part	* Prep and deliver meals to 29 families (154 meals); Donation anonymously provided by community partner
* RCPAC	* 11/07/2022 	* All stakeholders listed above	* Monthly RCPAC meeting - Child Development-SEL Strategies for Secondary Students
* Back to school block party	* 09/10/2022 	* 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.
* RCPAC	* 12/05/2022 	* All stakeholders listed above	* Monthly RCPAC meeting -Crafting Courageous Conversations with your Child- Focus-Social Media - Student voice-

* RCPAC	* 10/03/2022 	* All stakeholders listed above	* Monthly RCPAC meeting - Social and Emotional Learning Review (Child Development-SEL Strategies for Elementary Students -as time permits)
* RCPAC	* 01/09/2023 	* All stakeholders listed above	* Monthly RCPAC meeting - Crafting Courageous Conversations with your Child- Focus-Suicide Prevention
* RCPAC	* 02/06/2023 	* All stakeholders listed above	* Monthly RCPAC meeting - Crafting Courageous Conversations with your Child Focus-Substance Abuse/Sex Education
* RCPAC	* 03/13/2023 	* All stakeholders listed above	* Monthly RCPAC Meeting- Crafting Courageous Conversations with your Child Focus-Trauma/Television Media
* RCPAC	* 04/03/2023 	* All stakeholders listed above	* Monthly RCPAC Meeting - Crafting Courageous Conversations with your Child Focus-Healthy Relationships & Safe Relationships
* RCPAC	* 05/01/2023 	* All stakeholders listed above	* Monthly RCPAC meeting - Crafting Courageous Conversations with your Child Focus-Mental Health

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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	 <u>Title IV Ed Associate Letter</u>

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

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

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

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

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

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

The commitment to build strong relationships with families will continue as Red Clay establishes partnerships with organizations that provide training and facilitation in both English and Spanish. This delivery of service will increase opportunities to include all families in district programming and events. Red Clay partnerships have targeted application of SEL competencies to help parents support their children as they enter stages of child and adolescent development. This strategy will be expanded and continued into the new school year. 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 homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act? [Section 1112(b)(6)] 1. Children and youths experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies 2. Children and youths experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, schools of the Red Clay Consolidated School District 3. Children and youths experiencing homelessness have access to and receive educational services for which families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by Red Clay 4. Children and youths experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services. 5. Children and youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. are identified by school personnel through outreach and coordination activities with other entities and agencies 6. Parents or guardians of youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. 7. The parent or guardian of a youth experiencing homelessness, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation 8. Unaccompanied Youth are: § are enrolled in school; § have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of partial credit procedures; and § are informed of their status as independent students and are able to obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (FAFSA) 3. How will your LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112(b)(D)(11)] Red Clay has a robust team of psychologists, coaches, and behavior analysts that are tasked with implementing and supporting school-based Multi-tiered systems of supports district-wide. These layered systems ensure there is a strong core support system in place for all students, as well as additional layers of programmed and monitored support for students with elevated needs. Special services support having all schools develop plans, come up with major and minor matrices, which ensures classroom teachers are empowered to participate in and support the larger behavior support system. Additionally, all schools have building-level discipline teams that meet on a regular basis throughout the year. During these meetings, teams review discipline data (referrals, ISS and OSS) to determine trends and implement strategies and supports that will help reduce the discipline rates in student subgroup

populations. Also, a majority of schools in the district, have committed to using PBS programs which focuses on positive behavior supports (interventions and rewards) in the school environment which helps minimize/reduce the discipline violations and help foster a positive school environment.

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

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

ESchool school – level master schedules will identify any disparities that result in low – income students and minority students taught at higher rates than other students by ineffective, inexperienced, or out – of – field teachers. Disparities will be identified and addressed using the Delaware Performance Appraisal System II (DPAS II). Expectations and improvement plans will be utilized to improve teacher performance. In addition to the use of DPAS II to address disparities, RCCSD had partnered with Wilmington University to create a Professional Development School at Shortlidge Academy. This model will allow undergraduate educators the opportunity to complete their program requirements in a high needs school, including a full year internship and exposure to RCCSD professional learning opportunities. As a result Red Clay will have an annual group of educators better prepared to meet the needs of students. In addition to the PDS school, we have full year interns from Wilmington University placed in additional Title 1 buildings to further expand our pipeline.

b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112(b)(D)(10)(B)]

Red Clay secondary schools offer three opportunities for concurrent enrollment, they are as follows: Al duPont High School offers an Early College Academy in a partnership with Wilmington University; Dickinson High School offers an IB program; Conrad Schools of Science offers an AP Capstone program.

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

ESchool school – level master schedules will identify any disparities that result in low – income students and minority students taught at higher rates than other students by ineffective, inexperienced, or out – of – field teachers. Disparities will be identified and addressed using the Delaware Performance Appraisal System II (DPAS II). Expectations and improvement plans will be utilized to improve teacher performance. In addition to the use of DPAS II to address disparities, RCCSD had partnered with Wilmington University to create a Professional Development School at Shortlidge Academy. This model will allow undergraduate educators the opportunity to complete their program requirements in a high needs school, including a full year internship and exposure to RCCSD professional learning opportunities. As a result, Red Clay will have an annual group of educators prepared to meet the needs of students. In addition to the PDS school, we have full year interns from Wilmington University placed in additional Title I buildings to further expand our pipeline.

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

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

Red Clay has a continuum of programs, opportunities, and programming to meet the academic needs of our students.

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

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

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

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

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

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

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

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

a. academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(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 16. • Parent, student and teacher nominations give data about work habits, knowledge base and intellectual capabilities. This year a major piece of our work in our urban schools will be to identify students who are gifted in non-academic areas and to connect with their individual talents. • Work Samples will be collected as needed. A writing sample is requested with our teacher nomination. • Teacher nominations should include a Gifted and Talented Evaluation Scales (GATES) form. This form helps teachers identify students who are gifted and talented. Students in grades 6-12 take honors programming or enroll in coursework/magnet programs that accelerate their learning. For example, our IB program, dual enrollment, STEM summer academies, advanced mathematics, performing arts, CTE programming and more.

9. How will your LEA assist schools in developing effective library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement? [Section 1112(b)(D)(13)(A)] Red Clay has a digital media specialist at all schools. We have a supervisor of Media Centers who directly supervises schools and libraries as they become hubs of digital literacy and directly supports teachers to improve achievement. Elementary schools have a set curriculum, which includes research skills and technology skills. Media specialists provide professional learning opportunities that support their implementation of 1:1 technology, internet safety, research, and various software solutions. They are a critical part of all our schools' programming.																	
10. How will your LEA support, coordinate, and integrate services with early childhood education programs, including plans for the transition of participants in such programs to local elementary school programs? [Section 1112(b)(D)(8)] Red Clay runs an early childhood program internally that aligns with Delaware STARS requirements. The transition of these students is seamless to our elementary programs. Red Clay also coordinates outreach programming for early Kindergarten registration, holds summer tours for families, supports a staggered Kindergarten enrollment in the fall, 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><thead><tr><th colspan="3">Documents</th></tr><tr><th>Type</th><th>Document Template/Example</th><th>Document/Link</th></tr></thead><tbody><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></tbody></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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Participating Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

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

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

School Name (27 Buildings)	Grade Span	Service Type	Public Enrollment		Public Low Income		Low Income Students		Low Income Percentage (G/D)	PPA Category (Asc)	Eligible by Other Factors	
			D	E	F	G	H	I			J	K
A	B	C	D	E	F	G	H	I	J	K		
Warner Elementary School	03-05	Schoolwide	360	287	10	297	82.50 %	1	✓	□		
Shortlidge (Evan G.) Academy	KN-02	Schoolwide	417	330	13	343	82.25 %	1	✓	□		
Johnson (Joseph E.) Elementary School	KN-05	Schoolwide	284	220	5	225	79.23 %	2	✓	□		
Lewis (William C.) Dual Language Elementary School	KN-05	Schoolwide	371	281	6	287	77.36 %	2	✓	□		
Mote (Anna P.) Elementary School	KN-05	Schoolwide	331	248	6	254	76.74 %	3	✓	□		
Baltz (Austin D.) Elementary School	KN-05	Schoolwide	528	380	15	395	74.81 %	4	✓	□		
Richardson Park Elementary School	KN-05	Schoolwide	519	357	13	370	71.29 %	4	✓	□		
Forest Oak Elementary School	KN-05	Schoolwide	465	298	2	300	64.52 %	5	✓	□		
Richey Elementary School	KN-05	Schoolwide	367	202	4	206	56.13 %	6	✓	□		
Marbrook Elementary School	KN-05	Schoolwide	399	210	4	214	53.63 %	7	✓	□		
Skyline Middle School	06-08	Schoolwide	475	336	15	351	73.89 %	8	✓	□		
duPont (Alexis I.) Middle School	06-08	Schoolwide	492	344	10	354	71.95 %	8	✓	□		
Stanton Middle School	06-08	Schoolwide	643	432	12	444	69.05 %	8	✓	□		
First State School	01-12	Eligible But Not Receiving Services	18	17	0	17	94.44 %		✓	□		
Meadowood Program	KN-12	Eligible But Not Receiving Services	120	103	0	103	85.83 %		✓	□		
Richardson Park Learning Center	PreK-5	Eligible But Not Receiving Services	549	384	0	384	69.95 %		✓	□		
duPont (Alexis I.) High School	09-12	Eligible But Not Receiving Services	680	456	0	456	67.06 %		✓	□		
McKean (Thomas) High School	09-12	Eligible But Not Receiving Services	927	610	0	610	65.80 %		✓	□		
Dickinson (John) High School	06-12	Eligible But Not Receiving Services	1058	564	0	564	53.31 %		✓	□		
duPont (H.B.) Middle School	06-08	Eligible But Not Receiving Services	754	271	0	271	35.94 %		✓	□		
Heritage Elementary School	KN-05	Not Eligible	476	153	0	153	32.14 %		□	□		
Conrad Schools of Science	06-12	Not Eligible	1169	369	0	369	31.57 %		□	□		
Linden Hill Elementary School	KN-05	Not Eligible	555	154	0	154	27.75 %		□	□		
Brandywine Springs School	KN-08	Not Eligible	945	246	0	246	26.03 %		□	□		

Calloway (Cab) School of the Arts	06-12	Not Eligible	▼	930	209	0	209	22.47 %		☐
William F. Cooke, Jr. Elementary School	KN-05	Not Eligible	▼	621	134	0	134	21.58 %		☐
North Star Elementary School	KN-05	Not Eligible	▼	610	70	0	70	11.48 %		☐
Totals:				15063	7665	115	7780	51.65 %		

Methodology for Determining Participating Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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
- Focus and Priority school supports
- Prekindergarten and transition to kindergarten supports

- Administrative Costs

The reservation is smaller than the remaining total. The remainder is then allocated to the eligible participating schools.

Red Clay identifies eligible

schools with attendance areas at or above 35% DHSS-poverty and ranks them by both grade levels and educational designation/purpose. In

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

Category 1: Traditional PK-12 Elementary School to High School (DHSS poverty = 82.25% or greater (Shortlidge, Warner)

Category 2: Traditional PK-12 Elementary School to High School (DHSS poverty = 77.36% to 82.24% (Johnson, Lewis)

Category 3: Traditional PK-12 Elementary School to High School (DHSS poverty = 76.74% to 77.35% (Mote)

Category 4: Traditional PK-12 Elementary School to High School (DHSS poverty = 71.29% to 76.73% (Baltz, Richardson Park)

Category 5: Traditional PK-12 Elementary School to High School (DHSS poverty = 64.52% to 71.28% (Forest Oak)

Category 6: Traditional PK-12 Elementary School to High School (DHSS poverty = 56.13% to 64.51% (Richey)

Category 7: Traditional PK-12 Elementary School to High School (DHSS poverty = 53.63% to 56.12% (Marbrook)

Category 8: Traditional 6-12 Middle School (DHSS poverty = 69.05% to 73.89% (Skyline, AIMS, Stanton)

Category 9: Traditional PK-5 and under 53.62% 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 53.62% 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 53.62%; however, the LEA is choosing to not allocate Title I funding in its upgraded specialized school settings; these include First State School and Meadowood School. Of these remaining schools Warner, Shortlidge, Lewis, Baltz, Richardson Park, Mote, Johnson, Marbrook, Richey, Skyline, Forest Oak, Stanton and AIMS have DHSS -calculated poverty rates above 53.62%.

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 2022-2023 calculations will be submitted to the Department in November using the ratios provided by the Department and in accordance with the grade configurations at the school levels.

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

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

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 ▼
Padua Academy - 5857 ▼	Non-Participating ▼
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	Non-Participating ▼
Tatnall School, Inc. (The) - 5840 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Responsive ▼
Towle Institute - 5805 ▼	Non-Participating ▼
Ursuline Academy - 5862 ▼	Non-Participating ▼
Wilmington Christian School - 5853 ▼	Non-Participating ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼

Participating Private Schools

School	# Low Income	Allocation
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Developing Minds Preschool - 5021 ▼			\$	0.00
Goods Blessing House - 15853 ▼			\$	0.00
Sharon Temple Adventist School - 5867 ▼		3	\$	4,736.46
St. Ann School - 5855 ▼		3	\$	4,736.46
St. Anthony of Padua Grade School - 5856 ▼		21	\$	33,155.21
St. John The Beloved School - 5849 ▼		6	\$	9,472.92
URBAN PROMISE ACADEMY - 6009 ▼		2	\$	3,157.64
Christ The Teacher Catholic School - 5541 ▼		1	\$	1,578.82
Urban Promise School (The) - 5544 ▼		14	\$	22,103.47
Nativity Prep. Sch of Wilm, Inc. - 5563 ▼		8	\$	12,630.55
Serviam Girls Academy - 5696 ▼		4	\$	6,315.28
Islamic Academy of Delaware - 5709 ▼		4	\$	6,315.28
Harvest Christian Academy- New Castle - 953400-6020 ▼		4	\$	6,315.28
Delaware Tarbiyah School - 5729 ▼			\$	0.00
Immaculate Heart of Mary School - 5823 ▼		5	\$	7,894.10
Holy Angels School - 5875 ▼		3	\$	4,736.46
St. Elizabeth Elementary School - 5880 ▼		25	\$	39,470.48
St. Peter's Cathedral School - 5883 ▼		8	\$	12,630.55
St. Mary Magdalen School - 5824 ▼		2	\$	3,157.64
Saint Peter Catholic School - 5898 ▼		2	\$	3,157.64
Total:		115	\$	181,564.22

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		3,925
A2. Participating Private School Low Income		115
A3. Total Low Income (A1 + A2)		4,040
A4. Percent Participating Private School Low Income (A2 / A3)		2.85 %
B. Proportionate Share		
B1. District Allocation		\$ 6,378,430.00
B2. Proportionate Share to Private Schools (B1 X A4)		\$ 181,564.22
B3. Proportionate Share to District (B1 - B2)		\$ 6,196,865.78
C. Parent and Family Engagement		
C1. District 1% Set Aside (B1 X 0.01)		\$ 63,784.30
C2. Proportionate Share to Private Schools (C1 X A4)		\$ 1,815.64
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)		\$ 159,748.58
D3. Equitable Share for Parent and Family Engagement (C2)		\$ 1,815.64
D4. Per Pupil Allocation (B2/A2)		\$ 1,578.82

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Account Code	Total
5100 - Salaries	\$788,468.87
5120 - OECs	\$377,546.15
5400 - Travel	\$44,849.80
5500 - Contractual	\$313,902.22
5500 - Audit Fees	\$5,286.83
5560 - Indirect	\$268,822.72
5600 - Supplies	\$120,171.46
5700 - Capital Outlay	\$0.00
	Total \$1,919,048.05
	Adjusted Allocation \$1,919,048.05
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5100 - Salaries - \$788,468.87 ▼

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: \$146,352.62

Line Item Total: \$146,352.62

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: \$96,583.70

Line Item Total: \$96,583.70

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: \$73,705.60 Line Item Total: \$73,705.60	
Account Code: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE support specialist for consolidated grant assistance and monitoring (JJ, RCCSD Baltz Admin 80% Title I, 10% Title II, 10% Title IV)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$70,827.20 Line Item Total: \$70,827.20	
Account Code: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE Math Supervisor (JA-RCCSD-Baltz Admin; 50% Title I, 50% Title II)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$68,807.74 Line Item Total: \$68,807.74	
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: \$68,807.74 Line Item Total: \$68,807.74	
Account Code: 5100 - Salaries Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE Science Supervisor (BM RCCSD-Baltz Admin; 25% Title I, 75% Title II)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$36,061.55 Line Item Total: \$36,061.55	
Account Code: 5100 - Salaries 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: \$34,403.87 Line Item Total: \$34,403.87	
Account Code: 5100 - Salaries 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: \$32,399.48 Line Item Total: \$32,399.48	
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: 2.00 Cost: \$2,772.00 Line Item Total: \$5,544.00	EPER for 2 FTE Tutors to teach ESL classes to support Title I attend. zone families in being engaged in American school system (2 FTE x \$33/hr x 3hrs x 28 sessions; 100% Title I)
Account Code: 5100 - Salaries Funding Description: I Pre-K - Instruction Pre-K (District Only) Uses of Funds:	Hire 1 100% Title I PreK teacher (AS)

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$99,400.37

Line Item \$99,400.37
Total:

Account 5100 - Salaries

Code:

Funding I Pre-K - Instruction Pre-K (District Only)

Description:

Uses of

Funds:

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$45,575.00

Line Item \$45,575.00
Total:

Hire 1 100% Title I Pre K Para (PO)

Total for 5100 - Salaries: \$788,468.87

Total for all other Account Codes: \$1,130,579.18

Total for all Account Codes: \$1,919,048.05

Adjusted Allocation: \$1,919,048.05

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5120 - OECs - \$377,546.15 ▼

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: \$58,675.67

Line Item Total: \$58,675.67

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: \$42,516.33

Line Item Total: \$42,516.33

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 Math Supervisor (JA-RCCSD-Baltz Admin; 50% Title I, 50% Title II)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$35,378.26 Line Item Total: \$35,378.26	
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools (\$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: \$35,059.68 Line Item Total: \$35,059.68	
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: \$30,358.78 Line Item Total: \$30,358.78	
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: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$30,105.97 Line Item Total: \$30,105.97	
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: \$14,543.40 Line Item Total: \$14,543.40	
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: \$11,992.33 Line Item Total: \$11,992.33	
Account Code: 5120 - OECs Funding Description: A - Administration (District Only) Uses of Funds:	Hire 1 FTE Social Studies Supervisor (HG-RCCSD-Baltz Admin 25% Title I, 75% Title II)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$11,466.35 Line Item Total: \$11,466.35	
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: 2.00 Cost: \$879.55 Line Item Total: \$1,759.10	EPER for 2 FTE Tutors to teach ESL classes to support Title I attend. zone families in being engaged in American school system (2 FTE x \$33/hr x 3hrs x 28 sessions; 100% Title I)
Account Code: 5120 - OECs Funding Description: I Pre-K - Instruction Pre-K (District Only) Uses of Funds:	Hire 1 PreK teacher (AS; Lewis EYP; 100% Title I)

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$58,110.85

Line Item \$58,110.85
Total:

Account 5120 - OECs

Code:

Funding I Pre-K - Instruction Pre-K (District Only)

Description:

Uses of

Funds:

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$37,579.43

Line Item \$37,579.43
Total:

Hire 1 Pre K Para (PO; Lewis EYP; 100% Title I)

Total for 5120 - OECs: \$377,546.15

Total for all other Account Codes: \$1,541,501.90

Total for all Account Codes: \$1,919,048.05

Adjusted Allocation: \$1,919,048.05

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5400 - Travel - \$44,849.80 ▼

Budget Detail

Narrative Description

Account Code: 5400 - Travel

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$17,605.00

Line Item Total: \$17,605.00

Travel for 7 staff to Portland, OR 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 7 FTE = \$6400); (5 days x 300/night x 7 FTE = \$10500), (meals \$75/day x 5 days x 7 FTE = \$2625)

Account Code: 5400 - Travel

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$4,740.00

Line Item Total: \$4,740.00

Travel for 2 staff to National Youth At Risk Conference -- Savannah, GA (550/flight x 2 FTE = \$1100, 4 days @ hotel x 380/night x 2 FTE = \$3040, Meals 75/day x 4 days x 2 FTE = \$600)

Account Code: 5400 - Travel

Funding Description: A - Administration (District Only)

Uses of Funds:

Travel for 2 FTE staff to Washington, DC to attend National Federal Education Program Administrators conference and provide ongoing support related to using federal education funds to advance strategic plan goals (.40miles X 216miles 2FTE = 172.80); (4 days@ Hotel/parking x 409 a night x2 FTE = \$3272); (75 a day for meals X 4 days X 2 FTE = \$600)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$4,044.80 Line Item Total: \$4,044.80	
Account Code: 5400 - Travel Funding Description: A - Administration (District Only) Uses of Funds:	Travel for supplemental staff (instructional supervisors, cadre, and Office of Federal Programs) to RCCSD schools to provide ongoing support and effective professional development related to the common core areas, PLCs, inclusion, and student supports related to achievement (.40/mile)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$1,000.00 Line Item Total: \$1,000.00	
Account Code: 5400 - Travel Funding Description: H - Homeless (District Only) Uses of Funds:	Travel for 3 staff to NAEHCY conference in New Orleans, LA (500/flight x 3FTE = \$1500, 4 days @ hotel x 420/ night x 3FTE = \$5040, Meals 75/day x 4 days x 3FTE = \$900)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$7,440.00 Line Item Total: \$7,440.00	
Account Code: 5400 - Travel Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	Travel for 4 attendees (2 staff & 2 parents) to IEL conference Location TBA (600/flight x 4 attendees = \$2400, 4 days @ hotel x 420/night x 4 attendees = \$6720, Meals 75/day x 4 days x 4 attendees = \$1200)

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$10,020.00

Line Item \$10,020.00
Total:

Total for 5400 - Travel:	\$44,849.80
Total for all other Account Codes:	\$1,874,198.25
Total for all Account Codes:	\$1,919,048.05
Adjusted Allocation:	\$1,919,048.05
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5500 - Contractual - \$313,902.22 ▼

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: \$4,613.00

Line Item Total: \$4,613.00

Registration for 7 staff to Portland OR 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 7FTE)

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: \$1,190.00

Line Item Total: \$1,190.00

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

Account Code: 5500 - Contractual

Funding Description: A - Administration (District Only)

Uses of Funds:

Registration for 2 staff to National Youth At Risk Conference -- Savannah, GA (430X2FTE)

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$860.00 Line Item Total: \$860.00	
Account Code: 5500 - Contractual Funding Description: H - Homeless (District Only) Uses of Funds:	Registration for 3 staff to NAEHCY conference in New Orleans LA (625X3FTE)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$1,875.00 Line Item Total: \$1,875.00	
Account Code: 5500 - Contractual Funding Description: ES - Equitable Services (District Only) Uses of Funds:	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: \$159,748.58 Line Item Total: \$159,748.58	
Account Code: 5500 - Contractual Funding Description: ES - Equitable Services (District Only) Uses of Funds:	Contract with vendor to provide Title I parent involvement to private school students who would've attended RCCSD Title I schools

Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$1,815.64 Line Item Total: \$1,815.64	
Account Code: 5500 - Contractual Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	Skills Connexion - Contract with agency to enhance FACE events at Title I schools (8 events x 2000/event = 16000)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$16,000.00 Line Item Total: \$16,000.00	
Account Code: 5500 - Contractual Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	Registration for 4 attendees (2 staff & 2 parents) to IEL conference Location TBA (575X4attendees)
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$2,300.00 Line Item Total: \$2,300.00	
Account Code: 5500 - Contractual Funding Description: I K-12 - Instruction K-12 Uses of Funds:	Contract for services with Children and Families First (Shortlidge, Warner)

Location Code: Red Clay Consolidated School District (953200)		
Quantity:	1.00	
Cost:	\$125,000.00	
Line Item Total:	\$125,000.00	
Account Code: 5500 - Contractual Funding Description: I K-12 - Instruction K-12 Uses of Funds:		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 Code: Red Clay Consolidated School District (953200)		
Quantity:	1.00	
Cost:	\$500.00	
Line Item Total:	\$500.00	
Total for 5500 - Contractual:		\$313,902.22
Total for all other Account Codes:		\$1,605,145.83
Total for all Account Codes:		\$1,919,048.05
Adjusted Allocation:		\$1,919,048.05
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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: \$1,913,761.22

Total for all Account Codes: \$1,919,048.05

Adjusted Allocation: \$1,919,048.05

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5560 - Indirect - \$268,822.72



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: \$268,822.72

Line Item Total: \$268,822.72

Indirect Costs (4%)

Total for 5560 - Indirect: \$268,822.72

Total for all other Account Codes: \$1,650,225.33

Total for all Account Codes: \$1,919,048.05

Adjusted Allocation: \$1,919,048.05

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5600 - Supplies - \$120,171.46 ▼

Budget Detail

Narrative Description

Account Code: 5600 - Supplies	Purchase administrative supplies and subscriptions (Title I Newsletter, Ed Week, etc) and resources (Title I Handbook, Fed Programs newsletter, Leveraging Leadership books) for Federal Regulated Programs Office
Funding Description: A - Administration (District Only)	
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	
Quantity: 1.00	
Cost: \$1,893.47	
Line Item Total: \$1,893.47	

Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support)

Account Code: 5600 - Supplies	Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support)
Funding Description: H - Homeless (District Only)	
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	
Quantity: 1.00	
Cost: \$40,000.00	
Line Item Total: \$40,000.00	

Set aside funds 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 \$ 4,000.00, Baltz \$ 2000.00, Richardson Park \$ 4,000.00, Skyline \$ 1,000.00, Forest Oak \$ 5,000.00, Marbrook \$ 4,000.00, Richey \$ 1,000.00 Total Allocated \$45,000.00)

Account Code: 5600 - Supplies	Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc. (set aside after the non-public equitable share is reserved) (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 \$ 4,000.00, Baltz \$ 2000.00, Richardson Park \$ 4,000.00, Skyline \$ 1,000.00, Forest Oak \$ 5,000.00, Marbrook \$ 4,000.00, Richey \$ 1,000.00 Total Allocated \$45,000.00)
Funding Description: PI - Parent Involvement (District Only)	
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:	Back to School Block Party supplies to support efforts to bring together school, family, and community.
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$11,500.00 Line Item Total: \$11,500.00	
Account Code: 5600 - Supplies Funding Description: PI - Parent Involvement (District Only) Uses of Funds:	(5% of 1%) - RCPAC refreshment
Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$3,129.65 Line Item Total: \$3,129.65	
Account Code: 5600 - Supplies Funding Description: I K-12 - Instruction K-12 Uses of Funds:	Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (reading & math materials) (MVOL - FO)

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$18,648.34

Line Item \$18,648.34
Total:

Total for 5600 - Supplies:	\$120,171.46
Total for all other Account Codes:	\$1,798,876.59
Total for all Account Codes:	\$1,919,048.05
Adjusted Allocation:	\$1,919,048.05
Remaining:	\$0.00

Public School Allocations

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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: **\$4,459,381.95**
Single Per Pupil Amount (PPA): **\$1,136.15**

School	Low Income			School Allocations		
	%	#P	PPA Category	PPA	Allocation	
A	B	C	D	E	F	C x E
Warner Elementary School	82.50	287	1	1,791.23	514,083.01	
Shortlidge (Evan G.) Academy	82.25	330	1	1,791.23	591,105.90	
Johnson (Joseph E.) Elementary School	79.23	220	2	1,690.00	371,800.00	
Lewis (William C.) Dual Language Elementary School	77.36	281	2	1,690.00	474,890.00	
Mote (Anna P.) Elementary School	76.74	248	3	1,430.00	354,640.00	
Baltz (Austin D.) Elementary School	74.81	380	4	1,380.00	524,400.00	
Richardson Park Elementary School	71.29	357	4	1,380.00	492,660.00	
Forest Oak Elementary School	64.52	298	5	888.00	264,624.00	
Richey Elementary School	56.13	202	6	787.00	158,974.00	
Marbrook Elementary School	53.63	210	7	780.00	163,800.00	
Skyline Middle School	73.89	336	8	493.17	165,705.12	
duPont (Alexis I.) Middle School	71.95	344	8	493.17	169,650.48	
Stanton Middle School	69.05	432	8	493.17	213,049.44	
Total Low Income:			3925	Total Allocations:		
				Remaining:		
				0.00		

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$337,900.64
5120 - OECs	\$186,499.36
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 \$524,400.00
	Adjusted Allocation \$524,400.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$337,900.64 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 4 Teachers to support standards based instruction in content areas reading and math (SC, VB, TBA, 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:	\$84,475.16	
Line Item Total:	\$337,900.64	
Total for 5100 - Salaries:		\$337,900.64
Total for all other Account Codes:		\$186,499.36
Total for all Account Codes:		\$524,400.00
Adjusted Allocation:		\$524,400.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$186,499.36



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: \$46,624.84

Line Item Total: \$186,499.36

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

Total for 5120 - OECs: \$186,499.36

Total for all other Account Codes: \$337,900.64

Total for all Account Codes: \$524,400.00

Adjusted Allocation: \$524,400.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$111,281.01
5120 - OECs	\$58,369.47
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
	Total \$169,650.48
	Adjusted Allocation \$169,650.48
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$111,281.01 ▼

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:	\$111,281.01	
Line Item Total:	\$111,281.01	
Total for 5100 - Salaries:		\$111,281.01
Total for all other Account Codes:		\$58,369.47
Total for all Account Codes:		\$169,650.48
Adjusted Allocation:		\$169,650.48
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$58,369.47 ▼

Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding I K-12 - Instruction K-12

Description:

Uses of

Funds:

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

Code:

Quantity: 1.00

Cost: \$58,369.47

Line Item \$58,369.47

Total:

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

Total for 5120 - OECs: \$58,369.47

Total for all other Account Codes: \$111,281.01

Total for all Account Codes: \$169,650.48

Adjusted Allocation: \$169,650.48

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240) 

Account Code	Total
5100 - Salaries	\$176,205.74
5120 - OECs	\$88,418.26
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 \$264,624.00
	Adjusted Allocation \$264,624.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240)

5100 - Salaries - \$176,205.74 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 2 Teachers to support standards based instruction in content areas reading and math (TBA, 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:	\$88,102.87	
Line Item Total:	\$176,205.74	
Total for 5100 - Salaries:		\$176,205.74
Total for all other Account Codes:		\$88,418.26
Total for all Account Codes:		\$264,624.00
Adjusted Allocation:		\$264,624.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240)

5120 - OECs - \$88,418.26



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: \$44,209.13

Line Item Total: \$88,418.26

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

Total for 5120 - OECs: \$88,418.26

Total for all other Account Codes: \$176,205.74

Total for all Account Codes: \$264,624.00

Adjusted Allocation: \$264,624.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$247,532.60
5120 - OECs	\$124,267.40
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
	Total \$371,800.00
	Adjusted Allocation \$371,800.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$247,532.60 ▼

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: \$126,837.60

Line Item Total: \$126,837.60

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: \$73,904.00

Line Item Total: \$73,904.00

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 (TBA; Johnson; 100% Title I)

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

Quantity: 1.00

Cost: \$46,791.00

Line Item Total: \$46,791.00

Total for 5100 - Salaries:	\$247,532.60
Total for all other Account Codes:	\$124,267.40
Total for all Account Codes:	\$371,800.00
Adjusted Allocation:	\$371,800.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$124,267.40 ▼

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: \$64,994.16

Line Item Total: \$64,994.16

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: \$33,765.90

Line Item Total: \$33,765.90

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 (TBA; Johnson; 100% Title I)

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

Quantity: 1.00

Cost: \$25,507.34

Line Item Total: \$25,507.34

Total for 5120 - OECs:	\$124,267.40
Total for all other Account Codes:	\$247,532.60
Total for all Account Codes:	\$371,800.00
Adjusted Allocation:	\$371,800.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$315,341.60
5120 - OECs	\$159,548.40
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$474,890.00
Adjusted Allocation	\$474,890.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$315,341.60 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 4 Teachers to support standards based instruction in content areas reading and math (DP, EL, AD, TBA; 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:	4.00	
Cost:	\$78,835.40	
Line Item Total:	\$315,341.60	
Total for 5100 - Salaries:		\$315,341.60
Total for all other Account Codes:		\$159,548.40
Total for all Account Codes:		\$474,890.00
Adjusted Allocation:		\$474,890.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$159,548.40

Budget Detail

Narrative Description

Account Code: 5120 - OECs

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

Uses of Funds:

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

Quantity: 4.00

Cost: \$39,887.10

Line Item Total: \$159,548.40

Hire 4 Teachers to support standards based instruction in content areas reading and math (DP, EL, AD, TBA; Lewis; 100% Title I)

Total for 5120 - OECs: \$159,548.40

Total for all other Account Codes: \$315,341.60

Total for all Account Codes: \$474,890.00

Adjusted Allocation: \$474,890.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256) 

Account Code	Total
5100 - Salaries	\$107,079.39
5120 - OECs	\$56,720.61
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 \$163,800.00
	Adjusted Allocation \$163,800.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5100 - Salaries - \$107,079.39 ▼

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:	\$107,079.39	Total for 5100 - Salaries: \$107,079.39
Line Item Total:	\$107,079.39	Total for all other Account Codes: \$56,720.61
		Total for all Account Codes: \$163,800.00
		Adjusted Allocation: \$163,800.00
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5120 - OECs - \$56,720.61

Budget Detail

Narrative Description

Account Code:	5120 - OECs	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:	\$56,720.61	
Line Item Total:	\$56,720.61	

Total for 5120 - OECs:	\$56,720.61
Total for all other Account Codes:	\$107,079.39
Total for all Account Codes:	\$163,800.00
Adjusted Allocation:	\$163,800.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$235,769.26
5120 - OECs	\$118,870.74
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 \$354,640.00
	Adjusted Allocation \$354,640.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$235,769.26 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 3 Teachers to support standards based instruction in content areas reading and math (MC, HB, KC; 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:	1.00	
Cost:	\$235,769.26	
Line Item Total:	\$235,769.26	
Total for 5100 - Salaries:		\$235,769.26
Total for all other Account Codes:		\$118,870.74
Total for all Account Codes:		\$354,640.00
Adjusted Allocation:		\$354,640.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$118,870.74

Budget Detail

Narrative Description

Account Code: 5120 - OECs

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

Uses of Funds:

Location Code: Mote (Anna P.) Elementary School (953200-264)

Quantity: 3.00

Cost: \$39,623.58

Line Item Total: \$118,870.74

Hire 3 Teachers to support standards based instruction in content areas reading and math (MC, HB, KC; Mote; 100% Title I)

Total for 5120 - OECs: \$118,870.74

Total for all other Account Codes: \$235,769.26

Total for all Account Codes: \$354,640.00

Adjusted Allocation: \$354,640.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254) 

Account Code	Total
5100 - Salaries	\$330,514.38
5120 - OECs	\$162,145.62
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 \$492,660.00
	Adjusted Allocation \$492,660.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5100 - Salaries - \$330,514.38 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 3 Teachers to support standards based instruction in content areas reading and math (RC, EK, 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:	\$69,123.63	Hire 1 Academic Dean to support standards based instruction in content areas reading and math (EM; RPE; 100% Title I)
Line Item Total:	\$207,370.89	
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: \$330,514.38
Cost:	\$123,143.49	
Line Item Total:	\$123,143.49	
Total for all other Account Codes:		\$162,145.62
Total for all Account Codes:		\$492,660.00
Adjusted Allocation:		\$492,660.00

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5120 - OECs - \$162,145.62

Budget Detail

Narrative Description

Account Code: 5120 - OECs

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

Uses of Funds:

Location Code: 254 Richardson Park Elementary School (953200-254)

Quantity: 3.00

Cost: \$37,067.29

Line Item Total: \$111,201.87

Hire 3 Teachers to support standards based instruction in content areas reading and math (RC, EK, IT; RPE; 100% Title I)

Account Code: 5120 - OECs

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

Uses of Funds:

Location Code: 254 Richardson Park Elementary School (953200-254)

Quantity: 1.00

Cost: \$50,943.75

Line Item Total: \$50,943.75

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

Total for 5120 - OECs: \$162,145.62

Total for all other Account Codes: \$330,514.38

Total for all Account Codes: \$492,660.00

Adjusted Allocation: \$492,660.00

Remaining:

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260) 

Account Code	Total
5100 - Salaries	\$100,469.57
5120 - OECs	\$58,504.43
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 \$158,974.00
	Adjusted Allocation \$158,974.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5100 - Salaries - \$100,469.57 ▼

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:	\$100,469.57	Total for 5100 - Salaries: \$100,469.57
Line Item Total:	\$100,469.57	Total for all other Account Codes: \$58,504.43
		Total for all Account Codes: \$158,974.00
		Adjusted Allocation: \$158,974.00
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5120 - OECs - \$58,504.43

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: \$58,504.43

Line Item Total: \$58,504.43

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

Total for 5120 - OECs: \$58,504.43

Total for all other Account Codes: \$100,469.57

Total for all Account Codes: \$158,974.00

Adjusted Allocation: \$158,974.00

Remaining: \$0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$394,812.61
5120 - OECs	\$196,293.29
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 \$591,105.90
	Adjusted Allocation \$591,105.90
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$394,812.61 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 3 Teachers to support standards based instruction in content areas reading and math (TB, 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:	\$89,325.00	Hire 1 Academic Dean to support standards based instruction in content areas reading and math (DM; Shortlidge; 100% Title I)
Line Item Total:	\$267,975.00	
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:	\$126,837.61	
Line Item Total:	\$126,837.61	
Total for 5100 - Salaries:		\$394,812.61
Total for all other Account Codes:		\$196,293.29
Total for all Account Codes:		\$591,105.90
Adjusted Allocation:		\$591,105.90

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$196,293.29

Budget Detail

Narrative Description

Account Code: 5120 - OECs

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

Uses of Funds:

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

Quantity: 3.00

Cost: \$44,035.06

Line Item Total: \$132,105.18

Hire 3 Teachers to support standards based instruction in content areas reading and math (TB, JG, AH; Shortlidge; 100% Title I)

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: \$64,188.11

Line Item Total: \$64,188.11

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

Total for 5120 - OECs: \$196,293.29

Total for all other Account Codes: \$394,812.61

Total for all Account Codes: \$591,105.90

Adjusted Allocation: \$591,105.90

Remaining:

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280) 

Account Code	Total
5100 - Salaries	\$109,939.00
5120 - OECs	\$55,766.12
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 \$165,705.12
	Adjusted Allocation \$165,705.12
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280)

5100 - Salaries - \$109,939.00 ▼

Budget Detail

Narrative Description

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: \$62,206.00

Line Item Total: \$62,206.00

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

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: \$47,733.00

Line Item Total: \$47,733.00

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

Total for 5100 - Salaries: \$109,939.00

Total for all other Account Codes: \$55,766.12

Total for all Account Codes: \$165,705.12

Adjusted Allocation: \$165,705.12

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280)

5120 - OECs - \$55,766.12 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	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:	\$31,088.28	Hire 1 Para to support standards based instruction in content areas reading and math (HP; Skyline; 100% Title I)
Line Item Total:	\$31,088.28	
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:	\$24,677.84	
Line Item Total:	\$24,677.84	
Total for 5120 - OECs:		\$55,766.12
Total for all other Account Codes:		\$109,939.00
Total for all Account Codes:		\$165,705.12
Adjusted Allocation:		\$165,705.12

Remaining:

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282) 

Account Code	Total
5100 - Salaries	\$132,515.82
5120 - OECs	\$80,533.62
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 \$213,049.44
	Adjusted Allocation \$213,049.44
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5100 - Salaries - \$132,515.82 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 2 Teachers to support standards based instruction in content areas reading and math (FJ, QL; 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:	\$66,257.91	
Line Item Total:	\$132,515.82	
Total for 5100 - Salaries:		\$132,515.82
Total for all other Account Codes:		\$80,533.62
Total for all Account Codes:		\$213,049.44
Adjusted Allocation:		\$213,049.44
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5120 - OECs - \$80,533.62 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 2 Teachers to support standards based instruction in content areas reading and math (FJ, QL; 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:	\$40,266.81	
Line Item Total:	\$80,533.62	
Total for 5120 - OECs:		\$80,533.62
Total for all other Account Codes:		\$132,515.82
Total for all Account Codes:		\$213,049.44
Adjusted Allocation:		\$213,049.44
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266) 

Account Code	Total
5100 - Salaries	\$336,201.25
5120 - OECs	\$177,881.76
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 \$514,083.01
	Adjusted Allocation \$514,083.01
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5100 - Salaries - \$336,201.25 ▼

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: \$126,837.61

Line Item Total: \$126,837.61

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: \$57,811.16

Line Item Total: \$115,622.32

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 (MM; Warner; 100% Title I)

Location Warner Elementary School (953200-266)

Code:

Quantity:

1.00

Cost:

\$93,741.32

Line Item

\$93,741.32

Total:

Total for 5100 - Salaries:

\$336,201.25

Total for all other Account Codes:

\$177,881.76

Total for all Account Codes:

\$514,083.01

Adjusted Allocation:

\$514,083.01

Remaining:

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5120 - OECs - \$177,881.76 ▼

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: \$36,193.44

Line Item Total: \$72,386.88

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: \$57,297.73

Line Item Total: \$57,297.73

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 (MM; Warner; 100% Title I)

Location Warner Elementary School (953200-266)

Code:

Quantity: 1.00

Cost: \$48,197.15

Line Item Total: \$48,197.15

Total for 5120 - OECs:		\$177,881.76
Total for all other Account Codes:		\$336,201.25
Total for all Account Codes:		\$514,083.01
Adjusted Allocation:		\$514,083.01
Remaining:		\$0.00

Homeless Students and Youth	
Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A	
PURPOSE: This page is used to provide a description of how the LEA meets the various Title I requirements for serving homeless students including setting aside funds at the LEA-level to meet homeless students' needs [Section 1113(c)(3)(C)(i)]. Each LEA must set aside funds to provide services to homeless children. Federal law does not specify how much an LEA should set aside for homeless students, but LEAs must consider issues such as the number of homeless students in non-Title I schools, their needs, and the cost of carrying out activities comparable to what students receive in Title I schools, in addition to the provision of services to homeless students who do not attend Title I, Part A schools. Enter "N/A" for any question that does not apply to your LEA. 1. LEA Title I Plans must demonstrate compliance with the McKinney-Vento Homeless Assistance Act and coordination with the LEA's Homeless Education program. Title I, Part A - Sec. 1112(b)(6) Therefore, the LEA's Homeless Liaison is an essential part of the planning team. Certify that the LEA's Homeless Liaison was a part of the Title I planning team by indicating their name in the box below. April Anderson	
Instructional and Related Service Needs LEAs must provide services for homeless children who do not attend participating Title I schools and to supplement Title I schools, including providing educationally related support services to children in shelters. The services must be comparable to those provided to children in Title I schools. Title I funds may be used to remove barriers that prevent regular attendance or provide additional support, such as tutorial, before and after school and/or summer school programs in addition to other services. Title I funds may be used to meet basic needs of students experiencing homelessness (clothing, supplies, health) so that they may participate more fully in school. There must be at least 1 corresponding budget line item in the budget page.	
2. Indicate the method that was used to determine the amount of Title I, Part A funds that have been reserved for instructional and related service needs only. ☒ Method #1: Identify homeless students' needs and fund accordingly. ☐ Method #2: Obtain a count of homeless students and multiply by the Title I, Part A per-pupil allocation. ☐ Method #3: Reserve an amount of funds greater than or equal to the amount of your McKinney-Vento subgrant request. ☐ Method #4: Reserve a specific percentage based on your LEA's poverty level or total Title I, Part A allocation.	
525	3. Approximately how many homeless students and youth will these funds support?
525	4. Approximately how many homeless students and youth are served by the LEA?
5. List the projected types of services that the liaison will provide with what is in portion to the percentage of the salary paid with Title I, Part A funds. 1. Children and youths experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies	

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

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$6,109,607.28
Indirect Cost Rate	4.40%
Maximum Allowed for Indirect Cost	\$268,822.72

Filter by Location: All - \$6,378,430.00

Funding Description	A - Administration (District Only)	H - Homeless (District Only)	ES - Equitable Services (District Only)	PI - Parent Involvement (District Only)	I K-12 - Instruction K-12 (District Only)	I Pre-K - Instruction Pre- K (District Only)	Total
Account Code							
5100 - Salaries	627,949.50	0.00	10,000.00	5,544.00	2,935,562.87	144,975.37	3,724,031.74
5120 - OECs	270,096.77	0.00	10,000.00	1,759.10	1,523,819.08	95,690.28	1,901,365.23
5400 - Travel	27,389.80	7,440.00		10,020.00	0.00	0.00	44,849.80
5500 - Contractual	6,663.00	1,875.00	161,564.22	18,300.00	125,500.00	0.00	313,902.22
5500 - Audit Fees	5,286.83						5,286.83
5560 - Indirect	268,822.72						268,822.72
5600 - Supplies	1,893.47	40,000.00	0.00	59,629.65	18,648.34	0.00	120,171.46
Total	1,208,102.09	49,315.00	181,564.22	95,252.75	4,603,530.29	240,665.65	6,378,430.00
					Adjusted Allocation	Remaining	0.00

Funds Transferred to Title I

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2024 - Consolidated - Rev 0 - Title I Part A

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 2024 - Consolidated - Rev 0 - Title I Part A

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

- | | |
|---|---|
| 1 | ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part; |
| 2 | provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services; |
| 3 | participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)); |
| 4 | coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program; |
| 5 | provide for the educational stability of children in foster care by designating a foster care liaison and adhering to the guidelines, policies and procedures set forth in 14 Del. C. §202A, 14 Del. Admin. C. §903, 14 Del. Admin. C. §505 and the MOU Between the DOE, LEAs and DSCYF (effective 7/1/18) which expand upon the Title I provisions related to foster care including, but not limited to best interest decisions and transportation; and |
| 6 | ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and |
| 7 | in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). |

Budget

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title II Part A

Account Code	Total
5100 - Salaries	\$596,614.44
5120 - OECs	\$245,180.51
5400 - Travel	\$63,378.01
5500 - Contractual	\$185,000.00
5500 - Audit Fees	\$1,273.96
5560 - Indirect	\$48,937.48
5600 - Supplies	\$20,768.60
5700 - Capital Outlay	\$0.00
	Total \$1,161,153.00
	Adjusted Allocation \$1,161,153.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title II Part A

5100 - Salaries - \$596,614.44 ▼

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: \$108,184.65

Line Item Total: \$108,184.65

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: \$103,211.61

Line Item Total: \$103,211.61

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: \$97,198.45 Line Item Total: \$97,198.45	
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: \$68,807.74 Line Item Total: \$68,807.74	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: \$68,807.74 Line Item Total: \$68,807.74	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: \$68,807.74 Line Item Total: \$68,807.74	Hire 1 FTE Classroom Teacher (Johnson); Name of Teacher: Baccellieri, Ryan. 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

Quantity: 1.00 Cost: \$48,856.00 Line Item Total: \$48,856.00	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.
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: \$48,856.00 Line Item Total: \$48,856.00	Hire 1 FTE Classroom Teacher (Shortlidge); Name of Teacher: David Fender; Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 2 at Shortlidge Academy (Note: Shortlidge's Grade Configuration is K-2). This support will reduce the size of intervention groups at each grade level as outlined below: Ratio of Grade Level before the addition of the FTE: K – 18 to 1, 1 – 20 to 1, 2 – 18 to 1; Ratio of Grade Level after the addition of the FTE: K – 10 to 1, 1 – 12 to 1, 2 – 10 to 1. (Please note that the ratio's above are projections based on historical class size not September 30 count data.) Evidence based research: Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Shortlidge, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.
Account Code: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$28,849.24 Line Item Total: \$28,849.24	Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (SH RCCSD-Baltz Admin; .2 Title II, .8 non-oga 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: \$10,463.20 Line Item Total: \$10,463.20		
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: \$8,853.44 Line Item Total: \$8,853.44		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: 5100 - Salaries Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$4,526.37 Line Item Total: \$4,526.37		Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)
Total for 5100 - Salaries:		\$596,614.44
Total for all other Account Codes:		\$564,538.56
Total for all Account Codes:		\$1,161,153.00
Adjusted Allocation:		\$1,161,153.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title II Part A

5120 - OECs - \$245,180.51 ▼

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: \$35,976.99

Line Item Total: \$35,976.99

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

Account Code: 5120 - OECs

Funding Description: TQ - Title II TQ

Uses of

Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$35,378.26

Line Item Total: \$35,378.26

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

Account Code: 5120 - OECs

Funding Description: TQ - Title II TQ

Uses of

Funds:

Location Code: (953200) Red Clay Consolidated School District

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

Quantity: 1.00 Cost: \$34,399.04 Line Item Total: \$34,399.04	
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: \$30,358.78 Line Item Total: \$30,358.78	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: \$29,002.13 Line Item Total: \$29,002.13	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: Red Clay Consolidated School District (953200)	Hire 1 FTE Classroom Teacher (Johnson); Name of Teacher: Baccellieri, Ryan. 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

Quantity: 1.00 Cost: \$26,852.33 Line Item Total: \$26,852.33	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.
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: \$26,852.33 Line Item Total: \$26,852.33	Hire 1 FTE Classroom Teacher (Shortlidge); Name of Teacher: David Fender; Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 2 at Shortlidge Academy (Note: Shortlidge's Grade Configuration is K-2). This support will reduce the size of intervention groups at each grade level as outlined below: Ratio of Grade Level before the addition of the FTE: K – 18 to 1, 1 – 20 to 1, 2 – 18 to 1; Ratio of Grade Level after the addition of the FTE: K – 10 to 1, 1 – 12 to 1, 2 – 10 to 1. (Please note that the ratio's above are projections based on historical class size not September 30 count data.) Evidence based research: Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Shortlidge, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$12,564.30 Line Item Total: \$12,564.30	Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (SH RCCSD-Baltz Admin; .2 Title II, .8 non-oga funding)
Account Code: 5120 - OECs Funding Description: TQ - Title II TQ Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	Hire 1 FTE support for implementing equitable services to administer the Title II program (J. Campbell; RCCSD Baltz Admin; 80% Title I, 10% Title II, 10% Title IV)

Quantity:	1.00	
Cost:	\$6,029.09	
Line Item Total:	\$6,029.09	
Account Code:	5120 - OECs	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:	\$5,518.31	
Line Item Total:	\$5,518.31	
Account Code:	5120 - OECs	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:	\$2,248.95	
Line Item Total:	\$2,248.95	
Total for 5120 - OECs:		\$245,180.51
Total for all other Account Codes:		\$915,972.49
Total for all Account Codes:		\$1,161,153.00
Adjusted Allocation:		\$1,161,153.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title II Part A

5400 - Travel - \$63,378.01



Budget Detail

Narrative Description

Account Code: 5400 - Travel

Funding Description: ES - Equitable Services

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$62,878.01

Line Item Total: \$62,878.01

Set aside Title II funds for non-profit private schools allocation for professional development
Listed below are the current private school travel expenditure requests received by Red Clay

Padua Academy

MASCA Summer Counseling Conference \$200

Salesianum

Apple Distinguished Educator Conference \$749

St Anthony

ISTE Conference \$2576

Smithsonian Education Summit \$705

St Marks

Jostens University \$1884

NCTM Conference \$120

Plainfield Summer APSI \$649

Account Code: 5400 - Travel

Funding Description: TQ - Title II TQ

Uses of

Mileage (Total x.40/mile); Mileage will be utilized to support travel for district level staff (Math Supervisor, Science Supervisor, ELA Supervisor, and Social Studies Supervisor) to lead or participate in professional learning/meetings at the district and state level.

Funds:

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$500.00

Line Item \$500.00

Total:

Total for 5400 - Travel: \$63,378.01

Total for all other Account Codes: \$1,097,774.99

Total for all Account Codes: \$1,161,153.00

Adjusted Allocation: \$1,161,153.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title II Part A

5500 - Contractual - \$185,000.00 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Funding Description: ES - Equitable Services

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$185,000.00

Line Item Total: \$185,000.00

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

St Johns

Conscious Discipline \$10,040

ADD/ADHD In The Classroom \$750

Padua

Walton University Summer APSI \$775

AP Mentoring Program \$600

MASCA School Counseling Conference \$750

Salesianum

ISTE Conference \$730

Cabrini Summer APSI \$1,100

St Anthony

ISTE \$1460

Tatnall

Responsive Classroom \$1718		
College Board AP Summer Program \$799		
St Marks		
Jostens University \$550		
NCTM Conference \$358		
Plainfield Summer APSI \$500		
Northeastern Summer APSI \$715		
Total for 5500 - Contractual:		\$185,000.00
Total for all other Account Codes:		\$976,153.00
Total for all Account Codes:		\$1,161,153.00
Adjusted Allocation:		\$1,161,153.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title II Part A

5500 - Audit Fees - \$1,273.96



Budget Detail

Narrative Description

Account Code: 5500 - Audit Fees

Funding Description: TQ - Title II TQ

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity: 1.00

Cost: \$1,273.96

Line Item Total: \$1,273.96

audit fees

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

Total for all other Account Codes: \$1,159,879.04

Total for all Account Codes: \$1,161,153.00

Adjusted Allocation: \$1,161,153.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title II Part A

5560 - Indirect - \$48,937.48



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: \$48,937.48

Line Item Total: \$48,937.48

Indirect Costs

Total for 5560 - Indirect: \$48,937.48

Total for all other Account Codes: \$1,112,215.52

Total for all Account Codes: \$1,161,153.00

Adjusted Allocation: \$1,161,153.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title II Part A

5600 - Supplies - \$20,768.60



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: \$20,768.60

Line Item Total: \$20,768.60

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

St Johns

Conscious Discipline textbooks & materials \$7300

Wilmington Christian

Total Participation text & workbook \$597

Total for 5600 - Supplies: \$20,768.60

Total for all other Account Codes: \$1,140,384.40

Total for all Account Codes: \$1,161,153.00

Adjusted Allocation: \$1,161,153.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$1,112,215.52
Indirect Cost Rate	4.40%
Maximum Allowed for Indirect Cost	\$48,937.48

Filter by Location: All - \$1,161,153.00

Account Code	Funding Description	ES - Equitable Services	TQ - Title II TQ	Total
5100 - Salaries		0.00	596,614.44	596,614.44
5120 - OECs		0.00	245,180.51	245,180.51
5400 - Travel		62,878.01	500.00	63,378.01
5500 - Contractual		185,000.00	0.00	185,000.00
5500 - Audit Fees			1,273.96	1,273.96
5560 - Indirect			48,937.48	48,937.48
5600 - Supplies		20,768.60	0.00	20,768.60
Total		268,646.61	892,506.39	1,161,153.00
		Adjusted Allocation		1,161,153.00
		Remaining		0.00

Title II Part A	
Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2023-2024 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 2022-2023 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 1 school, and two of which are assigned to schools formerly designated as Priority Schools.. In addition the Red Clay Consolidated School District completes an internal tiring of schools to identify those that require additional support. Schools are then provided differentiated support and resources based on their level of need. Additional support includes PLC support, Development Coaching (DASL), EL and SWD coaching, literacy coaches, math coaches, EPER/sub support for professional learning activities, and SEL curriculum/resources. Additionally, we provide additional support/access to district cadre's and supervisors for job embedded professional development to support the administrative team and teachers. In regards to Title II A funding Red Clay provides professional development activities to support building administrators and teachers that work with high need populations. Populations of high need students, including ELL, SWD, Low SES, and achievement gap populations can be found at all Red Clay Schools.

* 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 2024 - 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-Responsive ▼
Towle Institute - 5805 ▼	Non-Participating ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼

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

Participating Private Schools

School	# Enrolled	Allocation
CACC Montessori Sch/Child Care - 5699 ▼	78	\$ 4,621.62
Destiny Calling Academy - 13267 ▼	8	\$ 474.01
Developing Minds Preschool - 5021 ▼	57	\$ 3,377.34
Goods Blessing House - 15853 ▼	2	\$ 118.50

Padua Academy - 5857 ▼	443	\$ 26,248.45
Salesianum School - 5860 ▼	860	\$ 50,956.35
Sharon Temple Adventist School - 5867 ▼	22	\$ 1,303.53
St. Ann School - 5855 ▼	232	\$ 13,746.36
St. Anthony of Padua Grade School - 5856 ▼	199	\$ 11,791.06
St. John The Beloved School - 5849 ▼	524	\$ 31,047.82
Saint Mark's High School - 5850 ▼	768	\$ 45,505.21
Tatnall School, Inc. (The) - 5840 ▼	491	\$ 29,092.52
URBAN PROMISE ACADEMY - 6009 ▼	36	\$ 2,133.06
Ursuline Academy - 5862 ▼	431	\$ 25,537.43
Wilmington Christian School - 5853 ▼	383	\$ 22,693.35
Participating Total:	4,534	\$ 268,646.61

Instructions for completing the table:

Enter values for B2 and B3.

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

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

Equitable Share Calculation		
A. Number of Students		LEA Calculation
A1. District Enrollment		15,063
A2. Participating Private School Enrollment		4,534
A3. Total Enrollment (A1 + A2)		19,597
B. Title II, Part A Allocation		
B1 . District Allocation		\$ 1,161,153.00
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)	\$	1,161,153.00
C. Per Pupil Rate		
C1. B5 divided by A3	\$	59.25
D. Final Equitable Share		
D1. Amount district must reserve for equitable services for private school teachers and other educational personnel (A2 X C1)	\$	268,646.61

Funds Transferred to Title II Part A

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2024 - Consolidated - Rev 0 - Title II Part A

Type	Optional Documents Document Template/Example	Document/Link
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Additional Documentation, If Needed	N/A	
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Specific Title II, Part A Assurances

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2024 - Consolidated - Rev 0 - Title III English Learner

Account Code	Total
5100 - Salaries	\$99,330.00
5120 - OECs	\$31,517.41
5400 - Travel	\$40,000.00
5500 - Contractual	\$54,364.92
5500 - Audit Fees	\$0.00
5560 - Indirect	\$5,512.75
5600 - Supplies	\$50,537.92
5700 - Capital Outlay	\$0.00
	Total \$281,263.00
	Adjusted Allocation \$281,263.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III English Learner

5100 - Salaries - \$99,330.00 ▼

Budget Detail

Narrative Description

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: \$66,000.00
Line Item Total: \$66,000.00

EPER for EL Summer Program (25 Staff x 80 Hours x \$33/hr)

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: \$13,860.00
Line Item Total: \$13,860.00

EPER for Afterschool Tutoring (7 staff x 60 hours x \$33/hr)

Account Code: 5100 - Salaries
Funding Description: ELL - Title III ELL
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)

EPER for Staff to Attend Monthly Professional Learning Meetings (40 staff x 7.5 hours x \$33/hr)

Quantity: 1.00 Cost: \$9,900.00 Line Item Total: \$9,900.00		
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: \$6,600.00 Line Item Total: \$6,600.00		EPER for Summer Program Coordinator (2 staff x 100 hours x \$33/hr)
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: \$2,640.00 Line Item Total: \$2,640.00		EPER for Afterschool Tutoring Coordinator (1 staff x 80 hours x \$33/hr)
Account Code: 5100 - Salaries Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		EPER for Parent Workshops (2 staff x 5 hours x \$33/hr)

Quantity:	1.00		
Cost:	\$330.00		
Line Item Total:	\$330.00		
		Total for 5100 - Salaries:	\$99,330.00
		Total for all other Account Codes:	\$181,933.00
		Total for all Account Codes:	\$281,263.00
		Adjusted Allocation:	\$281,263.00
		Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III English Learner

5120 - OECs - \$31,517.41 ▼

Budget Detail

Narrative Description

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: \$20,941.80
Line Item Total: \$20,941.80

EPER for EL Summer Program (25 Staff x 80 Hours x \$33/hr)

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: \$4,397.78
Line Item Total: \$4,397.78

EPER for Afterschool Tutoring (7 staff x 60 hours x \$33/hr)

Account Code: 5120 - OECs
Funding Description: ELL - Title III ELL
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)

EPER for Staff to Attend Monthly Professional Learning Meetings (40 staff x 7.5 hours x \$33/hr)

Quantity: 1.00 Cost: \$3,141.27 Line Item Total: \$3,141.27		
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: \$2,094.18 Line Item Total: \$2,094.18		EPER for Summer Program Coordinator (2 staff x 100 hours x \$33/hr)
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: \$837.67 Line Item Total: \$837.67		EPER for Afterschool Tutoring Coordinator (1 staff x 80 hours x \$33/hr)
Account Code: 5120 - OECs Funding Description: ELL - Title III ELL Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		EPER for Parent Workshops (2 staff x 5 hours x \$33/hr)

Quantity: 1.00
Cost: \$104.71
Line Item Total: \$104.71

Total for 5120 - OECs: \$31,517.41
Total for all other Account Codes: \$249,745.59
Total for all Account Codes: \$281,263.00
Adjusted Allocation: \$281,263.00
Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III English Learner

5400 - Travel - \$40,000.00 ▼

Budget Detail

Narrative Description

Account Code:

5400 - Travel

Funding Description:

ELL - Title III ELL

Uses of Funds:

Red Clay Consolidated School District

Location Code:

(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:

Red Clay Consolidated School District

Location Code:

(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

Total for 5400 - Travel: \$40,000.00

Total for all other Account Codes: \$241,263.00

Total for all Account Codes: \$281,263.00

Adjusted Allocation: \$281,263.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III English Learner

5500 - Contractual - \$54,364.92 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Funding Description: ES - Equitable Services

Uses of

Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$214.92

Line Item Total: \$214.92

Equitable share set aside for ELs identified in participating private schools

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: \$30,000.00

Line Item Total: \$30,000.00

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

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)		Summer Program Transportation (\$3,500 per site, 2 sites)
Quantity: 1.00 Cost: \$7,000.00 Line Item Total: \$7,000.00		
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)		Tuition Reimbursement- UD ACE Program or Wilmington University

Quantity:		1.00		
Cost:		\$5,000.00		
Line Item		\$5,000.00		
Total:				
			Total for 5500 - Contractual:	\$54,364.92
			Total for all other Account Codes:	\$226,898.08
			Total for all Account Codes:	\$281,263.00
			Adjusted Allocation:	\$281,263.00
			Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III English Learner

5560 - Indirect - \$5,512.75



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:

\$5,512.75

Line Item

\$5,512.75

Total:

Indirect Costs

Total for 5560 - Indirect: \$5,512.75

Total for all other Account Codes: \$275,750.25

Total for all Account Codes: \$281,263.00

Adjusted Allocation: \$281,263.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III English Learner

5600 - Supplies - \$50,537.92 ▼

Budget Detail

Narrative Description

National Geographic ELD Curriculum

Account Code: 5600 - Supplies

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$28,104.78

Line Item Total: \$28,104.78

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

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Finish Line - Progress Monitoring

Summer Program Instructional Supplies & Materials

Quantity:	1.00	
Cost:	\$3,000.00	
Line Item Total:	\$3,000.00	
Account Code:	5600 - Supplies	Textbooks for Book Studies- i.e. The EL Toolkit, Unlocking English Learners Potential, Scaffolding Language/Scaffolding Learning
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$2,433.14	
Line Item Total:	\$2,433.14	
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:		\$50,537.92
Total for all other Account Codes:		\$230,725.08
Total for all Account Codes:		\$281,263.00
Adjusted Allocation:		\$281,263.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III English Learner

Indirect Cost	
Total Contributing to Indirect Cost	\$275,750.25
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	\$5,514.96

Filter by Location: All - \$281,263.00

Funding Description	ES - Equitable Services	A - Administration	ELL - Title III ELL	Total
Account Code				
5100 - Salaries		0.00	99,330.00	99,330.00
5120 - OECs		0.00	31,517.41	31,517.41
5400 - Travel		0.00	40,000.00	40,000.00
5500 - Contractual	214.92	0.00	54,150.00	54,364.92
5560 - Indirect		5,512.75	0.00	5,512.75
5600 - Supplies	0.00	0.00	50,537.92	50,537.92
Total	214.92	5,512.75	275,535.33	281,263.00
Adjusted Allocation				281,263.00
Remaining				0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III English Learner

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

School	Program	Rationale
Baltz	Sheltered Instruction ESL Pull-Out & Push-In	-SIOP trained staff -ESOL certified staff at various grade levels -Four designated ESL teachers provide pull-out/push-in support
Brandywine Springs	ESL Pull-Out & Push-In	- Two designated ESL 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 -Four designated ESL teachers provide pull-out/push-in support
Heritage	ESL Pull-Out & Push-In	-One designated ESL teacher provides pull-out/push-in support
Highlands	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Lewis	Sheltered Instruction ESL Pull-Out & Push-In	-TWIOP trained staff -Three designated ESL teachers provide pull-out/push-in support

	Immersion	
Linden Hill	ESL Pull-Out & Push-In	-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
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-out/push-in support
Cab Calloway	English Language Development & Push-In	- One designated ESL teacher provides ELD and push-in support

	In		
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	
HB Middle	English Language Development & Push-In	-Two designated ESL teachers provide ELD and push-in support	
Skyline	English Language Development & Push-In Immersion	-Two designated ESL teachers provide ELD and push-in support	
Stanton	Sheltered Instruction English Language Development & Push-In	-SIOP Model School --Four designated ESL teachers provide ELD and push-in support	
AI High	Sheltered Instruction Co-Teaching English Language Development & Push-In	-Three designated ESL teachers provide content, ELD, and push-in support -One paraprofessional provides additional push-in support in content courses	
Dickinson	Sheltered Instruction English Language Development & Push-In	- Four designated ESL teachers provide content, ELD, and push-in support -One paraprofessional provides additional push-in support in content courses	
McKean	Sheltered Instruction	- Five designated ESL teachers provide	

	Co-Teaching English Language Development & Push- In	content, ELD, and push-in support -One paraprofessional provides additional push-in support in content courses
First State	ESL Pull-Out	-Back-to-Basics tutors support small number of students
Meadowood	Consultative & Pull- Out	-Needs of students taken into consideration

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

The Office of Multilingual Learner Education has sent out 2023 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 2022 and 2023 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 2022/2023 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 10 elementary teachers that participated in an 8-session SIOP training with one of our MLL Coaches.
- Professional learning focused on strategies that will support multilingual learners in the high school, middle school, and elementary school classroom.
- 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 Conference that will provide content teachers with sessions on High Impact Strategies, the WIDA ELD Standards Framework, and Getting to Know Your Students.
- MLL Summer Program will be offered in-person to K-12 multilingual learners (208 confirmed students).
- MLL representation at all staffing meetings to discuss 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.
- Fifteen Red Clay staff members participated in the virtual SIOP National Conference in July 2022.
- Seven Red Clay staff members attended the in-person TESOL 2023 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 2023/2024 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 has adopted two secondary ELA curriculums (ARC & O'Dell) for full implementation during the 23-24 school year. MLL teachers were invited to participate in a cohort with ELA teachers to provide feedback, 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.

The Social Studies department is also in the beginning of stages of adopting new curriculum and the MLL coaches will be working closely with the Social Studies department embed instructional supports into the 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.

The first SIOP Cohort was completed this Spring with a group of 10 elementary content teachers. These teachers will be invited to participate in a cohort this Fall focused specifically on developing academic language. A second SIOP cohort will be offered again in the Spring of 2024.

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.

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 first SIOP Cohort was completed this Spring with a group of 10 elementary content teachers. These teachers will be invited to participate in a cohort this Fall focused specifically on developing academic language. A second SIOP cohort will be offered again in the Spring of 2024. 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. All staff have been invited to attend the virtual SIOP Conference this summer. Additional opportunities will continue throughout the year as they become available. 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. Discussions and planning will begin with Mote Elementary School and the DDOE to train everyone and identify Mote as a SIOP Model School.
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. 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.	
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Red Clay Consolidated School District (953200) Public District - FY 2024 - 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.

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-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-Participating ▼

Participating Private Schools			
School	# EL		Allocation
Developing Minds Preschool - 5021 ▼	0	\$	0.00
Padua Academy - 5857 ▼	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 ▼	2	\$	214.92
Participating Total:	2	\$	214.92

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	2,563
A2. Private school enrollment of EL students	2
A3. Total EL Enrollment = (A1 + A2)	2,565
B. Title III Allocation	
B1. District Allocation	\$ 281,263.00
B2. 2% Administrative Costs (for public and private school programs)	\$ 5,625.26
B3. LEA Allocation minus Administrative Costs (B1 - B2)	\$ 275,637.74
C. Per Pupil Rate	
C1. Per Pupil Rate = (B3 / A3)	\$ 107.46

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)	\$ 214.92

Funds Transferred to Title III English Learner

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2024 - Consolidated - Rev 0 - Title III English Learner

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

Specific Title III Assurances

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2024 - Consolidated - Rev 0 - Title III Immigrant

Account Code	Total
5100 - Salaries	\$0.00
5120 - OECs	\$0.00
5400 - Travel	\$0.00
5500 - Contractual	\$10.29
5500 - Audit Fees	\$0.00
5560 - Indirect	\$62.15
5600 - Supplies	\$3,098.56
5700 - Capital Outlay	\$0.00
	Total
	\$3,171.00
	Adjusted Allocation
	\$3,171.00
	Remaining
	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III Immigrant

5500 - Contractual - \$10.29

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Funding Description: ES - Equitable Services

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$10.29

Line Item Total: \$10.29

Equitable share set aside for Immigrant Students in participating private schools

Total for 5500 - Contractual: \$10.29

Total for all other Account Codes: \$3,160.71

Total for all Account Codes: \$3,171.00

Adjusted Allocation: \$3,171.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III Immigrant

5560 - Indirect - \$62.15



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: \$62.15

Line Item Total: \$62.15

Indirect Costs

Total for 5560 - Indirect: \$62.15

Total for all other Account Codes: \$3,108.85

Total for all Account Codes: \$3,171.00

Adjusted Allocation: \$3,171.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III Immigrant

5600 - Supplies - \$3,098.56

Budget Detail

Narrative Description

Account Code: 5600 - Supplies

Funding Description: Im - Immigrant

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$3,098.56

Line Item Total: \$3,098.56

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

Total for 5600 - Supplies: \$3,098.56

Total for all other Account Codes: \$72.44

Total for all Account Codes: \$3,171.00

Adjusted Allocation: \$3,171.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title III Immigrant

Indirect Cost	
Total Contributing to Indirect Cost	\$3,108.85
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	\$62.17

Filter by Location: All - \$3,171.00

Funding Description	ES - Equitable Services	Im - Immigrant	Total
Account Code			
5500 - Contractual	10.29	0.00	10.29
5560 - Indirect		62.15	62.15
5600 - Supplies	0.00	3,098.56	3,098.56
Total	10.29	3,160.71	3,171.00
	Adjusted Allocation		3,171.00
	Remaining		0.00

Title III Immigrant Increase Funds

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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).

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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.

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-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-Participating ▼

Participating Private Schools			
School	# Immigrant		Allocation
Developing Minds Preschool - 5021 ▼	0		\$ 0.00
Padua Academy - 5857 ▼	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 ▼	1		\$ 10.29
Participating Total:	1		\$ 10.29

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	301
A2. Private school enrollment of Immigrant students	1
A3. Total Immigrant Enrollment = (A1 + A2)	302
B. Title III Allocation	
B1. District Allocation	\$ 3,171.00
B2. 2% Administrative Costs (for public and private school programs)	\$ 63.42
B3. LEA Allocation minus Administrative Costs (B1 - B2)	\$ 3,107.58
C. Per Pupil Rate	
C1. Per Pupil Rate = (B3 / A3)	\$ 10.29

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)	\$ 10.29

Funds Transferred to Title III Immigrant

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2024 - Consolidated - Rev 0 - Title III Immigrant

Required Documents

This page is currently not accepting Related Documents.

Budget

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Account Code	Total
5100 - Salaries	\$369,633.00
5120 - OECs	\$159,887.91
5400 - Travel	\$12,075.00
5500 - Contractual	\$63,134.00
5500 - Audit Fees	\$1,573.96
5560 - Indirect	\$12,258.20
5600 - Supplies	\$121,945.93
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 2024 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5100 - Salaries - \$369,633.00 ▼

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: \$64,412.58

Line Item Total: \$64,412.58

Hire 1 FTE TAG Teacher to provide Talented and Gifted services to students (TBA; RCCSD Baltz Admin; 100% Title IVA)

Account Code: 5100 - Salaries

Funding Description: RE - Rounded Ed

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$24,372.66

Line Item Total: \$24,372.66

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)

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)

Code: (953200)		
Quantity:	1.00	
Cost:	\$8,853.44	
Line Item Total:	\$8,853.44	
Account Code: 5100 - Salaries 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. The support position will be responsible for scheduling of appointments, data entry, and coordination of referrals (TA-S; Warner Wellness Center; 100% Title IVA)
Quantity:	1.00	
Cost:	\$93,140.50	
Line Item Total:	\$93,140.50	
Account Code: 5100 - Salaries Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Tier 1 MTSS/PBS Team EPER K-12 - Team Meetings (13 buildings x 25 hours x \$33/hr)
Quantity:	4.00	
Cost:	\$10,725.00	
Line Item Total:	\$42,900.00	
Account Code: 5100 - Salaries Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District		Stipends (\$1000.00) for Tier I MTSS/PBS work with Dr. Celestin

Code: (953200)		
Quantity:	28.00	
Cost:	\$1,000.00	
Line Item	\$28,000.00	
Total:		
Account 5100 - Salaries Code: Funding ET - Ed Tech Description: Uses of Funds:		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)
Location	Red Clay Consolidated School District	
Code: (953200)		
Quantity:	1.00	
Cost:	\$97,490.62	
Line Item	\$97,490.62	
Total:		
Account 5100 - Salaries Code: Funding ES - Equitable Services Description: Uses of Funds:		Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools; \$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services. (JC; RCCSD Baltz Admin; 80% Title I, 10% Title II, 10% Title IV)
Location	Red Clay Consolidated School District	
Code: (953200)		
Quantity:	1.00	
Cost:	\$10,463.20	
Line Item	\$10,463.20	
Total:		
Total for 5100 - Salaries:		\$369,633.00
Total for all other Account Codes:		\$370,875.00
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 2024 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5120 - OECs - \$159,887.91 ▼

Budget Detail

Narrative Description

Account Code: 5120 - OECs

Funding Description: RE - Rounded Ed

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$34,226.93

Line Item Total: \$34,226.93

Hire 1 FTE TAG Teacher to provide Talented and Gifted services to students (TBA; RCCSD Baltz Admin; 100% Title IVA, OEC rates + benefits 11,350.32)

Account Code: 5120 - OECs

Funding Description: RE - Rounded Ed

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$12,076.71

Line Item Total: \$12,076.71

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; OEC rates + benefits: 4,343.26)

Account Code: 5120 - OECs

Funding Description: RE - Rounded Ed

Uses of Funds:

Location Code: (953200) 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; OEC rates + benefits: 2,709.11)

Code: (953200)		
Quantity:	1.00	
Cost:	\$5,518.31	
Line Item Total:	\$5,518.31	
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. The support position will be responsible for scheduling of appointments, data entry, and coordination of referrals (TA-S; Warner Wellness Center; 100% Title IVA; OEC Rates + benefits: 1,680.00)
Quantity:	1.00	
Cost:	\$31,233.48	
Line Item Total:	\$31,233.48	
Account Code: 5120 - OECs Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		Tier 1 MTSS/PBS Team EPER K-12 - Team Meetings (13 buildings x 25 hours x \$33/hr)
Quantity:	4.00	
Cost:	\$3,403.04	
Line Item Total:	\$13,612.16	
Account Code: 5120 - OECs Funding Description: SHS - S&H School Uses of Funds: Location Code: Red Clay Consolidated School District		Stipends (\$1000.00) for Tier I MTSS/PBS work with Dr. Celestin

Code: (953200)		
Quantity:	28.00	
Cost:	\$317.30	
Line Item	\$8,884.40	
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; OEC rates + benefits: 17,373.06)
Quantity:	1.00	
Cost:	\$48,306.83	
Line Item	\$48,306.83	
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; OEC rates + benefits: 2,709.11)
Quantity:	1.00	
Cost:	\$6,029.09	
Line Item	\$6,029.09	
Total:		
Total for 5120 - OECs:		\$159,887.91
Total for all other Account Codes:		\$580,620.09
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 2024 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5400 - Travel - \$12,075.00 ▼

Budget Detail

Narrative Description

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

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

Account Code: 5400 - Travel
Funding Description: ES - Equitable Services
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)
Quantity: 1.00
Cost: \$11,875.00
Line Item Total: \$11,875.00

Equitable Share - Private Schools - Travel
Salesianum School: Travel expenses for staff to attend mindfulness/self reflection training conference \$1200
St. Ann School: Travel expenses for staff to attend training conference \$2028.69
St. John the Beloved School: Travel expenses for staff to attend training conference \$2646.31
Ursuline Academy: expenses for build out of global education plan \$6000
Total \$11875

Total for 5400 - Travel: \$12,075.00

Total for all other Account Codes: \$728,433.00

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 2024 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5500 - Contractual - \$63,134.00 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual

Funding Description: SHP - S&H Partner

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$26,600.00

Line Item Total: \$26,600.00

Contract with Melissa Auger Consulting, LLC for Intercepting Bias In Our Classrooms

Account Code: 5500 - Contractual

Funding Description: SHP - S&H Partner

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$12,000.00

Line Item Total: \$12,000.00

Contract with Delaware Valley Consortium for Excellence and Equity

Account Code: 5500 - Contractual

Funding Description: ES - Equitable Services

Uses of Funds:

Location Code: Red Clay Consolidated School District

Equitable Share - Private Schools - Contracted Services

Salesianum School: Suicide Prevention Workshop for Staff \$2000, Ethical use of AI training \$5000, Mindfulness/Self reflection conference \$4000

St. Anthony of Padua Grade School: Youth empowerment assembly \$1600

St. John the Beloved School: Mindfulness/Self reflection conference \$6210.88

Code: (953200)

Quantity: 1.00

Cost: \$24,534.00

Line Item Total: \$24,534.00

Ursuline Academy: Suicide Prevention Workshop for Staff \$3773.12

Wilmington Christian School: S3G staff school security trainings \$1950

Total: \$24534

Total for 5500 - Contractual:	\$63,134.00
Total for all other Account Codes:	\$677,374.00
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 2024 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5500 - Audit Fees - \$1,573.96



Budget Detail

Narrative Description

Account 5500 - Audit Fees

Code:

Funding A - Administration

Description:

Uses of

Funds:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$1,573.96

Line Item

\$1,573.96

Total:

audit fees

Total for 5500 - Audit Fees: \$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 2024 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5560 - Indirect - \$12,258.20 ▼

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:

\$12,258.20

Line Item

\$12,258.20

Total:

indirect costs

Total for 5560 - Indirect: \$12,258.20

Total for all other Account Codes: \$728,249.80

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 2024 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5600 - Supplies - \$121,945.93 ▼

Budget Detail

Narrative Description

Account Code: 5600 - Supplies
Funding Description: SHS - S&H School
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)
Quantity: 27.00
Cost: \$150.00
Line Item Total: \$4,050.00

PBIS Incentives - \$150 per building x 27 buildings = \$4050

Account Code: 5600 - Supplies
Funding Description: ES - Equitable Services
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)
Quantity: 1.00
Cost: \$117,895.93
Line Item Total: \$117,895.93

Equitable Share - Private Schools - Supplies
Destiny Calling: CDW \$311.33
Developing Minds Preschool: CDW \$2218.26
Goods Blessing House: CDW \$77.83
Padua Academy: Assurance Media \$17240.12
Salesianum School: software and hardware purchases \$10000, technology infrastructure upgrades \$11268.41
Sharon Temple Adventist School: CDW \$856.17
St. Anthony of Padua Grade School: CDW \$6144.43
St. John the Beloved School: Versalign one screen purchase and install \$7200, Dell laptops \$4335.19
Saint Mark's High School: Evacuation stretcher for disabled students \$1500, CDW \$28388.07
Urban Promise Academy: CDW \$1401
Ursuline Academy: Chromebook class set purchase \$7000

Wilmington Christian School: Active Defender school safety app \$3500, CDW \$9455.12	
Total: \$117895.93	
Total for 5600 - Supplies:	\$121,945.93
Total for all other Account Codes:	\$618,562.07
Total for all Account Codes:	\$740,508.00
Adjusted Allocation:	\$740,508.00
Remaining:	\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Indirect Cost	
Total Contributing to Indirect Cost	\$728,249.80
Indirect Cost Rate	4.40%
Maximum Allowed for Indirect Cost	\$31,209.14

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	97,638.68	93,140.50	70,900.00	97,490.62	10,463.20	369,633.00
5120 - OECs	0.00	51,821.95	31,233.48	22,496.56	48,306.83	6,029.09	159,887.91
5400 - Travel	0.00	0.00	0.00	200.00	0.00	11,875.00	12,075.00
5500 - Contractual	0.00	0.00	38,600.00	0.00	0.00	24,534.00	63,134.00
5500 - Audit Fees	1,573.96						1,573.96
5560 - Indirect	12,258.20						12,258.20
5600 - Supplies	0.00	0.00	0.00	4,050.00	0.00	117,895.93	121,945.93
Total	13,832.16	149,460.63	162,973.98	97,646.56	145,797.45	170,797.22	740,508.00
Adjusted Allocation						Remaining	0.00

Title IV	
Red Clay Consolidated School District (953200) Public District - FY 2024 - 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. 2. Provide a description of any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing Title IV activities. [4106(e)(1)(A)] As described above RCCSD will utilize Title IV funds to staff an integrated student support at Warner Wellness Center at Warner. The wellness center will be operated in partnership with Christiana Care which provides a Physician 2 days per week to provide healthcare services to Warner families. The integrated student support will be responsible for the following: scheduling of appointments, data entry, coordination of referrals. The Warner community will greatly benefit from this partnership with Christiana Care. Additionally, Red Clay will contract with the Delaware Valley Equity Consortium to assist with the development of a district-wide equity plan. 3. If applicable, describe how funds will be used for activities related to supporting well-rounded education that are coordinated with other schools and community based services and programs. [4106(e)(1)(B) and 4107(a)(1)] As described above RCCSD will utilize Title IV funds to support 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 to supporting the wellness center, funding will be utilized to support the following: Partnership with Melissa Auger Consulting, LLC will support Red Clay's novice educators. Her coaching model will focus on developing a cohesive mindset around discipline and children, teaching and practicing strategies to promote positive discipline in the classroom, teaching and practicing specific strategies that contribute to engaging students in engaging lessons, establishing and executing classroom routines/procedures, participating in purposeful lesson planning, balancing social and emotional skills with academic proficiency, modeling and practicing effective teacher language, and other individualized goals created between coach and teachers. Partnership with Delaware Valley Consortium for Excellence and Equity - DVCEE will provide professional development for Red Clay staff to support the continued growth of diversity champions so that they can build capacity at their home school. 5. How will funds be used for activities related to supporting safe and healthy students that foster safe, healthy, supportive, and drug-free environments that support student academic achievement? [4106(e)(1)(C) and 4108(2)]	

The 1 FTE integrated student support position, described fully in response 2, will work in partnership with Christiana Care staff to operate the Wellness center at Warner Elementary School. In addition to the supporting the wellness center, funding will be utilized to support the following: Partnership with Melissa Auger Consulting, LLC will support Red Clay's novice educators in the development of lesson planning, predictable learning environment, designing schedules, developing routines, identifying points within lessons to check for understanding, interactive strategies as well as the development of higher order/open ended questions to promote student engagement. Partnership with Delaware Valley Consortium for Excellence and Equity - DVCEE will provide professional development for Red Clay staff to support the continued growth of diversity champions so that they can build capacity at their home school.	6. How will funds be used for activities related to supporting safe and healthy students that promote the involvement of parents in the activity or program? [4106(e)(1)(C) and 4108(3)] Title IV funding will be utilized to provide an integrated support position to support the Warner Wellness Center. Primary functions of this position will include scheduling appointments, data entry, coordination of referrals.
7. If applicable, describe how funds will be used for activities related to supporting the effective use of technology to improve the academic achievement, academic growth, and digital literacy of all students. [4106(e)(1)(D)] Title IV funding will be utilized to fund an Ed. Associate position to oversee and support Career and Technical Education in the Red Clay Consolidated School District (as described in Q1). Funding this position will ensure that students utilize industry standard technologies in their CTE classes and that teachers are properly trained on the pertinent software and/or hardware in their respective discipline. Students will understand how today's workplace employs these technologies and have the opportunity to earn industry certifications as they complete their career pathway. As a result, students' career and technical coursework will provide a well-rounded experience that will prepare them for career and/or college and support Goal 2 of RCCSD's strategic plan (Future Ready).	8. Describe the program objectives and intended outcomes for Title IV activities and how the LEA will periodically evaluate the effectiveness of the activities. [Section 4106(e)(1)(E)] As described above RCCSD will utilize Title IV funds to support both academic enrichment and to promote healthy students. RCCSD will monitor the effectiveness of these programs annually through the following: - Talented and Gifted programming will be monitored through review of state and local assessment data (RI/MI) to monitor the impact of TAG support on individual students. - The Wellness Center program is designed to connect students to health services. RCCSD will monitor the number of screenings and appointments to gauge the impact of the Wellness center on the larger community. - MTSS Leads are designed to provide improved support for students through multi-tiered supports. Red Clay will monitor school-wide referral and suspension data to determine the effectiveness of the initiative. -Partnership with Melissa Auger Consulting, LLC will support our professional learning in alignment with our District Strategic Plan. Red Clay will monitor the # of staff supported, walk through data and end of the year effective summative data. The focus will be placed on the identified/supported staff members to determine effectiveness.

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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.

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 ▼
Tatnall School, Inc. (The) - 5840 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Responsive ▼
Towle Institute - 5805 ▼	Non-Participating ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼

Participating Private Schools

School	# Enrolled	Allocation
Destiny Calling Academy - 13267 ▼	8	\$ 311.33
Developing Minds Preschool - 5021 ▼	57	\$ 2,218.25

Goods Blessing House - 15853 ▼	2	\$ 77.83
Padua Academy - 5857 ▼	443	\$ 17,240.12
Salesianum School - 5860 ▼	860	\$ 33,468.41
Sharon Temple Adventist School - 5867 ▼	22	\$ 856.17
St. Ann School - 5855 ▼	232	\$ 9,028.69
St. Anthony of Padua Grade School - 5856 ▼	199	\$ 7,744.43
St. John The Beloved School - 5849 ▼	524	\$ 20,392.38
Saint Mark's High School - 5850 ▼	768	\$ 29,888.07
URBAN PROMISE ACADEMY - 6009 ▼	36	\$ 1,401.00
Ursuline Academy - 5862 ▼	431	\$ 16,773.12
Wilmington Christian School - 5853 ▼	383	\$ 14,905.12
Participating Total:	3,965	\$ 154,304.93

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

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

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

Equitable Share Calculation		LEA Calculation
A. Number of Students		
A1. District Enrollment		15,063
A2. Participating Private School Enrollment		3,965
A3. Total Enrollment (A1+A2)		19,028
A4. Percent Participating Private School Enrollment (A2 / A3)		20.84
B. Proportionate Share		
B1. District Allocation		\$ 740,508.00
B2. Proportionate Share to Private Schools (B1 X A4)		\$ 154,304.93
B3. Proportionate Share to District (B1 - B2)		\$ 586,203.07

B4. Per Pupil Rate (B1/A3)	
\$	38.92

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2024 - 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
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 2024 - 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 2024 - Consolidated - Rev 0 - CTE Perkins Secondary

Account Code	Total
5100 - Salaries	\$9,000.00
5120 - OECs	\$2,855.70
5400 - Travel	\$56,350.00
5500 - Contractual	\$133,500.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$209,980.30
5700 - Capital Outlay	\$25,000.00
Total	\$436,686.00
Adjusted Allocation	\$436,686.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - CTE Perkins Secondary

5100 - Salaries - \$9,000.00



Budget Detail

Narrative Description

Account Code: 5100 - Salaries

Funding Description: PL - Professional Learning

Location Code: Red Clay Consolidated School District

Code: (953200)

Quantity: 1.00

Cost: \$9,000.00

Line Item Total: \$9,000.00

Approx. (9 teachers) @ 5 days per training as per DOE/PLTW POS @ \$200/day stipend

title of position: CTE teacher

number of staff participating: approximately 8-10

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

Total for 5100 - Salaries: \$9,000.00

Total for all other Account Codes: \$427,686.00

Total for all Account Codes: \$436,686.00

Adjusted Allocation: \$436,686.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - CTE Perkins Secondary

5120 - OECs - \$2,855.70



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:

\$2,855.70

Line Item

Total:

\$2,855.70

OEC's for stipend amount of \$9000 @ 31.73% approximately

title of position: CTE teacher

number of staff participating: approximately 8-10

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

Total for 5120 - OECs: \$2,855.70

Total for all other Account Codes: \$433,830.30

Total for all Account Codes: \$436,686.00

Adjusted Allocation: \$436,686.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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:	\$380,336.00
Total for all Account Codes:	\$436,686.00
Adjusted Allocation:	\$436,686.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - CTE Perkins Secondary

5500 - Contractual - \$133,500.00 ▼

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

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

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: \$21,000.00 Line Item Total: \$21,000.00	Project Lead the Way (PLTW) licensing & training: (\$18,000) -Unit trainings for (3) teachers at est. \$5,000, totaling \$15,000 -POS - Comp Sci (1) - STEM (2) -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

Total:

\$10,500.00

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

Participating CTSO's

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

CAB – BPA-MS, TSA-HS, and TSA-MS

CSS – FFA, HOSA, TSA-HS, and TSA-MS

JDHS – TSA, VEX & FIRST Robotics, Skills

TMHS – DECA, FCCLA, FFA, Skills, TSA, Educators Rising

AIDMS – BPA and FCCLA

BSS – BPA

HBDMS – BPA, FCCLA, and TSA

Skyline – BPA

Stanton – BPA and 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: \$133,500.00

Total for all other Account Codes: \$303,186.00

Total for all Account Codes:	\$436,686.00
Adjusted Allocation:	\$436,686.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - CTE Perkins Secondary

5600 - Supplies - \$209,980.30 ▼

Budget Detail

Narrative Description

Account Code: 5600 - Supplies	Skyline, BSS and AIHS
Funding Description: POS S - POS Support	POS
Location Code: Red Clay Consolidated School District (953200)	- Business and AET EOL, Refresh lab
Quantity: 1.00	(100) Dell @ \$1500
Cost: \$150,000.00	
Line Item Total: \$150,000.00	
Account Code: 5600 - Supplies	Cab
Funding Description: POS S - POS Support	POS: DCT
Location Code: Red Clay Consolidated School District (953200)	Purpose: Upgrade digital communication equipment which is aging out, over 10 years old
Quantity: 1.00	Outcome: Design a variety of digital communication
Cost: \$25,000.00	Cameras, lenses, stands, cabling etc..
Line Item Total: \$25,000.00	\$25,000
Account Code: 5600 - Supplies	POS: Physical Therapy
Funding Description: POS S - POS Support	Upgrade text materials for PT 2-3
Location Code: Red Clay Consolidated School District (953200)	Cost: \$10,000
Quantity: 1.00	Upgrade OSHA 10-hour industry certification courses for healthcare
Cost: \$23,500.00	Cost: \$2,500
Line Item Total: \$23,500.00	

	CPR Manikins Upgrade with devices Cost: \$3,000 POS: Biomed Upgrade Biomed 2 to new PLTW course Cost: \$8,000
Account Code: 5600 - Supplies Funding Description: POS S - POS Support Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$11,480.30 Line Item Total: \$11,480.30	AIMS POS: FCS - Purpose: Enhance student cooking stations and prep area in kitchen - Outcome: Create a variety of basic culinary dishes - 4-burner electric oven w/hood: 5 @ \$400 = \$2,000 - microwave: 5 @ \$200 = \$1,000 - 6 metal tables: 6 @ \$200 = \$1,200 - 6 mixers: 6 @ \$200 = \$1,200 - 3-bin sink: 1 @ \$300 = \$300 - dishwasher: 1 @ \$800 = \$800 - refrigerator: 1 @ \$2,500 - freezer: 1 @ \$2,480.30 Total for 5600 - Supplies: \$209,980.30

Total for all other Account Codes:	\$226,705.70
Total for all Account Codes:	\$436,686.00
Adjusted Allocation:	\$436,686.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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:

AIMS

POS: FCS

- Purpose: Enhance student cooking stations and prep area in kitchen

- Outcome: Create a variety of basic culinary dishes

- 5 student cooking stations to include

- storage cabinets for cookware and countertop

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

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

Total for all other Account Codes: \$411,686.00

Total for all Account Codes: \$436,686.00

Adjusted Allocation: \$436,686.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - CTE Perkins Secondary

Indirect Cost	
Total Contributing to Indirect Cost	\$411,686.00
Indirect Cost Rate	4.40%
Maximum Allowed for Indirect Cost	\$17,350.75

Filter by Location: All - \$436,686.00

Funding Description	POS S - POS Support	PL - Professional Learning	Total
Account Code			
5100 - Salaries	0.00	9,000.00	9,000.00
5120 - OECs	0.00	2,855.70	2,855.70
5400 - Travel	0.00	56,350.00	56,350.00
5500 - Contractual	133,500.00	0.00	133,500.00
5600 - Supplies	209,980.30	0.00	209,980.30
5700 - Capital Outlay	25,000.00	0.00	25,000.00
Total	368,480.30	68,205.70	436,686.00
Adjusted Allocation			436,686.00
Remaining			0.00

Core Indicators of Performance

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - CTE Perkins Secondary

Core indicators of performance for CTE students are defined in the Delaware State Plan for Career and Technical Education. A local education agency receiving funds under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) must establish annual targets (one-year targets) and performance goal (four-year targets) for each core indicator of performance. Each eligible recipient will negotiate with the DDOE adjusted levels of performance for each of the core indicators established through the State Plan. Local levels must be expressed in percentage or numerical form, require continuous improvement, and be identified in the local plan.

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

	2020-2021	2021-2022	2022-2023	2023-2024	2023-2024	2023-2024	Justification
	Prior Performance (Actual)	Prior Performance (Actual)	Current State Target	LEA Proposed Annual Target	LEA Proposed Final Target		
1S1: Four Year Graduation Rate	97.70%	96.41%	92.00%	* 97 %	* 100 %		Plan incremental growth
2S1: Academic Proficiency in Reading Language Arts	49.30%	48.02%	51.00%	* 56 %	59 %		Plan incremental growth
2S2: Academic Proficiency in Mathematics	22.79%	22.77%	29.00%	* 32 %	* 35 %		Plan incremental growth
2S3: Academic Proficiency in Science	50.96%	33.52%	54.00%	* 57 %	* 60 %		Plan incremental growth
3S1: Post-Program Placement	56.58%	53.16%	70.00%	* 73 %	* 76 %		Plan incremental growth
4S1: Non-traditional Program Concentration	39.67%	39.35%	35.00%	* 43 %	* 46 %		Plan incremental growth
5S1: Program Quality - Attained Recognized Postsecondary Credential	0.00%	0.21%	20.00%	* 2 %	* 4 %		Plan incremental growth
5S2: Program Quality - Attained Postsecondary Credits	16.40%	37.92%	42.00%	* 45 %	* 48 %		Plan incremental growth
5S3: Program Quality - Participated in Work-Based Learning	0.32%	1.16%	20.00%	* 4 %	* 7 %		Plan incremental growth
5S4: Program Quality - Middle Grades				* 33 %	* 36 %		Plan incremental growth

Local Application	
Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - CTE Perkins Secondary Local Application A local education agency (LEA) or postsecondary institution desiring financial assistance under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) will submit a local application for approval from the Delaware Department of Education. The local application shall cover the same period of time that is applicable to the Delaware State Plan for Career and Technical Education (CTE), e.g. school year 2020-21 through 2023-24. The local application shall include the following: • Financial request- completed within eGrants, for the distribution of financial resources made available under the Act, to reflect findings from the local needs assessment and be issued in alignment with the local application (to be completed annually); • Performance targets-completed within eGrants, for the calculation of annual targets (one-year targets) and performance goals (four-year targets) for each indicator of performance under the Act, to reflect findings from the local needs assessment and be developed in alignment with the local application (to be updated annually); • Local needs assessment-completed externally and attached to the local application within eGrants, defined as a self-evaluation conducted by LEAs and postsecondary institutions to improve student access, achievement, and equity in CTE programs, as well as the implementation of high-quality CTE programs of study and improvement of the local education and workforce system (to be completed once every two years); • Local application-completed within eGrants, defined as an operational plan developed by LEAs and postsecondary institutions to implement high-quality CTE programs of study, improve student outcomes, and expand innovative practices (to be completed once every four years and updated as needed, e.g. assurances, advisory committee members, improvement plans, etc.). Responses within the local application shall provide an overview of the local delivery model for CTE programs and include sufficient detail for the reviewer to understand the local system of CTE. Responses within the local application should reflect those quantitative and qualitative data captured in the local needs assessment. Both the local needs assessment and application shall be completed in consultation with a diverse stakeholder group consisting, at a minimum, of those representatives defined under the Act. As such, the local needs assessment and the local application is organized across five (5) core priority areas, which are: 1. Quality Improvement: connects responses from the local needs assessment, local application, and local and state monitoring routines to those identified strengths and opportunities that exist to improve the local system of CTE; 2. Program Quality: focuses on the evolution of the local system of CTE, as well as supports for all students to access and be successful in a CTE program of study that lead to in-demand industry sectors and occupations that provide a living wage through a multi-tiered system of supports (MTSS) for all learners; 3. Student Readiness and Equity: connects academic and technical skill preparation to early postsecondary credit opportunities, as well as the identification of disparities or gaps that exist across youth or adult performance and how the LEA or postsecondary institution will address such disparities or gaps through a multi-tiered system of supports (MTSS) for all learners; 4. Talent Development: focuses on the recruitment and initial licensure of diverse CTE educators and related faculty, the professional learning supports for secondary and postsecondary CTE educators, as well as the relationship between the Eligible Agency, Delaware Department of Education, LEAs, and postsecondary institutions to provide support for educators; and 5. Systems Alignment: connects employer partners, community stakeholders, and local/state workforce partners to support career exploration and development, career and college advisement, and engagement within the local system of CTE to scale work-based learning opportunities for youth and adults.	Priority 1: Quality Improvement Instructions: Responses to questions one (1) and two (2) should define the overarching vision for the local system of CTE and those strengths and opportunities that exist to achieve the stated vision. The vision statement should be clear and measurable. Those identified strengths and opportunities should directly connect to quantitative and qualitative data captured in the local needs assessment.

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

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

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

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

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

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

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

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

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

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

Priority 2: Program Quality

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

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

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

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

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

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

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

students, parents, community stakeholders, and employers).

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

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

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

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

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

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

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

Priority 3: Student Readiness and Equity

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

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

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

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

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

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

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

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

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

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

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

Tier one support is for all students to enter and matriculate into CTE POS. Tier two and three supports are provided to support student matriculation and placement. On going support is provided to students demonstrating academic and behavioral concerns. Supports are applied based on the individual student needs. The goal is to ensure the students will be ready to move in the workforce and/or post secondary schooling.

Priority 4: Talent Development

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

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

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

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

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

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

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

* c. Describe how new CTE teachers (e.g. teachers with less than three years of experience) are supported to be effective in the classroom and the types of professional learning opportunities that are provided for new CTE educators.

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

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

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

Priority 5: Systems Alignment

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

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

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

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

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

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

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

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

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - CTE Perkins Secondary

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

Specific Perkins Assurances

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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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Budget

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 611

Account Code	Total
5100 - Salaries	\$1,926,603.84
5120 - OECs	\$939,995.15
5400 - Travel	\$0.00
5500 - Contractual	\$1,431,483.47
5500 - Audit Fees	\$0.00
5560 - Indirect	\$165,604.54
5600 - Supplies	\$78,400.00
5700 - Capital Outlay	\$0.00
	Total \$4,542,087.00
	Adjusted Allocation \$4,542,087.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 611

5100 - Salaries - \$1,926,603.84 ▼

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: \$150,878.98

Line Item Total: \$150,878.98

1 FTE - 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: \$140,930.00

Line Item Total: \$140,930.00

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: \$137,615.48 Line Item Total: \$137,615.48		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - ICT (11 mo) - 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: \$109,868.00 Line Item Total: \$109,868.00		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Special Education Academic Supports & State Assessment Accommodations - DESSA & CollegeBoard (11 mo) -S. Pellicano Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$103,542.00 Line Item Total: \$103,542.00		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - 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: \$99,471.00 Line Item Total: \$99,471.00		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Assistive Technology, PS IEP & Academic Supports (11 mo) - K. Rosales Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$94,429.38 Line Item Total: \$94,429.38		
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, Compliance Monitoring (11 mo) - J. Wheeler Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$91,193.00 Line Item Total: \$91,193.00		
Account Code: 5100 - Salaries Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Special Education Academic Supports & Alternate Assessment/Modified Curriculum (11 mo) - M. Thompson Provides special education liaison support to designated schools to ensure the provision of special education services

Quantity: 1.00 Cost: \$86,859.00 Line Item Total: \$86,859.00	1 FTE - District Coordinator - Secondary Transition Planning & Student-led IEPs (11 mo) - K. Troller (Gillis) Provides special education liaison support to designated schools to ensure the provision of special education services
Account Code: 5100 - Salaries Funding Code: 611 - IDEA 611 Description: Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$84,673.00 Line Item Total: \$84,673.00	1 FTE - Early Years Program Child Find Coordinator - K. Kozlowski Coordinates the Child Find process for incoming students through Early Childhood screening (ASQ) and facilitates IDEA eligibility & IEP meetings
Account Code: 5100 - Salaries Funding Code: 611PK - IDEA 611 PK Description: Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$91,193.00 Line Item Total: \$91,193.00	1 FTE - EYP Special Education Coordinator - S. Hogan Tietze Coordinates the Child Find process for incoming students through Child Development Watch and facilitates IDEA eligibility & IEP meetings

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: \$57,658.00 Line Item Total: \$57,658.00		1 FTE - EYP Special Education Coordinator - L. 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: \$56,340.00 Line Item Total: \$56,340.00		1 FTE - Early Years Program Screening Coordinator (10 mo) - J. Tietze Coordinates ASQ screening for preschool Child Find across all community-based childcare centers within the district
Account Code: 5100 - Salaries Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - Early Years Program (EYP) Paraprofessional - L. Kinney Provides direct support for preschool students with disabilities including 1:1 and small group within the EYP classroom

Quantity: 1.00 Cost: \$46,278.00 Line Item Total: \$46,278.00		
Account Code: 5100 - Salaries Funding Description: ES - Equitable Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Child Find Coordinator for 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
Quantity: 1.00 Cost: \$108,339.00 Line Item Total: \$108,339.00		
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 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)		1 FTE - District Coordinator - MTSS SEL/Mental Health (10 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

Quantity: 1.00 Cost: \$92,295.00 Line Item Total: \$92,295.00		
Account Code: 5100 - Salaries Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - MTSS SEL/Mental Health (10 mo) - A. Seifert Coordinates SEL Curricula & Section 504 Plan Support; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation
Quantity: 1.00 Cost: \$90,683.00 Line Item Total: \$90,683.00		
Account Code: 5100 - Salaries Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - MTSS SEL/Mental Health (11 mo) - H. Godwin Coordinates Social Worker Support for at-risk students; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation
Quantity: 1.00 Cost: \$65,290.00 Line Item Total: \$65,290.00		
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

Quantity: 1.00
Cost: \$44,800.00
Line Item
Total: \$44,800.00

Total for 5100 - Salaries: \$1,926,603.84
Total for all other Account Codes: \$2,615,483.16
Total for all Account Codes: \$4,542,087.00
Adjusted Allocation: \$4,542,087.00
Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 611

5120 - OECs - \$939,995.15 ▼

Budget Detail

Narrative Description

Account Code: 5120 - OECs

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$65,856.29

Line Item Total: \$65,856.29

1 FTE - Principal of Autism Services - E. Warren

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

Account Code: 5120 - OECs

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: (953200) Red Clay Consolidated School District

Quantity: 1.00

Cost: \$64,072.03

Line Item Total: \$64,072.03

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 - 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

Quantity: 1.00 Cost: \$59,744.22 Line Item Total: \$59,744.22		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	Quantity: 1.00 Cost: \$55,506.66 Line Item Total: \$55,506.66	1 FTE - District Coordinator - Homebound, Special Transportation, Compliance Monitoring (11 mo) - J. Wheeler 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: \$51,222.64 Line Item Total: \$51,222.64	1 FTE - District Coordinator - ICT (11 mo) - 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
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Special Education Academic Supports & State Assessment Accommodations - DESSA & CollegeBoard (11 mo) -S. Pellicano Provides special education liaison support to designated schools to ensure the provision of special education services

Quantity: 1.00 Cost: \$49,386.04 Line Item Total: \$49,386.04		
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 Planning & Student-led IEPs (11 mo) - K. Troller (Gillis) Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$47,307.78 Line Item Total: \$47,307.78		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - Assistive Technology, PS IEP & Academic Supports (11 mo) - K. Rosales Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity: 1.00 Cost: \$45,980.36 Line Item Total: \$45,980.36		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - District Coordinator - Special Education Academic Supports & Alternate Assessment/Modified Curriculum (11 mo) - M. Thompson Provides special education liaison support to designated schools to ensure the provision of special education services

Quantity: 1.00 Cost: \$44,092.52 Line Item Total: \$44,092.52		
Account Code: 5120 - OECs Funding Description: 611 - IDEA 611 Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$42,912.47 Line Item Total: \$42,912.47		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
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: \$55,506.66 Line Item Total: \$55,506.66		1 FTE - Early Years Program Child Find Coordinator - K. Kozlowski Coordinates the Child Find process for incoming students through Early Childhood screening (ASQ) and facilitates IDEA eligibility & IEP meetings
Account Code: 5120 - OECs Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200)		1 FTE - EYP Special Education Coordinator - S. Hogan Tietze Coordinates the Child Find process for incoming students through Child Development Watch and facilitates IDEA eligibility & IEP meetings

Quantity: 1.00 Cost: \$50,202.35 Line Item Total: \$50,202.35		
Account Code: 5120 - OECs Funding Description: 611PK - IDEA 611 PK Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: 1.00 Cost: \$39,396.57 Line Item Total: \$39,396.57		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: \$34,827.04 Line Item Total: \$34,827.04		1 FTE - EYP Special Education Coordinator - L. 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 Screening Coordinator (10 mo) - 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 \$29,227.00 \$29,227.00
Account Code: 5120 - OECs Funding Description: ES - Equitable Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200) Quantity: Cost: Line Item Total:	1.00 \$45,726.28 \$45,726.28 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) Quantity: Cost: Line Item Total:	1.00 \$45,817.36 \$45,817.36 1 FTE - District Coordinator - MTSS SEL/Mental Health (10 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
Account Code: 5120 - OECs Funding Description: CEIS - Coordinated Early Intervening Services Uses of Funds: Location Code: Red Clay Consolidated School District (953200)	1 FTE - District Coordinator - MTSS SEL/Mental Health (11 mo) - H. Godwin Coordinates Social Worker Support for at-risk students; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation

Quantity: 1.00 Cost: \$36,878.12 Line Item Total: \$36,878.12	
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: \$31,664.00 Line Item Total: \$31,664.00	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
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: \$30,453.72 Line Item Total: \$30,453.72	1 FTE - District Coordinator - MTSS SEL/Mental Health (10 mo) - A. Seifert Coordinates SEL Curricula & Section 504 Plan Support; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation
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

Quantity: 1.00

Cost: \$14,215.04

Line Item \$14,215.04

Total:

Total for 5120 - OECs:		\$939,995.15
Total for all other Account Codes:		\$3,602,091.85
Total for all Account Codes:		\$4,542,087.00
Adjusted Allocation:		\$4,542,087.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 611

5500 - Contractual - \$1,431,483.47 ▼

Budget Detail Narrative Description

Account Code: 5500 - Contractual	
Funding Description: 611 - IDEA 611	
Uses of Funds:	Contracted related services for OT/PT/SLT/AT/BCBA to ensure FAPE for students with IEPs based on 22-23 actuals
Location Code: Red Clay Consolidated School District (953200)	Vendors include: PTS, Stepping Stones, Soliant & Speech Clinic
Quantity: 1.00	Hourly Rates Range by Provider as indicated below:
Cost: \$880,462.11	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
Line Item Total: \$880,462.11	Stepping Stones: SLT \$82, Bilingual SLT \$84, OT \$82, PT \$82, AT \$75, BCBA \$90.20
	Soliant: SLT (\$74-\$97), Bilingual SLT (\$78-\$101), OT (\$70-\$105), PT (\$70-\$117), AT (\$67.43-\$72.56), BCBA (\$93.15-\$100.35)
	Speech Clinic: SLT (EI/Sec) \$79, SLT (Autism) \$81, SLT (Meadowood) \$81, Bilingual SLT \$90, AT \$90
Account Code: 5500 - Contractual	
Funding Description: 611 - IDEA 611	
Uses of Funds:	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 22-23 actuals; Vendor: Back to Basics
Location Code: Red Clay Consolidated School District (953200)	Hourly Rates: Interpretation \$49.50/hour & Translation \$0.14/word
Quantity: 1.00	
Cost: \$400,000.00	
Line Item Total: \$400,000.00	
Account Code: 5500 - Contractual	
Funding Description: CEIS - Coordinated Early Intervening Services	
Uses of Funds:	Contracted related services for OT/PT to ensure MTSS intervention for general ed students in an effort to decrease disproportionate identification based on 22-23 actuals; Vendor: PTS
	PTS: OT \$72.99, COTA \$60.72, PT \$72.99, PTA \$60.72

Funds:

Location Red Clay Consolidated School District
Code: (953200)

Quantity: 1.00

Cost: \$151,021.36

Line Item \$151,021.36
Total:

Total for 5500 - Contractual:

\$1,431,483.47

Total for all other Account Codes:

\$3,110,603.53

Total for all Account Codes:

\$4,542,087.00

Adjusted Allocation:

\$4,542,087.00

Remaining:

\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 611

5560 - Indirect - \$165,604.54 ▼

Budget Detail Narrative Description

Account Code: 5560 - Indirect

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$165,604.54

Line Item Total: \$165,604.54

IDEA 611 Indirect Costs (4%)

Total for 5560 - Indirect:	\$165,604.54
Total for all other Account Codes:	\$4,376,482.46
Total for all Account Codes:	\$4,542,087.00
Adjusted Allocation:	\$4,542,087.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 611

5600 - Supplies - \$78,400.00



Budget Detail

Narrative Description

Account Code: 5600 - Supplies

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$39,200.00

Line Item Total: \$39,200.00

Speech Language Therapist Testing Protocols & materials 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

Account Code: 5600 - Supplies

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$39,200.00

Line Item Total: \$39,200.00

School Psychologist Testing Protocols & Materials 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, MASCC), Pearson Digital Assessment Library - per kit/pupil costs vary depending on the number ordered

Total for 5600 - Supplies: \$78,400.00

Total for all other Account Codes: \$4,463,687.00

Total for all Account Codes: \$4,542,087.00

Adjusted Allocation: \$4,542,087.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	\$4,376,482.46
Indirect Cost Rate	4.40%
Maximum Allowed for Indirect Cost	\$191,428.95

Filter by Location: All - \$4,542,087.00

Funding Description	611 - IDEA 611	611PK - IDEA 611 PK	ES - Equitable Services	CEIS - Coordinated Early Intervening Services	Total
Account Code					
5100 - Salaries	1,099,459.84	325,945.00	108,339.00	392,860.00	1,926,603.84
5120 - OECs	526,081.01	209,159.62	45,726.28	159,028.24	939,995.15
5500 - Contractual	1,280,462.11	0.00	0.00	151,021.36	1,431,483.47
5560 - Indirect	165,604.54			0.00	165,604.54
5600 - Supplies	78,400.00	0.00	0.00	0.00	78,400.00
Total	3,150,007.50	535,104.62	154,065.28	702,909.60	4,542,087.00
Adjusted Allocation				Adjusted Allocation	4,542,087.00
				Remaining	0.00

Equitable Services

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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.	3,262.00
IDEA, Part B allocation	103.00
Average per-child allocation	4,446,376.00
Amount to be expended for parentally placed private school and home schooled children with disabilities.	1,321.36
	136,100.08

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.

CEIS Services	Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 611 If using IDEA funds for Coordinated Early Intervening Services (CEIS), please note the following reporting requirement: The regulations require, in 34 CFR §300.226(d), each LEA that implements CEIS to report to the State on the number of children who received CEIS and the number of those children who subsequently received special education and related services under Part B during the preceding two-year period (i.e., the two years after the child has received CEIS). Under 34 CFR §300.646(b)(2), if a State identifies significant disproportionality, the LEA must use the maximum amount (15%) of the total of IDEA 3-5 and IDEA 6-21 funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were "significantly over identified" and/or "disproportionality suspended/expelled." LEAs with significant disproportionality must reserve funds for such services. LEAs without significant disproportionality can choose to set aside funds and may reserve up to 15% of their IDEA, Part B grant to provide coordinated early intervening services to struggling students who are not yet identified for special education. 1. Please indicate which of following applies to your LEA regarding CEIS utilizing IDEA funds: ☒ CCEIS is required (full 15% of total IDEA 3-5 and IDEA 6-21 funds). ☐ CEIS is voluntary (up to 15% of total IDEA 3-5 and IDEA 6-21 funds). ☐ CEIS is not being used. 2. For LEAs utilizing IDEA funds for CEIS, explain how the LEA will develop and implement its CEIS system to provide coordinated, early intervening services for students in grades K-12 who are not identified as needing special education, but who need additional academic and behavioral support to succeed in a general education environment. [Section 613(f), 34 CFR § 300.226]. IDEA funds are being used for CEIS in targeted areas identified by the district as high need in our strategic plan. Targeted areas include development of Multi-tiered Systems of Support to support academic and social/emotional needs. To support this focus area, the district is using IDEA funds to employ three Student Services Coordinators in development of MTSS with the following focus areas: 1. Tier 1 School-wide Supports including Behavioral Matrices, Major/Minor Flow Charts, Restorative Practices & Universal Screening for Social, Emotional & Behavioral (SEB) Needs 2. Tier 2 SEB Interventions including Evidence-based Interventions, Data-based Decision-making (Use of screening data) & Support for School Counselors and Social Workers 3. Tier 3 SEB Interventions as well as liaison to Outside Agency Placements and support for Section 504 plan development All three coordinators provide professional learning and coaching to the Tier 1 and Tier 2/3 (Problem Solving Team) leaders and specialists (e.g., school psychologists, school counselors, social workers, special education coordinators) as well as supporting in-service sessions for classroom teachers and paraprofessionals. IDEA funds are also used to support stipends for the Problem Solving Team (PST) building leaders and EPER for PST team meetings members. Note: Title IV funds are used to provide Tier 1 building leaders and Tier 1 team member EPER for meetings.
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Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 mission is to provide the environment, resources and commitment necessary to ensure that every student succeeds. Our vision is for Red Clay to be recognized as a leader in increasing achievement and improving outcomes for all students. We accomplish our mission and vision through three strategic goals including:

1. Academic Excellence - Action items related to this goal include a focus on academic interventions through MTSS to support the academic growth of all students as well as support for multi-lingual learners.
2. Future Ready - 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.
3. Success for All - Action items related to this goal include a focus on expanding evidence-based interventions for specially designed instruction as well as evidence-based interventions, related services and supports for students with disabilities.

* 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 change 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 2023 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 23-24 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.					
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.					
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 2024 - 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

IDEA Assurances

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2024 - Consolidated - Rev 0 - IDEA 619

Account Code	Total
5100 - Salaries	\$63,012.00
5120 - OECs	\$31,344.03
5400 - Travel	\$0.00
5500 - Contractual	\$44,210.01
5500 - Audit Fees	\$0.00
5560 - Indirect	\$5,410.96
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
	Total \$143,977.00
	Adjusted Allocation \$143,977.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 619

5100 - Salaries - \$63,012.00



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: \$63,012.00

Line Item Total: \$63,012.00

1 FTE - EYP Special Education Teacher - Allison 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: \$63,012.00

Total for all other Account Codes: \$80,965.00

Total for all Account Codes: \$143,977.00

Adjusted Allocation: \$143,977.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 619

5120 - OECs - \$31,344.03



Budget Detail

Narrative Description

Account Code: 5120 - OECs

Funding Description: 619 - IDEA 619 Preschool

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$31,344.03

Line Item Total: \$31,344.03

1 FTE - EYP Special Education Teacher - Allison 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: \$31,344.03

Total for all other Account Codes: \$112,632.97

Total for all Account Codes: \$143,977.00

Adjusted Allocation: \$143,977.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 619

5500 - Contractual - \$44,210.01 ▼

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	Contracted Services SLT & AT/AAC for Early Years Program Students (ages 3 & 4, special education related services) Speech/Language Therapy and AT/AAC Services will be provided through The Speech Clinic to ensure that students receive FAPE and related services as outlined in their IEPs Hourly rates as specified below: SLP (monolingual) - \$79/hour SLP (bilingual) - \$90/hour AT/AAC Technology Services - \$90/hour
Funding Description:	619 - IDEA 619 Preschool	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$44,210.01	Total for 5500 - Contractual: \$44,210.01
Line Item Total:	\$44,210.01	Total for all other Account Codes: \$99,766.99
		Total for all Account Codes: \$143,977.00
		Adjusted Allocation: \$143,977.00
		Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 619

5560 - Indirect - \$5,410.96



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: \$5,410.96

Line Item Total: \$5,410.96

Indirect Costs (4%) for IDEA 619

Total for 5560 - Indirect: \$5,410.96

Total for all other Account Codes: \$138,566.04

Total for all Account Codes: \$143,977.00

Adjusted Allocation: \$143,977.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	\$138,566.04
Indirect Cost Rate	4.40%
Maximum Allowed for Indirect Cost	\$6,067.99

Filter by Location: All - \$143,977.00

Account Code	Funding Description	619 - IDEA 619 Preschool	Total
5100 - Salaries		63,012.00	63,012.00
5120 - OECs		31,344.03	31,344.03
5500 - Contractual		44,210.01	44,210.01
5560 - Indirect		5,410.96	5,410.96
Total		143,977.00	143,977.00
	Adjusted Allocation		143,977.00
	Remaining		0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2024 - Consolidated - Rev 0 - State Curriculum and Professional Development

Account Code	Total
5100 - Salaries	\$60,032.00
5120 - OECs	\$19,486.39
5400 - Travel	\$19,786.61
5500 - Contractual	\$78,400.00
5500 - Audit Fees	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
	Total \$177,705.00
	Adjusted Allocation \$177,705.00
	Remaining \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - State Curriculum and Professional Development

5100 - Salaries - \$60,032.00 ▼

Budget Detail

Narrative Description

Account 5100 - Salaries

Code:

Funding CPD - Curriculum & PD

Description:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$60,032.00

Line Item

Total:

\$60,032.00

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

Total for 5100 - Salaries: \$60,032.00

Total for all other Account Codes: \$117,673.00

Total for all Account Codes: \$177,705.00

Adjusted Allocation: \$177,705.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - State Curriculum and Professional Development

5120 - OECs - \$19,486.39



Budget Detail

Narrative Description

Account 5120 - OECs

Code:

Funding CPD - Curriculum & PD

Description:

Location Red Clay Consolidated School District

Code: (953200)

Quantity:

1.00

Cost:

\$19,486.39

Line Item

\$19,486.39

Total:

Total for 5120 - OECs: \$19,486.39

Total for all other Account Codes: \$158,218.61

Total for all Account Codes: \$177,705.00

Adjusted Allocation: \$177,705.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - State Curriculum and Professional Development

5400 - Travel - \$19,786.61



Budget Detail

Narrative Description

Account Code: 5400 - Travel

Funding Description: CPD - Curriculum & PD

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$19,786.61

Line Item Total: \$19,786.61

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

Total for 5400 - Travel: \$19,786.61

Total for all other Account Codes: \$157,918.39

Total for all Account Codes: \$177,705.00

Adjusted Allocation: \$177,705.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - State Curriculum and Professional Development

5500 - Contractual - \$78,400.00 ▼

Budget Detail

Narrative Description

Account Code: 5500 - Contractual
Funding Description: CPD - Curriculum & PD
Location Code: Red Clay Consolidated School District (953200)
Quantity: 1.00
Cost: \$78,400.00
Line Item Total: \$78,400.00

Estimating 560 sub days @\$140 per sub. This includes, but is not limited, to High School Math PD, Standards Based Grading, Instructional Technology, Ready Gen PD, AP, IB, PSAT/AP, Middle School Science PD, Red Clay contracts substitute services with ESS Education Staffing Services.

Total for 5500 - Contractual:	\$78,400.00
Total for all other Account Codes:	\$99,305.00
Total for all Account Codes:	\$177,705.00
Adjusted Allocation:	\$177,705.00
Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2024 - Consolidated - Rev 0 - State Curriculum and Professional Development

Filter by Location: All - \$177,705.00



Account Code	Funding Description	CPD - Curriculum & PD	Total
5100 - Salaries		60,032.00	60,032.00
5120 - OECs		19,486.39	19,486.39
5400 - Travel		19,786.61	19,786.61
5500 - Contractual		78,400.00	78,400.00
Total		177,705.00	177,705.00
	Adjusted Allocation		177,705.00
	Remaining		0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2024 - 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 2024 - 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 2024 - 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 2024 - 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 2024 - 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 2024 - 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 2024 - 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 2024 - 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.