

History Log

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Administration

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/18/2020 6:19:15 PM	Christine Alois	Status changed to 'DDOE Deputy Secretary Approved'.	S
☐	11/18/2020 2:32:16 PM	Marc Edery	Good Afternoon Red Clay School District Staff, Your Consolidated Grant Application has been fully approved. Funding for CTE Perkins/Secondary programs will be loaded and available in FSF within the next week to two weeks. Thank you, Title Programs and Grant Support Team at DDOE marc.edery@doe.k12.de.us 732-267-6281	C
	11/18/2020 2:28:11 PM	Marc Edery	Status changed to 'DDOE Program Manager Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/16/2020 5:04:26 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
	11/16/2020 5:04:26 PM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	11/16/2020 4:56:24 PM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	11/16/2020 4:56:24 PM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	11/13/2020 3:01:29 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/10/2020 2:16:59 PM	Marc Edery	Good Afternoon Red Clay School District Staff, Your CGA has been returned so that further changes can be made to the CTE/Perkins section. Please revise the CTE/Perkins portion of the Consolidated Grant Application (CGA) at your earliest convenience and re-submit the application. Please remember that re-submission is a three step process (Draft Completed, CFO Reviewed, CSO Reviewed). Funding for CTE Perkins/Secondary programs will be loaded and available in FSF following approval of the CTE Perkins/Secondary section of the application. Once the CGA has been re-submitted, the CTE/Perkins program manager will be able to review and approve that section of the application. We encourage you to re-submit the CGA with the CTE Perkins/Secondary section completed at your earliest convenience. Please feel free to reach out at any time for assistance. Thank you, Title Programs and Grant Support Team at DDOE marc.edery@doe.k12.de.us 732-267-6281	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/10/2020 1:56:42 PM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
☐	10/30/2020 11:50:01 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
	10/30/2020 11:50:01 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	10/30/2020 11:41:31 AM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	10/30/2020 11:41:31 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/30/2020 10:23:35 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
☐	9/29/2020 10:42:06 AM	Marc Edery	Good Morning Red Clay Consolidated School District Staff, Your FY 2021 Consolidated Grant Application (CGA) has been substantially approved by DDOE Title Programs and Grant Support staff. Funding for programs other than CTE Perkins/Secondary are approved. These include Title I, Title II, Title III, Title III Immigrant, Title IV, IDEA 611, IDEA 619 and State PD funds (if applicable). These funds are either already available in FSF or the funds will be available within approximately two weeks. Funding for CTE Perkins/Secondary programs will be loaded and available in FSF following approval of the CTE Perkins/Secondary section of the application. We encourage you to re-submit the CGA with the CTE Perkins/Secondary section completed at your earliest convenience. Please feel free to reach out at any time for assistance. Thank you, Title Programs and Grant Support Team at DDOE marc.edery@doe.k12.de.us 732-267-6281	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/24/2020 4:35:41 PM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
☐	9/24/2020 3:06:24 PM	Marc Edery	Dear Red Clay School District Staff, The status of your LEA's Consolidated Grant Application has been changed to DDOE "Program Manager Returned Not Approved" due to outstanding issues with CTE programs. Please navigate to the Consolidated Checklist at the bottom of the Administration section and review the comments left by DDOE Program Managers. Please modify your application answers and/or document uploads based on those comments. Please feel free to reach out to Program Managers with any questions that you may have. <u>Contact information for each Program Manager is located here.</u> Please note that changes need to be made directly in the budget section and/or page as indicated in the Program Manager comments. 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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/18/2020 3:02:00 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
	9/18/2020 3:02:00 PM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	9/18/2020 2:59:28 PM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	9/18/2020 2:59:28 PM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	9/18/2020 2:12:27 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/10/2020 4:54:01 PM	Marc Edery	Dear Red Clay School District Staff, The status of your LEA's Consolidated Grant Application has been changed to DDOE "Program Manager Returned Not Approved" due to outstanding issues with Title II and IDEA 611 programs. Please navigate to the Consolidated Checklist at the bottom of the Administration section and review the comments left by DDOE Program Managers. Please modify your application answers and/or document uploads based on those comments. Please feel free to reach out to Program Managers with any questions that you may have. <u>Contact information for each Program Manager is located here.</u> Please note that changes need to be made directly in the budget section and/or page as indicated in the Program Manager comments. 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
	9/10/2020 4:52:04 PM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/4/2020 9:43:50 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
	9/4/2020 9:43:50 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	9/4/2020 7:12:30 AM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	9/4/2020 7:12:29 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	9/3/2020 1:22:28 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/3/2020 11:06:03 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Returned Not Approved'.	S
	9/3/2020 10:05:18 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	8/18/2020 11:01:11 AM	Philip Keefer	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
☐	8/10/2020 11:49:40 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
	8/10/2020 11:49:40 AM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/10/2020 11:33:35 AM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	8/10/2020 11:33:35 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/10/2020 11:31:59 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	8/10/2020 11:29:25 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Returned Not Approved'.	S
	8/10/2020 8:32:28 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	7/23/2020 1:36:52 PM	Marc Edery	Status changed to 'DDOE Program Manager Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	7/23/2020 1:36:24 PM	Marc Edery	Dear Red Clay School District Staff, The status of your LEA's Consolidated Grant Application has been changed to DDOE "Program Manager Returned Not Approved" due to outstanding issues with several programs. Please navigate to the Consolidated Checklist at the bottom of the Administration section and review the comments left by DDOE Program Managers. Please modify your application answers and/or document uploads based on those comments. Please feel free to reach out to Program Managers with any questions that you may have. <u>Contact information for each Program Manager is located here.</u> Please note that changes need to be made directly in the budget section and/or page as indicated in the Program Manager comments. 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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	7/10/2020 2:28:36 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
	7/10/2020 2:28:36 PM	Dorrell Green	Status changed to 'LEA Chief School Officer Approved'.	S
☐	7/10/2020 11:49:38 AM	Jill Floore	Agreed to "As the chief financial officer of the LEA, I am authorized to submit the budget and financial information contained in this Application. I have read this Application and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budgets for each of these programs. By submitting this automated application, I acknowledge that I understand and agree to abide by the applicable assurances attached to this Application."	C
	7/10/2020 11:49:38 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	7/10/2020 11:32:39 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	4/27/2020 9:43:27 AM	Jennifer Jeanes	Status changed to 'LEA Draft Started'.	S
	4/21/2020 9:43:23 AM	Marc Edery	Status changed to 'LEA Not Started'.	S

Allocations

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Administration

	(1) Title I-A CFDA: 84.010A	(2) Title II-A CFDA: 84.367A	(3) Title III EL CFDA: 84.365	(4) Title III Immigrant CFDA: 84.365	(5) Title IV-A	(6) CTE Perkins Scndry CFDA: 84.048	(7) IDEA 611 CFDA: 84.027	(8) IDEA 619 CFDA: 84.173	(9) State Curr/Prof Dev	Total
Original	\$6,390,318.00	\$1,109,417.00	\$213,287.00	\$0.00	\$740,357.00	\$390,813.00	\$4,259,324.00	\$136,971.00	\$180,536.00	\$13,421,023.00
Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$6,390,318.00	\$1,109,417.00	\$213,287.00	\$0.00	\$740,357.00	\$390,813.00	\$4,259,324.00	\$136,971.00	\$180,536.00	\$13,421,023.00
	(1) Title I-A CFDA: 84.010A	(2) Title II-A CFDA: 84.367A	(3) Title III EL CFDA: 84.365	(4) Title III Immigrant CFDA: 84.365	(5) Title IV-A	(6) CTE Perkins Scndry CFDA: 84.048	(7) IDEA 611 CFDA: 84.027	(8) IDEA 619 CFDA: 84.173	(9) State Curr/Prof Dev	Total
From Title I-A	\$0.00									\$0.00
From Title II-A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00					\$0.00
From Title III EL			\$0.00							\$0.00
From Title III Immigrant				\$0.00						\$0.00
From Title IV-A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00					\$0.00
From CTE Perkins Scndry						\$0.00				\$0.00
From IDEA 611							\$0.00			\$0.00
From IDEA 619								\$0.00		\$0.00
From State Curr/Prof Dev									\$0.00	\$0.00
Total	\$6,390,318.00	\$1,109,417.00	\$213,287.00	\$0.00	\$740,357.00	\$390,813.00	\$4,259,324.00	\$136,971.00	\$180,536.00	\$13,421,023.00

Contacts	
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Administration	
Required Contacts	
Type	Contact(s)
Primary Consolidated Grant Coordinator [Select 1 contact(s)]	Michael Simmonds
Business Manager [Select 1 contact(s)]	Jill Floore
Career and Technical Education - Perkins Secondary Coordinator [Select 1 contact(s)]	Louis Mingione
IDEA 611 Special Education Coordinator [Select 1 contact(s)]	Sarah Celestin
IDEA 619 Special Education Preschool Coordinator [Select 1 contact(s)]	Sarah Celestin
Title I, Part A Grants to Local Education Agencies Coordinator [Select 1 contact(s)]	Michael Simmonds
Title II, Part A Improving Teacher Quality State Grants Coordinator [Select 1 contact(s)]	Harold Shaw jr
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)]	Harold Shaw jr
Title IV, Part A Student Support and Academic Achievement [Select 1 contact(s)]	Harold Shaw jr
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 2021 - Consolidated - Rev 0 - Administration

This checklist is a means of communication between the DDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the DDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the DDOE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the DDOE determines that the item has been corrected, Attention Needed will be changed to OK by the DDOE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description [\(Collapse All\)](#) [Expand All](#)

	1. Title I, Part A: Allocations	Not Applicable ▼	Tonisha Cook	7/17/2020 4:59:56 PM
	2. Title I, Part A: Participating Public Schools	OK ▼	Tonisha Cook	7/17/2020 4:59:56 PM
	3. Title I, Part A: Equitable Share Calculation	Not Applicable ▼	Tonisha Cook	7/17/2020 4:59:56 PM
	4. Title I, Part A: Budget-District Set Asides	OK ▼	Tonisha Cook	7/17/2020 4:59:56 PM
	5. Title I, Part A: Public School Allocations	OK ▼	Tonisha Cook	7/19/2020 5:45:50 PM
	6. Title I, Part A: Budget - Public Schools	OK ▼	Tonisha Cook	7/17/2020 4:59:56 PM
	7. Title I, Part A: Homeless Students and Youth	OK ▼	Tonisha Cook	7/17/2020 4:59:56 PM
	8. Title I, Part A: Budget Overview	OK ▼	Tonisha Cook	7/17/2020 4:59:56 PM
	9. Title I, Part A: Funds Transferred to Title I	OK ▼	Tonisha Cook	7/17/2020 4:59:56 PM
	10. Title II, Part A: Budget	OK ▼	Raushann Austin	9/24/2020 2:54:07 PM
	11. Title II, Part A	OK ▼	Raushann Austin	9/23/2020 4:27:32 PM
	12. Title II, Part A: Equitable Services	OK ▼	Raushann Austin	7/22/2020 12:41:44 PM
	13. Title III English Learners: Budget	OK ▼	Maria Paxson	7/21/2020 10:21:37 AM
	14. Title III English Learner: English Learner	OK ▼	Maria Paxson	7/21/2020 10:21:37 AM
	15. Title III English Learner: Equitable Share Calculation	OK ▼	Maria Paxson	7/21/2020 10:21:37 AM
	16. Title III Immigrant Increase Funds: Budget		Maria	7/21/2020

	Not Applicable ▼	Paxson	10:21:37 AM
17. Title III Immigrant Increase Funds: Immigrant	Not Applicable ▼	Maria Paxson	7/21/2020 10:21:37 AM
18. Title III Immigrant Increase Funds: Equitable Share Calculation	Not Applicable ▼	Maria Paxson	7/21/2020 10:21:37 AM
19. Title IV, Part A: Budget	OK ▼	Eric Stancell	8/17/2020 11:10:36 AM
20. Title IV: Budget Overview	OK ▼	Eric Stancell	7/20/2020 8:00:16 PM
21. Title I, Part A: ESSA Requirements	OK ▼	Tonisha Cook	7/19/2020 5:45:50 PM
22. Title IV: Questions	OK ▼	Eric Stancell	8/17/2020 11:10:36 AM
23. Title IV: Equitable Share Calculation	OK ▼	Eric Stancell	7/20/2020 8:00:16 PM
24. Title IV: Related Documents - Needs Assessment	OK ▼	Eric Stancell	9/8/2020 9:18:53 AM
25. CTE Perkins Secondary: Core Indicators of Performance	OK ▼	Michael Fitzgerald	11/9/2020 11:57:49 AM
26. CTE Perkins Secondary: Local Application	OK ▼	Michael Fitzgerald	11/9/2020 11:57:49 AM
27. CTE Perkins Secondary: Budget	OK ▼	Michael Fitzgerald	11/18/2020 12:46:51 PM
28. CTE Perkins Secondary: Related Documents	OK ▼	Michael Fitzgerald	9/23/2020 3:51:57 PM
29. IDEA 611: Related Documents - Maintenance of Effort	OK ▼	Linda Smith	8/17/2020 12:22:15 PM
30. IDEA 611: Budget	OK ▼	Linda Smith	8/17/2020 12:06:05 PM
31. IDEA 611: Equitable Services	OK ▼	Linda Smith	8/17/2020 12:22:15 PM
32. IDEA 611: CEIS Services	OK ▼	Linda Smith	9/21/2020 1:30:11 PM
33. IDEA 619: Budget	OK ▼	Cindy Brown	8/17/2020 1:40:02 PM
34. State Curriculum and Professional Development	OK ▼	Raushann Austin	7/22/2020 12:43:49 PM
35. Title I, Part A: Methodology for Determining Participating Public Schools	OK ▼	Tonisha Cook	7/17/2020 4:59:56 PM

Application Development

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Application Development

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

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

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

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

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

Name	Job Title or Responsibilities	Email Address or Phone Number
* April Anderson	* McKinney Venton Liaison	* april.anderson@redclay.k12.de.us
* Jennifer Jeanes	* Federal Programs, Executive Secretary	* jennifer.jeanes@redclay.k12.de.us
* Michael Simmonds	* Director, Federal Programs	* michael.simmonds@redclay.k12.de.us
* Lou Mingione	* CTE Supervisor	* louis.mingione@redclay.k12.de.us
* Barry Kirk	* Private School Liaison	* barry.kirk@redclay.k12.de.us
* Mandy Pennington	* District Lead Nurse	* mandy.pennington@redclay.k12.de.us
* Amy Klein	* FACE Committee	* amy.klein@redclay.k12.de.us

* Erin McGinley	* FACE Committee	* erin.mcginley@redclay.k12.de.us
* Shayna Moon	* FACE Committee	* shayna.moon@redclay.k12.de.us
* Sheree Hallnan	* FACE Committee	* sheree.hallnan@redclay.k12.de.us
* Adriane Simpson	* FACE Committee	* adriane.simpson@redclay.k12.de.us
* Hugh Broomall	* Deputy Superintendent	* hugh.broomall@redclay.k12.de.us
* Dorrell Green	* Superintendent	* dorrell.green@redclay.k12.de.us
* Jill Floore	* Chief Financial Officer	* jill.floore@redclay.k12.de.us
* Equetta Jones	* Assistant Principal/Parent	* equetta.jones@redclay.k12.de.us
* Sam Golder	* Director, Secondary Schools	* sam.golder@redclay.k12.de.us
* Susan Huffman	* Deputy Director, Human Resources	* susan.huffman@redclay.k12.de.us
* Tawanda Bond	* Equity Officer	* tawanda.bond@redclay.k12.de.us
* Sarah Celestin	* Director, Special Services	* sarah.celestin@redclay.k12.de.us
* Carolina Beck	* ELL Supervisor	* carolina.beck@redclay.k12.de.us
* Harold Shaw	* Director, Curriculum	* harold.shaw@redclay.k12.de.us
* Amy Grundy	* Director, Elementary Schools	* amy.grundy@redclay.k12.de.us
* Deborah Roberts	* Supervisor, Accounting	* deborah.roberts@redclay.k12.de.us

4. Stakeholder engagement and consultation - in developing the application, a LEA shall meaningfully consult with teachers, principals, other school leaders, administrators, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, Indian tribes or tribal organizations, students, community based organizations, local government agencies and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title I, Title II, Title III and Title IV. [Section 1112(a)(1)(A), Section 2103(b)(3)(A) and Section 4106(c)(1)]

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

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

Engagement activity/event	Date activity/event	Type of Stakeholder	How was feedback used and which program(s) were impacted?
Example: Survey, information sharing and meeting	Example: 1/1/2017	Example: Parents, teachers, DFS, DSHA, small business owner	Example: - Developed mission - Identified priorities
* CGA Planning	* 03/05/2020 	* Admin, Secretary, McKinney Vento Liaison, FACE	* Reviewed current plans, discussed revisions for upcoming grant year
* CGA Q & A and Monitoring Tool Meeting/Phone Conference	* 03/10/2020 	* Admin, Secretary, DOE eGrants support	* Reviewed current plans, discussed revisions for upcoming grant year; Discussion and thoughts shared for development of monitoring tool and guidelines
* CGA Roadshow	* 04/30/2020 	* LEA Program managers, SEA program managers	* Held via go to meeting due to COVID-19 closure. yearly meeting held to review updates and changes to grant process. address questions with program managers.

* CGA Planning	* 04/23/2020 	* McKinney Vento Liaisons, SEA program managers	* Review current plans via go to meeting due to COVID-19 closure. Discussion to identify best practices for MV set aside funding in grant application.
* Meaningful Consultation with Participating Private Schools	* 10/16/2019 	* Liaison, Program Managers, Private School Leaders	* Met with private school leaders to discuss upcoming school year funding and changes in Title IIA policies and procedures.
* Meaningful Consultation with Participating Private Schools	* 05/14/2020 	* Liaison, Title I stakeholders, Reps. from DDOE	* Met via Zoom with members of the New Castle County Consortium, private school leaders, representatives from the DDOE to discuss Title I services for 2020-21 and the CARES Act as it affects private schools.
* English Learner Teacher Meeting	* 02/12/2020 	* Teachers and Coaches	* Reviewed current Title III plan and discussed possible revisions and additions for the upcoming school year.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 [Upload up to 1 document(s)]	 <u>Title IV Spending Rules Worksheet</u>	

Title I ESSA Requirements

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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.

2. What services will your LEA provide homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act? [Section 1112(b)(6)]

The projected services that the liaison will provide are as follows:

- Support the immediate enrollment of students identified homeless
- Support the coordinating of transportation and nutritional services for homeless students
- Maintain parents, school, and others informed of the rights of homeless children and youth
- Support families that need to secure uniforms, medical documentation, immunization records & other documents needed for enrollment
- Make referrals to health, mental health, and other services and ensure that homeless students receive access to pre-school programs administered by district
- Post public notice of educational rights
- Ensure that homeless students have full and equal opportunity to succeed in school
- Provide professional development for school staff in order to remain in compliance with rights of families experiencing homelessness

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

Red Clay has a robust team of psychologists, coaches, and behavior analysts that are tasked with implementing and supporting school-based Multi-tiered system of supports district-wide. These layered systems ensure there is strong core support system in place for all students, as well as additional layers of programmed and monitored supports for students with elevated needs. Special services support having all schools develop plans, come up with major and minor matrices, which ensures classroom teachers are empowered to participate in and support the larger behavior support system.

Additionally, all schools have building-level discipline teams that meet on a regular basis throughout the year. During these meetings, teams review discipline data (referrals, ISS and OSS) to determine trends and implement strategies and supports that will help reduce the discipline rates in student subgroup populations. Also, a majority of schools in the district, have committed to using PBS programs which focuses on positive behavior supports (interventions and rewards) in the school environment which in help minimize/reduce the discipline violations and help foster a positive school environment.

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

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

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 building 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 du Pont High School offers an Early College Academy in a partnership with Wilmington University;
Dickinson High School offers an IB program;
Conrad Schools of Science offers an AP Capstone program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* Empower families as partners in the education process through family education opportunities and staff professional development on IEP facilitation and collaborative teaming.

*Support high-rigor coursework with the expansion of the AVID college readiness program and AP Boot Camps, dual enrollment, performing arts magnet, math and science magnet, CTE and IB programming

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)]

Red clay has formal TAG instruction for identified students in grades 3 - 5 using a Project Based Learning (PBL) Model.

The identified students have 90 minutes per week of direct contact with TAG teacher (PULL OUT and PUSH IN as appropriate).

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

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

- Achievement Test Scores (assesses above average ability in either MATH or READING only): DCAS, SRI/SMI, School based
- nationally formed assessments, Math Common Assessments, SMARTER, and other building specific assessments
- All students identified as potential TAG students will be administered the Otis Lennon School Ability Test which is a test of abstract thinking and reasoning ability. The Otis-Lennon is a group-administered multiple choice, taken online or with pencil and paper. It measures verbal, quantitative, and spatial reasoning ability. The test yields verbal and nonverbal scores, from which a total score is derived, called a School Ability Index (SAI). The SAI is a normalized standard score with a mean of 100 and a standard deviation of 16.
- Parent, student and teacher nominations give data about work habits, knowledge base and intellectual capabilities.

This year a major piece of our work in our urban schools will be to identify students who are gifted in non-academic areas and to connect with their individual talents.

- Work Samples will be collected as needed. A writing sample is requested in with our teacher nomination.
- Teacher nominations should include a Gifted and Talented Evaluation Scales (GATES) form. This form helps teachers identify students who are gifted and talented.

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

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

Red Clay has a digital media specialist at all schools. We have a supervisor of Media Centers who directly supervises schools and libraries as they become hubs of digital literacy and directly supports teachers to improve achievement. Elementary schools have a set curriculum, which includes research skills and technology skills. Media specialists provide professional learning opportunities that support their implementation of 1:1 technology, internet safety, research, and various software solutions. They are a critical part of all our schools' programming.

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

Red Clay runs an early childhood program internally that aligns with Delaware STARS requirements. The transition of these students is seamless to our elementary programs. Red Clay also coordinates outreach programming for early Kindergarten registration holds summer tours for families, supports a staggered Kindergarten enrollment in the fall, uses the Kindergarten Readiness assessment. Red Clay works with local early childhood programs to educate parents on 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 they reach school age.

Participating Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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	Low Income Students				PPA Category (Asc)	Eligible	Eligible by Other Factors	
				Public Low Income	Nonpublic Low Income	Total Low Income (E+F)	Low Income Percentage (G/D)				
				B	C	D	E				F
Warner Elementary School	KA-05	Schoolwide	▼	389	350	6	356	91.52 %	1	☑	☐
Shortlidge (Evan G.) Academy	KA-05	Schoolwide	▼	341	294	7	301	88.27 %	1	☑	☐
Lewis (William C.) Dual Language Elementary School	KA-05	Schoolwide	▼	424	363	4	367	86.56 %	2	☑	☐
Highlands Elementary School	KA-05	Schoolwide	▼	315	256	7	263	83.49 %	3	☑	☐
Baltz (Austin D.) Elementary School	B4-05	Schoolwide	▼	542	440	6	446	82.29 %	3	☑	☐
Richardson Park Elementary School	KA-05	Schoolwide	▼	599	479	4	483	80.63 %	4	☑	☐
Mote (Anna P.) Elementary School	B4-05	Schoolwide	▼	375	296	5	301	80.27 %	5	☑	☐
duPont (Alexis I.) Middle School	06-08	Schoolwide	▼	463	358	4	362	78.19 %	6	☑	☐
Stanton Middle School	06-08	Schoolwide	▼	730	559	9	568	77.81 %	6	☑	☐
Marbrook Elementary School	KA-05	Schoolwide	▼	429	288	9	297	69.23 %	7	☑	☐
Forest Oak Elementary School	KA-05	Schoolwide	▼	496	332	9	341	68.75 %	7	☑	☐
Richey Elementary School	KA-05	Schoolwide	▼	383	237	3	240	62.66 %	8	☑	☐
Skyline Middle School	06-08	Schoolwide	▼	632	441	14	455	71.99 %	9	☑	☐
First State School	KA-12	Eligible But Not Receiving Services	▼	22	21	0	21	95.45 %		☑	☐
Meadowood Program	B4-12	Eligible But Not Receiving Services	▼	140	130	0	130	92.86 %		☑	☐
Richardson Park Learning Center	PreK-5	Eligible But Not Receiving Services	▼	549	384	0	384	69.95 %		☑	☐
McKean (Thomas) High School	08-12	Eligible But Not Receiving Services	▼	920	598	0	598	65.00 %		☑	☐
duPont (Alexis I.) High School	09-12	Eligible But Not Receiving Services	▼	807	485	0	485	60.10 %		☑	☐
Dickinson (John) High School	06-12	Eligible But Not Receiving Services	▼	894	480	0	480	53.69 %		☑	☐
duPont (H.B.) Middle School	06-08	Eligible But Not Receiving Services	▼	758	270	0	270	35.62 %		☑	☐
Heritage Elementary School	KA-05	Not Eligible	▼	504	166	0	166	32.94 %		☐	☐
Conrad Schools of Science	06-12	Not Eligible	▼	1179	353	0	353	29.94 %		☐	☐
Brandywine Springs School	KA-08	Not Eligible	▼	992	260	0	260	26.21 %		☐	☐

Linden Hill Elementary School	KA-05	Not Eligible	▼	608	157	0	157	25.82 %				
William F. Cooke, Jr. Elementary School	KA-05	Not Eligible	▼	683	155	0	155	22.69 %				
Calloway (Cab) School of the Arts	06-12	Not Eligible	▼	937	189	0	189	20.17 %				
North Star Elementary School	KA-05	Not Eligible	▼	652	78	0	78	11.96 %				
Totals:				15763	8419	87	8506	53.96 %				

Methodology for Determining Participating Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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.

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

Once Red Clay received its FY 2020 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 = 88.27 or greater (Shortlidge, Warner)

Category 2: Traditional PK-12 Elementary School to High School (DHSS poverty = 86.56% to 88.26% (Lewis)

Category 3: Traditional PK-12 Elementary School to High School (DHSS poverty = 82.29% to 86.55% (Highlands)

Category 4: Traditional PK-12 Elementary School to High School (DHSS poverty = 80.63% to 82.28% (Richardson Park)

Category 5: Traditional PK-12 Elementary School to High School (DHSS poverty = 80.27% to 80.62% (Mote)

Category 6: Traditional 6-12 Middle School (DHSS poverty = 77.81% to 80.26% (Al Middle Stanton)

Category 7: Traditional PK-12 Elementary School to High School (DHSS poverty = 68.75% to 77.80% (Marbrook, Forest Oak)

Category 8: Traditional PK -12 Elementary School to High School (DHSS poverty = 62.66% to 68.74% (Richey)

Category 9: Traditional 6-12 Middle School (DHSS poverty = 71.99% to 71.99% (Skyline)

Category 10: Traditional PK-5 and under 50.19% poverty (ranked not participating)

Category 11: ILC with 35% poverty or greater (ranked not participating)

Category 12: 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 category in decreasing rank order of poverty; participating school. Red Clay allocates resources within each category in decreasing rank order of poverty; starting with the categories above 50.98% poverty – prioritizing early intervention and elementary schools in categories 1 - 6; then high poverty middle schools in category 7. From these PPA amounts, Red Clay reserves funds for the private school children (calculated for low-income private school students residing in the attendance areas of eligible category 1-7 schools) to provide equitable services to eligible private school participants. The LEA adjusts the PPA until all the resources (after the set-asides) have been expended.

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

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

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

(b) How the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.

The LEA is serving its traditional public schools (PK-12) with poverty levels at/above 50.98%; however, the LEA is choosing

to not allocate Title I funding in its upgraded specialized school settings; these include First State School and Meadowood School. Of these

remaining schools Warner, Shortlidge, Lewis, Baltz, Richardson Park, Mote, Highlands, Marbrook, Richey, Skyline, Forest Oak, Stanton and AIMS have DHSS -calculated poverty rates above 50.98%.

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

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

FIRST STATE: The First State School provides children and adolescents with significant illness the opportunity to attend school with their peers while receiving the medical attention they need. Located at 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. The district's 2017 and 2018 comparability reports will reflect

the

LEA not only meeting the required average student: staff ratio for schools serving these students, but also providing instruction in accordance with laws for students who require special and specific accommodations to meet their identified needs** (per guidance from The Delaware Dept. Of Education – (KW/TJ)

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

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

- (a) Why the school was skipped and how the school meets the comparability requirements; and
- (b) How the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.

N/A - In accordance with Section 1120A(c)(5)(B) of the ESEA, the Red Clay Consolidated School District will demonstrate comparability for its schools that serve pupils with identified and documented special needs, including First State School and Meadowood School by estimating the number of staff the school would have received if it were not a school serving students with disabilities. We will use the standard unit count ratios provided by the Department in preparing the estimates. The RCCSD comparability process will be implemented and the 2018-2019 calculations will be submitted to the Department in November using the ratios provided by the Department and in accordance with the grade configurations at the school levels.

- A. Richardson Park Learning Center receives IDEA fund to support students needs
- B. McKean High School receives additional CTE funds to provide careers pathways for students.

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

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

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

School	Status
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Padua Academy - 5857 ▼	Non-Participating ▼
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	Non-Participating ▼
Saint Mark's High School - 5850 ▼	Non-Participating ▼
Tatnall School, Inc. (The) - 5840 ▼	Non-Participating ▼
Towle Institute - 5805 ▼	Non-Participating ▼
Ursuline Academy - 5862 ▼	Non-Participating ▼
Wilmington Christian School - 5853 ▼	Non-Participating ▼
All Saints Catholic School - 5736 ▼	Non-Participating ▼

Participating Private Schools

School	# Low Income	Allocation
Delaware Tarbiyah School - 5729 ▼	9	\$ 12,031.98
Harvest Christian Acad @ Wilm. - 5642 ▼	1	\$ 1,336.89
Holy Angels School - 5875 ▼	17	\$ 22,727.07
Nativity Prep. Sch of Wilm, Inc. - 5563 ▼	5	\$ 6,684.43
Saint Peter Catholic School - 5898 ▼	1	\$ 1,336.89
Serviam Girls Academy - 5696 ▼	6	\$ 8,021.32
Sharon Temple Adventist School - 5867 ▼	1	\$ 1,336.89
St. Ann School - 5855 ▼	4	\$ 5,347.55
St. Anthony of Padua Grade School - 5856 ▼	13	\$ 17,379.53
St. Elizabeth Elementary School - 5880 ▼	6	\$ 8,021.32
St. John The Beloved School - 5849 ▼	13	\$ 17,379.53
St. Mary Magdalen School - 5824 ▼	1	\$ 1,336.89
St. Peter's Cathedral School - 5883 ▼	10	\$ 13,368.87
Total:	87	\$ 116,309.14

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	4,693
A2. Participating Private School Low Income	87
A3. Total Low Income (A1 + A2)	4,780
A4. Percent Participating Private School Low Income (A2 / A3)	1.82 %
B. Proportionate Share	
B1. District Allocation	\$ 6,390,318.00
B2. Proportionate Share to Private Schools (B1 X A4)	\$ 116,309.14
B3. Proportionate Share to District (B1 - B2)	\$ 6,274,008.86
C. Parent and Family Engagement	
C1. District 1% Set Aside (B1 X 0.01)	\$ 63,903.18

C2. Proportionate Share to Private Schools (C1 X A4)	\$	1,163.09
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)	\$	95,146.05
D3. Equitable Share for Parent and Family Engagement (C2)	\$	1,163.09
D4. Per Pupil Allocation (B2/A2)	\$	1,336.89

Budget-District

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Account Code	Total
5100 - Salaries	\$643,426.59
5120 - OECs	\$349,636.97
5400 - Travel	\$36,831.80
5500 - Contractual	\$587,350.14
5500 - Audit Fees	\$5,286.83
5560 - Indirect	\$24,825.42
5600 - Supplies	\$74,285.70
5700 - Capital Outlay	\$0.00
Total	\$1,721,643.45
Adjusted Allocation	\$1,721,643.45
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5100 - Salaries - \$643,426.59 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II) [Professional Staff] [Budget Amount]
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$137,914.60	
Line Item Total:	\$137,914.60	
Account Code:	5100 - Salaries	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools and support for homeless coordinator (\$20,000 of salary set aside)
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$70,605.00	

Line Item Total:	\$70,605.00	as Title I LEA reservation for Administration of Equitable Services) (BK - RCCSD Baltz) [Professional Staff][Budget Amount]
Account Code:	5100 - Salaries	Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)[Professional Staff] [Budget Amount]
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$64,840.50	
Line Item Total:	\$64,840.50	
Account Code:	5100 - Salaries	Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II) [Professional Staff][Budget Amount]
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$64,840.50	
Line Item	\$64,840.50	

Total:			
Account Code:		5100 - Salaries	
Funding Description:		A - Administration (District Only)	
Location Code:		Red Clay Consolidated School District (953200)	
Quantity:		1.00	
Cost:		\$56,502.00	
Line Item Total:		\$56,502.00	
Account Code:		5100 - Salaries	
Funding Description:		A - Administration (District Only)	
Location Code:		Red Clay Consolidated School District (953200)	
Quantity:		1.00	
Cost:		\$32,420.25	
Line Item Total:		\$32,420.25	
Account Code:		5100 - Salaries	
Funding Description:		A - Administration (District Only)	

1 FTE Homeless Coordinator (AA-RCCSD Baltz) [Professional Staff][Budget Amount]	
Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II) [Professional Staff][Budget Amount]	

1 FTE Homeless Coordinator (AA-RCCSD Baltz) [Professional Staff][Budget Amount]

Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II) [Professional Staff][Budget Amount]

Location Code:	Red Clay Consolidated School District (953200)	Hire 1 FTE Social Studies Supervisor (HG-RCCSD-Baltz Admin .25 Title I, .75 Title II)[Professional Staff][Budget Amount]
Quantity:	1.00	
Cost:	\$30,531.50	
Line Item Total:	\$30,531.50	
Account Code:	5100 - Salaries	
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	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 I & .8 Title II [Professional Staff] [Budget Amount]
Quantity:	1.00	
Cost:	\$27,186.00	
Line Item Total:	\$27,186.00	
Account Code:	5100 - Salaries	
Funding Description:	ES - Equitable Services (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools and support for homeless coordinator (\$20,000 of salary set aside
Quantity:	1.00	

as Title I LEA reservation for Administration of Equitable Services) (BK - RCCSD Baltz) [Professional Staff][Budget Amount]	
Cost:	\$20,000.00
Line Item Total:	\$20,000.00
Account Code:	5100 - Salaries
Funding Description:	PI - Parent Involvement (District Only)
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	\$8,874.24
Line Item Total:	\$8,874.24
Account Code:	5100 - Salaries
Funding Description:	PI - Parent Involvement (District Only)
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	\$2,500.00
Line Item Total:	\$2,500.00

EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (3 FTE x \$28/hr x 3hrs x 28-32 sessions)	
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EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)[Extra Pay for Extra Responsibilities][Budget Amount]	
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Total:			
Account Code:	5100 - Salaries		
Funding Description:	PI - Parent Involvement (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00	EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions)[Extra Pay for Extra Responsibilities][Budget Amount]	
Cost:	\$2,160.00		
Line Item Total:	\$2,160.00		
Account Code:	5100 - Salaries		
Funding Description:	I Pre-K - Instruction Pre-K (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00	Hire 1 FTE Pre - K teacher at Lewis serving students from the 13 title I attendance zones [Professional Staff] [Budget Amount]	
Cost:	\$82,618.00		
Line Item Total:	\$82,618.00		
Account Code:	5100 - Salaries		
Funding Description:	I Pre-K - Instruction Pre-K (District Only)		

Location Code:	Red Clay Consolidated School District (953200)	Hire 1 FTE Pre-K paraprofessional at Lewis serving students from the 13 Title I attendance zones [Professional Staff][Budget Amount]	
Quantity:	1.00		
Cost:	\$38,402.00		
Line Item Total:	\$38,402.00		
Account Code:	5100 - Salaries		
Funding Description:	I Pre-K - Instruction Pre-K (District Only)		
Location Code:	Red Clay Consolidated School District (953200)	(Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October - June (8FTE x 2 hours x \$28/hr x 9 meetings: \$4032)[Extra Pay for Extra Responsibilities][Budget Amount]	
Quantity:	1.00		
Cost:	\$4,032.00		
Line Item Total:	\$4,032.00		
		Total for 5100 - Salaries:	\$643,426.59
		Total for all other Account Codes:	\$1,078,216.86
		Total for all Account Codes:	\$1,721,643.45
		Adjusted Allocation:	\$1,721,643.45
		Remaining:	\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Red Clay Consolidated School District (953200)		
5120 - OECs - \$349,636.97 ▼		
Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$69,339.66	
Line Item Total:	\$69,339.66	
Account Code:	5120 - OECs	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools and support for homeless coordinator (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services) [Professional Staff] [OECs]
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$48,997.02	

Account Code:	5120 - OECs	1 FTE Homeless Coordinator (AA-RCCSD Baltz Admin) [Professional Staff][OECs]
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$28,974.47	
Line Item Total:	\$28,974.47	
Account Code:	5120 - OECs	Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)[Professional Staff][OECs]
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$26,624.19	
Line Item Total:	\$26,624.19	
Account Code:	5120 - OECs	
Funding Description:	A - Administration (District Only)	
Location	Red Clay Consolidated School	

Code:	District (953200)	Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)[Professional Staff][OECs]
Quantity:	1.00	
Cost:	\$13,251.43	
Line Item Total:	\$13,251.43	
Account Code:	5120 - OECs	Hire 1 FTE Social Studies Supervisor (HG-RCCSD-Baltz Admin .25 Title I, .75 Title II)[Professional Staff][OECs]
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$10,460.52	EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (3 FTE x \$28/hr x 3hrs x 28-32 sessions) [Extra Pay for Extra Responsibilities][OECs]
Line Item Total:	\$10,460.52	
Account Code:	5120 - OECs	
Funding Description:	PI - Parent Involvement (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$2,880.58	
Line Item Total:	\$2,880.58	

Total:		
Account Code:	5120 - OECs	
Funding Description:	PI - Parent Involvement (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr
Cost:	\$811.50	
Line Item Total:	\$811.50	
Account Code:	5120 - OECs	
Funding Description:	PI - Parent Involvement (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions)[Extra Pay for Extra Responsibilities][OECs]
Cost:	\$701.14	
Line Item Total:	\$701.14	
Account Code:	5120 - OECs	
Funding	I Pre-K - Instruction Pre-K (District	

Description:	Only)	Hire 1 FTE Pre-K teacher at Lewis serving students from the 13 Title I attendance zone [Professional Staff][Budget Amount]	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$51,530.36		
Line Item Total:	\$51,530.36		
Account Code:	5120 - OECs		
Funding Description:	I Pre-K - Instruction Pre-K (District Only)		Hire 1 FTE Pre-K paraprofessional at Lewis serving students from the 13 Title I attendance zones [Professional Staff][Budget Amount]
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$14,145.29		
Line Item Total:	\$14,145.29		
Account Code:	5120 - OECs		
Funding Description:	I Pre-K - Instruction Pre-K (District Only)		(Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October – June (8FTE x 2 hours x \$28/hr x 9 meetings: \$4032)[Extra Pay for Extra Responsibilities][OECs]
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		

Cost:	\$1,308.79		
Line Item Total:	\$1,308.79		
		Total for 5120 - OECs:	\$349,636.97
		Total for all other Account Codes:	\$1,372,006.48
		Total for all Account Codes:	\$1,721,643.45
		Adjusted Allocation:	\$1,721,643.45
		Remaining:	\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Red Clay Consolidated School District (953200)		
5400 - Travel - \$36,831.80 ▼		
Budget Detail		Narrative Description
Account Code:	5400 - Travel	Travel for 4 staff to Boston, MA to attend the National Title I (ESEA) Conference and provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards (Flights 400 x 4 FTE = \$1520.00); (4 days x 320/night x 4FTE = \$5120.00), (meals \$75/day x 4days x 4 FTE = 1200)
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$7,920.00	
Line Item Total:	\$7,920.00	
Account Code:	5400 - Travel	
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	

Quantity:	1.00	Travel for 3 staff to National Youth At Risk Conference -- Savannah, GA (340/flight x 3FTE = \$1020, 4 days @ hotel x 285/night x 3FTE = \$3420, Meals 75/day x 4 days x 3FTE = \$900)
Cost:	\$5,301.00	
Line Item Total:	\$5,301.00	
Account Code:	5400 - Travel	
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	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)
Cost:	\$4,044.80	
Line Item Total:	\$4,044.80	
Account Code:	5400 - Travel	

Funding Description:	A - Administration (District Only)			Travel for supplemental staff (instructional supervisors, cadre, and Office of Federal Programs) to RCCSD schools to provide ongoing support and effective professional development related to the common core areas, PLCs, inclusion, and student supports related to achievement (.40/mile)
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$2,500.00			
Line Item Total:	\$2,500.00			
Account Code:	5400 - Travel			Travel for 3 staff to NAEHCY conference in TBA (370/flight x 3FTE = \$1110, 4 days @ hotel x 320/ night x 3FTE = \$3840, Meals 75/day x 4 days x 3FTE = \$900)
Funding Description:	H - Homeless (District Only)			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$5,850.00			
Line Item Total:	\$5,850.00			
Account Code:	5400 - Travel			
Funding Description:	H - Homeless (District Only)			
Location	Red Clay Consolidated School			

Code:	District (953200)	Travel for 2 staff to Beyond Housing Conference -- New York, NY (200/train x 2FTE = \$400, 4 days @ hotel x 350/night x 2FTE = \$2800, Meals 75/day x 4 days x 2FTE = \$600)
Quantity:	1.00	
Cost:	\$3,800.00	
Line Item Total:	\$3,800.00	
Account Code:	5400 - Travel	Travel for 6 attendees (4 staff & 2 parents) to National Family Summit in Norfolk, VA. (216/train x 6 attendees = \$1296, 3 days @ hotel x 240/night x 6 attendees = \$4320, Meals 75/day x 4 days x 6 attendees = \$1800)
Funding Description:	PI - Parent Involvement (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$7,416.00	
Line Item Total:	\$7,416.00	
Total for 5400 - Travel:		\$36,831.80
Total for all other Account Codes:		\$1,684,811.65
Total for all Account Codes:		\$1,721,643.45
Adjusted Allocation:		\$1,721,643.45
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Red Clay Consolidated School District (953200)		
5500 - Contractual - \$587,350.14 ▼		
Budget Detail		Narrative Description
Account Code:	5500 - Contractual	Registration for 4 staff to Boston, MA to attend the National Title I (ESEA) Conference to provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards and advance parent engagement. 4 staff x \$659)
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$2,636.00	
Line Item Total:	\$2,636.00	
Account Code:	5500 - Contractual	Registration for 3 staff to National Youth At Risk Conference- Savannah, GA (430 x 3 staff)
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	

Quantity:	1.00	
Cost:	\$1,290.00	
Line Item Total:	\$1,290.00	
Account Code:	5500 - Contractual	
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,190.00	
Line Item Total:	\$1,190.00	
Account Code:	5500 - Contractual	
Funding Description:	H - Homeless (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,875.00	
Line Item		

Registration for 2 FTE staff to Washington, DC to attend National Federal Education Program Administrators conference and provide ongoing support related to using federal education funds to advance strategic plan goals (2 FTE x Registration fees (\$595): \$1190 total)

Registration for 3 staff to NAEHCY conference in Dallas, TX (625 x 3FTE)

Total:	\$1,875.00	
Account Code:	5500 - Contractual	
Funding Description:	H - Homeless (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support) bus passes
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
Account Code:	5500 - Contractual	
Funding Description:	H - Homeless (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	Registration for 2 staff to Beyond Housing Conference -- New York, NY (2 staff x \$300)
Quantity:	1.00	
Cost:	\$600.00	
Line Item Total:	\$600.00	
Account Code:	5500 - Contractual	
Funding Description:	ES - Equitable Services (District Only)	

Location Code:	Red Clay Consolidated School District (953200)	Contract with vendor to provide Title I targeted school level services to private schools students who would've attended RCCSD Title I schools
Quantity:	1.00	
Cost:	\$95,146.05	
Line Item Total:	\$95,146.05	
Account Code:	5500 - Contractual	Contract with vendor to provide Title I parent involvement to private school students who would've attended RCCSD Title I schools
Funding Description:	ES - Equitable Services (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,163.09	Contract with agency to enhance FACE events at Title I schools (8 events x 1000/event = 8000)
Line Item Total:	\$1,163.09	
Account Code:	5500 - Contractual	
Funding Description:	PI - Parent Involvement (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$8,000.00	

Line Item Total:	\$8,000.00	
Account Code:	5500 - Contractual	Registration for 6 attendees (4 staff & 2 parents) to National Family Summit in Norfolk, VA (575 x 6 attendees)
Funding Description:	PI - Parent Involvement (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$3,450.00	
Line Item Total:	\$3,450.00	
Account Code:	5500 - Contractual	Highlands, Shortlidge, Richardson Park Elem and Warner for instructional support (EX Math Coach)
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$300,000.00	
Line Item Total:	\$300,000.00	
Account Code:	5500 - Contractual	
Funding	I K-12 - Instruction K-12	

Description:		Contract for services with Children and Families First	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$120,000.00		
Line Item Total:	\$120,000.00		
Account Code:	5500 - Contractual		
Funding Description:	I K-12 - Instruction K-12		
Location Code:	Red Clay Consolidated School District (953200)	Contract with company to provide transportation for extended day programs in Title I elementary schools (\$5000 x 10 schools)	
Quantity:	1.00		
Cost:	\$50,000.00		
Line Item Total:	\$50,000.00		
Account Code:	5500 - Contractual		
Funding Description:	I K-12 - Instruction K-12		
Location Code:	Red Clay Consolidated School District (953200)	Develop a contract with the University of DE College of Education and Human Development to support year 2 of teachers' professional development, coaching and reflection strategies to impact early literacy needs (\$17,500/school x 2 schools)	
Quantity:	1.00		
Cost:			

	\$1,000.00	
Line Item	\$1,000.00	
Total:		
Total for 5500 - Contractual:		\$587,350.14
Total for all other Account Codes:		\$1,134,293.31
Total for all Account Codes:		\$1,721,643.45
Adjusted Allocation:		\$1,721,643.45
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Red Clay Consolidated School District (953200)		
5500 - Audit Fees - \$5,286.83 ▼		
Budget Detail		Narrative Description
Account Code:	5500 - Audit Fees	LEA Audit Fees for Federal Programs
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$5,286.83	
Line Item Total:	\$5,286.83	
Total for 5500 - Audit Fees:		\$5,286.83
Total for all other Account Codes:		\$1,716,356.62
Total for all Account Codes:		\$1,721,643.45
Adjusted Allocation:		\$1,721,643.45
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Red Clay Consolidated School District (953200)		
5560 - Indirect - \$24,825.42 ▼		
Budget Detail		Narrative Description
Account Code:	5560 - Indirect	LEA Indirect Costs
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$24,825.42	
Line Item Total:	\$24,825.42	
Total for 5560 - Indirect:		\$24,825.42
Total for all other Account Codes:		\$1,696,818.03
Total for all Account Codes:		\$1,721,643.45
Adjusted Allocation:		\$1,721,643.45
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Red Clay Consolidated School District (953200)		
5600 - Supplies - \$74,285.70 ▼		
Budget Detail		Narrative Description
Account Code:	5600 - Supplies	Purchase administrative supplies and subscriptions (Title I Newsletter, Ed Week, etc) and resources (Title I Handbook, Fed Programs newsletter, Leveraging Leadership books) for Federal Regulated Programs Office
Funding Description:	A - Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$6,500.00	
Line Item Total:	\$6,500.00	
Account Code:	5600 - Supplies	Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support)
Funding Description:	H - Homeless (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	

Cost:	\$29,000.00	
Line Item Total:	\$29,000.00	
Account Code:	5600 - Supplies	
Funding Description:	PI - Parent Involvement (District Only)	Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc. (set aside after the non-public equitable share is reserved) (3950.00 @ Shortlidge, 2000.00 @ Lewis, 2,502.73 @Highlands, 3250.00 @ Stanton, 3600.84 @ Mote, 2573.44 @ Warner, 2000.00 @ AIMS, 1500.00 @ Baltz, 1500.00 @ Richardson Park, 1500.00 @ Skyline, 2,500.00 @ Forest Oak, 3950.00 @ Marbrook, 2000.00@ Richey)
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$32,827.01	
Line Item Total:	\$32,827.01	
Account Code:	5600 - Supplies	
Funding Description:	PI - Parent Involvement (District Only)	RCPAC Refreshment costs for monthly parent workshops and planning sessions related to 2018-2019 parent involvement policy drafting and support with parent contacts from September-May (approx \$350/session x 9 sessions)
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$3,255.00	

Line Item Total:	\$3,255.00	
Account Code:	5600 - Supplies	
Funding Description:	PD Pre-K - Professional Development Pre-K (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$500.00	
Line Item Total:	\$500.00	(Title I PK transitions to K) Purchase materials for PreK to K Transition meetings (October - May) 5 sessions x \$100/session: \$500)
Account Code:	5600 - Supplies	
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$2,203.69	
Line Item Total:	\$2,203.69	Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (reading & math materials)

Total for 5600 - Supplies:	\$74,285.70
Total for all other Account Codes:	\$1,647,357.75
Total for all Account Codes:	\$1,721,643.45
Adjusted Allocation:	\$1,721,643.45
Remaining:	\$0.00

Public School Allocations

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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: **\$4,668,674.55**
Single Per Pupil Amount (PPA): **\$994.82**

School	Low Income		School Allocations		
	%	#P	PPA Category	PPA	Allocation
A	B	C	D	E	F C x E
Warner Elementary School	91.52	350	1	1,670.00	584,500.00
Shortlidge (Evan G.) Academy	88.27	294	1	1,670.00	490,980.00
Lewis (William C.) Dual Language Elementary School	86.56	363	2	1,290.00	468,270.00
Highlands Elementary School	83.49	256	3	1,250.00	320,000.00
Baltz (Austin D.) Elementary School	82.29	440	3	1,250.00	550,000.00
Richardson Park Elementary	80.63	479	4		

School				1,249.00	598,271.00
Mote (Anna P.) Elementary School	80.27	296	5	1,000.00	296,000.00
duPont (Alexis I.) Middle School	78.19	358	6	645.00	230,910.00
Stanton Middle School	77.81	559	6	645.00	360,555.00
Marbrook Elementary School	69.23	288	7	644.00	185,472.00
Forest Oak Elementary School	68.75	332	7	644.00	213,808.00
Richey Elementary School	62.66	237	8	574.50	136,156.50
Skyline Middle School	71.99	441	9	530.05	233,752.05
Total Low Income:		4693	Total Allocations:		4,668,674.55
		Remaining:			0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$360,808.18
5120 - OECs	\$189,191.82
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	\$550,000.00
Adjusted Allocation	\$550,000.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$360,808.18 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 4 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Baltz
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	
Quantity:	1.00	
Cost:	\$360,808.18	
Line Item Total:	\$360,808.18	
Total for 5100 - Salaries:		\$360,808.18
Total for all other Account Codes:		\$189,191.82
Total for all Account Codes:		\$550,000.00
Adjusted Allocation:		\$550,000.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$189,191.82 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 4 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Baltz
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	
Quantity:	1.00	
Cost:	\$189,191.82	
Line Item Total:	\$189,191.82	
Total for 5120 - OECs:		\$189,191.82
Total for all other Account Codes:		\$360,808.18
Total for all Account Codes:		\$550,000.00
Adjusted Allocation:		\$550,000.00
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$150,856.47
5120 - OECs	\$80,053.53
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$230,910.00
Adjusted Allocation	\$230,910.00
Remaining	\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
duPont (Alexis I.) Middle School (953200-274)		
5100 - Salaries - \$150,856.47 ▼		
Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 FTE Title I teachers, 2 FTE Paraprofessionals to support standards based instruction in content areas of reading and math @ AIMS
Funding Description:	I K-12 - Instruction K-12	
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	
Cost:	\$150,856.47	
Line Item Total:	\$150,856.47	
Total for 5100 - Salaries:		\$150,856.47
Total for all other Account Codes:		\$80,053.53
Total for all Account Codes:		\$230,910.00
Adjusted Allocation:		\$230,910.00
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
duPont (Alexis I.) Middle School (953200-274)		
5120 - OECs - \$80,053.53 ▼		
Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 1 FTE Title I teachers, 2 FTE Paraprofessionals to support standards based instruction in content areas of reading and math @ AIMS
Funding Description:	I K-12 - Instruction K-12	
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	
Cost:	\$80,053.53	
Line Item Total:	\$80,053.53	
Total for 5120 - OECs:		\$80,053.53
Total for all other Account Codes:		\$150,856.47
Total for all Account Codes:		\$230,910.00
Adjusted Allocation:		\$230,910.00
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240) ▼

Account Code	Total
5100 - Salaries	\$139,066.43
5120 - OECs	\$74,741.57
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	\$213,808.00
Adjusted Allocation	\$213,808.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240)

5100 - Salaries - \$139,066.43 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 2 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Forest Oak
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Forest Oak Elementary School (953200-240)	
Quantity:	1.00	
Cost:	\$139,066.43	
Line Item Total:	\$139,066.43	
Total for 5100 - Salaries:		\$139,066.43
Total for all other Account Codes:		\$74,741.57
Total for all Account Codes:		\$213,808.00
Adjusted Allocation:		\$213,808.00
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Forest Oak Elementary School (953200-240)		
5120 - OECs - \$74,741.57 ▼		
Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 2 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Forest Oak
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Forest Oak Elementary School (953200-240)	
Quantity:	1.00	
Cost:	\$74,741.57	
Line Item Total:	\$74,741.57	
Total for 5120 - OECs:		\$74,741.57
Total for all other Account Codes:		\$139,066.43
Total for all Account Codes:		\$213,808.00
Adjusted Allocation:		\$213,808.00
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244) ▼

Account Code	Total
5100 - Salaries	\$213,250.49
5120 - OECs	\$106,749.51
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	\$320,000.00
Adjusted Allocation	\$320,000.00
Remaining	\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Highlands Elementary School (953200-244)		
5100 - Salaries - \$213,250.49 ▼		
Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 Academic Dean, 1 FTE Teacher, 1 FTE Paraprofessional to support standards based instruction in content of areas of reading and math @ Highlands
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Highlands Elementary School (953200-244)	
Quantity:	1.00	
Cost:	\$213,250.49	
Line Item Total:	\$213,250.49	
Total for 5100 - Salaries:		\$213,250.49
Total for all other Account Codes:		\$106,749.51
Total for all Account Codes:		\$320,000.00
Adjusted Allocation:		\$320,000.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244)

5120 - OECs - \$106,749.51 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 1 Academic Dean, 1 FTE Teacher, 1 FTE Paraprofessional to support standards based instruction in content of areas of reading and math @ Highlands
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Highlands Elementary School (953200-244)	
Quantity:	1.00	
Cost:	\$106,749.51	
Line Item Total:	\$106,749.51	
Total for 5120 - OECs:		\$106,749.51
Total for all other Account Codes:		\$213,250.49
Total for all Account Codes:		\$320,000.00
Adjusted Allocation:		\$320,000.00
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$280,303.68
5120 - OECs	\$187,966.32
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$468,270.00
Adjusted Allocation	\$468,270.00
Remaining	\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Lewis (William C.) Dual Language Elementary School (953200-246)		
5100 - Salaries - \$280,303.68 ▼		
Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 5 FTE Title I teachers to support standards based instruction in content areas reading and math @ Lewis
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	1.00	
Cost:	\$280,303.68	
Line Item Total:	\$280,303.68	
Total for 5100 - Salaries:		\$280,303.68
Total for all other Account Codes:		\$187,966.32
Total for all Account Codes:		\$468,270.00
Adjusted Allocation:		\$468,270.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$187,966.32 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 5 FTE Title I teachers to support standards based instruction in content areas reading and math @ Lewis
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	1.00	
Cost:	\$187,966.32	
Line Item Total:	\$187,966.32	
Total for 5120 - OECs:		\$187,966.32
Total for all other Account Codes:		\$280,303.68
Total for all Account Codes:		\$468,270.00
Adjusted Allocation:		\$468,270.00
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256) ▼

Account Code	Total
5100 - Salaries	\$117,804.29
5120 - OECs	\$67,667.71
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	\$185,472.00
Adjusted Allocation	\$185,472.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5100 - Salaries - \$117,804.29 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 2 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Marbrook
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Marbrook Elementary School (953200-256)	
Quantity:	1.00	
Cost:	\$117,804.29	
Line Item Total:	\$117,804.29	
Total for 5100 - Salaries:		\$117,804.29
Total for all other Account Codes:		\$67,667.71
Total for all Account Codes:		\$185,472.00
Adjusted Allocation:		\$185,472.00
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Marbrook Elementary School (953200-256)		
5120 - OECs - \$67,667.71 ▼		
Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 2 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Marbrook
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Marbrook Elementary School (953200-256)	
Quantity:	1.00	
Cost:	\$67,667.71	
Line Item Total:	\$67,667.71	
Total for 5120 - OECs:		\$67,667.71
Total for all other Account Codes:		\$117,804.29
Total for all Account Codes:		\$185,472.00
Adjusted Allocation:		\$185,472.00
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$188,249.25
5120 - OECs	\$107,750.75
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	\$296,000.00
Adjusted Allocation	\$296,000.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$188,249.25 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 3 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Mote
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Mote (Anna P.) Elementary School (953200-264)	
Quantity:	1.00	
Cost:	\$188,249.25	
Line Item Total:	\$188,249.25	
Total for 5100 - Salaries:		\$188,249.25
Total for all other Account Codes:		\$107,750.75
Total for all Account Codes:		\$296,000.00
Adjusted Allocation:		\$296,000.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$107,750.75 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 3 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Mote
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Mote (Anna P.) Elementary School (953200-264)	
Quantity:	1.00	
Cost:	\$107,750.75	
Line Item Total:	\$107,750.75	
Total for 5120 - OECs:		\$107,750.75
Total for all other Account Codes:		\$188,249.25
Total for all Account Codes:		\$296,000.00
Adjusted Allocation:		\$296,000.00
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254) ▼

Account Code	Total
5100 - Salaries	\$388,030.80
5120 - OECs	\$210,240.20
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$598,271.00
Adjusted Allocation	\$598,271.00
Remaining	\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Richardson Park Elementary School (953200-254)		
5100 - Salaries - \$388,030.80 ▼		
Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 Academic Dean, 5 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Richardson Park
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	1.00	
Cost:	\$388,030.80	
Line Item Total:	\$388,030.80	
Total for 5100 - Salaries:		\$388,030.80
Total for all other Account Codes:		\$210,240.20
Total for all Account Codes:		\$598,271.00
Adjusted Allocation:		\$598,271.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5120 - OECs - \$210,240.20 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 1 Academic Dean, 5 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Richardson Park
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	1.00	
Cost:	\$210,240.20	
Line Item Total:	\$210,240.20	
Total for 5120 - OECs:		\$210,240.20
Total for all other Account Codes:		\$388,030.80
Total for all Account Codes:		\$598,271.00
Adjusted Allocation:		\$598,271.00
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260) ▼

Account Code	Total
5100 - Salaries	\$91,436.38
5120 - OECs	\$44,720.12
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	\$136,156.50
Adjusted Allocation	\$136,156.50
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5100 - Salaries - \$91,436.38 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 FTE Title I teachers to support standards based instruction in content areas reading and math @ Richey
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Richey Elementary School (953200-260)	
Quantity:	1.00	
Cost:	\$91,436.38	
Line Item Total:	\$91,436.38	
Total for 5100 - Salaries:		\$91,436.38
Total for all other Account Codes:		\$44,720.12
Total for all Account Codes:		\$136,156.50
Adjusted Allocation:		\$136,156.50
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5120 - OECs - \$44,720.12 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 1 FTE Title I teachers to support standards based instruction in content areas reading and math @ Richey
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Richey Elementary School (953200-260)	
Quantity:	1.00	
Cost:	\$44,720.12	
Line Item Total:	\$44,720.12	
Total for 5120 - OECs:		\$44,720.12
Total for all other Account Codes:		\$91,436.38
Total for all Account Codes:		\$136,156.50
Adjusted Allocation:		\$136,156.50
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$317,794.15
5120 - OECs	\$173,185.85
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$490,980.00
Adjusted Allocation	\$490,980.00
Remaining	\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Shortlidge (Evan G.) Academy (953200-248)		
5100 - Salaries - \$317,794.15 ▼		
Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 3 FTE Title I teachers, 1 academic dean, 1 paraprofessional to support standards based instruction in content areas of reading and math @ Shortlidge
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	
Cost:	\$317,794.15	
Line Item Total:	\$317,794.15	
Total for 5100 - Salaries:		\$317,794.15
Total for all other Account Codes:		\$173,185.85
Total for all Account Codes:		\$490,980.00
Adjusted Allocation:		\$490,980.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$173,185.85 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 3 FTE Title I teachers, 1 academic dean, 1 paraprofessional to support standards based instruction in content areas of reading and math @ Shortlidge
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	
Cost:	\$173,185.85	
Line Item Total:	\$173,185.85	
Total for 5120 - OECs:		\$173,185.85
Total for all other Account Codes:		\$317,794.15
Total for all Account Codes:		\$490,980.00
Adjusted Allocation:		\$490,980.00
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280) ▼

Account Code	Total
5100 - Salaries	\$152,368.79
5120 - OECs	\$81,383.26
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	\$233,752.05
Adjusted Allocation	\$233,752.05
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280)

5100 - Salaries - \$152,368.79 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 2 FTE Title I teachers, 1 Paraprofessional to support standards based instruction in content areas of reading and math @ Skyline
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	\$152,368.79	
Line Item Total:	\$152,368.79	
Total for 5100 - Salaries:		\$152,368.79
Total for all other Account Codes:		\$81,383.26
Total for all Account Codes:		\$233,752.05
Adjusted Allocation:		\$233,752.05
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Skyline Middle School (953200-280)		
5120 - OECs - \$81,383.26 ▼		
Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 2 FTE Title I teachers, 1 Paraprofessional to support standards based instruction in content areas of reading and math @ Skyline
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	\$81,383.26	
Line Item Total:	\$81,383.26	
Total for 5120 - OECs:		\$81,383.26
Total for all other Account Codes:		\$152,368.79
Total for all Account Codes:		\$233,752.05
Adjusted Allocation:		\$233,752.05
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282) ▼

Account Code	Total
5100 - Salaries	\$228,905.43
5120 - OECs	\$131,649.57
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	\$360,555.00
Adjusted Allocation	\$360,555.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5100 - Salaries - \$228,905.43 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 3 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Stanton
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Stanton Middle School (953200-282)	
Quantity:	1.00	
Cost:	\$228,905.43	
Line Item Total:	\$228,905.43	
Total for 5100 - Salaries:		\$228,905.43
Total for all other Account Codes:		\$131,649.57
Total for all Account Codes:		\$360,555.00
Adjusted Allocation:		\$360,555.00
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A		
Stanton Middle School (953200-282)		
5120 - OECs - \$131,649.57 ▼		
Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 3 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Stanton
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Stanton Middle School (953200-282)	
Quantity:	1.00	
Cost:	\$131,649.57	
Line Item Total:	\$131,649.57	
Total for 5120 - OECs:		\$131,649.57
Total for all other Account Codes:		\$228,905.43
Total for all Account Codes:		\$360,555.00
Adjusted Allocation:		\$360,555.00
Remaining:		\$0.00

Budget-Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266) ▼

Account Code	Total
5100 - Salaries	\$358,961.06
5120 - OECs	\$225,538.94
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$584,500.00
Adjusted Allocation	\$584,500.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5100 - Salaries - \$358,961.06 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 academic dean, 3 FTE Title I teachers, 2 paraprofessionals to support standards based instruction in content areas of reading and math @ Warner
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Warner Elementary School (953200-266)	
Quantity:	1.00	
Cost:	\$358,961.06	
Line Item Total:	\$358,961.06	
Total for 5100 - Salaries:		\$358,961.06
Total for all other Account Codes:		\$225,538.94
Total for all Account Codes:		\$584,500.00
Adjusted Allocation:		\$584,500.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5120 - OECs - \$225,538.94 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 1 academic dean, 3 FTE Title I teachers, 2 paraprofessionals to support standards based instruction in content areas of reading and math @ Warner
Funding Description:	I K-12 - Instruction K-12	
Location Code:	Warner Elementary School (953200-266)	
Quantity:	1.00	
Cost:	\$225,538.94	
Line Item Total:	\$225,538.94	
Total for 5120 - OECs:		\$225,538.94
Total for all other Account Codes:		\$358,961.06
Total for all Account Codes:		\$584,500.00
Adjusted Allocation:		\$584,500.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

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

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

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

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

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

April Christine Anderson

Instructional and Related Service Needs

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

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

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

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

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

5. List the projected types of services that the liaison will provide with what is in portion to the percentage of the salary paid with Title I, Part A funds.

The McKinney Vento Liaison will provide services in accordance to the duties, roles and responsibilities as outlined through federal guidance and regulations. These services will include but are not limited to the following:

- Assist in the immediate enrollment for families experiencing homelessness
- Provide support with referrals to health care, dental, mental health, substance abuse, housing, and other appropriate services
- Inform all parents of the educational and related opportunities available to their children, and provide meaningful opportunities to participate in the education of their children
- Share effective strategies and best practices for school personnel providing services to students experiencing homelessness and professional development with additional supports
- Provide access to educational services for which families are eligible, including Early Head Start and Head Start programs, early intervention services under Part C of the Individual with Disabilities Education Act, and other preschool programs administered by the school district
- Designate a school-level point of contact at each school who can assist with school-level tasks and refer issues that need further attention to the local liaison
- Develop collaborative relationships with local service providers, including shelters, food banks, housing

agencies, public preschool programs, faith-based organizations, and business partners

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

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$6,365,492.58
Indirect Cost Rate	0.39%
Maximum Allowed for Indirect Cost	\$24,825.42

Filter by Location: All - \$6,390,318.00 ▼

Funding Description Account Code	A - Administration (District Only)	H - Homeless (District Only)	ES - Equitable Services (District Only)	PI - Parent Involvement (District Only)	PD Pre-K - Professional Development Pre-K (District Only)	I K-12 - Instruction K-12	I Pre-K - Instruction Pre-K (District Only)	Total
5100 - Salaries	484,840.35	0.00	20,000.00	13,534.24	0.00	2,987,835.40	125,052.00	3,631,261.99
5120 - OECs	278,259.31	0.00	0.00	4,393.22	0.00	1,680,839.15	66,984.44	2,030,476.12
5400 - Travel	19,765.80	9,650.00		7,416.00	0.00	0.00	0.00	36,831.80
5500 - Contractual	5,116.00	3,475.00	96,309.14	11,450.00	0.00	471,000.00	0.00	587,350.14
5500 - Audit Fees	5,286.83							5,286.83
5560 - Indirect	24,825.42							24,825.42

Funding Description Account Code	A - Administration (District Only)	H - Homeless (District Only)	ES - Equitable Services (District Only)	PI - Parent Involvement (District Only)	PD Pre-K - Professional Development Pre-K (District Only)	I K-12 - Instruction K-12	I Pre-K - Instruction Pre-K (District Only)	Total
5600 - Supplies	6,500.00	29,000.00	0.00	36,082.01	500.00	2,203.69	0.00	74,285.70
Total	824,593.71	42,125.00	116,309.14	72,875.47	500.00	5,141,878.24	192,036.44	6,390,318.00
Adjusted Allocation								
Remaining								
0.00								

Funds Transferred to Title I

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 2021 - Consolidated - Rev 0 - Title I Part A

Required Documents

This page is currently not accepting Related Documents.

Title I Assurances	
Red Clay Consolidated School District (953200) Public District - FY 2021 - 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)).
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Budget

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

Account Code	Total
5100 - Salaries	\$558,023.34
5120 - OECs	\$277,069.57
5400 - Travel	\$7,000.00
5500 - Contractual	\$261,740.22
5500 - Audit Fees	\$1,273.96
5560 - Indirect	\$4,309.91
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$1,109,417.00
Adjusted Allocation	\$1,109,417.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

5100 - Salaries - \$558,023.34 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 FTE DPAS-II/PPD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)[Professional Staff][Budget Amount]
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$123,163.69	
Line Item Total:	\$123,163.69	
Account Code:	5100 - Salaries	Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)[Professional Staff][Budget Amount]
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$97,260.75	
Line Item Total:	\$97,260.75	

Account Code:		5100 - Salaries		Hire 1 FTE Social Studies Supervisor (HG-RCCSD-Baltz Admin .25 Title I, .75 Title II)[Professional Staff][Budget Amount]
Funding Description:		TQ - Title II TQ		
Location Code:		Red Clay Consolidated School District (953200)		
Quantity:		1.00		
Cost:		\$91,594.50		
Line Item Total:		\$91,594.50		
Account Code:		5100 - Salaries		Hire 1 FTE Classroom Teacher (Richey)
Funding Description:		TQ - Title II TQ		
Location Code:		Red Clay Consolidated School District (953200)		
Quantity:		1.00		
Cost:		\$69,935.00		
Line Item Total:		\$69,935.00		
Name of Teacher: Michelle Shaw				Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 5 at Richey Elementary. This support will reduce the size of intervention groups at each grade level as outlined below:

Ratio of Grade Level before the addition of the FTE:

K – 14 to 1

1 – 18 to 1

2 – 23 to 1

3 – 19 to 1

4 – 24 to 1

5 – 22 to 1

Ratio of Grade Level after the addition of the FTE:

K – 8 to 1

1 – 10 to 1

2 – 15 to 1

3 – 11 to 1

4 – 16 to 1

5 – 14 to 1

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

Evidence based research:

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

Account Code:	5100 - Salaries	Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)[Professional Staff][Budget Amount]
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$64,840.50	
Line Item Total:	\$64,840.50	
Account Code:	5100 - Salaries	Hire 1 FTE Classroom Teacher (Shortlidge)
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$52,335.00	
Line Item Total:	\$52,335.00	
		Name of Teacher: Javonna Rhodes

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	Hire 1 FTE Classroom Teacher (Highlands)
Funding Description:	TQ - Title II TQ	Name of Teacher: Erin Lyons
Location Code:	Red Clay Consolidated School District (953200)	Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 5 at Highlands Elementary. This support will reduce the size of intervention groups at each grade level as outlined below:
Quantity:	1.00	Ratio of Grade Level before the addition of the FTE:
Cost:	\$48,144.00	K – 19 to 1
Line Item Total:	\$48,144.00	1 – 20 to 1

2 – 17 to 1

3 – 19 to 1

4 – 16 to 1

5 – 27 to 1

Ratio of Grade Level after the addition of the FTE:

K – 12 to 1

1 – 15 to 1

2 – 12 to 1

3 – 14 to 1

4 – 11 to 1

5 – 20 to 1

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

Evidence based research:

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

Account Code:	5100 - Salaries	Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)[Professional Staff][Budget Amount]
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$6,484.50	
Line Item Total:	\$6,484.50	
Account Code:	5100 - Salaries	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II) [Professional Staff] [Budget Amount]
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,265.40	
Line Item Total:	\$4,265.40	
Total for 5100 - Salaries:		\$558,023.34

Total for all other Account Codes:	\$551,393.66
Total for all Account Codes:	\$1,109,417.00
Adjusted Allocation:	\$1,109,417.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

5120 - OECs - \$277,069.57 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 1 FTE DPAS-II/PPD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II)[Professional Staff][Budget Amount]
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$54,469.06	
Line Item Total:	\$54,469.06	
Account Code:	5120 - OECs	Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)[Professional Staff][OECs]
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$39,754.30	
Line Item Total:	\$39,754.30	

Account Code:	5120 - OECs	Hire 1 FTE Classroom Teacher (Richey) Name of Teacher: Christine Michelle Shaw Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 5 at Richey Elementary. This support will reduce the size of intervention groups at each grade level as outlined below: Ratio of Grade Level before the addition of the FTE: K – 14 to 1 1 – 18 to 1 2 – 23 to 1
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$38,129.06	
Line Item Total:	\$38,129.06	

3 – 19 to 1

4 – 24 to 1

5 – 22 to 1

Ratio of Grade Level after the addition of the FTE:

K – 8 to 1

1 – 10 to 1

2 – 15 to 1

3 – 11 to 1

		4 – 16 to 1 5 – 14 to 1 Please note that the ratio's above are projections based on historical class size not September 30 count data. Evidence based research: Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Richey, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level.
Account Code:	5120 - OECs	Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5

Title II)[Professional Staff][OECs]	
Funding Description:	TQ - Title II TQ
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	\$33,403.51
Line Item Total:	\$33,403.51
Account Code:	5120 - OECs
Funding Description:	TQ - Title II TQ
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	\$31,381.57
Line Item Total:	\$31,381.57
Account Code:	5120 - OECs
Funding Description:	TQ - Title II TQ
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00

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

Hire 1 FTE Classroom Teacher (Shortlidge)

Name of Teacher: Javonna Rhodes

Cost:	\$27,621.86	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:
Line Item Total:	\$27,621.86	

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.

		Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)[Professional Staff][OECs]
Account Code:	5120 - OECs	
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$26,624.19	
Line Item Total:	\$26,624.19	
Account Code:	5120 - OECs	
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$23,541.49	
Line Item		
		Hire 1 FTE Classroom Teacher (Highlands)
		Name of Teacher: Erin Lyons

Total:

\$23,541.49

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

Ratio of Grade Level before the addition of the FTE:

K – 19 to 1

1 – 20 to 1

2 – 17 to 1

3 – 19 to 1

4 – 16 to 1

5 – 27 to 1

Ratio of Grade Level after the addition of the FTE:

K – 12 to 1

1 – 15 to 1

2 – 12 to 1

3 – 14 to 1

4 – 11 to 1

5 – 20 to 1

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

Evidence based research:

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

Account Code: 5120 - OECs

Funding TQ - Title II TQ

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

Description:		[Professional Staff][OECs]	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$2,144.53		
Line Item Total:	\$2,144.53		
		Total for 5120 - OECs:	\$277,069.57
		Total for all other Account Codes:	\$832,347.43
		Total for all Account Codes:	\$1,109,417.00
		Adjusted Allocation:	\$1,109,417.00
		Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

5400 - Travel - \$7,000.00 ▼

Budget Detail		Narrative Description
Account Code:	5400 - Travel	Mileage (Total x.40/mile) Mileage will be utilized to support travel for district level staff (Math Supervisor, Science Supervisor, ELA Supervisor, and Social Studies Supervisor) to lead or participate in professional learning/meetings at the district and state level.
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$7,000.00	
Line Item Total:	\$7,000.00	
Total for 5400 - Travel:		\$7,000.00
Total for all other Account Codes:		\$1,102,417.00
Total for all Account Codes:		\$1,109,417.00
Adjusted Allocation:		\$1,109,417.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

5500 - Contractual - \$261,740.22 ▼

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	Set aside Title II funds for non-profit private schools allocation for professional development
Funding Description:	ES - Equitable Services	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$261,740.22	
Line Item Total:	\$261,740.22	
Total for 5500 - Contractual:		\$261,740.22
Total for all other Account Codes:		\$847,676.78
Total for all Account Codes:		\$1,109,417.00
Adjusted Allocation:		\$1,109,417.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

5500 - Audit Fees - \$1,273.96 ▼

Budget Detail		Narrative Description
Account Code:	5500 - Audit Fees	Audit Fee
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,273.96	
Line Item Total:	\$1,273.96	
Total for 5500 - Audit Fees:		\$1,273.96
Total for all other Account Codes:		\$1,108,143.04
Total for all Account Codes:		\$1,109,417.00
Adjusted Allocation:		\$1,109,417.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

5560 - Indirect - \$4,309.91 ▼

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	
Funding Description:	TQ - Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,309.91	
Line Item Total:	\$4,309.91	
Total for 5560 - Indirect:		\$4,309.91
Total for all other Account Codes:		\$1,105,107.09
Total for all Account Codes:		\$1,109,417.00
Adjusted Allocation:		\$1,109,417.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$1,105,107.09
Indirect Cost Rate	0.39%
Maximum Allowed for Indirect Cost	\$4,309.91

Filter by Location: All - \$1,109,417.00 ▼

Funding Description Account Code	ES - Equitable Services	TQ - Title II TQ	Total
5100 - Salaries	0.00	558,023.34	558,023.34
5120 - OECs	0.00	277,069.57	277,069.57
5400 - Travel	0.00	7,000.00	7,000.00
5500 - Contractual	261,740.22	0.00	261,740.22
5500 - Audit Fees		1,273.96	1,273.96
5560 - Indirect		4,309.91	4,309.91
Total	261,740.22	847,676.78	1,109,417.00
		Adjusted Allocation	1,109,417.00

Funding Description Account Code	ES - Equitable Services	TQ - Title II TQ	Total
		Remaining	0.00

Title II Part A

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

The purpose of Title II funds is to:

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders. [2001]

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

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

Monthly Administrative Training

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

Quarterly Administrative Training

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

Aspiring Administrators Cohort (Voluntary)

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

Aspiring Principal Cohort (Voluntary)

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

Summer Administrator Training (2 sessions)

All administrators engage in 2 summer professional learning opportunities.

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

District/Building PD Days:

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

Faculty Meetings:

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

Professional Learning Communities:

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

After-school EPER

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

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

School Planning

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

Literacy Instruction K – 5

Literacy Instruction K – 5

Analysis of reading data indicates a need to continue our comprehensive PD related to support improved outcomes for following student sub-groups: Students with Disabilities, ELL's, and Low Income (Note: Red Clay has over 52% of its students receiving free and reduced lunches). RCCSD will expand professional development to support implementation of the ReadyGen Curriculum in grades K-5. Teachers in all grades will continue to receive professional development to support implementation of targeted, differentiated small group instruction to ensure a balanced literacy approach. The ReadyGen curriculum has a “meets expectations” rating for all categories in grades K-5. Red Clay teachers will utilize these High Quality Instructional Materials (HQIM) to provide both core instruction and intervention. Teachers in grades K-5 will provide reading intervention to students using the ReadyUp component of the ReadyGen program (<https://www.edreports.org/reports/overview/readygen-2016>). This evidence-based literacy program provides teachers with targeted standard aligned lessons for K-5. Through training, teachers receive instruction on using diagnostic data to determine where to begin in this program to provide appropriate differentiated support. ReadyUp includes lessons for all key areas of an evidenced based literacy program (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>): phonological awareness/phonics, reading comprehension, vocabulary, fluency, and writing.

Math Instruction K – 12

Implementation of Math Expression (K-5), Illustrative Math (6-8), and EnVision (9-12) will continue to be a focus of professional learning activities for administrators and teachers.

College and Career Readiness

To support increased college and career readiness Red Clay will continue to develop rigorous advanced coursework and targeted support for secondary students. This will require professional learning activities that are aligned with the CCCS, as well as the following: career/industry readiness, STEM/IB programs, dual enrollment, AVID, AP course work, and early college programming to ensure that all students to graduate high school with the skills necessary to succeed academically and professionally. Lastly, we would need to increase parent and community knowledge and awareness in this area.

Supports for Special Education and ELL Learners

Red Clay will provide professional learning to assist teachers in meeting the individual learning needs of Special Education and ELL students. Professional learning activities will include job embedded professional development for instructional and administrative staff servicing these student populations. In addition, the district will continue to develop its system for monitoring and evaluating the effectiveness of the ELL/SWD PD. The district will build on its systemic professional development plan with training linked to specific skills and expectations (see Title III and IDEA for more details).

Instructional Technology

Red Clay will provide professional learning to support use of instructional technology as a way to engage, differentiate and support all learners, including our professional development for teachers. The technology will be used to build online/blended learning opportunities for students and teachers professional development. Embedded digital coaches and professional development is needed to fully improve teaching and learning with technology.

Culturally Responsive Practices:

Red Clay is dedicated to supporting all students and staff through culturally responsive practices, breaking down barriers, and eradicating historical disparities in academic excellence and personal success. We continue to develop diverse and inclusive curricula that reflects the wide range of voices, perspectives, and experience of the students and families in our community and the world. We also understand the benefit of providing equitable access to services, school resources and other learning opportunities to continue to eliminate educational inequities. We believe in meeting the needs of a growing and diverse student population and understand that by valuing and supporting our multicultural and multilingual students and their families, students will be more successful. Red Clay seeks to improve capacity for staff across our district, primarily in high needs schools, to support closing achievement gaps in our

neediest, historically marginalized populations. A 2018 Needs Assessment survey conducted by Hanover Research showed that staff reported greatest need in professional learning as it pertains to trauma informed practices (53%), building relationships with students (43%) and culturally inclusive practices (41%). In order to improve the quality and effectiveness of teachers, principals and school leaders the District will engage in the following areas:

Student Town Hall Supports: This work would consist of hosting and facilitating student town halls virtually. Possible topics include race, racism, student voice, SEL components, civic awareness, and other topics as necessary. We can offer two structures for town halls: 1) a brief educational component with a shortened Q&A session and 2) an open conversation around the topic chosen. Our goal would be to allow for space to have courageous conversations facilitated by people skilled in navigating difficult conversations.

Social Justice Standards Curriculum Integration: This work would consist of supporting the group already created to integrate the Social Justice Standards into Red Clay curriculum.

LGBTQ+ Supports: This work would support the efforts of better understanding LGBTQ+ rights and responsibilities within school systems with an emphasis on a level of understanding.

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

The Red Clay Consolidated school district provides additional support and services to schools with a higher population of high needs students through use of IDEA, Title III, Title I, Focus, and Action schools funding. The Title II A budget includes 3 staff members, each of which is assigned to a title 1 school, and two of which are assigned to schools formerly designated as Priority Schools. In addition, the LEA has identified three tiers of schools in Red Clay for the purpose of providing differentiated support. In addition the Red Clay Consolidated School District completes an internal

tiring of schools to identify those that require additional support. Schools are then provided differentiated support and resources based on their level of need. Additional support and include PLC support, Development Coaching (DASL), EL and SWD coaching, literacy coaches, math coaches, 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. We have targeted our professional development for all schools knowing that inclusion is not isolated. Our professional development outlined should support all teachers in serving the needs of at-risk students. We did not plan through the grant to have separate title II PD.

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

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

As it relates to monitoring the impact of the central office team on teacher effectiveness Red Clay is developing a balanced scorecard to assist us in monitoring progress towards the goals of our strategic plan. The balanced scorecard will monitor effectiveness in the following areas: Leadership, Instruction, School Climate and Culture, and Multi-Tiered Systems of Support. 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 (Math Inventory, Reading Inventory, 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 Reading Inventory), and progress measured by diagnostic assessments (i.e. words their way). Indicators for Math will include progress towards standards as measured by curriculum based assessment and progress as measured by Math inventory.

- 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)

As it relates to monitoring the impact of the curriculum and instruction team on teacher effectiveness supervisors will be evaluated in accordance with the guidance outlined in the DPAS II for Administrators Guide: Through this process supervisors will engage in Goal Setting (Fall), Mid-Year Conferencing (Winter) and Summative conferencing (Spring). During the goal setting process each supervisor will identify student performance goals including targets for “satisfactory” and “exceeds” ratings. In addition, each supervisor will identify a leadership priority area including an “action plan” and “indicators of success”. Effectiveness will be evaluated using the DPAS II rubric for administrators. Below are some of the common indicators that will be monitored for for each supervisor:

- Professional Development Plan
- Use of Data to Inform Professional Learning needs including:
 - Assessment Data (Curriculum Based Assessments, Screeners, and State Assessments)
 - Stakeholder feedback - Professional Learning Evaluations and Curriculum Council Meetings
 - DPAS II and Classroom Walk-Throughs

- Support Visits - PLC's, Faculty Meetings, Leadership Teams

- Progress towards Student Performance Goals

These areas and “indicators of success” specific to each supervisor’s leadership priority will be reviewed 3x’s annually (Fall, Winter, and Spring) with evidence being captured in the DPAS II for Administrators application in DSC.

4. Describe the steps the LEA proposes to take to ensure equal opportunities to participate in its applicable Federally-assisted program for all eligible students, teachers, and other program beneficiaries. [Section 427 of the General Education Provisions Act 20 U.S.C. §1228a (a)]

Administrator Training

All building and district administrators will engage the Systemic vs. Systematic Bias: A Professional Learning Series for Red Clay Leaders. Red Clay leaders will break down implicit personal bias that can lead to systematic bias, while also examining how systemic bias supports/negates our core values.

Stakeholder Engagement:

Summer 2020 Virtual Town Halls with Red Clay Students:

In an effort to address student needs and create a brave space for continuing courageous conversations, Red Clay, in conjunction with community partners, will host a series of virtual town halls with students. Topics will include race, racism, student voice, social/emotional learning, and civic awareness.

Listening Sessions with Superintendent Green's Student Advisory Council

Red Clay will host listening sessions to help our student leaders expand their input and find additional avenues and pathways for participation in the education process in Red Clay schools. Our goal is to elevate student voices, empower students, and hear more of the student perspective.

Diversity Committee

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

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

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

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

Non-Participating Schools - Intent to Participate Form was sent

School	Status
Sanford School - 5846 ▼	Non-Participating ▼

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
All Saints Catholic School - 5736 ▼		\$ 0.00
High Road School of Delaware - 5637 ▼	40	\$ 2,188.20
Developing Minds Preschool - 5021 ▼	67	\$ 3,665.23
Padua Academy - 5857 ▼	590	\$ 32,275.94

Salesianum School - 5860 ▼	975	\$ 53,337.36
Sharon Temple Adventist School - 5867 ▼	26	\$ 1,422.33
St. Ann School - 5855 ▼	235	\$ 12,855.67
St. Anthony of Padua Grade School - 5856 ▼	222	\$ 12,144.51
St. John The Beloved School - 5849 ▼	510	\$ 27,899.54
Tatnall School, Inc. (The) - 5840 ▼	530	\$ 28,993.64
Saint Mark's High School - 5850 ▼	501	\$ 27,407.20
Ursuline Academy - 5862 ▼	411	\$ 22,483.75
Wilmington Christian School - 5853 ▼	400	\$ 21,881.99
Destiny Calling Academy - 13267 ▼	10	\$ 547.05
Participating Total:	4,517	\$ 247,102.40

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		15,763
A2. Participating Private School Enrollment		4,517
A3. Total Enrollment (A1 + A2)		20,280
B. Title II, Part A Allocation		
B1. District Allocation		\$ 1,109,417.00
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)		\$ 1,109,417.00
C. Per Pupil Rate		
C1. B5 divided by A3		\$ 54.70
D. Final Equitable Share		
D1. Amount district must reserve for equitable services for private school teachers and other educational personnel (A2 X C1)		\$ 247,102.40

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

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

Specific Title II, Part A Assurances

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title II Part A

Specific Title II, Part A

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

Budget

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title III English Learner

Account Code	Total
5100 - Salaries	\$49,356.00
5120 - OECs	\$16,020.96
5400 - Travel	\$0.00
5500 - Contractual	\$63,769.02
5500 - Audit Fees	\$0.00
5560 - Indirect	\$828.58
5600 - Supplies	\$83,312.44
5700 - Capital Outlay	\$0.00
Total	\$213,287.00
Adjusted Allocation	\$213,287.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title III English Learner

5100 - Salaries - \$49,356.00 ▼

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

Total:		
Account Code:	5100 - Salaries	
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$2,700.00	
Line Item Total:	\$2,700.00	
Account Code:	5100 - Salaries	
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$336.00	
Line Item Total:	\$336.00	
Total for 5100 - Salaries:		\$49,356.00
Total for all other Account Codes:		\$163,931.00
Total for all Account Codes:		\$213,287.00

EPER for Summer Program Coordinator (1 staff x 100 hours x \$27/hr)

Parent Meetings (2 staff x 6 hours x \$28/hr)

Adjusted Allocation:	\$213,287.00
Remaining:	\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title III English Learner		
5120 - OECs - \$16,020.96		▼
Budget Detail		Narrative Description
Account Code:	5120 - OECs	EPER for EL Newcomer Summer Program (15 Staff x 80 Hours x \$26/hr)
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$10,127.52	
Line Item Total:	\$10,127.52	
Account Code:	5120 - OECs	EPER for Staff to Attend Monthly Professional Learning Meetings (30 staff x 20 hours x \$28/hr)
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,907.95	
Line Item	\$4,907.95	

Total:		
Account Code:	5120 - OECs	
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$876.42	
Line Item Total:	\$876.42	
Account Code:	5120 - OECs	
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$109.07	
Line Item Total:	\$109.07	
Total for 5120 - OECs:		\$16,020.96
Total for all other Account Codes:		\$197,266.04
Total for all Account Codes:		\$213,287.00

Adjusted Allocation:	\$213,287.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title III English Learner

5500 - Contractual - \$63,769.02 ▼

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	Equitable share set aside for ELs identified in participating private schools
Funding Description:	ES - Equitable Services	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$244.02	
Line Item Total:	\$244.02	Imagine Learning Licenses to support ELL's
Account Code:	5500 - Contractual	
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$20,400.00	
Line Item	\$20,400.00	

Total:		
Account Code:	5500 - Contractual	
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$16,250.00	
Line Item Total:	\$16,250.00	
Account Code:	5500 - Contractual	
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$10,500.00	
Line Item Total:	\$10,500.00	
Account Code:	5500 - Contractual	
Funding Description:	ELL - Title III ELL	

Rosetta Stone Licenses to support ELL's

Summer Program Transportation (\$3,500 per site, 3 sites)

Location Code:	Red Clay Consolidated School District (953200)	Tuition Reimbursement- UD ACE Program or Wilmington University
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Account Code:	5500 - Contractual	
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	TESOL International Convention- \$650 registration, 5 participants
Quantity:	1.00	
Cost:	\$3,250.00	
Line Item Total:	\$3,250.00	
Account Code:	5500 - Contractual	
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	WIDA National Conference- \$625 registration 5 participants
Quantity:	1.00	
Cost:	\$3,125.00	

Line Item Total:	\$3,125.00	Total for 5500 - Contractual: Total for all other Account Codes: Total for all Account Codes: Adjusted Allocation: Remaining:	\$63,769.02 \$149,517.98 \$213,287.00 \$213,287.00 \$0.00
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Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title III English Learner

5560 - Indirect - \$828.58 ▼

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	LEA Indirect Cost Reservation
Funding Description:	A - Administration	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$828.58	
Line Item Total:	\$828.58	
Total for 5560 - Indirect:		\$828.58
Total for all other Account Codes:		\$212,458.42
Total for all Account Codes:		\$213,287.00
Adjusted Allocation:		\$213,287.00
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title III English Learner		
5600 - Supplies - \$83,312.44 ▼		
Budget Detail		Narrative Description
Account Code:	5600 - Supplies	National Geographic ELD Curriculum
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$75,000.00	
Line Item Total:	\$75,000.00	
Account Code:	5600 - Supplies	Newcomer Welcome Kits- school supplies for all students new to the country
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,812.44	
Line Item	\$4,812.44	

Total:		
Account Code:	5600 - Supplies	Summer Program Instructional Supplies & Materials
Funding Description:	ELL - Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$3,500.00	
Line Item Total:	\$3,500.00	
Total for 5600 - Supplies:		\$83,312.44
Total for all other Account Codes:		\$129,974.56
Total for all Account Codes:		\$213,287.00
Adjusted Allocation:		\$213,287.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title III English Learner

Indirect Cost	
Total Contributing to Indirect Cost	\$212,458.42
Indirect Cost Rate	0.39%
Maximum Allowed for Indirect Cost	\$828.58

Filter by Location: All - \$213,287.00 ▼

Funding Description Account Code	ES - Equitable Services	A - Administration	ELL - Title III ELL	Total
5100 - Salaries		0.00	49,356.00	49,356.00
5120 - OECs		0.00	16,020.96	16,020.96
5500 - Contractual	244.02	0.00	63,525.00	63,769.02
5560 - Indirect		828.58	0.00	828.58
5600 - Supplies	0.00	0.00	83,312.44	83,312.44
Total	244.02	828.58	212,214.40	213,287.00

Funding Description Account Code	ES - Equitable Services	A - Administration	ELL - Title III ELL	Total
			Adjusted Allocation	213,287.00
			Remaining	0.00

Title III English Learner

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title III English Learner

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

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

		-One paraprofessional provides additional 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 Immersion	-TWIOP trained staff -ESOL certified staff at various grade levels -Two designated ESL teachers provide pull-out/push-in support	
Linden Hill	ESL Pull-Out & Push-In Immersion	-Two designated ESL teachers provide pull-out/push-in support	
Marbrook	Sheltered Instruction ESL Pull-Out & Push-In Immersion	-SLOP trained staff -ESOL certified staff at all grade levels -One designated ESL teacher provides pull-out/push-in support -One paraprofessional provides additional support	

Mote	ESL Pull-Out & Push-In Immersion	-SIOB trained staff -ESOL certified staff at various grade levels -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	-Three designated ESL teachers provide pull-out/push-in support -Team of teachers SIOB trained to deliver TOT
	Richey	ESL Pull-Out & Push-In- One designated ESL teacher provides pull-out/push-in support -One paraprofessional provides additional support
Shortlidge	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
	Warner	ESL Pull-Out & Push-In- One designated ESL teacher provides pull-out/push-in support
Cab Calloway	ESL Pull-Out & Push-In	-Back-to-Basics tutors support small number of students

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

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

RPLC	Consultative	-Needs of students taken into consideration
2. Describe how the LEA will ensure that elementary schools and secondary schools assist English learners in achieving English proficiency based on the State's English language proficiency (ELP) assessment (ACCESS), consistent with the State's long-term goals. [Section 3116(b)(2)(A)]		
The EL Office will send out 2019-2020 ACCESS scores to all elementary and secondary administrators and EL teachers. The composite scores from the assessment will be used as a guide to determine service hours but schools will also use classroom assessments, district assessments, teacher observations, and other feedback to determine the most appropriate support for a student. The EL Supervisor will be holding individual meetings with school administrators to review data and accountability reports. The number of EL students continues to grow and as a District we have to look at each student on a case-by-case basis.		
The EL Office has made the following changes/enhancements to the EL Program over the 2019/2020 school year to ensure that elementary and secondary schools assist ELs in achieving English proficiency consistent with the State's long-term goals:		
*10 additional full-time EL teachers were provided at: Baltz (1), Brandywine Springs (1), Heritage (1), Lewis (1), Mote (1), North Star (1), HBMS (1), Skyline (1), Stanton (1), and McKean (1) *21 Red Clay schools have bilingual office staff to support our Spanish speaking families *Continued focus on SIOP strategies at Forest Oak, Mote, and Baltz Elementary schools *2 EL teachers (one at elementary and one high school), one EL Coach, the EL Testing Specialist, and the EL Supervisor attended the WIDA National Conference in Providence, Rhode Island *6 Red Clay teachers and staff attended the SIOP Capacity Builder Plus Workshop hosted by the DDOE *25 District Office staff (EL coaches, ELA coaches, SWD staff, curriculum supervisors) participated in a three day SIOP Training provided by Pearson *Monthly EL Professional Learning Meetings were delivered to an increased number of teachers- topics were based on teacher request *Professional development webinars offered to general education teachers in June focused on supporting English learners *EL/SWD Discussion Form was completed for all dually identified students to determine the most appropriate supports		

- *Virtual EL Summer Program will be offered- last summer approximately 130 students attended and we have approximately 80 students confirmed for this summer
- *EL representation at all staffing meetings to discuss projections for next year
- *Partnership with the LACC to provide after-school tutoring
- *Tuition reimbursement for a cohort of teachers enrolled in the ACE Program
- *After-school tutoring sessions held at Forest Oak
- *Newcomer After-School Tutoring program offered at our middle and high schools
- *EL representation at district level meetings to provide input on the needs of our ELs
- *Continued use of Rosetta Stone licenses to support our middle and high school newcomers
- *Continued use of Imagine Learning licenses to support our elementary newcomers
- *Continued use of the telephonic interpretation service to address language needs of our families
- *Stanton Middle School participated in the year long SIOP Model Schools Initiative
- *Purchase of new ELD curriculum at 3rd-12th grade (National Geographic)
- *EL Coach to attend the Virtual 2020 SIOP Conference

The EL Office will continue to focus on the changes/enhancements made during the 2019-2020 school year in addition to the following enhancements to ensure that elementary and secondary schools assist ELs in achieving English proficiency consistent with the State's long-term goals:

- *Nominate another Red Clay School for the SIOP Model Schools Initiative if offered
- *Data review of long term ELs
- *Data review of Parent Withdrawals
- *Individual meetings with school administrators to review data, accountability, and discuss programming
- *Updates to our EL Resource Guide as needed
- *Recommendations for additional EL teachers to support our schools with growing numbers
- *Purchase of a new ELD curriculum at K-2 and additional materials in grades 3-8 as needed
- *Expansion of EL Summer Program
- *Staff attendance at WIDA National Conference if virtual option is held
- *Staff attendance at TESOL Conference location TBD
- *Increased family learning opportunities
- *EL Coaches will closely monitor student progress both in the general education and ELD classrooms to provide targeted supports

*A workgroup will be created to assist in the development/refinement of an ELAP that would include a section for program placement recommendations and rationale

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

The EL Office will focus on assisting elementary and secondary schools assisting English learners meeting the challenging State academic standards in the following ways:

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

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

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

The EL Supervisor, with support from the ESL teachers, has selected an English Language Development curriculum that will be used during language development instruction. The new language development curriculum builds language, vocabulary, reading and writing skills and engages students with multicultural, rich literacy, and differentiates and scaffolds skills and strategies. One of the EL Coaches has been given the task of aligning the themes and skills of the ELD curriculum with the scope and sequence of the ReadyGen curriculum.

The after-school program for our SLIFE and immigrant students began in November 2019 until the school closure. The program was focused on providing additional language instruction. The National Geographic Newcomer program

was purchased for teachers to use as a resource in supporting the students. The afterschool program was provided to middle and high school students to help build foundational skills needed to meet the challenging State academic standards.

The three-day SIOP training was held for coaches (literacy, math, EL, SWD) and content supervisors. This provided a common language and framework for best instructional practices that can be shared throughout all professional learning opportunities and discussions district-wide.

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

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

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

The Red Clay Parent Advisory Council (RCPAC) includes parents of all Title 1 schools to help review the District's Parent and Family Engagement Plan and the use of funds connected to the plan. Any parent with a child in a Title 1 School is invited to monthly meetings to provide insight pertinent to student success.

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

This LEA has committed to building and maintaining strong relationships with our diverse students, families, and community partners. Parents are encouraged to participate in school level committee meetings where they can be involved in decisions regarding the use of funds for parent engagement activities. Parents attending open houses,

student-led celebrations and parent nights are exposed to the diverse needs of all students in their child's school, including Students with Disabilities (SWD) and English Language Learners (ELL). This allows parents to help develop and recommend parent engagement activities that fulfill the needs of all students, including those with barriers to success.

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

The EL Office contracts with the Latin American Community Center to provide after-school tutoring services. Tutors assist with homework completion and other areas of specific need if requested by the classroom teacher. This support will continue during the 2020-2021 school year.

The LEA hosts a Family Resource Fair every year to provide families direct links to community organizations that support in a variety of ways from health and wellness to ways to support their children at home with reading and math.

The EL Supervisor and program coordinators from other school districts have been discussing and sharing resources, organizations, and community partners that would provide services and/or information to families throughout the year.

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title III English Learner

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

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

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

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

Non-Participating Schools - Intent to Participate Form was sent

School	Status
Hockessin Montessori School (The) - 5802 ▼	Non-Participating ▼
Developing Minds Preschool - 5021 ▼	Non-Participating ▼
Padua Academy - 5857 ▼	Non-Participating ▼
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	Non-Participating ▼
Sharon Temple Adventist School - 5867 ▼	Non-Participating ▼
Tatnall School, Inc. (The) - 5840 ▼	Non-Participating ▼

Towle Institute - 5805 ▼	Non-Participating ▼
Ursuline Academy - 5862 ▼	Non-Participating ▼
Wilmington Christian School - 5853 ▼	Non-Participating ▼
CACC Montessori Sch/Child Care - 5699 ▼	Non-Responsive ▼
CENTREVILLE LAYTON SCHOOL - 6028 ▼	Non-Responsive ▼
Destiny Calling Academy - 13267 ▼	Non-Participating ▼
Independence School - 5871 ▼	Non-Participating ▼
Limestone Hills Day School - 5895 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Responsive ▼
Wilmington Junior Academy - 5847 ▼	Non-Responsive ▼
High Road School of Delaware - 5637 ▼	Non-Participating ▼

Participating Private Schools

School	# EL	Allocation
St. Anthony of Padua Grade School - 5856 ▼	3	\$ 244.02
Saint Mark's High School - 5850 ▼	0	\$ 0.00
St. Ann School - 5855 ▼	0	\$ 0.00
St. John The Beloved School - 5849 ▼	0	\$ 0.00
Participating Total:	3	\$ 244.02

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	2,609
A2. Private school enrollment of EL students	3
A3. Total EL Enrollment = (A1 + A2)	2,612
B. Title III Allocation	
B1. District Allocation	\$ 213,287.00
B2. 2% Administrative Costs (for public and private school programs)	\$ 828.59
B3. LEA Allocation minus Administrative Costs (B1 - B2)	\$ 212,458.41
C. Per Pupil Rate	
C1. Per Pupil Rate = (B3 / A3)	\$ 81.34
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)	\$ 244.02

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title III English Learner

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

Specific Title III Assurances

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 2021 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment**

Account Code	Total
5100 - Salaries	\$404,254.00
5120 - OECs	\$165,446.86
5400 - Travel	\$12,000.00
5500 - Contractual	\$130,784.19
5500 - Audit Fees	\$1,573.96
5560 - Indirect	\$2,797.99
5600 - Supplies	\$23,500.00
5700 - Capital Outlay	\$0.00
Total	\$740,357.00
Adjusted Allocation	\$740,357.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5100 - Salaries - \$404,254.00 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 FTE TAG Teacher (Ellen Meara) to provide Talented and Gifted services to students (100% Title IVA funded).
Funding Description:	RE - Rounded Ed	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$64,993.00	
Line Item Total:	\$64,993.00	
Account Code:	5100 - Salaries	Hire 1 FTE TAG Teacher (Jen Manley) to provide Talented and Gifted services to students (100% Title IVA funded).
Funding Description:	RE - Rounded Ed	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$47,900.00	
Line Item	\$47,900.00	

Total:		
Account Code:	5100 - Salaries	Hire 1 FTE Nurse (Tanya Allen-Simpson) for Wellness Center at Warner (100% Title IVA funded).
Funding Description:	SHP - S&H Partner	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$96,868.00	
Line Item Total:	\$96,868.00	
Account Code:	5100 - Salaries	Tier 1 MTSS/PBS Team EPER K-12 - Team Meetings (6 staff per building x 13 buildings x 25 hours x \$28/hr)
Funding Description:	SHS - S&H School	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$55,000.00	
Line Item Total:	\$55,000.00	
Account Code:	5100 - Salaries	Stipends (28 Stipends x \$1000.00) for Tier I MTSS/PBS work with Dr. Celestin
Funding Description:	SHS - S&H School	

Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	28.00	
Cost:	\$1,000.00	
Line Item Total:	\$28,000.00	
Account Code:	5100 - Salaries	
Funding Description:	ET - Ed Tech	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$111,493.00	
Line Item Total:	\$111,493.00	
		Total for 5100 - Salaries:
		\$404,254.00
		Total for all other Account Codes:
		\$336,103.00
		Total for all Account Codes:
		\$740,357.00
		Adjusted Allocation:
		\$740,357.00
		Remaining:
		\$0.00

Hire 1 FTE Ed Associate - Lou Mingeone (100% Title IVA funded) to Supervise Career and Technical Education programming.

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5120 - OECs - \$165,446.86 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	OEC & Benefits 1 FTE TAG Teacher (Ellen Meara) to provide Talented and Gifted services to students (100% Title IVA funded)
Funding Description:	RE - Rounded Ed	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$25,549.37	
Line Item Total:	\$25,549.37	1 FTE TAG Teacher (Jen Manley) to provide Talented and Gifted services to students (100% Title IVA funded).
Account Code:	5120 - OECs	
Funding Description:	RE - Rounded Ed	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$20,048.89	
Line Item	\$20,048.89	

Total:		
Account Code:	5120 - OECs	OEC & Benefits 1 FTE Nurse (Tanya Allen-Simpson) for Wellness Center at Warner (100% Title IVA funded).
Funding Description:	SHP - S&H Partner	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$34,041.65	
Line Item Total:	\$34,041.65	
Account Code:	5120 - OECs	PBS Team EPER K-12 PBS Team Meetings (6 staff per building x 13 buildings x 25 hours x \$28/hr)
Funding Description:	SHS - S&H School	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$18,000.00	
Line Item Total:	\$18,000.00	
Account Code:	5120 - OECs	OEC for MTSS stipends (28 @ \$1000 each)
Funding Description:	SHS - S&H School	

Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Account Code:	5120 - OECs	
Funding Description:	ET - Ed Tech	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$57,806.95	
Line Item Total:	\$57,806.95	
Total for 5120 - OECs:		\$165,446.86
Total for all other Account Codes:		\$574,910.14
Total for all Account Codes:		\$740,357.00
Adjusted Allocation:		\$740,357.00
Remaining:		\$0.00
OEC and Benefits for 1 FTE Ed Associate - Lou Mingeone (100% Title IVA funded) to Supervise Career and Technical Education programming.		

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5400 - Travel - \$12,000.00 ▼

Budget Detail		Narrative Description
Account Code:	5400 - Travel	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.
Funding Description:	SHS - S&H School	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$12,000.00	
Line Item Total:	\$12,000.00	
Total for 5400 - Travel:		\$12,000.00
Total for all other Account Codes:		\$728,357.00
Total for all Account Codes:		\$740,357.00
Adjusted Allocation:		\$740,357.00
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment 5500 - Contractual - \$130,784.19 ▼		
Budget Detail		Narrative Description
Account Code:	5500 - Contractual	Contract w/Prevent Child Abuse Delaware for Delivery of Personal Body Safety Training
Funding Description:	SHP - S&H Partner	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$22,000.00	
Line Item Total:	\$22,000.00	
Account Code:	5500 - Contractual	Contract with US2, Inc. for Intercepting Bias In Our Classrooms
Funding Description:	SHP - S&H Partner	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item	\$20,000.00	

Total:		
Account Code:	5500 - Contractual	Contract with Delaware Valley Consortium for Excellence and Equity Cost: \$12,000.00
Funding Description:	SHP - S&H Partner	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$12,000.00	
Line Item Total:	\$12,000.00	
Account Code:	5500 - Contractual	Contract with BCS & Associates Consulting Form: Training series specifically designed for: Classroom Teachers, Reading Specialists, Literacy Coaches, Title I Staff, School Administrators, School Staff, Athletic Coaches, and School Volunteers.
Funding Description:	SHP - S&H Partner	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$9,174.46	
Line Item Total:	\$9,174.46	
Account Code:	5500 - Contractual	Private School - Equitable Share
Funding Description:	ES - Equitable Services	

Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$67,609.73	
Line Item Total:	\$67,609.73	
Total for 5500 - Contractual:		\$130,784.19
Total for all other Account Codes:		\$609,572.81
Total for all Account Codes:		\$740,357.00
Adjusted Allocation:		\$740,357.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5500 - Audit Fees - \$1,573.96

Budget Detail		Narrative Description
Account Code:	5500 - Audit Fees	Audit Fees
Funding Description:	A - Administration	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,573.96	
Line Item Total:	\$1,573.96	
Total for 5500 - Audit Fees:		\$1,573.96
Total for all other Account Codes:		\$738,783.04
Total for all Account Codes:		\$740,357.00
Adjusted Allocation:		\$740,357.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment
5560 - Indirect - \$2,797.99

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	Indirect Costs
Funding Description:	A - Administration	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$2,797.99	
Line Item Total:	\$2,797.99	
Total for 5560 - Indirect:		\$2,797.99
Total for all other Account Codes:		\$737,559.01
Total for all Account Codes:		\$740,357.00
Adjusted Allocation:		\$740,357.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5600 - Supplies - \$23,500.00 ▼

Budget Detail			Narrative Description
Account Code:	5600 - Supplies		PBIS Incentives - \$500 per building x 27 buildings = \$13,500
Funding Description:	SHS - S&H School		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$13,500.00		
Line Item Total:	\$13,500.00		
Account Code:	5600 - Supplies		TAG Materials - Supplies and Materials to support identification TAG students and instructional programming
Funding Description:	SHS - S&H School		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$10,000.00		
Line Item	\$10,000.00		

Total:	
Total for 5600 - Supplies:	\$23,500.00
Total for all other Account Codes:	\$716,857.00
Total for all Account Codes:	\$740,357.00
Adjusted Allocation:	\$740,357.00
Remaining:	\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Indirect Cost	
Total Contributing to Indirect Cost	\$737,559.01
Indirect Cost Rate	0.39%
Maximum Allowed for Indirect Cost	\$2,876.17

Filter by Location: All - \$740,357.00



Funding Description Account Code	A - Administration	RE - Rounded Ed	SHP - S&H Partner	SHS - S&H School	ET - Ed Tech	ES - Equitable Services	Total
5100 - Salaries	0.00	112,893.00	96,868.00	83,000.00	111,493.00	0.00	404,254.00
5120 - OECs	0.00	45,598.26	34,041.65	28,000.00	57,806.95	0.00	165,446.86
5400 - Travel	0.00	0.00	0.00	12,000.00	0.00		12,000.00
5500 - Contractual	0.00	0.00	63,174.46	0.00	0.00	67,609.73	130,784.19
5500 - Audit Fees	1,573.96						1,573.96

Funding Description Account Code	A - Administration	RE - Rounded Ed	SHP - S&H Partner	SHS - S&H School	ET - Ed Tech	ES - Equitable Services	Total
5560 - Indirect	2,797.99						2,797.99
5600 - Supplies	0.00	0.00	0.00	23,500.00	0.00	0.00	23,500.00
Total	4,371.95	158,491.26	194,084.11	146,500.00	169,299.95	67,609.73	740,357.00
Adjusted Allocation							740,357.00
Remaining							0.00

Title IV	
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment 1. Describe the activities and programming that will be supported with the Title IV, Part A funding. [4106(e)(1)] RCCSD will utilize Title IV funds to support the following: Talented and Gifted Instruction - Title IV funds will be utilized to support 2 itinerant teachers to provide services to 8 Red Clay schools. Services will be provided to students in grades 3-5 at 8 Red Clay Elementary schools. In addition funding has been allocated to provide curriculum resources, STEM units, and classroom materials to support Talented and Gifted Instruction. Warner Wellness Center Nurse- Title IV funds will be utilized to support a nurse to be assigned to the Warner Wellness Center. The nurse will be responsible for scheduling of appointments, data entry, health screenings, coordination of referrals, and will serve as physician's assistant. 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.	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 a nurse at the Warner Wellness Center at Warner. The wellness center will be operated in partnership with Nemours, which provides a Physician 2 days per week to provide healthcare services to Warner families. The nurse will support through the following: scheduling of appointments, data entry, health screenings, coordination of referrals, and will serve as physician's assistant. The Warner community will greatly benefit from this partnership with Nemours. Additionally, Red Clay will contract with the Delaware Valley Equity Consortium to assist with the development of a district-wide equity plan.
3. If applicable, describe how funds will be used for activities related to supporting well-rounded education that are coordinated with other schools and community based services and programs. [4106(e)(1)(B) and 4107(a)(1)] As described above RCCSD will utilize Title IV funds to support 2 itinerant teachers to supplement the core curriculum at 8 elementary schools (grades 3-5). These staff members will engage in the co-planning and delivery of standards-based lessons to ensure the necessary differentiation to meet the needs of talented and gifted learners. They will also push or pull out as needed to support individuals or groups of students in grades 3-5.	

4. If applicable, describe how funds will be used for activities related to supporting safe and healthy students that are coordinated with other schools and community based services and programs. [4106(e)(1)(C) and 4108(1)] The .5 nurse position, described fully in response 2 will work in partnership with Nemours 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 Prevent Child Abuse Delaware - PCAD will provide required personal body safety training in grades pre-k - 6. Partnership with US2 - US2 will support Red Clay in the development and facilitation of professional learning to assist Red Clay staff in recognizing and intercepting bias. Partnership with Delaware Valley Consortium for Excellence and Equity - DVCEE will provide professional development for Red Clay staff to support the continued growth of diversity champions so that they can build capacity at their home school. Partnership with BCS Associates - The district will partner with BCS associates to provide professional development to support new teacher mentoring. Mentors engage with in quarterly professional learning.
5. How will funds be used for activities related to supporting safe and healthy students that foster safe, healthy, supportive, and drug-free environments that support student academic achievement? [4106(e)(1)(C) and 4108(2)] As described above RCCSD will utilize Title IV funds to support the following: - Warner Wellness Center Nurse - The nurse position, in partnership with Nemours, will provide health screening and services to a high needs community in the Red Clay Consolidated School District. - MTSS Leads will plan for improved supports for students through MTSS. - The partnership with PCAD will provide - Personal Body Safety Training to students in grades Pre-K - 6. Red Clay will monitor the effectiveness of the program by monitoring the number of sessions offered across our schools. - The partnerships with US2 and DVCEE exist to support professional learning in alignment with our District Equity Plan. By engaging teachers and school leaders in these professional learning to support equity we will support the development of safe and healthy students. - The partnership with BCS Associates provides support to new teachers quarterly. New teachers will engage in a variety of activities assisting them in the establishment of safe and supportive learning environments.
6. How will funds be used for activities related to supporting safe and healthy students that promote the involvement of parents in the activity or program? [4106(e)(1)(C) and 4108(3)] Title IV funding will be utilized to provide a nurse to support the Warner Wellness Center. A primary function of this nurse will be to support families in meeting the health care needs of their students. This will include scheduling appointments, assisting with referrals, and following up on immunizations and health screenings.
7. If applicable, describe how funds will be used for activities related to supporting the effective use of technology to improve the academic achievement, academic growth, and digital literacy of all students. [4106(e)(1)(D)]

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

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 health 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 supports 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 support improved supports for students through multi-tiered supports. Red Clay will monitor school-wide referral and suspension data to determine the effectiveness of the initiative. - The partnership with PCAD will provide Personal Body Safety Training to students in grades Pre-K - 6. Red Clay will monitor the effectiveness of the program by monitoring the number of sessions offered across our schools. - Partnership with US2 and DVCEE exist to support our professional learning in alignment with our District Equity Plan. Red Clay will monitor the # of sessions offered and the # of staff participating in the sessions to determine effectiveness. - The partnership with BCS Associates provides support to new teachers quarterly. Red Clay will monitor the number of sessions completed and the # of staff participating to monitor effectiveness.

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

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

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

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

Non-Participating Schools - Intent to Participate Form was sent

School	Status
Salesianum School - 5860 ▼	Non-Participating ▼
Sanford School - 5846 ▼	Non-Participating ▼
Saint Mark's High School - 5850 ▼	Non-Participating ▼
Tatnall School, Inc. (The) - 5840 ▼	Non-Participating ▼
Tower Hill School - 5834 ▼	Non-Responsive ▼
Towle Institute - 5805 ▼	Non-Participating ▼
Ursuline Academy - 5862 ▼	Non-Participating ▼
Wilmington Christian School - 5853 ▼	Non-Participating ▼

Participating Private Schools

School	# Enrolled	Allocation
High Road School of Delaware - 5637 ▼	40	\$ 1,702.36
Destiny Calling Academy - 13267 ▼	10	\$ 425.59
Padua Academy - 5857 ▼	590	\$ 25,109.83
Sharon Temple Adventist School - 5867 ▼	26	\$ 1,106.54
St. Ann School - 5855 ▼	235	\$ 10,001.37
St. Anthony of Padua Grade School - 5856 ▼	222	\$ 9,448.11
St. John The Beloved School - 5849 ▼	510	\$ 21,705.11
▼		\$ 0.00
Participating Total:	1,633	\$ 69,498.91

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

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

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

Equitable Share Calculation

A. Number of Students	LEA Calculation
A1. District Enrollment	15,763
A2. Participating Private School Enrollment	1,633
A3. Total Enrollment (A1+A2)	17,396
A4. Percent Participating Private School Enrollment (A2 / A3)	9.39
B. Proportionate Share	
B1. District Allocation	\$ 740,357.00
B2. Proportionate Share to Private Schools (B1 X A4)	\$ 69,498.91
B3. Proportionate Share to District (B1 - B2)	\$ 670,858.09
B4. Per Pupil Rate (B1/A3)	\$ 42.56

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 [Upload 1 document(s)]	 <u>Title IV Spending Rules Worksheet</u>	 <u>Title IV Spending Rules Worksheet</u>
Optional Documents		
Type	Document Template/Example	Document/Link
Title IV Needs Assessment [Upload up to 1 document(s)]	 <u>Title IV Needs Assessment</u>	 <u>Title IV Needs Assessment</u>

Specific Title IV Assurances

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 2021 - Consolidated - Rev 0 - CTE Perkins
Secondary**

Account Code	Total
5100 - Salaries	\$7,500.00
5120 - OECs	\$2,925.00
5400 - Travel	\$56,350.00
5500 - Contractual	\$137,000.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$125,438.00
5700 - Capital Outlay	\$61,600.00
Total	\$390,813.00
Adjusted Allocation	\$390,813.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

5100 - Salaries - \$7,500.00 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Approx. (15 teachers) @ 5 days per training as per DOE new POS @ \$100/day stipend
Funding Description:	PL - Professional Learning	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	75.00	
Cost:	\$100.00	
Line Item Total:	\$7,500.00	
Total for 5100 - Salaries:		\$7,500.00
Total for all other Account Codes:		\$383,313.00
Total for all Account Codes:		\$390,813.00
Adjusted Allocation:		\$390,813.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

5120 - OECs - \$2,925.00 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Approx. (15 teachers) @ 5 days per training as per DOE new POS @ \$100 stipends totaling \$7,500 x approx. 39% OEC'S is \$2,625
Funding Description:	PL - Professional Learning	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$2,925.00	
Line Item Total:	\$2,925.00	
Total for 5120 - OECs:		\$2,925.00
Total for all other Account Codes:		\$387,888.00
Total for all Account Codes:		\$390,813.00
Adjusted Allocation:		\$390,813.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

5400 - Travel - \$56,350.00 ▼

Budget Detail		Narrative Description
Account Code:	5400 - Travel	<u>Travel:</u> (\$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. <u>CTSO's National Competitions</u> - (est. total costs including travel and registration) - average (12 advisors) per year for a total of \$21,600
Funding Description:	POS S - POS Support	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$56,350.00	
Line Item Total:	\$56,350.00	

Participating CTSO's

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

CAB – BPA-MS, TSA-HS, and TSA-MS

CSS – FFA, HOSA, TSA-HS, and TSA-MS

JDHS – TSA, VEX & FIRST Robotics, Skills

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

AIDMS – BPA and FCCLA

BSS – BPA

HBDMS – BPA, FCCLA, and TSA

Skyline – BPA

Stanton – BPA and TSA

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 to 8.2%

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: \$334,463.00

Total for all Account Codes:	\$390,813.00
Adjusted Allocation:	\$390,813.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

5500 - Contractual - \$137,000.00 ▼

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	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$70,000.00	
Line Item Total:	\$70,000.00	DTCC will provide (600) hours of instruction in the Patient Care Assistant Program to a maximum of sixteen (16) students in two cohorts.
		Year One (2020-2021 academic year):
		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 (2021-2022 academic year):
		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
		Substitue coverage: (\$32,000) - staff can meet with content area, school specific and business & industry partners to design and incorporate school based enterprises and/or student internships. - staff can attend state and national competitions and/or conferences
Account Code:	5500 - Contractual	
Funding Description:	POS S - POS Support	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$32,000.00	
Line Item Total:	\$32,000.00	

		On average, 4 days per teacher (50) at \$160, totaling \$32,000	
	Account Code:	5500 - Contractual	CTSO State Leadership Conferences & Competitions Registrations (\$10,500) Participating CTSO's AIDHS – BPA, DECA, FCCLA, Skills, TSA, Educators Rising
	Funding Description:	POS S - POS Support	
	Location Code:	Red Clay Consolidated School District (953200)	
	Quantity:	1.00	

Cost:	\$10,500.00	
Line Item		
Total:	\$10,500.00	
	CAB – BPA-MS, TSA-HS, and TSA-MS CSS – FFA, HOSA, TSA-HS, and TSA-MS JDHS – TSA, VEX & FIRST Robotics, Skills TMHS – DECA, FCCLA, FFA, Skills, TSA, Educators Rising AIDMS – BPA and FCCLA BSS – BPA HBDMS – BPA, FCCLA, and TSA Skyline – BPA Stanton – BPA and TSA -registration (est. average total costs 50 @ \$210) \$10,500 The cost associated with CTSO registrations coupled with the number of advisors mandated to accompany the numerous students (historically high) who qualify/attend national competitions, increasing travel costs, and the reduction of Perkins funding drive up the expenditures to 8.2%	
Account	5500 - Contractual	

Code:		Project Lead the Way (PLTW) licensing & training: (\$18,500)
Funding Description:	PL - Professional Learning	-Two Gateway Unit trainings for (3) teachers at est. \$5,000, totaling \$15,000
Location Code:	Red Clay Consolidated School District (953200)	-PLTW License for JD MYP
Quantity:	1.00	-IB Design 8, est. \$3,500
Cost:	\$24,500.00	
Line Item Total:	\$24,500.00	Robotics Engineering Training (\$3,000)
		- Industrial robotics training for engineering teacher at FANUC of America
		Culinary Training (\$3,000)
		Pro-Start Training for Culinary teachers (2-3)
		Total for 5500 - Contractual:
		\$137,000.00
		Total for all other Account Codes:
		\$253,813.00

Total for all Account Codes:		\$390,813.00
Adjusted Allocation:		\$390,813.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - CTE Perkins
Secondary

5600 - Supplies - \$125,438.00 ▼

Budget Detail		Narrative Description
Account Code:	5600 - Supplies	PLTW classroom upgrade will include: - (28) student lab workstations - (2) student collaboration tables - (1) teacher instructional workstation - (1) student/teacher instructional lectern - (1) teacher-student collaboration workstation
Funding Description:	POS S - POS Support	
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	
Cost:	\$24,500.00	
Line Item Total:	\$24,500.00	

Account Code:	5600 - Supplies	IB MYP Inventions & Innov. of Tech. - PLTW supplies for Desing & Modeling: \$6,000
Funding Description:	POS S - POS Support	
Location Code:	Dickinson (John) High School (953200-290)	
Quantity:	1.00	
Cost:	\$6,000.00	
Line Item Total:	\$6,000.00	
Account Code:	5600 - Supplies	AIHS (\$2,500) AET POS - NCCER books (hand and power tools): \$3,500
Funding Description:	POS S - POS Support	
Location Code:	duPont (Alexis I.) High School (953200-292)	
Quantity:	1.00	
Cost:	\$3,500.00	
Line Item Total:	\$3,500.00	
Account Code:	5600 - Supplies	Skyline MS (\$29,475)
Funding	POS T - POS Technology	

Description:				Inventions & Innov. Tech.
Location Code:	Skyline Middle School (953200-280)			- Interactive board & mount: \$5,500
Quantity:		1.00		- Laptop cart: \$1,500
Cost:		\$30,938.00		- (20) Dell laptops @ \$1,020: \$20,400
Line Item Total:		\$30,938.00		- 3-D printer: \$3,538
Account Code:	5600 - Supplies	TMHS (\$18,000)		
Funding Description:	POS T - POS Technology	MET POS		
Location Code:	McKean (Thomas) High School (953200-294)			- Interactive Board, \$5,500
Quantity:		1.00		
Cost:		\$22,000.00		Audio, Radio, Visual Eng.
Line Item Total:		\$22,000.00		- Interactive Board, \$5,500
				Plant Science POS
				- Interactive Board, \$5,500

Account Code:	5600 - Supplies	HBMS (\$9,000)
Funding Description:	POS T - POS Technology	
Location Code:	duPont (H.B.) Middle School (953200-276)	MS FCS
Quantity:	1.00	- Interactive board \$5,500
Cost:	\$11,000.00	MS Business
Line Item Total:	\$11,000.00	- Interactive board \$5,500
Account Code:	5600 - Supplies	JD (\$9,00)
Funding Description:	POS T - POS Technology	
Location Code:	Dickinson (John) High School (953200-290)	Drafting & Design
Quantity:	1.00	- Interactive board & mount: \$5,500
Cost:	\$11,000.00	
Line Item Total:	\$11,000.00	Digital Media
		- Interactive board & mount: \$5,500

Account Code:	5600 - Supplies	AIHS (\$4,500) K-12 Academy POS - Interactive board & mount: \$5,500
Funding Description:	POS T - POS Technology	
Location Code:	duPont (Alexis I.) High School (953200-292)	
Quantity:	1.00	
Cost:	\$5,500.00	
Line Item Total:	\$5,500.00	
Total for 5600 - Supplies:		\$125,438.00
Total for all other Account Codes:		\$265,375.00
Total for all Account Codes:		\$390,813.00
Adjusted Allocation:		\$390,813.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

5700 - Capital Outlay - \$61,600.00 ▼

Budget Detail		Narrative Description
Account Code:	5700 - Capital Outlay	JDHS (\$61,600)
Funding Description:	POS T - POS Technology	Digital Media
Location Code:	Dickinson (John) High School (953200-290)	
Quantity:	1.00	- (30) tech mac computers @ \$1,900: \$57,000
Cost:	\$61,600.00	
Line Item Total:	\$61,600.00	- (2) I-mac computers @ \$2,300: \$4,600
Total for 5700 - Capital Outlay:		\$61,600.00
Total for all other Account Codes:		\$329,213.00
Total for all Account Codes:		\$390,813.00
Adjusted Allocation:		\$390,813.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

Indirect Cost	
Total Contributing to Indirect Cost	\$329,213.00
Indirect Cost Rate	0.39%
Maximum Allowed for Indirect Cost	\$1,278.94

Filter by Location: All - \$390,813.00 ▼

Funding Description Account Code	POS S - POS Support	POS T - POS Technology	PL - Professional Learning	Total
5100 - Salaries	0.00	0.00	7,500.00	7,500.00
5120 - OECs	0.00	0.00	2,925.00	2,925.00
5400 - Travel	56,350.00	0.00	0.00	56,350.00
5500 - Contractual	112,500.00	0.00	24,500.00	137,000.00
5600 - Supplies	34,000.00	91,438.00	0.00	125,438.00
5700 - Capital Outlay	0.00	61,600.00	0.00	61,600.00

Funding Description	POS S - POS Support	POS T - POS Technology	PL - Professional Learning	Total
Account Code				
Total	202,850.00	153,038.00	34,925.00	390,813.00
			Adjusted Allocation	390,813.00
			Remaining	0.00

Core Indicators of Performance

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 2017-2018 and 2018-2019 are listed in the table. The current target levels are provided in the 2019-2020 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).

	2017-2018	2018-2019	2019-2020	2020-2021	2023-2024	
	Prior Performance (Actual)	Prior Performance (Actual)	Current Target	Proposed Annual Target	Proposed Final Target	Justification
1S1: Four Year Graduation Rate	97.3%	97.33%	90%	* 97 %	* 100 %	Plan for incremental growth
2S1: Academic Proficiency in Reading Language Arts	59.83%	58.9%	50%	* 56 %	59 %	Plan for incremental growth

2S2: Academic Proficiency in Mathematics	31.53%	32.75%	29.00%	* 32 %	* 35 %	Plan incremental growth
2S3: Academic Proficiency in Science	41.6%	47.41%	54.00%	* 47 %	* 50 %	Plan incremental growth
3S1: Post-Program Placement	67.54%	66.77%	67%	* 66 %	* 69 %	Plan incremental growth
4S1: Non-traditional Program Concentration	41%	43.15%	33.00%	* 43 %	* 46 %	Plan incremental growth
5S1: Program Quality - Attained Recognized Postsecondary Credential	0.00%	0.00%	0.18%	* 1 %	* 4 %	Plan incremental growth
5S2: Program Quality - Attained Postsecondary Credits	5.55%	25.3%	0.18%	* 24 %	* 27 %	Plan incremental growth
5S3: Program Quality - Participated in Work-Based Learning	0.33%	2.72%	0.18%	* 3 %	* 6 %	Plan incremental growth
5S4: Program Quality - Middle Grades				* 30 %	* 33 %	Plan incremental growth

Local Application

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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	* Additional time and effort is 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, District Lead Mentor to ensure new teachers are supported through professional learning opportunities
d. Systems Alignment	* Expand WBL	* Increase number of students participating in WBL Increase WBL relations with local businesses	* Expand WBL to reflect the needs of local industries Survey local businesses interested in hosting WBL students	* Time and effort of WBL coordinator to support multiple high schools in recruiting businesses for POS Time and effort of WBL Coordinator and CTE teachers in developing a survey to identify local business needs

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

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

Priority 2: Program Quality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Priority 3: Student Readiness and Equity

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

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

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

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

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

All students are provided academic interventions and behavioral supports. Students are screened three times in the school year to assess any ELA and Math needs. Students are provided an intervention plan during four week

cycles throughout the school year. During these cycles students are provided progress monitoring with their deficiency to raise their academic achievement.

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

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

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

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

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

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

Priority 4: Talent Development

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

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

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

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

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

Teacher candidates apply for employment and work through an interview process with the district.

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

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

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

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

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

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

place for educators.

Priority 5: Systems Alignment

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

10. Use the following outline to describe how employers and community partners are engaged and providesupport 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 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

Required Documents		
Type	Document Template/Example	Document/Link
Perkins Advisory Committee [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 Needs Assessment [Upload up to 3 document(s)]	N/A	 <u>Red Clay Needs Assessment</u>

Specific Perkins Assurances

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

Specific Perkins

1. The Delaware Department of Education (DDOE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this subgrant. However, DDOE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the subgrant award.
2. Grantee shall adhere to DDOE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent subgrant payments until such time as the reports are filed.
3. Requests for subgrant extension, when allowed, must be submitted at least 45 days prior to the end of the subgrant period.
4. Grantee shall repay any funds that have been determined through the federal or state audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government. The repayment may be made by an offset to funds that are otherwise due the grantee.
5. Federal funds made available will be used to supplement, and to the extent practicable increase the amount of state and local funds for Career and Technical Education but in no case supplant (replace) such state or local funds.
6. CTE programs of study are of such size, scope, and quality to bring about improvement in the quality of CTE education and are in alignment with the Delaware State Plan for Career and Technical Education.

7.	Sufficient information will be provided to the State to enable the State to comply with the provisions of the Perkins Act, including evaluation/review of grant implementation and data collection. Cooperation will be provided to enable the State to continue to collect data for the core Perkins indicators. The complete annual data report for the previous school year has already been submitted to DDOE.
8.	A local career and technical advisory committee including business and industry personnel is organized and utilized to assist in overall planning, coordinating, and evaluating all Career and Technical Education programs. (A listing of committee members is included in the Related Documents section utilizing the Advisory Committee form provided). Agendas, attendance, and minutes from these meetings will be kept on file for a period of five (5) years and made available for DDOE review upon request.
9.	Abilities, interests and needs of students, and recommendations from advisory councils, State and community labor needs surveys were considered in order to provide appropriate and supplementary programs and services for special populations.
10.	CTE services will be coordinated with relevant programs conducted under the Workforce Innovation and Opportunity Act (WIOA), including cooperative arrangements established with private industry councils and the Delaware Workforce Development Board, in order to avoid duplication and to expand the range of and accessibility to Career and Technical Education services.
11.	Any eligible recipient that has not expended all Perkins funds within the academic/program year for which they are provided will remit all unexpended monies to the eligible agency for redistribution in accordance with the Carl D. Perkins Career & Technical Education Act of 2006, Section 133b.
12.	Grantee shall assure that semi-annual, annual, and/or final grant reports are submitted within the approved project timeline associated with the grant award.
13.	The Proposed Annual Target and the Proposed Final Target established through the Consolidated Grant Application, which includes revisions, if any, to the State's performance levels for the Perkins V core indicators, is accurate and complete. The LEA understands that this information will be incorporated into the LEA's Perkins V grant award through the State's Consolidated Grant Application and that the LEA will be held accountable for meeting at least 90 percent of each agreed-upon performance level or be required to implement a program improvement plan pursuant to Section 123(a)(1) of Perkins V.

Budget

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 611

Account Code	Total
5100 - Salaries	\$1,845,106.34
5120 - OECs	\$887,840.89
5400 - Travel	\$7,406.10
5500 - Contractual	\$1,394,000.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$16,546.83
5600 - Supplies	\$108,423.84
5700 - Capital Outlay	\$0.00
Total	\$4,259,324.00
Adjusted Allocation	\$4,259,324.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 611

5100 - Salaries - \$1,845,106.34 ▼

Budget Detail			Narrative Description
Account Code:	5100 - Salaries	1 FTE - Director of Special Services - S. Celestin	
Funding Description:	611 - IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$142,180.00		
Line Item Total:	\$142,180.00		
Account Code:	5100 - Salaries	1 FTE - Supervisor of Special Services - D. Shepherd	
Funding Description:	611 - IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$118,349.00		
Line Item Total:	\$118,349.00		

Account Code:	5100 - Salaries	1 FTE - Supervisor of Autism Services - D. Squittiere
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$118,349.00	
Line Item Total:	\$118,349.00	
Account Code:	5100 - Salaries	1 FTE - District Coordinator - ICT (11 mo) - N. Johnson
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$99,869.00	
Line Item Total:	\$99,869.00	
Account Code:	5100 - Salaries	ESY Staff funding for Federal & Reading-based ESY services based on summer 2019 actuals
Funding Description:	611 - IDEA 611	
Location	Red Clay Consolidated School	

Code:	District (953200)	
Quantity:	1.00	
Cost:	\$95,000.00	
Line Item Total:	\$95,000.00	
Account Code:	5100 - Salaries	1 FTE - District Coordinator - Homebound, Special Transportation, DocuSign & Special Education Coordinator Support (11 mo) - J. Wheeler
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$90,855.00	
Line Item Total:	\$90,855.00	
Account Code:	5100 - Salaries	1 FTE - District Coordinator - MTSS/Academic Supports & State Assessment - DESSA & CollegeBoard (11 mo) -S. Pellicano
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$90,120.80	
Line Item Total:	\$90,120.80	

Total:				1 FTE - Early Years Program Child Find Coordinator - K. Kozlowski
Account Code:		5100 - Salaries		
Funding Description:		611 - IDEA 611		
Location Code:		Red Clay Consolidated School District (953200)		
Quantity:		1.00		
Cost:		\$83,118.00		
Line Item Total:		\$83,118.00		
Account Code:		5100 - Salaries		1 FTE - District Behavior Support Team, School Psychologist on Special Assignment (FBA/BSP & Behavior Consultation for Students w/ IEPs) -C. Till
Funding Description:		611 - IDEA 611		
Location Code:		Red Clay Consolidated School District (953200)		
Quantity:		1.00		
Cost:		\$81,935.36		
Line Item Total:		\$81,935.36		
Account Code:		5100 - Salaries		
Funding Description:		611 - IDEA 611		

Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$78,286.28	
Line Item Total:	\$78,286.28	
Account Code:	5100 - Salaries	1 FTE - District Coordinator - IDEA Data, PS IEP & Secondary Transition (11 mo) - J. Machemer
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$76,928.50	
Line Item Total:	\$76,928.50	
Account Code:	5100 - Salaries	1 FTE - District Behavior Support Team, School Psychologist on Special Assignment (FBA/BSP & Behavior Consultation for Students w/ IEPs) - L. Messick
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$71,136.00	

Line Item Total:	\$71,136.00	1 FTE - Early Years Program Child Find Coordinator - S. Hogan-Tietze
Account Code:	5100 - Salaries	
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$67,469.00	
Line Item Total:	\$67,469.00	
Account Code:	5100 - Salaries	1 FTE - Early Years Program Paraprofessional - Kinney
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$43,079.00	
Line Item Total:	\$43,079.00	
Account Code:	5100 - Salaries	
Funding	611 - IDEA 611	Supportive Instruction (homebound) instructional services for students with IEPs

Description:			
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$40,000.00		
Line Item Total:	\$40,000.00		
Account Code:	5100 - Salaries	1 FTE - District Coordinator - Child Find/Private Schools K-12 (11 mo) - M. Shields	
Funding Description:	ES - Equitable Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$95,122.00		
Line Item Total:	\$95,122.00		
Account Code:	5100 - Salaries	PPPS K-12 - Psychoeducational Evaluations - Part-time School Psychologist - D. Denes	
Funding Description:	ES - Equitable Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:			

	\$10,000.00	
Line Item Total:	\$10,000.00	
Account Code:	5100 - Salaries	1 FTE - District Coordinator - MTSS Tier 3, Alternative Ed & Correctional Placements (11 mo) - S. Schmittinger-Kashner
Funding Description:	CEIS - Coordinated Early Intervening Services	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$98,219.00	
Line Item Total:	\$98,219.00	
Account Code:	5100 - Salaries	MTSS - Problem Solving Team EPER - 6 staff per building x 28 buildings x 18 hours x \$28/hr
Funding Description:	CEIS - Coordinated Early Intervening Services	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$84,672.00	
Line Item Total:	\$84,672.00	
Account Code:	5100 - Salaries	1 FTE - District Coordinator - MTSS Social/Emotional, SB 85 Supports (10 mo) - A. Simpson

Funding Description:	CEIS - Coordinated Early Intervening Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$83,860.00		
Line Item Total:	\$83,860.00		
Account Code:	5100 - Salaries	1 FTE - District Coordinator - MTSS SEL/Mental Health Tier 2/3, Crisis Response (11 mo) - G. Koury	
Funding Description:	CEIS - Coordinated Early Intervening Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$80,403.40		
Line Item Total:	\$80,403.40		
Account Code:	5100 - Salaries	1 FTE - District Coordinator - MTSS/Academic Supports & Alternate Assessment (11 mo) - A. Guptill	
Funding Description:	CEIS - Coordinated Early Intervening Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		

Cost:	\$68,155.00	
Line Item Total:	\$68,155.00	
Account Code:	5100 - Salaries	MTSS Problem Solving Team (PST) Team Leader Stipends - \$1000 per building x 28 buildings
Funding Description:	CEIS - Coordinated Early Intervening Services	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$28,000.00	
Line Item Total:	\$28,000.00	
Total for 5100 - Salaries:		\$1,845,106.34
Total for all other Account Codes:		\$2,414,217.66
Total for all Account Codes:		\$4,259,324.00
Adjusted Allocation:		\$4,259,324.00
Remaining:		\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 611		
5120 - OECs - \$887,840.89 ▼		
Budget Detail		Narrative Description
Account Code:	5120 - OECs	OECs & Benefits - Supervisor of Special Services - D. Shepherd
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$63,128.65	
Line Item Total:	\$63,128.65	
Account Code:	5120 - OECs	OECs & Benefits - Supervisor of Autism Services - D. Squittiere
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$58,722.73	
Line Item Total:	\$58,722.73	

Account Code:	5120 - OECs	OECs & Benefits - Director of Special Services - S. Celestin
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$57,305.55	
Line Item Total:	\$57,305.55	
Account Code:	5120 - OECs	OECs & Benefits - District Coordinator - Homebound, Special Transportation, DocuSign & ED Support - J. Wheeler
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$54,204.09	
Line Item Total:	\$54,204.09	
Account Code:	5120 - OECs	OECs & Benefits - District Coordinators - ICT - N. Johnson
Funding Description:	611 - IDEA 611	
Location	Red Clay Consolidated School	

Code:	District (953200)	
Quantity:	1.00	
Cost:	\$48,779.00	
Line Item Total:	\$48,779.00	
Account Code:	5120 - OECs	OECs & Benefits - Early Years Program Child Find Coordinator - S. Hogan-Tietze
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$46,613.00	
Line Item Total:	\$46,613.00	
Account Code:	5120 - OECs	OECs & Benefits - District Behavior Support Team School Psychologist on Special Assignment -C. Till
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$44,055.50	
Line Item Total:	\$44,055.50	

Total:		
Account Code:	5120 - OECs	OECs & Benefits - District Coordinator - MTSS/Academic, State Assessment -S. Pellicano
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$41,809.53	
Line Item Total:	\$41,809.53	
Account Code:	5120 - OECs	OECs & Benefits - Early Years Program Paraprofessional - Kinney
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$38,696.00	
Line Item Total:	\$38,696.00	
Account Code:	5120 - OECs	OECs & Benefits - District Behavior Support Team, School Psychologist on Special Assignment - L. Messick
Funding Description:	611 - IDEA 611	

Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$38,518.91	
Line Item Total:	\$38,518.91	
Account Code:	5120 - OECs	OECs & Benefits - Early Years Program Child Find Coordinator - K. Kozlowski
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$37,614.02	
Line Item Total:	\$37,614.02	
Account Code:	5120 - OECs	OECs & Benefits - Early Years Program Child Find Coordinator - H. Brady
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$33,675.89	

Line Item Total:	\$33,675.89	
Account Code:	5120 - OECs	OECs & Benefits - District Coordinator - IDEA Data, PS IEP & Secondary Transition - J. Machemer
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$33,235.15	
Line Item Total:	\$33,235.15	
Account Code:	5120 - OECs	OECs & Benefits - ESY Staff for Federal & Reading-based ESY Services
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$30,837.00	
Line Item Total:	\$30,837.00	
Account Code:	5120 - OECs	OECs & Benefits - Supportive Instruction (homebound) instructional services for students with IEPs
Funding	611 - IDEA 611	

Description:			
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$12,984.00		
Line Item Total:	\$12,984.00		
Account Code:	5120 - OECs	OECs & Benefits - District Coordinator - Child Find/Private Schools K-12 - M. Shields	
Funding Description:	ES - Equitable Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$50,763.24		
Line Item Total:	\$50,763.24		
Account Code:	5120 - OECs	PPPS K-12 - Psychoeducational Evaluations - Part-Time School Psychologist - D. Denes	
Funding Description:	ES - Equitable Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:			

	\$3,246.00		
Line Item Total:	\$3,246.00		
Account Code:	5120 - OECs	OECs & Benefits - District Coordinator - MTSS Tier 3, Alternative Ed & Correctional Placements - S. Schmittinger-Kashner	
Funding Description:	CEIS - Coordinated Early Intervening Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$47,310.05		
Line Item Total:	\$47,310.05		
Account Code:	5120 - OECs	OECs & Benefits - MTSS/SEL & SB 85 Support - A. Simpson	
Funding Description:	CEIS - Coordinated Early Intervening Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$42,649.12		
Line Item Total:	\$42,649.12		
Account Code:	5120 - OECs	OECs & Benefits - District Coordinator - MTSS Tier 2/3 & Mental Health, Crisis Response & Outside Agencies - G. Koury	

Funding Description:	CEIS - Coordinated Early Intervening Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$34,363.10		
Line Item Total:	\$34,363.10		
Account Code:	5120 - OECs	OECs & Benefits - District Coordinator - MTSS/Academic & Alternate Assessment - A. Guptill	
Funding Description:	CEIS - Coordinated Early Intervening Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$32,757.03		
Line Item Total:	\$32,757.03		
Account Code:	5120 - OECs	OECs for MTSS Problem Solving Team (PST) EPER - 6 staff per building x 28 buildings x 18 hours x \$28/hr	
Funding Description:	CEIS - Coordinated Early Intervening Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		

Cost:	\$27,484.53	
Line Item Total:	\$27,484.53	
Account Code:	5120 - OECs	OECs - Problem Solving Team (PST) Team Leader Stipends - \$1000 per building x 28 buildings
Funding Description:	CEIS - Coordinated Early Intervening Services	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$9,088.80	
Line Item Total:	\$9,088.80	
Total for 5120 - OECs:		\$887,840.89
Total for all other Account Codes:		\$3,371,483.11
Total for all Account Codes:		\$4,259,324.00
Adjusted Allocation:		\$4,259,324.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 611

5400 - Travel - \$7,406.10 ▼

Budget Detail		Narrative Description
Account Code:	5400 - Travel	Registrations for DE Inclusion Conference (\$45 per person x 90 staff) - estimated at 3 staff x 30 schools/programs
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,050.00	
Line Item Total:	\$4,050.00	
Account Code:	5400 - Travel	Mileage for Special Services staff including itinerant autism teachers & homebound instructors
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$3,356.10	
Line Item Total:	\$3,356.10	

Total for 5400 - Travel:	\$7,406.10
Total for all other Account Codes:	\$4,251,917.90
Total for all Account Codes:	\$4,259,324.00
Adjusted Allocation:	\$4,259,324.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 611

5500 - Contractual - \$1,394,000.00 ▼

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	Contracted related services for OT/PT/SLT/AT for students with IEPs based on 20-21 actuals
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$750,000.00	
Line Item Total:	\$750,000.00	
Account Code:	5500 - Contractual	Contracted Services for translation & interpretation services for IEP meetings and IEP related paperwork based on 20-21 actuals
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$500,000.00	
Line Item Total:	\$500,000.00	

Account Code:	5500 - Contractual	Contracted Services - District Behavior Support Team, BCBA (FBA/BSP Development & Behavioral Consultation for students with IEPs) - K. Dickey
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$80,000.00	
Line Item Total:	\$80,000.00	
Account Code:	5500 - Contractual	Contracted services for instruction of students with IEPs at hospital/treatment centers (e.g., LearnWell, Nemours) based on 19-20 actuals
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$40,000.00	
Line Item Total:	\$40,000.00	
Account Code:	5500 - Contractual	Contracted services for ESY bus transportation (\$6,000 per site x 4 sites)
Funding Description:	611 - IDEA 611	
Location	Red Clay Consolidated School	

Code:	District (953200)		
Quantity:	1.00		
Cost:	\$24,000.00		
Line Item Total:	\$24,000.00		
Total for 5500 - Contractual:			\$1,394,000.00
Total for all other Account Codes:			\$2,865,324.00
Total for all Account Codes:			\$4,259,324.00
Adjusted Allocation:			\$4,259,324.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 611

5560 - Indirect - \$16,546.83 ▼

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	Indirect Costs for IDEA 611
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$16,546.83	
Line Item Total:	\$16,546.83	
Total for 5560 - Indirect:		\$16,546.83
Total for all other Account Codes:		\$4,242,777.17
Total for all Account Codes:		\$4,259,324.00
Adjusted Allocation:		\$4,259,324.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 611

5600 - Supplies - \$108,423.84 ▼

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

Account Code:	5600 - Supplies	ESY Curriculum Materials (e.g., Reading Horizons license renewals)
Funding Description:	611 - IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,941.62	
Line Item Total:	\$1,941.62	
Account Code:	5600 - Supplies	MTSS Tier 2 & 3 evidence-based intervention materials for school counselors & school psychologists: CAT & Coping CAT (estimated cost = \$11,700) Skillstreaming (estimated cost = \$9,500) Coping with Stress Course (estimated cost = \$1,250)
Funding Description:	CEIS - Coordinated Early Intervening Services	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$22,482.22	
Line Item Total:	\$22,482.22	
Total for 5600 - Supplies:		\$108,423.84
Total for all other Account Codes:		\$4,150,900.16
Total for all Account Codes:		\$4,259,324.00
Adjusted Allocation:		\$4,259,324.00

Remaining:

\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	\$4,242,777.17
Indirect Cost Rate	0.39%
Maximum Allowed for Indirect Cost	\$16,546.83

Filter by Location: All - \$4,259,324.00 ▼

Account Code	Funding Description	611 - IDEA 611	ES - Equitable Services	CEIS - Coordinated Early Intervening Services	Total
5100 - Salaries		1,296,674.94	105,122.00	443,309.40	1,845,106.34
5120 - OECs		640,179.02	54,009.24	193,652.63	887,840.89
5400 - Travel		7,406.10	0.00	0.00	7,406.10
5500 - Contractual		1,394,000.00	0.00	0.00	1,394,000.00
5560 - Indirect		16,546.83		0.00	16,546.83
5600 - Supplies		85,941.62	0.00	22,482.22	108,423.84
Total		3,440,748.51	159,131.24	659,444.25	4,259,324.00

Funding Description	611 - IDEA 611	ES - Equitable Services	CEIS - Coordinated Early Intervening Services	Total
Account Code				
			Adjusted Allocation	4,259,324.00
			Remaining	0.00

Equitable Services

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 611

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

IDEA requires LEAs to spend a proportionate amount of their IDEA, Part B allocation for special education and related services on students with disabilities who are parentally placed in private schools ("equitable participation services").

Provide the numbers and the calculations listed below that are being used to determine the proportionate share that must be set aside for equitable participation services.

Number of eligible children with disabilities in public schools in the LEA	3,073.00
Number of parentally placed eligible children with disabilities in private elementary schools and elementary schools located in the LEA	63.00
IDEA, Part B allocation	4,396,29
Average per-child allocation	1,401.88
Amount to be expended for parentally placed children with disabilities	88,318.4

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

Red Clay Consolidated School District notifies private schools and parents of parentally placed private school (PPPS) students in the fall of each school year. The notification includes information about what services can be provided

such as evaluations for special education eligibility and therapy services. In addition to written notification, meetings are held to be provide additional information on IDEA services a minimum of two times per year.

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

Red Clay's Office of Federal Programs in conjunction with the Special Services' Child Find Office conducts a minimum of two meetings per year to discuss proportionate share and the design and development of special education and related services. In the fall meeting, discussion focuses on the types of services that can be provided including psychological evaluation, individual therapy sessions or consultative therapy as well as training and technical assistance related to IDEA services and supports. During meetings later in the school year, the Special Services' Child Find Office follows up with private schools to discuss questions and concerns and provide training on topics identified by the private school staff (e.g., language development, evaluation process).

3. Describe how the LEA will ensure that the services are equitable in comparison to the services provided to public school students, staff, and families and are provided in a timely manner, are secular, neutral, and non-ideological for IDEA.

Red Clay employs a Special Education Coordinator who provides support for all PPPS student cases. The coordinator works directly with psychologists and therapists providing support to the private school students and ensures timely evaluation, development of IEPs and equitable services. In addition, Red Clay conducts an internal audit process reviewing a sampling of records from all schools/programs including PPPS students. Through this audit process, the District Administration can identify any concerns around equity of services.

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

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

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

All materials and equipment that are needed for PPPS students are purchased through the same acquisition process as all Red Clay schools/programs. The Private School Child Find Special Education Coordinator, and psychologists and therapists can order materials as needed for each student. Evaluation materials for the psychologists and therapists are purchased through IDEA funds, and materials for services are provided through a combination of IDEA and local funds. Psychologist and therapists are responsible for maintaining materials and keeping an inventory for re-ordering that is provided to the Office of Special Services each spring.

CEIS Services

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 five Special Service Coordinators in development of MTSS - two of these coordinators are focused on data-based decision-making and tiered academic supports while the other three coordinators are focused on social/emotional supports, mental health and development of tiered behavioral interventions. All four coordinators provide training and coaching to the Tier 1 and Tier 2/3 (Problem Solving Team) leaders and specialists (e.g., school psychologists, counselors, educational diagnosticians) that meet monthly for professional learning as well as training during in-service days for classroom teachers and paraprofessionals. Additionally, EPER funds have been set-aside for after school professional development for teachers related to classroom-based academic and social/emotional support strategies through MTSS.

IDEA funds are also used to support stipends for the Problem Solving Team (PST) building leaders and EPER for PST team meetings members. Note: Title IV funds are used to provide Tier 1 building leaders and Tier 1 team member EPER for meetings.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 611

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

IDEA Assurances

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 2021 - Consolidated - Rev 0 - IDEA 619

Account Code	Total
5100 - Salaries	\$72,797.00
5120 - OECs	\$33,704.02
5400 - Travel	\$0.00
5500 - Contractual	\$29,937.87
5500 - Audit Fees	\$0.00
5560 - Indirect	\$532.11
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$136,971.00
Adjusted Allocation	\$136,971.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 619

5100 - Salaries - \$72,797.00 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	1 FTE - Early Years Program - Special Education Teacher - Morris Ms. Morris provides preschool special education services to students with disabilities in the Early Years Program.
Funding Description:	619 - IDEA 619 Preschool	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$72,797.00	
Line Item Total:	\$72,797.00	
Total for 5100 - Salaries:		\$72,797.00
Total for all other Account Codes:		\$64,174.00
Total for all Account Codes:		\$136,971.00
Adjusted Allocation:		\$136,971.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 619

5120 - OECs - \$33,704.02 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	OECs & Benefits - Morris Ms. Morris provides preschool special education services to students with disabilities in the Early Years Program.
Funding Description:	619 - IDEA 619 Preschool	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$33,704.02	
Line Item Total:	\$33,704.02	
Total for 5120 - OECs:		\$33,704.02
Total for all other Account Codes:		\$103,266.98
Total for all Account Codes:		\$136,971.00
Adjusted Allocation:		\$136,971.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 619

5500 - Contractual - \$29,937.87 ▼

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	Contracted Services SLT/AT for Early Years Program Students (ages 3 & 4, special education related services) Services will be provided through one of Red Clay's SLT/AT vendors: The Speech Clinic, PTS, EBS or Soliant
Funding Description:	619 - IDEA 619 Preschool	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$29,937.87	
Line Item Total:	\$29,937.87	
Total for 5500 - Contractual:		\$29,937.87
Total for all other Account Codes:		\$107,033.13
Total for all Account Codes:		\$136,971.00
Adjusted Allocation:		\$136,971.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 619

5560 - Indirect - \$532.11 ▼

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	Indirect Costs for IDEA 619
Funding Description:	619 - IDEA 619 Preschool	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$532.11	
Line Item Total:	\$532.11	
Total for 5560 - Indirect:		\$532.11
Total for all other Account Codes:		\$136,438.89
Total for all Account Codes:		\$136,971.00
Adjusted Allocation:		\$136,971.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	\$136,438.89
Indirect Cost Rate	0.39%
Maximum Allowed for Indirect Cost	\$532.11

Filter by Location: All - \$136,971.00



Funding Description	619 - IDEA 619 Preschool	Total
Account Code		
5100 - Salaries	72,797.00	72,797.00
5120 - OECs	33,704.02	33,704.02
5500 - Contractual	29,937.87	29,937.87
5560 - Indirect	532.11	532.11
Total	136,971.00	136,971.00
Adjusted Allocation		136,971.00
Remaining		0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 2021 - Consolidated - Rev 0 - State Curriculum and Professional Development

Account Code	Total
5100 - Salaries	\$67,572.00
5120 - OECs	\$19,486.39
5400 - Travel	\$8,477.61
5500 - Contractual	\$85,000.00
5500 - Audit Fees	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$180,536.00
Adjusted Allocation	\$180,536.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - State Curriculum and Professional Development

5100 - Salaries - \$67,572.00 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	EPER for summer and after school PD: Estimating 134 Teachers @ 2 hours per month @ \$28.00 @ 8 Months
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$67,572.00	
Line Item Total:	\$67,572.00	
Total for 5100 - Salaries:		\$67,572.00
Total for all other Account Codes:		\$112,964.00
Total for all Account Codes:		\$180,536.00
Adjusted Allocation:		\$180,536.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - State Curriculum and Professional Development

5120 - OECs - \$19,486.39 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	OECs for EPER for summer and after-school pd
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$19,486.39	
Line Item Total:	\$19,486.39	
Total for 5120 - OECs:		\$19,486.39
Total for all other Account Codes:		\$161,049.61
Total for all Account Codes:		\$180,536.00
Adjusted Allocation:		\$180,536.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - State Curriculum and Professional Development

5400 - Travel - \$8,477.61 ▼

Budget Detail		Narrative Description
Account Code:	5400 - Travel	This includes mileage and tolls for in-state travel reimbursement for professional learning. It can be used for District office administrators, teachers, principals.
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$8,477.61	
Line Item Total:	\$8,477.61	
Total for 5400 - Travel:		\$8,477.61
Total for all other Account Codes:		\$172,058.39
Total for all Account Codes:		\$180,536.00
Adjusted Allocation:		\$180,536.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - State Curriculum and Professional Development

5500 - Contractual - \$85,000.00 ▼

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	Estimating 500 sub days @\$140 per sub. This includes, but is not limited, to High School Math PD, Standards Based Grading, Instructional Technology, Ready Gen PD, AP, IB, PSAT/AP, Middle School Science PD,
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$70,000.00	
Line Item Total:	\$70,000.00	
Account Code:	5500 - Contractual	BRINC Contract
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item	\$15,000.00	

Total:

Total for 5500 - Contractual:

\$85,000.00

Total for all other Account Codes:

\$95,536.00

Total for all Account Codes:

\$180,536.00

Adjusted Allocation:

\$180,536.00

Remaining:

\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - State Curriculum and Professional Development

Filter by Location: All - \$180,536.00



Funding Description	CPD - Curriculum & PD	Total
Account Code		
5100 - Salaries	67,572.00	67,572.00
5120 - OECs	19,486.39	19,486.39
5400 - Travel	8,477.61	8,477.61
5500 - Contractual	85,000.00	85,000.00
Total	180,536.00	180,536.00
Adjusted Allocation		180,536.00
Remaining		0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - State Curriculum and Professional Development

Required Documents

This page is currently not accepting Related Documents.

Specific Curriculum/Professional Development Assurances

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 2021 - 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. |

Education Department General Administrative Regulations (EDGAR)

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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

General ESEA and ESSA Assurances

Red Clay Consolidated School District (953200) Public District - FY 2021 - Consolidated - Rev 0 - Assurances

General Elementary and Secondary Education Act (ESEA)

1.	Each ESEA program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2.	The control of funds provided under each ESEA program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and that the public agency, nonprofit private agency, institution, or organization will administer the funds and property to the extent required by the authorizing statutes.
3.	The LEA will adopt and use proper methods of administering each ESEA program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
4.	The LEA will cooperate in carrying out any evaluation of each ESEA program conducted by or for the State educational agency, the Secretary, or other Federal officials.
5.	The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under each ESEA program.
6.	The LEA will (A) submit reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each ESEA program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

7.	Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
8.	The LEA will comply with the all of the legislative and regulatory requirements of ESEA programs for which it receives funds, including all applicable sections of Title IX.
9.	The LEA certifies that it does not have any policy that prevents or otherwise denies participation in constitutionally protected prayer in the elementary and secondary schools under its authority as set forth in the U.S. Department of Education guidance to the extent that the guidance does not conflict with controlling precedent.
10.	In any publication or public announcements, the LEA will clearly identify any program assisted under the Elementary and Secondary Education Act (ESEA) as a federal program funded under the specific title.
11.	The LEA will provide for the educational stability of children in foster care by designating a foster care liaison and adhering to the guidelines, policies and procedures set forth in 14 Del. C, §202A, 14 Del. Admin. C. §903, 14 Del. Admin. C. §505 and the MOU Between the DOE, LEAs and DSCYF which expand upon the Title I provisions related to foster care including, but not limited to best interest decisions and transportation. (Title I [Section 1112(c)(1-70)])

Civil Rights and Related Laws

Red Clay Consolidated School District (953200) Public District - FY 2021 - 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 2021 - 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. |