

History Log

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Administration

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/6/2018 12:43:26 PM	Christine Alois	Status changed to 'DDOE Deputy Secretary Approved'.	S
	9/4/2018 12:24:03 PM	Philip Keefer	Status changed to 'DDOE Program Manager Approved'.	S
	8/30/2018 1:49:51 PM	Mervin Daugherty	Status changed to 'LEA Chief School Officer Approved'.	S
	8/30/2018 1:46:03 PM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/30/2018 1:43:32 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	8/23/2018 2:10:51 PM	Philip Keefer	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
	8/21/2018 3:53:48 PM	Mervin Daugherty	Status changed to 'LEA Chief School Officer Approved'.	S
	8/21/2018	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S

	3:24:51 PM			
	8/21/2018 1:47:45 PM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	8/16/2018 8:12:33 AM	Philip Keefer	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
	8/10/2018 12:08:09 PM	Mervin Daugherty	Status changed to 'LEA Chief School Officer Approved'.	S
	8/10/2018 11:11:20 AM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	8/9/2018 11:45:26 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S
	7/30/2018 2:54:30 PM	Philip Keefer	Status changed to 'DDOE Program Manager Returned Not Approved'.	S
	7/13/2018 1:14:09 PM	Mervin Daugherty	Status changed to 'LEA Chief School Officer Approved'.	S
	7/13/2018 1:12:46 PM	Jill Floore	Status changed to 'LEA Chief Fiscal Officer Approved'.	S
	7/13/2018 11:20:29 AM	Michael Simmonds	Status changed to 'LEA Draft Completed'.	S

	5/3/2018 12:54:23 PM	Michael Simmonds	Status changed to 'LEA Draft Started'.	S
	4/9/2018 12:53:37 PM	Eulinda Gallagher	Status changed to 'LEA Not Started'.	S

Allocations

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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	\$6,511,029.00	\$1,147,847.00	\$207,054.00	\$2,613.00	\$685,602.00	\$435,481.00	\$4,178,540.00	\$103,520.00	\$179,345.00	\$13,451,031.00
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	\$6,511,029.00	\$1,147,847.00	\$207,054.00	\$2,613.00	\$685,602.00	\$435,481.00	\$4,178,540.00	\$103,520.00	\$179,345.00	\$13,451,031.00
	(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	\$6,511,029.00	\$1,147,847.00	\$207,054.00	\$2,613.00	\$685,602.00	\$435,481.00	\$4,178,540.00	\$103,520.00	\$179,345.00	\$13,451,031.00

Contacts

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Administration

Required Contacts	
Type	Contact(s)
Primary Consolidated Grant Coordinator [Select 1 contact(s)]	<u>Michael Simmonds</u>
Business Manager [Select 1 contact(s)]	<u>Jill Floore</u>
Title I, Part A Grants to Local Education Agencies Coordinator [Select 1 contact(s)]	<u>Michael Simmonds</u>
Title II, Part A Improving Teacher Quality State Grants Coordinator [Select 1 contact(s)]	<u>Harold Shaw Jr</u>
Title III English Language Acquisition/General English Learner Coordinator [Select 1 contact(s)]	<u>Carolina Beck</u>
Title III English Language Acquisition/Immigrant Increase Coordinator [Select 1 contact(s)]	<u>Carolina Beck</u>
Title IV, Part A Student Support and Academic Achievement [Select 1 contact(s)]	<u>Harold Shaw Jr</u>
Career and Technical Education - Perkins Secondary Coordinator [Select 1 contact(s)]	<u>Louis Mingione</u>
IDEA 611 Special Education Coordinator [Select 1 contact(s)]	<u>Sarah Celestin</u>
State Curriculum and Professional Development Coordinator [Select 1 contact(s)]	<u>Harold Shaw Jr</u>
IDEA 619 Special Education Preschool Coordinator [Select 1 contact(s)]	<u>Sarah Celestin</u>

Additional Contacts	
Type	Contact(s)
Summer Contact (Complete only if Primary Consolidated Grant Coordinator is different during summer) [Select up to 1 contact(s)]	<u>Michael Simmonds</u>

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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		Raifu Durodoye	8/13/2018 1:37:45 PM
	1. The LEA indicated they are transferring funds from Title II to Title I.				
	2. The LEA indicated they are transferring funds from Title IV to Title I.				
	2. Title I, Part A: ESSA Requirements	OK		Raifu Durodoye	8/13/2018 1:35:39 PM
	1. Application Question 1: The LEA described the specific strategy(s) that will be used to implement effective parental and family involvement.				
	2. Application Question 2: The LEA described the services it will provide homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act.				
	3. Application Question 3: The LEA described how it support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.				
	4. Application Question 4a: The LEA described how it will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through coordination with institutions of higher education, employers, and other local partners.				
	5. Application Question 4b: The LEA described how it will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.				
	6. Application Question 5: The LEA described how it will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.				
	7. Application Question 6a: The LEA described how it will monitor students' progress in meeting challenging State academic standards through developing and implementing a well-rounded program of instruction to meet the academic needs of all students.				
	8. Application Question 6b: The LEA described how it will monitor students' progress in meeting				

challenging State academic standards through identifying students who may be at risk for academic failure.	
9. Application Question 6c: The LEA described how it will monitor students' progress in meeting challenging State academic standards through providing additional educational assistance to individual students the LEA has determined need help in meeting the challenging State academic standards.	
10. Application Question 6d: The LEA described how it will monitor students' progress in meeting challenging State academic standards through identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.	
11. Application Question 7a: The LEA described how it will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.	
12. Application Question 7b: The LEA described how it will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	
13. Application Question 8: The LEA described how it will identify and serve gifted and talented students.	
14. Application Question 9: The LEA described how it will assist schools in developing effective library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
15. Application Question 10: The LEA described how it will support, coordinate, and integrate services with early childhood education programs, including plans for the transition of participants in such programs to local elementary school programs.	
3. Title I, Part A: Participating Public Schools OK ▼ Raifu Durodoye	7/17/2018 4:10:32 PM
1. The LEA has designated each school's Title I status appropriately.	
2. If the LEA has designated any school(s) as Schoolwide with poverty rates under 40%, the LEA has an active waiver for the school(s).	
3. If the LEA has participating private schools, the LEA has entered the number of nonpublic low income students for the participating schools and only the participating schools.	
4. If the LEA is using different PPAs across its participating schools, the LEA has designated the PPA category for each participating school.	
4. Title I, Part A: Methodology for Determining Participating Public Schools OK ▼ Raifu Durodoye	8/13/2018 1:37:45 PM
1. Application Question 1: The LEA indicated the source of data that was used to determine the Title I eligibility status of the LEA's schools.	
2. Application Question 2: If LEA-provided data was used, the LEA has explained why this method was chosen.	
3. Application Question 2: If LEA-provided data was used, the LEA has explained how the poverty data was obtained.	
4. Application Question 3: If the LEA has more than one school, the methodology to determine the PPA was described and is allowable.	
5. Application Question 4a: If the LEA has more than one school and did not serve a school(s) with a poverty rate of 75% or greater, the LEA has provided adequate justification for "skipping" the school(s).	
6. Application Question 4a: If the LEA has more than one school and did not serve a school(s) with a poverty rate of 75% or greater, the LEA has provided adequate justification for how the school meets the comparability requirements.	
7. Application Question 4b: If the LEA has more than one school and did not serve a school(s) with a poverty rate of 75% or greater, the LEA has provided adequate justification for how the skipped school is	

receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I Part A funds and is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.		
8. Application Question 5a: If the LEA has more than one school and is electing not to serve any other eligible schools that have a higher percentage of children from low-income families than the schools, the LEA has provided adequate justification for why the school was skipped and how the school meets the comparability requirements.		
9. Application Question 5b: If the LEA has more than one school and is electing not to serve any other eligible schools that have a higher percentage of children from low-income families than the schools, the LEA has provided adequate justification for how the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I Part A funds and is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.		
5. Title I, Part A: Participating Private Schools OK Raifu Durodoye		7/17/2018 4:10:32 PM
1. If the LEA is a charter school or vocational school, the Participating Private Schools page is blank.		
2. All participating private schools have at least one low income student.		
3. All nonparticipating private schools have zero participating students.		
4. The total number of low income, private school students in this table matches with the total number of low income, nonpublic school students in the "Participating Public Schools" page.		
6. Title I, Part A: Equitable Share Calculation OK Raifu Durodoye		8/13/2018 1:46:21 PM
1. If the LEA is a charter school or vocational school, the Equitable Share Calculation page is blank.		
2. The total amount of all budgeted items with a funding description of Equitable Services in the "Budget-District Set Asides" page matches the value in B2.		
7. Title I, Part A: Budget-District Set Asides OK Raifu Durodoye		8/22/2018 3:01:07 PM
1. The Remaining line amount is \$0.		
2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.		
3. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.		
4. For EPER budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
5. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
6. For substitute budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.		
8. The narrative description for contractual services budgeted items clearly indicates the type of service and vendor name (if known).		
9. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, and purpose.		
10. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.		
11. Funding descriptions are appropriate for each budgeted item.		

12. There is a budgeted item with a funding description of Equitable Services that matches the value of D1 on the Equitable Share Calculation page and in the narrative description details are provided that the amount is equitable share Administration.	
13. There is a budgeted item with a funding description of Equitable Services that matches the value of D2 on the Equitable Share Calculation page and in the narrative description details are provided that the amount is equitable share Instruction and Professional Development.	
14. There is a budgeted item with a funding description of Equitable Services that matches the value of D3 on the Equitable Share Calculation page and in the narrative description details are provided that the amount is equitable share Parent and Family Engagement.	
15. Budgeted items are supplemental.	
16. Each budgeted item has a location indicated.	
17. Budgeted items are allowable. [2 CFR -200.403]	
18. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
19. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
20. The LEA has at least one budgeted item for services for homeless students.	
21. If the LEA received more than \$500,000, the LEA has budgeted at least 1% of the total allocation to parent and family engagement.	
22. If the LEA received more than \$500,000, there is at least one budgeted item documenting the allocation of at least 90% of 1% of the total allocation to parent and family engagement at the school level.	
8. Title I, Part A: Public School Allocations OK Raifu Durodoye 8/13/2018 2:18:00 PM	
1. The LEA has provided allowable PPAs to all of its schools based on the rank and serve rules.	
2. If the LEA is serving eligible schools under 35% poverty, the LEA uses the 125% rule for the PPA or the LEA has 125% rule EdFlex waiver.	
3. The Remaining line amount and Total Column is \$0.	
9. Title I, Part A: Budget - Public Schools OK Raifu Durodoye 9/4/2018 9:51:12 AM	
1. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.	
2. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.	
3. For EPER budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.	
4. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.	
5. For substitute budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.	
6. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.	
7. The narrative description for contractual services budgeted items clearly indicates the type of service and vendor name (if known).	
8. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, and purpose.	
9. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased,	

provides a description, and purpose.			
10. Funding descriptions are appropriate for each budgeted item.			
11. Budgeted items are supplemental.			
12. Each budgeted item has a location indicated.			
13. Budgeted items are allowable. [2 CFR -200.403]			
14. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
15. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]			
 10. Title I, Part A: Homeless Students and Youth	OK 	Raifu Durodoye	7/17/2018 4:10:32 PM
1. Application Question 1: The assigned homeless liaison's name is indicated.			
2. Application Question 2: The LEA indicated how they determined the amount reserved for only instructional and related services.			
3. Application Question 3: The LEA indicated a reasonable number of homeless students and youth the funds will support.			
4. Application Question 4: The LEA indicated a reasonable number of homeless students that will be served.			
5. Application Question 5: The LEA listed types of services the liaison will provide that is proportionate to the percentage of salary paid with Title I funds.			
6. Application Question 6: The LEA listed a reasonable number of students the liaison will service proportionate to their salary paid with Title I funds.			
 11. Title I, Part A: Budget Overview	OK 	Raifu Durodoye	8/13/2018 2:30:25 PM
1. The Remaining line and Total column is \$0.			
 12. Title I, Part A: Funds Transferred to Title I	Not Applicable 	Raifu Durodoye	8/13/2018 2:30:25 PM
1. If Title II, Part A funds were transferred, how to load a Title II, Part A budget in FSF using the Title I, Part A funding descriptions / FSF Activities is indicated. The budgeted amount matches the amount at the top of the Title II Part A transfer table.			
2. If Title IV, Part A Student Support and Academic Enrichment funds were transferred, how to load a Title IV, Part A Student Support and Academic Enrichment budget in FSF using the Title I, Part A funding descriptions / FSF Activities is indicated. The budgeted amount matches the amount at the top of the Title IV, Part A Student Support and Academic Enrichment transfer table.			
3. If salaries were entered, there are corresponding OECs.			
 13. Title II, Part A: Budget	OK 	Wendy Modzelewski	8/15/2018 5:09:38 PM
1. The Remaining line amount is zero.			
2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.			
3. For split coded items, the narrative description includes the programs and percentages to be charged.			
4. For EPER, and stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.			

5. For substitute items, the narrative description includes the professional development that is funded with the Title II, Part A funds.	
6. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.	
7. For split-funded positions ONLY, each program and the percentage to be charged is listed.	
8. The narrative description for contractual services budgeted items clearly indicates the type of service and vendor name (if known).	
9. The narrative description for travel budgeted items clearly lists the name of the person traveling (if known), position of staff traveling, conference name, and purpose if not clear by the conference name.	
10. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items and purpose, and items are clearly aligned to professional development activities that are funded with Title II, Part A funds.	
11. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased and provides a description and purpose.	
12. Funding descriptions are appropriate for each budgeted item.	
13. Budgeted items are supplemental.	
14. Budgeted items are allowable. [2 CFR -200.403]	
15. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
16. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
14. Title II, Part A OK Wendy Modzelewski 8/15/2018 5:09:38 PM	
1. Application Question 1: The narrative describes the systems of professional growth and improvement.	
2. Application Question 2: A description of how the IIA funds are being prioritized to the schools with the highest percentage of low income children is included.	
3. Application Question 3: The narrative describes how the LEA will use data and ongoing consultation to continually update and improve IIA funded activities.	
15. Title II, Part A: Equitable Services OK Wendy Modzelewski 7/24/2018 9:27:22 AM	
1. If the LEA is a charter school or vocational school, the Participating Private Schools page is blank.	
2. If the private school(s) elected NOT to participate, the district has indicated that all eligible private schools have elected NOT to participate In IIA funds. [STOP completing this section]	
3. If the private school elected TO participate, the district indicated the number of students enrolled in the district.	
4. The district indicated the number of students enrolled in the participating private school(s).	
5. The district indicated the amount of administration funds.	
6. .The district indicated the amount of indirect costs.	
7. The district has included the final equitable share amount in the budget page.	
16. Title III English Learners: Budget OK Maria Paxson 8/13/2018 4:56:32 PM	
1. The budget is zeroed out.	
2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.	

3. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.	
4. For EPER budgeted items, the narrative description includes the number of staff and the activity staff will engage in.	
5. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.	
6. For substitute budgeted items, the narrative description includes the number of staff and the activity staff will engage in.	
7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.	
8. The narrative description for contractual services budgeted items clearly indicates the type of service and vendor (if known).	
9. The narrative description for supplies and materials budgeted items lists whether items are instructional or non-instructional, provides a description of the items, and purpose.	
10. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.	
11. Funding descriptions are appropriate for each budgeted item.	
12. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
13. Budgeted items are allowable and for eligible EL identified students. [2 CFR -200.403]	
14. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
17. Title III English Learner: English Learner OK Maria Paxson 8/13/2018 4:56:32 PM 1. Application Question 1: The LEA has described the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under Title III that will help English learners increase their English language proficiency and meet the challenging State academic standards. [Section 3116(b)(1)] A description for each school in the LEA has been provided. 2. Application Question 2: The LEA has described how it will ensure that elementary schools and secondary schools assist English learners in achieving English proficiency based on the State's English language proficiency (ELP) assessment (ACCESS), consistent with the State's long-term goals. [Section 3116(b)(2)(A)] 3. Application Question 3: The LEA has described how it will ensure that elementary schools and secondary schools assist English learners in meeting the challenging State academic standards (SBAC/DCAS/SAT). [Section 3116(b)(2)(B)] 4. Application Question 4: The LEA has described how it will promote parent and family engagement in the education of English learners. [Section 3116(b)(3)] 5. Application Question 5: The LEA has described how it will promote community engagement in the education of English learners. [Section 3116(b)(3)]	
18. Title III English Learner: Equitable Share Calculation OK Maria Paxson 8/13/2018 4:56:32 PM 1. If the LEA is a charter school or vocational school, the equitable services page questions are blank or responses are NA. 2. The number of public school enrollment of EL students is accurate. 3. The number of private school enrollment of EL students is reasonable. 4. The 2% Administrative cost amount is the same amount in the budget.	

-	19. Title III Immigrant Increase Funds: Budget	OK	v	Maria Paxson	7/19/2018 9:10:32 AM
	1. The budget is zeroed out.				
	2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.				
	3. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.				
	4. For EPER budgeted items, the narrative description includes the number of staff and the activity staff will engage in.				
	5. For stipend budgeted items, the narrative description includes the number of staff and the activity staff will engage in.				
	6. For substitute budgeted items, the narrative description includes the number of staff and the activity staff will engage in.				
	7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.				
	8. The narrative description for contractual services budgeted items clearly indicates the type of service ad vendor (if known).				
	9. The narrative description for supplies and materials budgeted items lists whether items are instructional or non-instructional, provides a description of the items, and purpose.				
	10. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.				
	11. Funding descriptions are appropriate for each budgeted item.				
	12. Each budgeted item has a location indicated.				
	13. Budgeted items are supplemental				
	14. Budgeted items are allowable and for eligible identified immigrant students. [2 CFR -200.403]				
	15. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]				
	16. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]				
-	20. Title III Immigrant Increase Funds: Immigrant	OK	v	Maria Paxson	7/19/2018 9:10:32 AM
	1. Application Question 1: The LEA provided a description of activities for which the Title III Immigrant increase funds will be used and that support immigrant students only.				
-	21. Title III Immigrant Increase Funds: Equitable Share Calculation	Not Applicable	v	Maria Paxson	7/19/2018 9:10:32 AM
	1. If the LEA is a charter school or vocational school, the Equitable Share Calculate page is blank.				
	2. The number of public school enrollment of Immigrant students is accurate.				
	3. The number of private school enrollment of Immigrant students is reasonable.				
	4. The 2% Administrative cost amount is the same amount in the budget.				
-	22. Title IV, Part A: Budget	OK	v	Philip Keefer	8/22/2018 11:44:17 AM
	1. The Remaining line amount is \$0.				
	2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.				

3. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.	
4. For EPER budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.	
5. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.	
6. For substitute budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.	
7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, and purpose if not clear by conference name.	
8. The narrative description for contractual services budgeted items clearly indicates the type of service and vendor name (if known).	
9. The amount budgeted for administration is no more than 2% of the total allocation.	
10. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, and purpose if not clear by conference name.	
11. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, and purpose.	
12. Funding descriptions are appropriate for each budgeted item.	
13. Budgeted items are supplemental.	
14. Budgeted items are allowable. [2 CFR -200.403]	
15. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
16. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
17. If the LEA that received at least \$30,000 in Student Support and Academic Enrichment (SSAE) program funds, the LEA budgeted at least 20 percent of funds for activities to support well-rounded educational opportunities (ESEA section 4106(e)(1)(C)).	
18. If the LEA that received at least \$30,000 in SSAE program funds, the LEA budgeted at least 20 percent of funds for activities to support safe and healthy students (ESEA section 4106(e)(1)(D)).	
19. If the LEA that received at least \$30,000 in SSAE program funds, the LEA budgeted at least a portion of funds for activities to support effective use of technology (ESEA section 4106(e)(1)(E)).	
20. If the LEA received an allocation of less than \$30,000 of SSAE program funds, the LEA budgeted: - At least 20 percent of SSAE funds for well-rounded education; or - At least 20 percent of SSAE funds for safe and healthy students; or - At least a portion of SSAE funds to support the effective use of technology (ESEA section 4106(f)).	
21. If the LEA has participating private schools, there is at least one budgeted item for services for participating private schools.	
22. If the LEA has participating private schools, the budgeted amount for services for participating private schools matches the amount in the Equitable Share Calculation page (B2). Documents.	
23. Title IV: Budget Overview OK Philip Keefer 7/18/2018 12:08:52 PM	
1. The Remaining line and Total column is \$0.	
24. Title IV: Questions OK Philip Keefer 8/13/2018 10:55:27 AM	
1. Application Question 1: The LEA describes the activities and programming that will be supported with the	

Title IV, Part A funding.		
2. Application Question 2: The LEA provided a description of any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing Title IV activities.		
3. Application Question 3: If an item(s) was budgeted with the Rounded Ed funding description, the LEA described how funds will be used for activities related to supporting well-rounded education that coordinated with other schools and community-based services and/or programs.		
4. Application Question 4: If an item(s) was budgeted with the S&H Partner or S&H School funding description, the LEA described how funds will be used for activities related to supporting safe and healthy students that are coordinated with other schools and community-based services and programs.		
5. Application Question 5: The LEA described how funds will be used for activities related to supporting safe and healthy students that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.		
6. Application Question 6: The LEA described how funds will be used for activities related to supporting safe and healthy students that promote the involvement of parents in the activity or program.		
7. Application Question 7: If an item(s) was budgeted with the Ed Tech funding description, the LEA, the LEA describes how funds will be used to improve the use of technology to improve the academic achievement, academic growth and digital literacy of all students.		
8. Application Question 8: The LEA described the program objectives and intended outcomes for Title IV activities.		
9. Application Question 8: The LEA described how the effectiveness of the activities will be evaluated periodically.		
	25. Title IV: Equitable Share Calculation OK  Philip Keefer	8/22/2018 11:44:17 AM
1. If the LEA is a charter school or vocational school, the Equitable Share Calculation page is blank.		
2. The total amount of all budgeted items with a funding description of Equitable Services in the "Budget-District Set Asides" page matches the value in B2.		
	26. Title IV: Related Documents - Needs Assessment OK  Philip Keefer	8/13/2018 10:48:20 AM
1. If this is the first year the LEA has \$30,000 or more, the LEA provided a comprehensive needs assessment that includes, at a minimum, a focus on the three content areas: Well-Rounded Educational Opportunities, Safe and Healthy Students, and Effective Use of Technology.		
	27. CTE Perkins Secondary: Core Indicators of Performance OK  Rita Hovermale	7/19/2018 1:52:38 PM
1. The final target has been established for the "1S1" indicator.		
2. The final target has been established for the "1S2" indicator.		
3. The final target has been established for the "2S1" indicator.		
4. The final target has been established for the "3S1" indicator.		
5. The final target has been established for the "4S1" indicator.		
6. The final target has been established for the "5S1" indicator.		
7. The final target has been established for the "6S1" indicator.		
8. The final target has been established for the "6S2" indicator.		
	28. CTE Perkins Secondary: Local Plan OK  Rita Hovermale	7/19/2018 1:53:07

		PM
	1. Application Question 1: The LEA described with sufficient detail how the CTE activities will meet state and local adjusted levels of performance.	
	2. Application Question 2: The LEA described with sufficient detail how the CTE programs required under Section 135(b) REQUIRED USE OF FUNDS will be carried out.	
	3. Application Question 3a: The LEA described with sufficient detail how the eligible recipient will meet the following: Offer at least one (1) CTE program(s) of study.	
	4. Application Question 3b: The LEA described with sufficient detail how the eligible recipient will meet the following: Improve the academic and technical skills of CTE students.	
	5. Application Question 3c: The LEA described with sufficient detail how the eligible recipient will meet the following: Provide students with a strong experience in, and understanding of, all aspects of an industry.	
	6. Application Question 3d: The LEA described with sufficient detail how the eligible recipient will meet the following: Ensure that students who participate in CTE programs are taught challenging academic standards and enroll in rigorous academic courses.	
	7. Application Question 4: The LEA described with sufficient detail how comprehensive professional learning experiences (aligned to Section 122 of the Perkins Act, Delaware Administrative Code 1598, and the Delaware State Plan for CTE) will be provided for CTE educators.	
	8. Application Question 5: The LEA described with sufficient detail the process that will be used to evaluate and continuously improve the performance of the eligible recipient.	
	9. Application Question 6a: The LEA described with sufficient detail how the eligible recipient will meet the following: Review CTE programs and overcome barriers that result in decreased rates of access or success for special populations.	
	10. Application Question 6b: The LEA described with sufficient detail how the eligible recipient will meet the following: Provide programs that enable special populations to meet the local adjusted levels of performance.	
	11. Application Question 6c: The LEA described with sufficient detail how the eligible recipient will meet the following: Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency.	
	12. Application Question 6d: The LEA described with sufficient detail how the eligible recipient will meet the following: Ensure that individuals who are members of special populations will not be discriminated against on the basis of their status.	
	13. Application Question 7: The LEA described with sufficient detail strategies that will be used to promote preparation for underrepresented genders in nontraditional occupational fields.	
	14. Application Question 8: The LEA described with sufficient detail how career guidance and academic counseling will be provided to CTE students, which includes linkages to future education and training opportunities as well as placement in the workforce.	
	15. Application Question 9a: The LEA described with sufficient detail efforts to improve the following: The recruitment and retention of CTE teachers, faculty, and school counselors, including underrepresented individuals or groups in the teaching profession.	
	16. Application Question 9b: The LEA described with sufficient detail efforts to improve the following: Support the transition of industry professionals to teach CTE programs.	
	29. CTE Perkins Secondary: Budget OK v Rita Hovermale	8/13/2018 3:34:17 PM
	1. The budget is zeroed out.	
	2. The narrative description for salary budgeted items lists the title of the position and percent of the FTE.	
	3. The LEA provided an explanation in the narrative description if budgeted items for salary substitute costs exceeded 5% of the total program allocation.	
	4. The narrative description for OECs budgeted items lists the title of the position and percent of the FTE.	

5. For stipend budgeted items, the narrative description includes the number of staff and the activity staff will engage in.	
6. For substitute budgeted items, the narrative description includes the number of staff and the activity staff will engage in.	
7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, purpose if not clear by conference name, program of study title, total number of staff traveling and expense justification or outcome.	
8. The LEA provided an explanation if budgeted item for CTSO costs exceeded 5% of the total program allocation.	
9. The LEA provided an explanation if budgeted items for travel exceeded 10% of the total program allocation.	
10. The narrative description for contractual services budgeted items clearly indicates the type of service and program of study title.	
11. The LEA provided an explanation if budgeted items for contractual services substitute costs exceeded 5% of the total program allocation.	
12. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional and provides a description of the items, purpose, program of study title and expense justification or outcome.	
13. The LEA provided an explanation if middle school budgeted items for supplies and materials exceeded 20% of the total program allocation.	
14. The LEA provided an explanation if budgeted items for supplies and materials that are equipment exceeded 50% of the total program allocation.	
15. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, program of study title, and expense justification or outcome.	
16. The LEA provided an explanation if middle school budgeted items for capital outlay exceeded 20% of the total program allocation.	
17. The LEA provided an explanation if budgeted items for capital outlay equipment exceeded 50% of the total program allocation.	
18. Funding descriptions are appropriate for each budgeted item.	
19. Budgeted items are supplemental.	
20. Total administration and indirect costs do not exceed 5%.	
21. Budgeted items are allowable. [2 CFR -200.403]	
22. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
23. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
30. CTE Perkins Secondary: Related Documents OK Rita Hovermale 7/19/2018 1:52:38 PM	
1. The LEA uploaded a Perkins Advisory Committee members list comprised of business, industry and education constituents, and representatives of all career and technical programs.	
2. The LEA included an improvement plan for each core indicator of performance that did not meet the 90% threshold for all Perkins targets (if applicable). The plan included: Perkins core indicator or performance that did not meet the 90% threshold, the eligible recipient's current performance, the anticipated performance or goal that will result from implementing the improvement plan, timeline, activities, funding source and description.	
31. IDEA 611: Related Documents - Maintenance of Effort OK Linda Smith 7/25/2018 10:18:06	

		AM
1. MOE verified through review of IDEA LEA MOE Budget Chart.		
	32. IDEA 611: Budget	OK  Linda Smith 8/31/2018 2:34:17 PM
1. The budget is zeroed out.		
2. The narrative description for salary budgeted items lists the title of the position, percent of the FTE and how the items benefit students with disabilities.		
3. The narrative description for OECs budgeted items lists the title of the position, percent of the FTE and how the items benefit students with disabilities		
4. For EPER budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
5. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
6. For substitute budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.		
7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, purpose if not clear by conference name and how the items benefit students with disabilities.		
8. The narrative description for contractual services budgeted items clearly indicates the type of service and how items will benefit students with disabilities.		
9. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, purpose and clearly indicates how supplies and materials will support students with disabilities..		
10. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, purpose and how items will benefit students with disabilities.		
11. Funding descriptions are appropriate for each budgeted item.		
12. Budgeted items are supplemental.		
13. Budgeted items are allowable. [2 CFR -200.403]		
14. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
15. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]		
	33. IDEA 611: Equitable Services	OK  Linda Smith 7/25/2018 10:18:06 AM
1. If the LEA is a charter school, vocational high school, or DSCY, the Equitable Services page questions are blank or responses are NA. (Move to CEIS Services Section)		
2. The district entered the correct IDEA allocation amount.		
3. Application Question 1: The district clearly indicates a process for notifying nonprofit private schools of their eligibility to participate in IDEA.		
4. Application Question 1: The district clearly indicates a process for notifying parents of parentally placed private school children of their eligibility to participate in IDEA.		
5. Application Question 2: The district clearly indicates how they will involve both nonprofit private schools and parents of parentally placed private school children in discussions regarding the determination of proportionate share to serve parentally placed private school children with disabilities.		
6. Application Question 2: The district clearly indicates how they will involve both nonprofit private schools and parents of parentally placed private school children in discussions regarding equitable participation of		

eligible private school children with disabilities in federally funded special education and related services.			
7. Application Question 2: The district clearly indicates how they will involve both nonprofit private schools and parents of parentally placed private school children in discussions regarding the design and development of special education and related services for parentally placed private school children including the types of services that will be provided and who will provide those services.			
8. Application Question 3: The district clearly indicates how they will ensure that services for parentally placed private school children will be equitable in comparison to the services provided to public school students, staff, and families and are provided in a timely manner, are secular, neutral, and nonideological for IDEA.			
9. Application Question 4: The district clearly indicates how they will monitor the provision of services to eligible parentally placed private school children, staff, and their families for IDEA.			
10. Application Question 5: The district described how they will ensure that allowable materials, equipment, and/or property purchased/provided for use by nonprivate schools and/or parentally placed private school children are properly maintained and accounted for by the district for IDEA.			
	34. IDEA 611: CEIS Services	OK v	Linda Smith 7/25/2018 10:18:06 AM
1. Application Question 1: LEA indicates whether CEIS is required, voluntary or not being used.			
2. LEA was directed by the DDOE to use CEIS funds. If yes, move to #4.			
3. LEA was not directed by the DDOE to use CEIS funds. If no, move to #5.			
4. If the LEA was directed by the DDOE to use CEIS funds, the funds were allocated and activities are labeled "CEIS." (If an LEA is identified with significant disproportionality, they must use 15% of the total of IDEA 619 and IDEA 611 funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were "significantly over identified" and/or "disproportionality suspended/expelled." LEAs with significant disproportionality must reserve funds for such services.)			
5. LEA voluntarily used up to 15% of their funds for CEIS. If yes, go to #6.			
6. If the LEA voluntarily used up to 15% of their funds for CEIS, funds were allocated and activities are labeled "CEIS."			
7. Application Question 2: For LEAs that utilize IDEA funds for CEIS, an explanation was provided for how a CEIS system will be developed and implemented to provide coordinated, early intervening services for students in grades K-12 who are not identified as needing special education, but who need additional academic and behavioral support to succeed in a general educational environment.			
	35. IDEA 619: Budget	OK v	Mary Ann Mieczkowski 8/14/2018 3:48:18 PM
1. The budget is zeroed out.			
2. The narrative description for salary budgeted items lists the title of the position, percent of the FTE and how the items benefit students with disabilities.			
3. The narrative description for OECs budgeted items lists the title of the position, percent of the FTE and how the items benefit students with disabilities.			
4. For EPER budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.			
5. For stipend budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.			
6. For substitute budgeted items, the narrative description includes the number of staff and the activity the staff will engage in.			
7. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, purpose if not clear by conference name and how the items benefit students with disabilities.			

8. The narrative description for contractual services budgeted items clearly indicates the type of service and how items will benefit students with disabilities.	
9. The narrative description for supplies and materials budgeted items lists whether items are instructional or noninstructional, provides a description of the items, purpose and clearly indicates how the items will benefit students with disabilities.	
10. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, purpose and how items will benefit students with disabilities.	
11. Funding descriptions are appropriate for each budgeted item.	
12. Budgeted items are supplemental.	
13. Budgeted items are allowable. [2 CFR -200.403]	
14. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
15. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR -200.403]	
36. State Curriculum and Professional Development OK Wendy Modzelewski 7/24/2018 9:27:22 AM	
1. The narrative descriptions are sufficient for each budgeted item.	
2. The account codes are appropriate for each budgeted item.	
3. Budgeted items are allowable and within those uses specified in the most current Governor's Recommended Budget.	

Application Development		
Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Application Development		
* 1. Mission - provide a statement that defines the core purpose your local education agency (LEA). The statement should be present-based and designed to convey a sense of how the agency exists.		
The mission of the district is to provide the environment, resources, and commitment necessary to ensure every student succeeds.		
* 2. Vision - indicate a clear and concise statement that communicates where your LEA wants to be in the future. The statement answers the question, "Where do I see the LEA going?"		
The district will be recognized as a leader in increasing achievement and improving outcomes for all students		
3. Application development team - including representatives of all stakeholder groups is essential in developing a successful plan. A representative from each stakeholder group should be included in the team that develops and writes the application.		
Name	Job Title or Responsibilities	Email Address or Phone Number
* April Anderson	* McKinney Vento Liaison	* april.anderson@reddclay.k12.de.us
* Amy Klein	* ELL Coach	* amy.klein@reddclay.k12.de.us
* Jennifer Jeanes	* Federal Programs, Executive Secretary	* jennifer.jeanes@reddclay.k12.de.us
* Equetta Jones	* Assistant Principal/Parent	* equetta.jones@reddclay.k12.de.us
* Tiffany Shockley	* Parent	* monkeyboysx3@hotmail.com
* Sara Wilson	* Educational Diagnostician	* sara.wilson@reddclay.k12.de.us
* Sam Golder	* Director of Secondary Schools	* sam.golder@reddclay.k12.de.us
* Chad Carmack	* Principal on Special Assignment	* chad.carmack@reddclay.k12.de.us
* Ted Boyer	* Director of School Services	* Theodore.Boyer@reddclay.k12.de.us
* Michael Simmonds	* Manager of Federal Programs	* michael.simmonds@reddclay.k12.de.us
* Hugh Broomall	* Deputy Superintendent	* hugh.broomall@reddclay.k12.de.us
* Merv Daugherty	* Superintendent	* mervin.daugherty@reddclay.k12.de.us
* Sarah Celestin	* Director of Special Services	* sarah.celestin@reddclay.k12.de.us
* Carol Beck	* ELL Supervisor	* carolina.beck@reddclay.k12.de.us
* Jim Comegys	* Director of Curriculum	* james.comegys@reddclay.k12.de.us
* Lou Mingione	* CTE Supervisor	* louis.mingione@reddclay.k12.de.us
* Amy Grundy	* Director of Elementary Schools	* amy.grundy@reddclay.k12.de.us
* Jill Floore	* Chief Financial Officer	* Jill.Floore@reddclay.k12.de.us
* Harold Shaw	* Director of Curriculum	* harold.shaw@reddclay.k12.de.us

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

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

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

Engagement activity/event	Date activity/event	Type of Stakeholder	How was feedback used and which program(s) were impacted?
Example: Survey, information sharing and meeting	Example: 1/1/2017	Example: Parents, teachers, DFS, DSHA, small business owner	Example: - Developed mission - Identified priorities
* Grant Pre-planning Meeting	* 04/17/2018	* Admin, McK-Vento rep, Wellness, CTE/Perkins	* Reviewed current plans, discussed revisions for future offerings
* FACE/Parent Cafe Planning Meetings	* 05/21/2018	* McK-Vento rep, ELL Coach	* Reviewed plan for Be Strong Families FACE, piloting at Mote
* FACE/Parent Cafe Planning Meetings	* 06/05/2018	* McK-Vento rep, ELL Coach, Admin	* Reviewed plan for Be Strong Families FACE, piloting at Mote
* FACE/Parent Cafe Planning Meetings	* 06/26/2018	* McK-Vento rep, ELL Coach	* Reviewed plan for Be Strong Families FACE, piloting at Mote
* FACE/Parent Cafe Planning Meetings	* 07/10/2018	* McK-Vento rep, ELL Coach	* Reviewed plan for Be Strong Families FACE, piloting at Mote

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Application Development

Required Documents

This page is currently not accepting Related Documents.

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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)(7)]

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

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

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

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

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

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

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

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

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

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

3. How will your LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112)(b)(D)(11)]	Red Clay has a robust team of psychologists, coaches, and behavior analysts that are tasked with implementing and supporting school-based Multi-tiered system of supports district-wide. These layered systems ensure there is strong core support system in place for all students, as well as additional layers of programmed and monitored supports for students with elevated needs. Special services support having all schools develop plans, come up with major and minor matrices, which ensures classroom teachers are empowered to participate in and support the larger behavior support system. Additionally, all schools have building-level discipline teams that meet on a regular basis throughout the year. During these meetings, teams review discipline data (referrals, ISS and OSS) to determine trends and implement strategies and supports that will help reduce the discipline rates in student subgroup populations. Also, a majority of schools in the district, have committed to using PBS programs which focuses on positive behavior supports (interventions and rewards) in the school environment which in help minimize/reduce the discipline violations and help foster a positive school environment.
4. How will your LEA implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: a. through coordination with institutions of higher education, employers, and other local partners. [Section 1112)(b)(D)(10)(A)]	Secondary school counselors and staff members work in unison to establish a transition process for incoming 6th and 9th-grade students. During the transition process, students receive guidance on academic expectations and requirements, classes and career pathways are also selected. Students are offered counseling supports that will help them have an effective transition to the new school

environment. Once students transition to their new schools the students are monitored to track their progress and provided with academic supports. Red Clay is a State leader in Dual Enrollment and AP programming. We offer over 30 Dual Enrollment courses with U of D, Wilmington, and DTCC.	b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112)(b)(D)(10)(B)] Red Clay secondary schools offer three opportunities for concurrent enrollment, they are as follows: Al du Pont High School offers an Early College Academy in a partnership with Wilmington University; Dickinson High School offers an IB program; Conrad Schools of Science offers an AP Capstone program.	5. How will your LEA identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [Section 1112)(b)(2)] ESchool school – level master schedules will identify any disparities that result in low – income students and minority students taught at higher rates than other students by ineffective, inexperienced, or out – of – field teachers. Disparities will be identified and addressed using the Delaware Performance Appraisal System II (DPAS II). Expectations and improvement plans will be utilized to improve teacher performance. In addition to the use of DPAS II to address disparities, RCCSD had partnered with Wilmington University to create a Professional Development School at 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.	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?
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[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 districtwide 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 normed 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 2019 - 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 (28 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)
A	B	C	D	E	F	G	H	I	J	K
Meadowood Program	PreK-12	Eligible But Not Receiving Services	150	139	0	139	92.67 %	0	7	7
First State School	6-12	Eligible But Not Receiving Services	25	23	0	23	92.00 %	0	7	7
Richardson Park Learning Center	PreK-5	Eligible But Not Receiving Services	278	195	0	195	70.14 %	0	7	7
McKean (Thomas) High School	9-12	Eligible But Not Receiving Services	825	561	0	561	68.00 %	0	7	7
duPont (Alexis I.) High School	9-12	Eligible But Not Receiving Services	999	577	0	577	57.76 %	0	7	7
Dickinson (John) High School	9-12	Eligible But Not Receiving Services	814	441	0	441	54.18 %	0	7	7
duPont (H.B.) Middle School	6-8	Eligible But Not Receiving Services	812	347	0	347	42.73 %	0	7	7
Heritage Elementary School	K-5	Eligible But Not Receiving Services	517	185	0	185	35.78 %	0	7	7
Conrad Schools of Science	9-12	Not Eligible	1168	332	0	332	28.42 %	0	7	7
Brandywine Springs School	K-8	Not Eligible	1006	270	0	270	26.84 %	0	7	7
Linden Hill Elementary School	K-5	Not Eligible	599	149	0	149	24.87 %	0	7	7
William F. Cooke, Jr. Elementary School	K-5	Not Eligible	657	154	0	154	23.44 %	0	7	7
Calloway (Cab) School of the Arts	9-12	Not Eligible	936	171	0	171	18.27 %	0	7	7
North Star Elementary School	K-5	Not Eligible	664	79	0	79	11.90 %	0	7	7
Central School (The) - Closed	6-12	Not Eligible	0	0	0	0	0.00 %	0	7	7
Shortlidge (Evan G.) Academy	K-5	Schoolwide	378	346	12	358	94.71 %	1	7	7
Warner Elementary School	K-5	Schoolwide	438	399	10	409	93.38 %	1	7	7
Lewis (William C.) Dual Language Elementary School	K-5	Schoolwide	460	403	9	412	89.57 %	2	7	7
Highlands Elementary School	K-5	Schoolwide	283	228	7	235	83.04 %	2	7	7
Mote (Anna P.) Elementary School	PreK-5	Schoolwide	388	317	4	321	82.73 %	2	7	7
Richardson Park Elementary School	K-5	Schoolwide	589	481	5	486	82.51 %	3	7	7

Baltz (Austin D.) Elementary School	K-5	Schoolwide	497	400	9	409	82.29 %	3	☒	☐
duPont (Alexis I.) Middle School	6-8	Schoolwide	498	378	8	386	77.51 %	4	☒	☐
Stanton Middle School	6-8	Schoolwide	707	530	14	544	76.94 %	5	☒	☐
Marbrook Elementary School	K-5	Schoolwide	426	314	10	324	76.06 %	5	☒	☐
Skyline Middle School	6-8	Schoolwide	627	414	15	429	68.42 %	6	☒	☐
Forest Oak Elementary School	K-5	Schoolwide	554	369	3	372	67.15 %	6	☒	☐
Richey Elementary School	K-5	Schoolwide	446	276	1	277	62.11 %	6	☒	☐
Totals:			15741	8478	107	8585	54.54 %			

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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.

NA

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

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

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

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

Second, an LEA is not required to allocate the same PPA to each school; however, the LEA must allocate a higher

PPA to schools with higher poverty rates than it allocates to schools with lower poverty rates.

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

Once Red Clay received its FY 2018 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-5 Elementary School (DHSS poverty = 93.00% or greater (Shortlidge, Warner)

Category 2: Traditional PK-5 Elementary School (DHSS poverty = 82.73% to 89.57% (Highlands, Lewis, Mote)

Category 3: Traditional K-5 Elementary School (DHSS poverty = 82.29% to 82.51% (Baltz, Richardson Park)

Category 4: Traditional 6-12 Middle School (DHSS poverty = 76.95% to 77.51% (AIMS)

Category 5: Traditional K-12 Elementary to High School (DHSS poverty = 76.06% to 76.94 (Marbrook, Stanton)

Category 6: Traditional K-12 Elementary School to High School (DHSS poverty = 62.11% (District DHSS-poverty average) to 68.42% (Skyline, Forest Oak, Richey)

Category 7: Traditional K-5 and under 50.19% poverty (ranked not participating)

Category 8: ILC with 35% poverty or greater (ranked not participating)

Category 9: Traditional K – 12 (ranked not participating and not eligible)

Once the participating public school attendance areas and categories have been established, Red Clay uses the remaining funds (after reservations) to calculate a PPA for each participating public school category – using the total number of children from low-income families residing

in each attendance area to allocate funds for each participating school. Red Clay allocates resources within

each category in decreasing rank order of poverty; starting with the categories above 62% poverty – prioritizing early

intervention and elementary schools in categories 1 and 2; then high poverty middle schools in category 3, and then high-poverty elementary schools in category 4 - 6. 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 1-6 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 (K-12) with poverty levels at/above 62%; however, the LEA is choosing to not allocate Title I funding in its upgraded specialized school settings; these include First State School and Meadowood School. Of these remaining schools Warner, Shortlidge, Lewis. Baltz, Richardson Park, Mote, Highlands, Marbrook, Richey, Skyline, Forest Oak, Stanton and AIMS have DHSS -calculated poverty rates above 62%.

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

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

employment.

FIRST STATE: The First State School provides children and adolescents with significant illness the opportunity to attend school with their peers while receiving the medical attention they need. Located at Christiana Care's Wilmington Campus, First State School offers kindergarten through high-school education to children with diabetes, sickle-cell anemia, severe asthma, cancer and other illnesses that preclude consistent attendance in their feeder pattern school. The program is only one of three in operation nationwide and is co-sponsored by Christiana Care and Delaware Department of Education through the Red Clay School District. The First State School staff members (physicians, nurses, educators, and psychologists) are available throughout the school day to oversee each student's daily needs in collaboration with their family and primary care physicians and subspecialty 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 2017-2018 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.

Participating Private Schools

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

PURPOSE: This page is used to indicate all participating private schools and the number of low income students attending those schools.

If you have participating private schools, select each participating private school, indicate the school's Title I status and enter the number of private school students in poverty who reside in the attendance area of participating Title I public schools.

The total number of private school low income students on this page should equal the total number of private school low income students on "Participating Public Schools" page.

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

School	Status	# Low Income
All Saints Catholic School - 5736	Participating Private School	9
CACC Montessori Sch/Child Care - 5699	Non-Participating Private School	0
Darul Amaanah Academy - 5665	Non-Participating Private School	0
Developing Minds Preschool - 5021	Non-Participating Private School	0
Harvest Christian Acad @ Wilm. - 5642	Participating Private School	11
Hockessin Montessori School (The) - 5802	Non-Participating Private School	0
Independence School - 5871	Non-Participating Private School	0
International Montessori Academy of Wilm - 5641	Non-Participating Private School	0

Limestone Hills Day School - 5895	▼	Non-Participating Private School	▼	0
Padua Academy - 5857	▼	Non-Participating Private School	▼	0
PROGRAM FOR RIGOR AND INNOVATION IN EDUCATION - 6019	▼	Non-Participating Private School	▼	0
Salesianum School - 5860	▼	Non-Participating Private School	▼	0
Sanford School - 5846	▼	Non-Participating Private School	▼	0
Sharon Temple Adventist School - 5867	▼	Participating Private School	▼	8
St. Ann School - 5855	▼	Participating Private School	▼	8
St. Anthony of Padua Grade School - 5856	▼	Participating Private School	▼	14
St. John The Beloved School - 5849	▼	Participating Private School	▼	4
Saint Mark's High School - 5850	▼	Non-Participating Private School	▼	0
Tower Hill School - 5834	▼	Non-Participating Private School	▼	0
Towle Institute - 5805	▼	Non-Participating Private School	▼	0
Tutor Time @ Wilmington - 5353	▼	Non-Participating Private School	▼	0
Ursuline Academy - 5862	▼	Non-Participating Private School	▼	0
Wilmington Christian School - 5853	▼	Non-Participating Private School	▼	0
Wilmington Junior Academy - 5847	▼	Non-Participating Private School	▼	0
Christ The Teacher Catholic School - 5541	▼	Non-Participating Private School	▼	0
Delaware Tarbiyah School - 5729	▼	Participating Private School	▼	9

Holy Angels School - 5875	v	Participating Private School	v	6
Islamic Academy of Delaware - 5709	v	Non-Participating Private School	v	0
St. Elizabeth Elementary School - 5880	v	Participating Private School	v	14
St. Elizabeth's High School - 5881	v	Non-Participating Private School	v	0
St. Peter's Cathedral School - 5883	v	Participating Private School	v	14
Red Lion Christian Academy - 5899	v	Participating Private School	v	3
Saint Peter Catholic School - 5898	v	Non-Participating Private School	v	0
Serviam Girls Academy - 5696	v	Participating Private School	v	6
Immaculate Heart of Mary School - 5823	v	Participating Private School	v	1
Destiny Calling Academy - 13267	v	Select...	v	
Total:				107

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

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

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

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

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

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

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

Equitable Share Calculation	
A. Number of Low Income Students in Participating Schools	LEA Calculation
A1. District Low Income	4,855
A2. Participating Private School Low Income	107
A3. Total Low Income (A1 + A2)	4962
A4. Percent Participating Private School Low Income (A2 / A3)	2.16 %

B. Proportionate Share		
B1. District Allocation	\$	6,511,029.00
B2. Proportionate Share to Private Schools (B1 X A4)	\$	140,403.08
B3. Proportionate Share to District (B1 - B2)	\$	6,370,625.92
C. Parent and Family Engagement		
C1. District 1% Set Aside (B1 X 0.01)	\$	65,110.29
C2. Proportionate Share to Private Schools (C1 X A4)	\$	1,404.03
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)	\$	118,999.05
D3. Equitable Share for Parent and Family Engagement (C2)	\$	1,404.03

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Account Code	Total
5100 - Salaries	\$608,594.80
5120 - OECs	\$331,768.01
5400 - Travel	\$37,294.80
5500 - Contractual	\$801,424.88
5500 - Audit Fees	\$5,286.83
5560 - Indirect	\$58,716.04
5600 - Supplies	\$66,768.09
5700 - Capital Outlay	\$0.00
Total	\$1,909,853.45
Adjusted Allocation	\$1,909,853.45
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5100 - Salaries - \$608,594.80

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:	Administration (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$134,427.00		
Line Item Total:	\$134,427.00		
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:	Administration (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		

Cost:	\$63,144.00	
Line Item Total:	\$63,144.00	
Account Code:	5100 - Salaries	Hire 1 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II) [Professional Staff][Budget Amount]
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$63,144.00	
Line Item Total:	\$63,144.00	
Account Code:	5100 - Salaries	Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools and support for homeless coordinator (\$20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services)(BK - RCCSD Baltz) [Professional Staff][Budget Amount]
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$60,000.00	
Line Item Total:	\$60,000.00	

Account Code:	5100 - Salaries	1 FTE Homeless Coordinator (AA-RCCSD Baltz) [Professional Staff][Budget Amount]
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$52,580.00	
Line Item Total:	\$52,580.00	
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:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$31,572.00	
Line Item Total:	\$31,572.00	
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:	Administration (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:	5100 - Salaries	
Funding Description:	Administration (District Only) v	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$26,474.80	
Line Item Total:	\$26,474.80	
Account Code:	5100 - Salaries	
Funding Description:	Equitable Services (District Only) v	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$20,000.00	

Line Item Total:	\$20,000.00		
Account Code:	5100 - Salaries		
Funding Description:	Parent Involvement (District Only) v		EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$5376.00 from Title I)
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		[Extra Pay for Extra Responsibilities] [Budget Amount]
Cost:	\$5,376.00		
Line Item Total:	\$5,376.00		
Account Code:	5100 - Salaries		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]
Funding Description:	Parent Involvement (District Only) v		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$2,500.00		
Line Item Total:	\$2,500.00		
Account Code:	5100 - Salaries		EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x

Funding Description:	Parent Involvement (District Only)	\$28/hr x 16 sessions)[Extra Pay for Extra Responsibilities] [Budget Amount]	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$2,160.00		
Line Item Total:	\$2,160.00		
Account Code:	5100 - Salaries	Hire 1 FTE Pre - K teacher at Lewis serving students from the 13 title I attendance zones [Professional Staff] [Budget Amount]	
Funding Description:	Instruction Pre-K (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$79,648.00		
Line Item Total:	\$79,648.00		
Account Code:	5100 - Salaries	Hire 1 FTE Pre-K paraprofessional at Lewis serving students from the 13 Title I attendance zones [Professional Staff][Budget Amount]	
Funding Description:	Instruction Pre-K (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		

Quantity:	1.00		
Cost:	\$34,537.00		
Line Item Total:	\$34,537.00		
Account Code:	5100 - Salaries		(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]
Funding Description:	Instruction Pre-K (District Only) v		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$4,032.00		
Line Item Total:	\$4,032.00		
		Total for 5100 - Salaries:	\$608,594.80
		Total for all other Account Codes:	\$1,301,258.65
		Total for all Account Codes:	\$1,909,853.45
		Adjusted Allocation:	\$1,909,853.45
		Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5120 - OECs - \$331,768.01

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II) [Professional Staff] [OECs]
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$66,898.54	
Line Item Total:	\$66,898.54	Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin; .2 Title I & .8 Title II [Professional Staff][OECs]
Account Code:	5120 - OECs	
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	

Cost:	\$45,219.38		
Line Item Total:	\$45,219.38		
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:	Administration (District Only)	>	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$36,601.92		
Line Item Total:	\$36,601.92		
Account Code:	5120 - OECs		Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)[Professional Staff][OECs]
Funding Description:	Administration (District Only)	>	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$33,112.82		
Line Item Total:	\$33,112.82		

Account Code:	5120 - OECs	1 FTE Homeless Coordinator (AA-RCCSD Baltz Admin) [Professional Staff][OECs]	
Funding Description:	Administration (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$27,701.39		
Line Item Total:	\$27,701.39		
Account Code:	5120 - OECs	Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I & .5 Title II)[Professional Staff][OECs]	
Funding Description:	Administration (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$25,973.50		
Line Item Total:	\$25,973.50		
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:	Administration (District Only)		

Location Code:	Red Clay Consolidated School District (953200)		
Quantity:		1.00	
Cost:		\$14,304.44	
Line Item Total:		\$14,304.44	
Account Code:	5120 - OECs		
Funding Description:	Administration (District Only)		Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)[Professional Staff][OECs]
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:		1.00	
Cost:		\$13,932.53	
Line Item Total:		\$13,932.53	
Account Code:	5120 - OECs		
Funding Description:	Parent Involvement (District Only)		EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$5376.00 from Title I)[Extra Pay for Extra Responsibilities][OECs]
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:		1.00	
Cost:		\$1,745.05	

Line Item Total:	\$1,745.05		
Account Code:	5120 - OECs		EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)[Extra Pay for Extra Responsibilities][OECs]
Funding Description:	Parent Involvement (District Only) v		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$811.50		
Line Item Total:	\$811.50		
Account Code:	5120 - OECs		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]
Funding Description:	Parent Involvement (District Only) v		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$701.14		
Line Item Total:	\$701.14		
Account Code:	5120 - OECs		Hire 1 FTE Pre-K teacher at Lewis serving students from the 13 Title I attendance zone [Professional Staff][Budget

Funding Description:	Instruction Pre-K (District Only)	Amount
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$50,566.30	
Line Item Total:	\$50,566.30	
Account Code:	5120 - OECs	Hire 1 FTE Pre-K paraprofessional at Lewis serving students from the 13 Title I attendance zones [Professional Staff][Budget Amount]
Funding Description:	Instruction Pre-K (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$12,890.71	
Line Item Total:	\$12,890.71	
Account Code:	5120 - OECs	(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]
Funding Description:	Instruction Pre-K (District Only)	
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:		\$331,768.01
Total for all other Account Codes:		\$1,578,085.44
Total for all Account Codes:		\$1,909,853.45
Adjusted Allocation:		\$1,909,853.45
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5400 - Travel - \$37,294.80

Budget Detail		Narrative Description
Account Code:	5400 - Travel	Travel for supplemental staff (instructional supervisors, cadre, and Office of Federal Programs) to RCCSD schools to provide ongoing support and effective professional development related to the common core areas, PLCs, inclusion, and student supports related to achievement (.40/mile)
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$8,829.00	
Line Item Total:	\$8,829.00	Travel for 4 staff to Kansas City, MO to attend the National Title I 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 380 x 4 FTE = \$1520.00); (4 days x 320/night x 4FTE = \$5120.00), (meals \$75/day x 4days x 4 FTE = 1200)
Account Code:	5400 - Travel	
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	

Cost:	\$7,840.00	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) ; PD priority 1,2,3,4
Line Item Total:	\$7,840.00	
Account Code:	5400 - Travel	
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$4,044.80	
Line Item Total:	\$4,044.80	
Account Code:	5400 - Travel	Travel for 3 staff to National Youth At Risk Conference -- Savannah, GA 3/3/19-3/6/19 (327/train x 3FTE = \$981, 4 days @ hotel x 285/night x 3FTE = \$3420, Meals 75/day x 4 days x 3FTE = \$900)
Funding Description:	Homeless (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$5,301.00	
Line Item Total:	\$5,301.00	

Account Code:	5400 - Travel	Travel for 3 staff to NAEHCY conference in Anaheim, CA. (340/flight x 3FTE = \$1020, 4 days @ hotel x 230/night x 3FTE = \$2760, Meals 75/day x 4 days x 3FTE = \$900)	
Funding Description:	Homeless (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$4,680.00		
Line Item Total:	\$4,680.00		
Account Code:	5400 - Travel	Travel for 6 attendees (4 staff & 2 parents) to National Family Summit in Richmond. (140/train x 6 attendees = \$840, 3 days @ hotel x 220/night x 6 attendees = \$3960, Meals 75/day x 4 days x 6 attendees = \$1800)	
Funding Description:	Parent Involvement (District Only)		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$6,600.00		
Line Item Total:	\$6,600.00		
Total for 5400 - Travel:		\$37,294.80	
Total for all other Account Codes:		\$1,872,558.65	
Total for all Account Codes:		\$1,909,853.45	

Adjusted Allocation:	\$1,909,853.45
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5500 - Contractual - \$801,424.88

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	Registration for 4 staff to Kansas City, MO to attend the National Title I 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 \$600)
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$2,400.00	
Line Item Total:	\$2,400.00	Registration for 3 staff to National Youth At Risk Conference - Savannah, GA 3/3/19-3/6/19 (430 x 3FTE = 1290)
Account Code:	5500 - Contractual	
Funding Description:	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		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) PD priority 1,2,3,4
Funding Description:	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		Registration for 3 staff to NAEHCY conference in Anaheim, CA. (535 x 3FTE = \$1575)
Funding Description:	Homeless (District Only)	>	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$1,575.00		
Line Item Total:	\$1,575.00		

Account Code:	5500 - Contractual	Contract with vendor to provide Title I targeted school level services to private schools students who would've attended RCCSD Title I schools (instruction - 1 yr @ \$ \$ 118,999.05)
Funding Description:	Equitable Services (District Only) ▾	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$118,999.05	
Line Item Total:	\$118,999.05	Contract with vendor to provide Title I parent involvement to private school students who would've attended RCCSD Title I schools (parental involvement - 1yr @ \$ 1,404.03)
Account Code:	5500 - Contractual	
Funding Description:	Equitable Services (District Only) ▾	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$1,404.03	Contract with Cultural agency to enhance PACE events at Title I schools (\$1000x8 sessions approx \$8,000)
Line Item Total:	\$1,404.03	
Account Code:	5500 - Contractual	
Funding Description:	Parent Involvement (District Only) ▾	

Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$8,000.00		
Line Item Total:	\$8,000.00		
Account Code:	5500 - Contractual		
Funding Description:	Parent Involvement (District Only) v		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$3,600.00		
Line Item Total:	\$3,600.00		
Account Code:	5500 - Contractual		
Funding Description:	Professional Development K-12 v		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$35,000.00		

Registration for 6 attendees (4 staff & 2 parents) to National Family Summit in Richmond. (600 x 6 attendees = \$3600)

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)

Line Item Total:	\$35,000.00	Highlands, Shortlidge, and Warner for instructional support (EX Math Coach)	
Account Code:	5500 - Contractual		
Funding Description:	Instruction K-12		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$325,497.50		
Line Item Total:	\$325,497.50		
Account Code:	5500 - Contractual	Contract for services with Children and Families First	
Funding Description:	Instruction K-12		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$252,469.30		
Line Item Total:	\$252,469.30		
Account Code:	5500 - Contractual	Contract with company to provide transportation for extended day programs in Title I elementary schools (\$5000	

Funding Description: Instruction K-12 >		x 10 schools)	
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$50,000.00		
Line Item Total:	\$50,000.00		
		Total for 5500 - Contractual:	\$801,424.88
		Total for all other Account Codes:	\$1,108,428.57
		Total for all Account Codes:	\$1,909,853.45
		Adjusted Allocation:	\$1,909,853.45
		Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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:	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:		\$1,904,566.62
Total for all Account Codes:		\$1,909,853.45
Adjusted Allocation:		\$1,909,853.45
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5560 - Indirect - \$58,716.04

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	LEA Indirect Cost set-aside for Federal Programs
Funding Description:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$58,716.04	
Line Item Total:	\$58,716.04	
Total for 5560 - Indirect:		\$58,716.04
Total for all other Account Codes:		\$1,851,137.41
Total for all Account Codes:		\$1,909,853.45
Adjusted Allocation:		\$1,909,853.45
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Red Clay Consolidated School District (953200)

5600 - Supplies - \$66,768.09

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:	Administration (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$6,188.81	
Line Item Total:	\$6,188.81	Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support)
Account Code:	5600 - Supplies	
Funding Description:	Homeless (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	

Cost:	\$20,000.00	Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc. (set aside after the non-public equitable share is reserved) (3950.00 @ Shortlidge, 2000.00 @ Lewis, 2000.00 @Highlands, 3250.00 @ Stanton, 3600.84 @ Mote, 2573.44 @ Warner, 2000.00 @ AIMS, 1500.00 @ Baltz, 1500.00 @ Richardson Park, 1500.00 @ Skyline, 1500.00 @ Forest Oak, 3950.00 @ Marbrook, 1500.00 @ Richey)
Line Item Total:	\$20,000.00	
Account Code:	5600 - Supplies	
Funding Description:	Parent Involvement (District Only)	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	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)
Cost:	\$30,824.28	
Line Item Total:	\$30,824.28	
Account Code:	5600 - Supplies	
Funding Description:	Parent Involvement (District Only)	
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	(Title I PK transitions to K) Purchase materials for PreK to K Transition meetings (October - May) 5 sessions x \$100/session: \$500)
Funding Description:	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	
Account Code:	5600 - Supplies	Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (est Avg cost \$500/school - based on need) (reading & math materials)
Funding Description:	Instruction K-12 ▼	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$6,000.00	
Line Item Total:	\$6,000.00	
Total for 5600 - Supplies:		\$66,768.09
Total for all other Account Codes:		\$1,843,085.36
Total for all Account Codes:		\$1,909,853.45

Adjusted Allocation:	\$1,909,853.45
Remaining:	\$0.00

Public School Allocations

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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: **\$4,601,175.55**
Single Per Pupil Amount (PPA): **\$947.72**

School	Low Income		School Allocations		
	%	#P	PPA Category	PPA	Allocation
A	B	C	D	E	F C x E
Shortlidge (Evan G.) Academy	94.71	346	1	1,509.02	522,120.92
Warner Elementary School	93.38	399	1	1,509.02	602,098.98
Lewis (William C.) Dual Language Elementary School	89.57	403	2	1,200.00	483,600.00
Highlands Elementary School	83.04	228	2	1,200.00	273,600.00
Mote (Anna P.) Elementary School	82.73	317	2	1,200.00	380,400.00

Richardson Park Elementary School	82.51	481	3	1,199.73	577,070.13
Baltz (Austin D.) Elementary School	82.29	400	3	1,199.73	479,892.00
duPont (Alexis I.) Middle School	77.51	378	4	598.00	226,044.00
Stanton Middle School	76.94	530	5	590.00	312,700.00
Marbrook Elementary School	76.06	314	5	590.00	185,260.00
Skyline Middle School	68.42	414	6	527.28	218,293.92
Forest Oak Elementary School	67.15	369	6	527.28	194,566.32
Richey Elementary School	62.11	276	6	527.28	145,529.28
Total Low Income:		4855	Total Allocations:		4,601,175.55
		Remaining:			0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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



Account Code	Total
5100 - Salaries	\$292,727.84
5120 - OECs	\$187,164.16
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	\$479,892.00
Adjusted Allocation	\$479,892.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$292,727.84

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:	Instruction K-12	
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	
Quantity:	1.00	
Cost:	\$292,727.84	
Line Item Total:	\$292,727.84	
Total for 5100 - Salaries:		\$292,727.84
Total for all other Account Codes:		\$187,164.16
Total for all Account Codes:		\$479,892.00
Adjusted Allocation:		\$479,892.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$187,164.16

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 4 FTE Title I teachers to support standards based instruction in content of areas reading and math @ Baltz
Funding Description:	Instruction K-12	
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	
Quantity:	1.00	
Cost:	\$187,164.16	
Line Item Total:	\$187,164.16	
Total for 5120 - OECs:		\$187,164.16
Total for all other Account Codes:		\$292,727.84
Total for all Account Codes:		\$479,892.00
Adjusted Allocation:		\$479,892.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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



Account Code	Total
5100 - Salaries	\$144,269.62
5120 - OECs	\$81,774.38
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$226,044.00
Adjusted Allocation	\$226,044.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$144,269.62

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 1 FTE Title I teachers to support standards based instruction in content areas of reading and math @ AIMS
Funding Description:	Instruction K-12	
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	
Cost:	\$79,218.00	
Line Item Total:	\$79,218.00	Hire 2 FTE Paraprofessionals to support standards based instruction in content areas of reading and math @ AIMS
Account Code:	5100 - Salaries	
Funding Description:	Instruction K-12	
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	

Cost:	\$65,051.62		
Line Item Total:	\$65,051.62		
		Total for 5100 - Salaries:	\$144,269.62
		Total for all other Account Codes:	\$81,774.38
		Total for all Account Codes:	\$226,044.00
		Adjusted Allocation:	\$226,044.00
		Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$81,774.38

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 2 FTE Title I Paraprofessionals to support standards based instruction in content areas of reading and math @ AIMS
Funding Description:	Instruction K-12	
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	
Cost:	\$46,015.98	
Line Item Total:	\$46,015.98	Hire 1 FTE Title I teachers to support standards based instruction in content areas of reading and math @ AIMS
Account Code:	5120 - OECs	
Funding Description:	Instruction K-12	
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	

Cost:	\$35,758.40	
Line Item Total:	\$35,758.40	
Total for 5120 - OECs:		\$81,774.38
Total for all other Account Codes:		\$144,269.62
Total for all Account Codes:		\$226,044.00
Adjusted Allocation:		\$226,044.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240)



Account Code	Total
5100 - Salaries	\$115,062.00
5120 - OECs	\$79,504.32
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	\$194,566.32
Adjusted Allocation	\$194,566.32
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240)

5100 - Salaries - \$115,062.00

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Hire 2 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Forest Oak
Funding Description:	Instruction K-12	
Location Code:	Forest Oak Elementary School (953200-240)	
Quantity:	1.00	
Cost:	\$115,062.00	
Line Item Total:	\$115,062.00	
Total for 5100 - Salaries:		\$115,062.00
Total for all other Account Codes:		\$79,504.32
Total for all Account Codes:		\$194,566.32
Adjusted Allocation:		\$194,566.32
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Forest Oak Elementary School (953200-240)

5120 - OECs - \$79,504.32

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:	Instruction K-12	
Location Code:	Forest Oak Elementary School (953200-240)	
Quantity:	1.00	
Cost:	\$79,504.32	
Line Item Total:	\$79,504.32	
Total for 5120 - OECs:		\$79,504.32
Total for all other Account Codes:		\$115,062.00
Total for all Account Codes:		\$194,566.32
Adjusted Allocation:		\$194,566.32
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244)



Account Code	Total
5100 - Salaries	\$168,962.00
5120 - OECs	\$104,638.00
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$273,600.00
Adjusted Allocation	\$273,600.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244)

5100 - Salaries - \$168,962.00

Budget Detail			Narrative Description
Account Code:	5100 - Salaries		Hire 1 Academic Dean to support standards based instruction in content of areas of reading and math @ Highlands
Funding Description:	Instruction K-12		
Location Code:	Highlands Elementary School (953200-244)		
Quantity:	1.00		
Cost:	\$119,007.00		
Line Item Total:	\$119,007.00		Hire 1 FTE Paraprofessional to support standards based instruction in content areas of reading and math @ Highlands
Account Code:	5100 - Salaries		
Funding Description:	Instruction K-12		
Location Code:	Highlands Elementary School (953200-244)		
Quantity:	1.00		

Cost:	\$49,955.00	
Line Item Total:	\$49,955.00	
Total for 5100 - Salaries:		\$168,962.00
Total for all other Account Codes:		\$104,638.00
Total for all Account Codes:		\$273,600.00
Adjusted Allocation:		\$273,600.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Highlands Elementary School (953200-244)

5120 - OECs - \$104,638.00

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 1 Academic Dean to support standard based instruction in the content areas of reading and math @ HighLands
Funding Description:	Instruction K-12	
Location Code:	Highlands Elementary School (953200-244)	
Quantity:	1.00	
Cost:	\$66,710.09	
Line Item Total:	\$66,710.09	Hire 1 FTE Para Professional to support standard based instruction in the content areas of reading and math @ Highlands
Account Code:	5120 - OECs	
Funding Description:	Instruction K-12	
Location Code:	Highlands Elementary School (953200-244)	
Quantity:	1.00	

Cost:	\$37,927.91		
Line Item Total:	\$37,927.91		
		Total for 5120 - OECs:	\$104,638.00
		Total for all other Account Codes:	\$168,962.00
		Total for all Account Codes:	\$273,600.00
		Adjusted Allocation:	\$273,600.00
		Remaining:	\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

Account Code	Total
5100 - Salaries	\$297,765.31
5120 - OECs	\$185,834.69
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	\$483,600.00
Adjusted Allocation	\$483,600.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$297,765.31

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:	Instruction K-12	
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	1.00	
Cost:	\$297,765.31	
Line Item Total:	\$297,765.31	
Total for 5100 - Salaries:		\$297,765.31
Total for all other Account Codes:		\$185,834.69
Total for all Account Codes:		\$483,600.00
Adjusted Allocation:		\$483,600.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$185,834.69

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 5 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Lewis
Funding Description:	Instruction K-12	
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	1.00	
Cost:	\$185,834.69	
Line Item Total:	\$185,834.69	
Total for 5120 - OECs:		\$185,834.69
Total for all other Account Codes:		\$297,765.31
Total for all Account Codes:		\$483,600.00
Adjusted Allocation:		\$483,600.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)



Account Code	Total
5100 - Salaries	\$138,337.82
5120 - OECs	\$46,922.18
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$185,260.00
Adjusted Allocation	\$185,260.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5100 - Salaries - \$138,337.82

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:	Instruction K-12	
Location Code:	Marbrook Elementary School (953200-256)	
Quantity:	1.00	
Cost:	\$138,337.82	
Line Item Total:	\$138,337.82	
Total for 5100 - Salaries:		\$138,337.82
Total for all other Account Codes:		\$46,922.18
Total for all Account Codes:		\$185,260.00
Adjusted Allocation:		\$185,260.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Marbrook Elementary School (953200-256)

5120 - OECs - \$46,922.18

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:	Instruction K-12	
Location Code:	Marbrook Elementary School (953200-256)	
Quantity:	1.00	
Cost:	\$46,922.18	
Line Item Total:	\$46,922.18	
Total for 5120 - OECs:		\$46,922.18
Total for all other Account Codes:		\$138,337.82
Total for all Account Codes:		\$185,260.00
Adjusted Allocation:		\$185,260.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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



Account Code	Total
5100 - Salaries	\$242,376.17
5120 - OECs	\$138,023.83
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$380,400.00
Adjusted Allocation	\$380,400.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$242,376.17

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:	Instruction K-12	
Location Code:	Mote (Anna P.) Elementary School (953200-264)	
Quantity:	1.00	
Cost:	\$242,376.17	
Line Item Total:	\$242,376.17	
Total for 5100 - Salaries:		\$242,376.17
Total for all other Account Codes:		\$138,023.83
Total for all Account Codes:		\$380,400.00
Adjusted Allocation:		\$380,400.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$138,023.83

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:	Instruction K-12	
Location Code:	Mote (Anna P.) Elementary School (953200-264)	
Quantity:	1.00	
Cost:	\$138,023.83	
Line Item Total:	\$138,023.83	
Total for 5120 - OECs:		\$138,023.83
Total for all other Account Codes:		\$242,376.17
Total for all Account Codes:		\$380,400.00
Adjusted Allocation:		\$380,400.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)



Account Code	Total
5100 - Salaries	\$383,732.94
5120 - OECs	\$193,337.19
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$577,070.13
Adjusted Allocation	\$577,070.13
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5100 - Salaries - \$383,732.94

Budget Detail			Narrative Description
Account Code:	5100 - Salaries		Hire 5 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Richardson Park
Funding Description:	Instruction K-12		
Location Code:	Richardson Park Elementary School (953200-254)		
Quantity:	1.00		
Cost:	\$274,115.94		
Line Item Total:	\$274,115.94		Hire 1 Academic Dean to support standards based instruction in the content areas of reading and math @ Richardson park
Account Code:	5100 - Salaries		
Funding Description:	Instruction K-12		
Location Code:	Richardson Park Elementary School (953200-254)		
Quantity:	1.00		

Cost:	\$109,617.00		
Line Item Total:	\$109,617.00		
		Total for 5100 - Salaries:	\$383,732.94
		Total for all other Account Codes:	\$193,337.19
		Total for all Account Codes:	\$577,070.13
		Adjusted Allocation:	\$577,070.13
		Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Richardson Park Elementary School (953200-254)

5120 - OECs - \$193,337.19

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 5 FTE Title I teachers to support standards based instruction in content areas of reading and math @ Richardson Park
Funding Description:	Instruction K-12	
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	1.00	
Cost:	\$147,121.61	
Line Item Total:	\$147,121.61	Hire 1 Academic Dean to support standards based instruction in content areas of reading and math @ Richardson park
Account Code:	5120 - OECs	
Funding Description:	Instruction K-12	
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	1.00	

Cost:	\$46,215.58	
Line Item Total:	\$46,215.58	
Total for 5120 - OECs:		\$193,337.19
Total for all other Account Codes:		\$383,732.94
Total for all Account Codes:		\$577,070.13
Adjusted Allocation:		\$577,070.13
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)



Account Code	Total
5100 - Salaries	\$95,165.87
5120 - OECs	\$50,363.41
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	\$145,529.28
Adjusted Allocation	\$145,529.28
Remaining	\$0.00

Budget Detail		
Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A		
Richey Elementary School (953200-260)		
5100 - Salaries - \$95,165.87		
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:	Instruction K-12	
Location Code:	Richey Elementary School (953200-260)	
Quantity:	1.00	
Cost:	\$95,165.87	
Line Item Total:	\$95,165.87	
Total for 5100 - Salaries:		\$95,165.87
Total for all other Account Codes:		\$50,363.41
Total for all Account Codes:		\$145,529.28
Adjusted Allocation:		\$145,529.28
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Richey Elementary School (953200-260)

5120 - OECs - \$50,363.41

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:	Instruction K-12	
Location Code:	Richey Elementary School (953200-260)	
Quantity:	1.00	
Cost:	\$50,363.41	
Line Item Total:	\$50,363.41	
Total for 5120 - OECs:		\$50,363.41
Total for all other Account Codes:		\$95,165.87
Total for all Account Codes:		\$145,529.28
Adjusted Allocation:		\$145,529.28
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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



Account Code	Total
5100 - Salaries	\$332,646.59
5120 - OECs	\$189,474.33
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$522,120.92
Adjusted Allocation	\$522,120.92
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

5100 - Salaries - \$332,646.59

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 @ Shortlidge
Funding Description:	Instruction K-12	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	
Cost:	\$181,697.59	
Line Item Total:	\$181,697.59	Hire 1 Academic Dean to support standard based instruction in content areas of reading and math @ Shortlidge
Account Code:	5100 - Salaries	
Funding Description:	Instruction K-12	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	

Cost:	\$116,398.00	
Line Item Total:	\$116,398.00	
Account Code:	5100 - Salaries	Hire 1 Paraprofessional to support standards based instruction in content areas of reading and math @ Shortlidge
Funding Description:	Instruction K-12	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	
Cost:	\$34,551.00	
Line Item Total:	\$34,551.00	
Total for 5100 - Salaries:		\$332,646.59
Total for all other Account Codes:		\$189,474.33
Total for all Account Codes:		\$522,120.92
Adjusted Allocation:		\$522,120.92
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

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

5120 - OECs - \$189,474.33

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 @ Shortlidge
Funding Description:	Instruction K-12	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	
Cost:	\$109,435.73	
Line Item Total:	\$109,435.73	Hire 1 Academic Dean to support standards based instruction in content areas of reading and math @ Shortlidge
Account Code:	5120 - OECs	
Funding Description:	Instruction K-12	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	

Cost:		\$58,189.43
Line Item Total:		\$58,189.43
Account Code:	5120 - OECs	Hire 1 Paraprofessional to support standards based instruction in content areas of reading and math @ Shortlidge
Funding Description:	Instruction K-12	
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	
Quantity:	1.00	
Cost:	\$21,849.17	
Line Item Total:	\$21,849.17	
Total for 5120 - OECs:		\$189,474.33
Total for all other Account Codes:		\$332,646.59
Total for all Account Codes:		\$522,120.92
Adjusted Allocation:		\$522,120.92
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280)



Account Code	Total
5100 - Salaries	\$127,849.93
5120 - OECs	\$90,443.99
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	\$218,293.92
Adjusted Allocation	\$218,293.92
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280)

5100 - Salaries - \$127,849.93

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 @ Skyline
Funding Description:	Instruction K-12		
Location Code:	Skyline Middle School (953200-280)		
Quantity:	1.00		
Cost:	\$104,167.93		
Line Item Total:	\$104,167.93		Hire 1 FTE Paraprofessional to support standards based instruction in content areas of reading and math @ Skyline
Account Code:	5100 - Salaries		
Funding Description:	Instruction K-12		
Location Code:	Skyline Middle School (953200-280)		
Quantity:	1.00		

Cost:	\$23,682.00	
Line Item Total:	\$23,682.00	
Total for 5100 - Salaries:		\$127,849.93
Total for all other Account Codes:		\$90,443.99
Total for all Account Codes:		\$218,293.92
Adjusted Allocation:		\$218,293.92
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Skyline Middle School (953200-280)

5120 - OECs - \$90,443.99

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Hire 2FTE Title I teachers to support standards based instruction in content areas reading and math @ Skyline
Funding Description:	Instruction K-12	
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	\$70,057.97	
Line Item Total:	\$70,057.97	Hire 1 Paraprofessional to support standards based instruction in content areas of reading and math @ Skyline
Account Code:	5120 - OECs	
Funding Description:	Instruction K-12	
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	

Cost:	\$20,386.02	
Line Item Total:	\$20,386.02	
Total for 5120 - OECs:		\$90,443.99
Total for all other Account Codes:		\$127,849.93
Total for all Account Codes:		\$218,293.92
Adjusted Allocation:		\$218,293.92
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)



Account Code	Total
5100 - Salaries	\$190,844.85
5120 - OECs	\$121,855.15
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	\$312,700.00
Adjusted Allocation	\$312,700.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5100 - Salaries - \$190,844.85

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:	Instruction K-12	
Location Code:	Stanton Middle School (953200-282)	
Quantity:	1.00	
Cost:	\$190,844.85	
Line Item Total:	\$190,844.85	
Total for 5100 - Salaries:		\$190,844.85
Total for all other Account Codes:		\$121,855.15
Total for all Account Codes:		\$312,700.00
Adjusted Allocation:		\$312,700.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Stanton Middle School (953200-282)

5120 - OECs - \$121,855.15

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:	Instruction K-12	
Location Code:	Stanton Middle School (953200-282)	
Quantity:	1.00	
Cost:	\$121,855.15	
Line Item Total:	\$121,855.15	
Total for 5120 - OECs:		\$121,855.15
Total for all other Account Codes:		\$190,844.85
Total for all Account Codes:		\$312,700.00
Adjusted Allocation:		\$312,700.00
Remaining:		\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)



Account Code	Total
5100 - Salaries	\$364,538.85
5120 - OECs	\$237,560.13
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	\$602,098.98
Adjusted Allocation	\$602,098.98
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5100 - Salaries - \$364,538.85

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 @ Warner
Funding Description:	Instruction K-12	
Location Code:	Warner Elementary School (953200-266)	
Quantity:	1.00	
Cost:	\$182,465.85	
Line Item Total:	\$182,465.85	Hire 1 Academic Dean to support standards based instruction in content areas of reading and math @ Warner
Account Code:	5100 - Salaries	
Funding Description:	Instruction K-12	
Location Code:	Warner Elementary School (953200-266)	
Quantity:	1.00	

Cost:		\$116,398.00	
Line Item Total:		\$116,398.00	
Account Code:	5100 - Salaries		Hire 2 Paraprofessional to support standards based instruction in content areas of reading and math @ Warner
Funding Description:	Instruction K-12		
Location Code:	Warner Elementary School (953200-266)		
Quantity:	1.00		
Cost:	\$65,675.00		
Line Item Total:	\$65,675.00		
Total for 5100 - Salaries:			\$364,538.85
Total for all other Account Codes:			\$237,560.13
Total for all Account Codes:			\$602,098.98
Adjusted Allocation:			\$602,098.98
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title I Part A

Warner Elementary School (953200-266)

5120 - OECs - \$237,560.13

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 @ Warner
Funding Description:	Instruction K-12	
Location Code:	Warner Elementary School (953200-266)	
Quantity:	1.00	
Cost:	\$117,780.19	
Line Item Total:	\$117,780.19	Hire 1 Academic Dean to support standards based instruction in content areas of reading and math @ Warner
Account Code:	5120 - OECs	
Funding Description:	Instruction K-12	
Location Code:	Warner Elementary School (953200-266)	
Quantity:	1.00	

Cost:		\$63,115.35	
Line Item Total:		\$63,115.35	
Account Code:	5120 - OECs		Hire 2 Paraprofessionals to support standards based instruction in content areas of reading and math @ Warner
Funding Description:	Instruction K-12		
Location Code:	Warner Elementary School (953200-266)		
Quantity:	1.00		
Cost:	\$56,664.59		
Line Item Total:	\$56,664.59		
Total for 5120 - OECs:			\$237,560.13
Total for all other Account Codes:			\$364,538.85
Total for all Account Codes:			\$602,098.98
Adjusted Allocation:			\$602,098.98
Remaining:			\$0.00

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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.

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

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

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

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

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

360 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 2019 - Consolidated - Rev 0 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$6,452,312.96
Indirect Cost Rate	0.91%
Maximum Allowed for Indirect Cost	\$58,716.04

Filter by Location: All - \$6,511,029.00



Account Code Funding Description	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5500 - Audit Fees	5560 - Indirect	5600 - Supplies	Total
Administration (District Only)	460,341.80	263,744.52	20,713.80	4,880.00	5,286.83	58,716.04	6,188.81	819,871.80
Homeless (District Only)	0.00	0.00	9,981.00	1,575.00			20,000.00	31,556.00
Equitable Services (District Only)	20,000.00	0.00		120,403.08			0.00	140,403.08
Parent Involvement (District Only)	10,036.00	3,257.69	6,600.00	11,600.00			34,079.28	65,572.97

Professional Development K-12	0.00	0.00	0.00	0.00	35,000.00			0.00	35,000.00
Professional Development Pre-K (District Only)	0.00	0.00	0.00	0.00	0.00			500.00	500.00
Instruction K-12	2,894,279.79	1,706,895.76	0.00	627,966.80				6,000.00	5,235,142.35
Instruction Pre-K (District Only)	118,217.00	64,765.80	0.00	0.00				0.00	182,982.80
Total	3,502,874.59	2,038,663.77	37,294.80	801,424.88	5,286.83	58,716.04	66,768.09		6,511,029.00
Adjusted Allocation									6,511,029.00
Remaining									0.00

Funds Transferred to Title I

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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 2019 - 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 2019 - 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	collaborate with the State or local child welfare agency to- (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall- (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if- (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; (II) the local educational agency agrees to pay for the cost of such transportation; or (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

6	ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7	in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title II Part A

Account Code	Total
5100 - Salaries	\$612,372.01
5120 - OECs	\$235,428.07
5400 - Travel	\$24,000.00
5500 - Contractual	\$264,421.75
5500 - Audit Fees	\$1,273.96
5560 - Indirect	\$10,351.21
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$1,147,847.00
Adjusted Allocation	\$1,147,847.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title II Part A

5100 - Salaries - \$612,372.01

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:	Title II TQ		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$105,899.20		
Line Item Total:	\$105,899.20		
Account Code:	5100 - Salaries		Hire 1 FTE Science

Funding Description:	Title II TQ		Supervisor (EM RCCSD -Baltz
Location Code:	Red Clay Consolidated School District (953200)		Admin; .25 Title I, .75 Title II)
Quantity:	1.00		[Professional Staff][Budget Amount]
Cost:	\$94,716.00		
Line Item Total:	\$94,716.00		
Account Code:	5100 - Salaries		Hire 1 FTE Social Studies Supervisor (HG-RCCSD -Baltz
Funding Description:	Title II TQ		Admin .25 Title I, .75 Title II)
Location Code:	Red Clay Consolidated School District (953200)		[Professional Staff][Budget Amount]
Quantity:	1.00		
Cost:	\$87,000.00		
Line Item Total:	\$87,000.00		
Account Code:	5100 - Salaries		Hire 1 FTE Classroom Teacher (Highlands)
Funding Description:	Title II TQ		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		

Cost:	\$81,089.00		
Line Item Total:	\$81,089.00		
Account Code:	5100 - Salaries		Hire 1 FTE Classroom Teacher (Richey)
Funding Description:	Title II TQ		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$64,830.00		
Line Item Total:	\$64,830.00		
Account Code:	5100 - Salaries		Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)
Funding Description:	Title II TQ		[Professional Staff][Budget Amount]
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$63,144.00		
Line Item Total:	\$63,144.00		
Account Code:	5100 - Salaries		Hire .5 FTE ELA

Funding Description:	Title II TQ	Supervisor (GB-RCCSD -Baltz; .5 Title I & .5 Title II) [Professional Staff][Budget Amount]
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$63,144.00	
Line Item Total:	\$63,144.00	
Account Code:	5100 - Salaries	Hire 1 FTE Classroom Teacher Javana Rhodes (Shortlidge)
Funding Description:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$48,517.00	
Line Item Total:	\$48,517.00	
Account Code:	5100 - Salaries	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD- Baltz Admin .97
Funding Description:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	

Quantity:	1.00	Title I, .03 Title II)
Cost:	\$4,032.81	[Professional Staff]
Line Item Total:	\$4,032.81	[Budget Amount]
Total for 5100 - Salaries:		\$612,372.01
Total for all other Account Codes:		\$535,474.99
Total for all Account Codes:		\$1,147,847.00
Adjusted Allocation:		\$1,147,847.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title II Part A

5120 - OECs - \$235,428.07

Budget Detail				Narrative Description
Account Code:	5120 - OECs			Hire 1 FTE Social Studies Supervisor (HG-RCCSD -Baltz Admin .25 Title I, .75 Title II)
Funding Description:	Title II TQ			[Professional Staff][OECs]
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$42,913.32			
Line Item Total:	\$42,913.32			
Account Code:	5120 - OECs			Hire 1 FTE Science Supervisor (EM RCCSD -Baltz Admin; .25 Title I, .75 Title II)
Funding Description:	Title II TQ			[Professional Staff][OECs]
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$41,797.59			
Line Item Total:	\$41,797.59			

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:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$34,374.88	
Line Item Total:	\$34,374.88	
Account Code:	5120 - OECs	Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II) [Professional Staff][OECs]
Funding Description:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	

Cost:	\$33,112.82			
Line Item Total:	\$33,112.82			
Account Code:	5120 - OECs			Hire 1 FTE Classroom Teacher (Highlands)
Funding Description:	Title II TQ			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$31,665.04			
Line Item Total:	\$31,665.04			
Account Code:	5120 - OECs			Hire .5 FTE ELA Supervisor (GB-RCCSD -Baltz; .5 Title I & .5 Title II) [Professional Staff][OECs]
Funding Description:	Title II TQ			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$25,973.50			
Line Item Total:	\$25,973.50			
Account Code:	5120 - OECs			Hire 1 FTE Classroom

Funding Description:	Title II TQ	Teacher (Richey)
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$14,408.40	
Line Item Total:	\$14,408.40	
Account Code:	5120 - OECs	Hire 1 FTE Classroom Teacher (Shortlidge)
Funding Description:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$9,113.49	
Line Item Total:	\$9,113.49	
Account Code:	5120 - OECs	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD- Baltz
Funding Description:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	

Quantity:	1.00	Admin .97
Cost:	\$2,069.03	Title I, .03
Line Item Total:	\$2,069.03	Title II)
		[Professional Staff][OECs]
Total for 5120 - OECs:		\$235,428.07
Total for all other Account Codes:		\$912,418.93
Total for all Account Codes:		\$1,147,847.00
Adjusted Allocation:		\$1,147,847.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title II Part A

5400 - Travel - \$24,000.00

Budget Detail		Narrative Description
Account Code:	5400 - Travel	ASCD Conference - Nashville November Registration - \$499 x 6 = \$2994 Hotel - \$1095 x 6 = \$6570 Meals - \$75/Day x 6 = \$1875 Flights - \$250 x 6 = \$1,500 Conference Participants will include: Deputy Superintendent Director of Curriculum and Instruction Director of Elementary Schools 3 Building Administrators (TBD)
Funding Description:	Title II TQ	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$13,000.00	
Line Item Total:	\$13,000.00	

Account Code:	5400 - Travel	Mileage (Total x.40/mile)
Funding Description:	Title II TQ	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.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$11,000.00	
Line Item Total:	\$11,000.00	
Total for 5400 - Travel:		\$24,000.00
Total for all other Account Codes:		\$1,123,847.00
Total for all Account Codes:		\$1,147,847.00
Adjusted Allocation:		\$1,147,847.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title II Part A

5500 - Contractual - \$264,421.75

Budget Detail				Narrative Description
Account Code:	5500 - Contractual			Set aside Title II funds for non-profit private schools allocation for professional development
Funding Description:	Equitable Services			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$264,421.75			
Line Item Total:	\$264,421.75			
Total for 5500 - Contractual:				\$264,421.75
Total for all other Account Codes:				\$883,425.25
Total for all Account Codes:				\$1,147,847.00
Adjusted Allocation:				\$1,147,847.00
Remaining:				\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title II Part A

5500 - Audit Fees - \$1,273.96

Budget Detail

Narrative Description

Audit Fee

Account Code: 5500 - Audit Fees

Funding Description:

Location Code:

Quantity:

Cost:

Line Item Total:

Total for 5500 - Audit Fees:

Total for all other Account Codes:

Total for all Account Codes:

Adjusted Allocation:

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title II Part A

5560 - Indirect - \$10,351.21

Budget Detail

Narrative Description

Account Code: 5560 - Indirect

Funding Description: Title II TQ

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$10,351.21

Line Item Total: \$10,351.21

Total for 5560 - Indirect:

\$10,351.21

Total for all other Account Codes:

\$1,137,495.79

Total for all Account Codes:

\$1,147,847.00

Adjusted Allocation:

\$1,147,847.00

Remaining:

\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$1,137,495.79
Indirect Cost Rate	0.91%
Maximum Allowed for Indirect Cost	\$10,351.21

Filter by

Location: All - \$1,147,847.00 ▼

Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5500 - Audit Fees	5560 - Indirect	Total
Funding Description							
Equitable Services	0.00	0.00	0.00	264,421.75			264,421.75
Title II TQ	612,372.01	235,428.07	24,000.00	0.00	1,273.96	10,351.21	883,425.25
Total	612,372.01	235,428.07	24,000.00	264,421.75	1,273.96	10,351.21	1,147,847.00
Adjusted Allocation							1,147,847.00
Remaining							0.00

Title II Part A

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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. SIOP).

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.

Standards-Based Grading:

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

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

The district will focus on aligning data discussions, instructional practices, supports, and academic structures to the common core standards and outcomes, along with a continual system to monitor instructional practices in the district and provide professional development in areas of need. A renewed need to use PLCs effectively is a priority.

Literacy Instruction K – 5

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

Math Instruction K – 5

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

College and Career Readiness

To support increased college and career readiness Red Clay will continue develop rigorous advanced coursework and targeted support for secondary students. This will require professional learning activities that are aligned with the 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.

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

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

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title II Part A

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

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

Instructions for completing the table:

Enter values for A1, A2, B2 and B3.

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

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

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

Equitable Share Calculation

A. Number of Students

A1. District Enrollment

15741

A2. Participating Private School Enrollment

4802

A3. Total Enrollment (A1 + A2)

20543

B. Title II, Part A Allocation

B1. District Allocation

\$ 1,147,847.00

B2. Administration (for public and private school programs)

\$

B3. Indirect	\$	16,648.33
B4. Subtotal of Administration (B2 + B3)	\$	16,648.33
B5. District Allocation Minus Administrative Costs (B1-B4)	\$	1,131,198.67
C. Per Pupil Rate		
C1. B5 divided by A3	\$	55.07
D. Final Equitable Share		
D1. Amount district must reserve for equitable services for private school teachers and other educational personnel (A2 X C1)	\$	264,421.75

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title II Part A

Optional Documents		
Type	Document Template	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 2019 - 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.

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III English Learner

Account Code	Total
5100 - Salaries	\$82,881.00
5120 - OECs	\$42,331.33
5400 - Travel	\$6,767.00
5500 - Contractual	\$59,745.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$1,867.19
5600 - Supplies	\$13,462.48
5700 - Capital Outlay	\$0.00
Total	\$207,054.00
Adjusted Allocation	\$207,054.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III English Learner

5100 - Salaries - \$82,881.00

Budget Detail			Narrative Description
Account Code:	5100 - Salaries		1 FTE Paraprofessional (Marbrook) (CS) above and beyond the EL staff supporting students provides supplemental support to entering and beginning proficiency ELs [Professional Staff] [Budget Amount]
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$40,205.00		
Line Item Total:	\$40,205.00		
Account Code:	5100 - Salaries		EPER for EL Summer Program Teachers (10 Teachers x 80 hours x \$26/hour)
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$20,800.00		

Line Item Total:	\$20,800.00		
Account Code:	5100 - Salaries		EPER for Staff to Attend Monthly Professional Learning Meetings (25 staff x 18 hours x \$28/hour)
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)	v	
Quantity:	1.00		
Cost:	\$12,600.00		
Line Item Total:	\$12,600.00		
Account Code:	5100 - Salaries		EPER for Summer Program Coordinator (2 staff x 100 hours x \$27/hour)
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)	v	
Quantity:	1.00		
Cost:	\$5,400.00		
Line Item Total:	\$5,400.00		
Account Code:	5100 - Salaries		EPER for EL Summer Program Paraprofessionals (3
Funding Description:	Title III ELL		

Location Code:	Red Clay Consolidated School District (953200)		▼	Paraprofessionals x 80 hours x \$13/hour)
Quantity:	1.00			
Cost:	\$3,120.00			
Line Item Total:	\$3,120.00			
Account Code:	5100 - Salaries			Parent Meetings (3 staff x 9 hours x \$28/hour)
Funding Description:	Title III ELL ▼			
Location Code:	Red Clay Consolidated School District (953200)		▼	
Quantity:	1.00			
Cost:	\$756.00			
Line Item Total:	\$756.00			
Total for 5100 - Salaries:				\$82,881.00
Total for all other Account Codes:				\$124,173.00
Total for all Account Codes:				\$207,054.00
Adjusted Allocation:				\$207,054.00
Remaining:				\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III English Learner

5120 - OECs - \$42,331.33

Budget Detail			Narrative Description
Account Code:	5120 - OECs		1 FTE Paraprofessional (Marbrook) (CS) [Professional Staff] [OECs]
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$28,478.70		
Line Item Total:	\$28,478.70		
Account Code:	5120 - OECs		EPER for EL Summer Program Teachers (10 Teachers x 80 hours x \$26/hour) [OECs]
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$6,751.68		
Line Item Total:	\$6,751.68		

Account Code:	5120 - OECs	EPER for Staff to Attend Monthly Professional Learning Meetings (25 staff x 18 hours x \$28/hour)[OECs]
Funding Description:	Title III ELL ▾	
Location Code:	Red Clay Consolidated School District (953200) ▾	
Quantity:	1.00	
Cost:	\$4,089.96	
Line Item Total:	\$4,089.96	
Account Code:	5120 - OECs	EPER for Summer Program Coordinator (2 staff x 100 hours x \$27/hour) [OECs]
Funding Description:	Title III ELL ▾	
Location Code:	Red Clay Consolidated School District (953200) ▾	
Quantity:	1.00	
Cost:	\$1,752.84	
Line Item Total:	\$1,752.84	
Account Code:	5120 - OECs	EPER for EL Summer Program Paraprofessionals (3 Paraprofessionals x 80 hours x \$13/hour) [OECs]
Funding Description:	Title III ELL ▾	
Location Code:	Red Clay Consolidated School District (953200) ▾	

Quantity:	1.00	
Cost:	\$1,012.75	
Line Item Total:	\$1,012.75	
Account Code:	5120 - OECs	Parent Meetings (3 staff x 9 hours x \$28/hour) [OECs]
Funding Description:	Title III ELL v	
Location Code:	Red Clay Consolidated School District (953200) v	
Quantity:	1.00	
Cost:	\$245.40	
Line Item Total:	\$245.40	
Total for 5120 - OECs:		\$42,331.33
Total for all other Account Codes:		\$164,722.67
Total for all Account Codes:		\$207,054.00
Adjusted Allocation:		\$207,054.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III English Learner

5400 - Travel - \$6,767.00

Budget Detail			Narrative Description
Account Code:	5400 - Travel		NABE Annual Conference, Lake Buena Vista, FL- \$575 flight, \$1000 accommodations, \$184 meals, \$50 baggage check, \$20 mileage, \$50 shuttle x 2 participants
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$3,758.00		
Line Item Total:	\$3,758.00		
Account Code:	5400 - Travel		WIDA National Conference, Detroit, MI - \$145 flight, \$600 accommodations, \$138 meals, \$50 baggage check, \$20 mileage, \$50 shuttle x 3 participants
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$3,009.00		
Line Item Total:	\$3,009.00		

Total for 5400 - Travel:	\$6,767.00
Total for all other Account Codes:	\$200,287.00
Total for all Account Codes:	\$207,054.00
Adjusted Allocation:	\$207,054.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III English Learner

5500 - Contractual - \$59,745.00

Budget Detail				Narrative Description
Account Code:	5500 - Contractual			Imagine Learning Licenses to support ELL's
Funding Description:	Title III ELL			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$20,400.00			
Line Item Total:	\$20,400.00			
Account Code:	5500 - Contractual			Rosetta Stone Licenses to support ELL's
Funding Description:	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		Summer Program Transportation
Funding Description:	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		Provide tuition reimbursement through the ACE Program for teachers-\$1,000 per teacher
Funding Description:	Title III ELL		
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 3 staff to attend the annual WIDA Conference to gain
Funding Description:	Title III ELL		

Location Code:	Red Clay Consolidated School District (953200) v			professional learning opportunities to support EL's to increase language proficiency (\$625 registration 5 participants)
Quantity:	1.00			
Cost:	\$1,875.00			
Line Item Total:	\$1,875.00			
Account Code:	5500 - Contractual			WIDA National Conference-Substitute Cost (\$145 per day x 4 Days x 3 Teachers)
Funding Description:	Title III ELL v			
Location Code:	Red Clay Consolidated School District (953200) v			
Quantity:	1.00			
Cost:	\$1,740.00			
Line Item Total:	\$1,740.00			
Account Code:	5500 - Contractual			NABE Annual Conference-\$490 registration 2 participants (EL Supervisor and EL Specialist)
Funding Description:	Title III ELL v			
Location Code:	Red Clay Consolidated School District (953200) v			
Quantity:	1.00			
Cost:	\$980.00			

Line Item Total: \$980.00	
Total for 5500 - Contractual:	\$59,745.00
Total for all other Account Codes:	\$147,309.00
Total for all Account Codes:	\$207,054.00
Adjusted Allocation:	\$207,054.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III English Learner

5560 - Indirect - \$1,867.19

Budget Detail			Narrative Description
Account Code:	5560 - Indirect		LEA Indirect Cost set-aside for Federal Programs
Funding Description:	Administration		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$1,867.19		
Line Item Total:	\$1,867.19		
Total for 5560 - Indirect:			\$1,867.19
Total for all other Account Codes:			\$205,186.81
Total for all Account Codes:			\$207,054.00
Adjusted Allocation:			\$207,054.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III English Learner

5600 - Supplies - \$13,462.48

Budget Detail			Narrative Description
Account Code:	5600 - Supplies		Set aside Title III funds for non-profit private schools allocation for educational materials for ELL's
Funding Description:	Equitable Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$274.80		
Line Item Total:	\$274.80		
Account Code:	5600 - Supplies		Language Central- ELD Curriculum Replenishment K-8
Funding Description:	Title III ELL		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$6,649.03		
Line Item Total:	\$6,649.03		

Account Code:	5600 - Supplies	Summer Program Instructional Supplies & Materials
Funding Description:	Title III ELL	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$6,538.65	
Line Item Total:	\$6,538.65	
Total for 5600 - Supplies:		\$13,462.48
Total for all other Account Codes:		\$193,591.52
Total for all Account Codes:		\$207,054.00
Adjusted Allocation:		\$207,054.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III English Learner

Indirect Cost	
Total Contributing to Indirect Cost	\$205,186.81
Indirect Cost Rate	0.91%
Maximum Allowed for Indirect Cost	\$1,867.19

Filter by

Location: All - \$207,054.00



Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5560 - Indirect	5600 - Supplies	Total
Funding Description							
Equitable Services				0.00		274.80	274.80
Administration	0.00	0.00	0.00	0.00	1,867.19	0.00	1,867.19
Title III ELL	82,881.00	42,331.33	6,767.00	59,745.00	0.00	13,187.68	204,912.01
Total	82,881.00	42,331.33	6,767.00	59,745.00	1,867.19	13,462.48	207,054.00

Adjusted Allocation		207,054.00
Remaining		0.00

Title III English Learner

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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 -One additional teacher to provide pull-out/push-in support
Brandywine Springs	ESL Pull-Out & Push-In	-One tutor supports all students
Cooke	ESL Pull-Out & Push-In	-One teacher supports all students
Forest Oak	ESL Pull-Out & Push-In	-Three teachers support all students
Heritage	ESL Pull-Out & Push-In	-One tutor supports all students
Highlands	ESL Pull-Out & Push-In	-One teacher supports all students

Lewis	Sheltered Instruction	-TWIOP trained staff
	ESL Pull-Out & Push-In	-ESOL certified staff at various grade levels
	Immersion	-One additional teacher to provide pull-out/push-in support
Linden Hill	ESL Pull-Out & Push-In	-One teacher supports all students
	Immersion	
Marbrook	Sheltered Instruction	-SIOP trained staff
	ESL Pull-Out & Push-In	-ESOL certified staff at all grade levels
	Immersion	-One additional teacher to provide pull-out/push-in support
Mote	ESL Pull-Out & Push-In	-ESOL Certified staff at various grade levels
	Immersion	-Two additional teachers to provide pull-out/push-in support
North Star	ESL Pull-Out & Push-In	-One tutor supports all students
Richardson Park	ESL Pull-Out & Push-In	-Three teachers support all students

Richey	ESL Pull-Out & Push-In	-One teacher supports all students	
Shortlidge	ESL Pull-Out & Push-In	-One teacher supports all students	
Warner	ESL Pull-Out & Push-In	-One teacher supports all students	
Cab Calloway	ESL Pull-Out & Push-In	-Vendor supports small number of students	
Conrad	ESL Pull-Out & Push-In	-One teacher supports all students	
Al Middle	Sheltered Instruction ESL Pull-Out & Push-In	-ESOL certified teachers provide content instruction with supports as well as pull-out and/or push-in support	
HB Middle	ESL Pull-Out & Push-In	-One teacher supports all students	
Skyline	ESL Pull-Out & Push-In Immersion	-Vendor supports all students	
Stanton	ESL Pull-Out & Push-In	-Two teachers support all students	

AI High	Sheltered Instruction ESL Pull-Out & Push-In	-ESOL certified teachers provide content instruction with supports as well as pull-out and/or push-in support *Beginning ESL course has been developed to provide targeted language development instruction to Newcomers	
Dickinson	Sheltered Instruction ESL Pull-Out & Push-In	-ESOL certified teacher provides content instruction with supports as well as pull-out and/or push-in support -Additional paraprofessional push-in support	
McKean	Sheltered Instruction ESL Pull-Out & Push-In	-ESOL certified teachers provide content instruction with supports as well as pull-out and/or push-in support -Additional paraprofessional push-in support	
First State	ESL Pull-Out	-Vendor supports 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 sent out 2017-2018 ACCESS scores to all elementary and secondary administrators and EL teachers. The recommended contact hours 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 2017/2018 school year to assist that elementary and secondary schools assist ELs in achieving English proficiency consistent with the State's long-term goals:
		*6 additional full-time EL teachers were provided to Baltz, Forest Oak, Mote, Richardson Park, Stanton, and Dickinson *20 Red Clay schools have bilingual office staff to support our Spanish speaking families *School-Wide SIOP training and walkthroughs at Forest Oak, Mote, and Baltz Elementary schools *3 elementary EL teachers attended the WIDA National Conference in Tampa, Florida *District EL Learner Conference- Success for All- was delivered and well attended *Monthly EL Professional Learning Meetings were delivered to an increased number of teachers- topics were based on teacher request *Book study at the monthly EL Meetings- Differentiating Instruction and ASsessment for English Language Learners *2 EL Coaches and 3 Technology Coaches attended a full day training on Google Apps and Extensions for English Learners *EL Supervisor and EL Specialist attended the Maryland ELL Family Involvement Network (MELLFIN) Conference to acquire additional resources and ideas for increased family engagement *Professional development was provided to general education teachers in June focused on the Go To Strategies and Differentiation Across the Content Areas *EL/SWD Discussion Form was completed for all dually identified students to determine the most appropriate

supports

- *EL Paraprofessionals began tracking service delivery on a Google Doc
- *EL Summer Program was developed
- *Discussions regarding grading at the secondary level have been held
- *EL representation at all staffing meetings to discuss projections for next year
- *Partnership with the LACC to provide after-school tutoring
- *Tuition reimbursement for a cohort of teachers enrolled in the ACE Program
- *After-school tutoring sessions held at Forest Oak
- *EL representation at district level meetings to provide input on the needs of our ELs
- *Introduced a telephonic translation service to address communication needs of our families

The EL Office will continue to focus on the changes/enhancements made during the 2017/2018 school year in addition to the following enhancements to assist that elementary and secondary schools assist ELs in achieving English proficiency consistent with the State's long-term goals:

- *Data review of long term ELs
- *Data review of Parent Withdrawals
- *Individual meetings with school administrators to develop a goal for their ELs
- *Updates to our EL Resource Guide as needed
- *Additional EL teachers hired to support our schools with growing numbers
- *Replenishment of Language Central Curriculum
- *Contract with Rosetta Stone to provide licensees for secondary newcomers
- *Expansion of EL Summer Program
- *Teacher attendance at WIDA National Conference in Detroit, MI
- *EL Supervisor and Specialist attendance at NABE Annual Conference in Lake Buena Vista, FL
- *Increased family events
- *EL Coaches will closely monitor student progress both in the general education and ELD classrooms to provide targeted supports

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

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

The English Language Arts department will expand the 4th and 5th grade ReadyGen curriculum to the remaining elementary schools. The addition of 3rd grade will occur at the existing 5 elementary schools that piloted the program last school year. One of the ELL Coaches has been assigned to work closely with the teachers and the ELA department to maintain the EL "lens" throughout the trainings. Differentiated rubrics and performance tasks were created and feedback requested. EL teachers at all schools were included in grade specific trainings in June 2018 and will continue to be a part of all of the trainings. The EL teachers will also receive materials that align with the ReadyGen curriculum to use as supports in their sessions.

The Mathematics department has selected a new curriculum for Algebra I, Algebra II, and Geometry. One of the EL Coaches has been assigned to work closely with the teachers and the Mathematics department to maintain the EL "lens" throughout the trainings. The EL Coach will be working during the fall 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 will design a walkthrough/look-for tool that will focus on the English learner in the general education classroom.

Discussions regarding best practices for grading will continue at the District level. Teachers and administrators will receive information on the Can Do Descriptors and appropriate "expectations" for students at various levels of proficiency.

The District 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).

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

The Title III Office and Title I Office have partnered together with *Be Strong Families* to pilot Parent Cafes at Mote Elementary.

Parent Cafés will provide an informal and inviting opportunity for parents and caregivers to discuss issues that are important to the well-being of their children. The cafés strengthen and support families and communities by building peer-to-peer learning, family support, and parent leadership opportunities.

A small cohort of both English and Spanish speaking families at Mote will receive training to lead and facilitate three Parent Café sessions, which will be held throughout the school year. The parent-led cafés will each have a theme. "The goal of Red Clay parent cafés is to facilitate meaningful conversations that lead to continued collaboration between parents and schools. The discussions will address the five protective factors of, resilience, positive social connections, concrete support in times of need, social, emotional and cognitive competence and knowledge. Our goal is to create a safe environment where parents and staff can share and support each other as a strategy for strengthening families," explained April Anderson, Red Clay McKinney Vento Liaison and Dropout Prevention Specialist.

Parent Cafés at Mote will involve small round table discussions with a maximum of five people per table, including a parent facilitator. A 1 ½ day Summer Institute training session for up to 30 people will be offered to Mote parents/caregivers and Red Clay staff. Both the training and materials will be available in English and Spanish. Dinner and childcare will be provided.

Through participation in the Parent Cafés, it is hoped parents and caregivers will build leadership, collaboration and relationships as well as the protective factors that help to keep their families strong.

The Office of Federal and Regulated Programs manages The Red Clay Parent Advisory Council (RCPAC) to assist in

promoting parental and family engagement across the district. The council includes parents from all of our 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 Red Clay School is invited to monthly meetings to provide insight pertinent to student success. 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. The sessions allow the parents to share strategies and engage in training opportunities to promote effective parent engagement which in turn help students achieve academic and personal success.

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 involvement 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 involvement at the building level. Involvement in building level committees or attendance at monthly forums provide a platform for parental input for programming and funding of parent activities at the school level.

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.

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

The Title III Office and Title I Office have partnered together with *Be Strong Families* to pilot Parent Cafes at Mote Elementary. Parent Cafés will provide an informal and inviting opportunity for parents and caregivers to discuss issues that are important to the well-being of their children. The cafés strengthen and support families and communities by building peer-to-peer learning, family support, and parent leadership opportunities.

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 2018-2019 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 LEA is currently holding discussions with the Hispanic American Association of Delaware to provide academic classes to families that will support them in moving forward with their GED and ESL.

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Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III English Learner

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

Only enter a value for A1, A2, and B2.

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

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

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

Equitable Share Calculation	
A. Number of Students	LEA Calculation
A1. Public school enrollment of EL students	2237
A2. Private school enrollment of EL students	3
A3. Total EL Enrollment = (A1 + A2)	2240
B. Title III Allocation	
B1. District Allocation	\$ 207,054.00
B2. 2% Administrative Costs (for public and private school programs)	\$ 1,867.19
B3. LEA Allocation minus Administrative Costs (B1 - B2)	\$ 205,186.81
C. Per Pupil Rate	

C1. Per Pupil Rate = (B3 / A3)	\$	91.60
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)	\$	274.80

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III English Learner

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

Specific Title III Assurances

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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 2019 - Consolidated - Rev 0 - Title III Immigrant

Account Code	Total
5100 - Salaries	\$0.00
5120 - OECs	\$0.00
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$23.56
5600 - Supplies	\$2,589.44
5700 - Capital Outlay	\$0.00
Total	\$2,613.00
Adjusted Allocation	\$2,613.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III Immigrant

5560 - Indirect - \$23.56

Budget Detail

Narrative Description

LEA Indirect
Cost set-
aside for
Federal
Programs

Account Code: 5560 - Indirect

Funding Description: Immigrant

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$23.56

Line Item Total: \$23.56

Total for 5560 - Indirect: \$23.56

Total for all other Account Codes: \$2,589.44

Total for all Account Codes: \$2,613.00

Adjusted Allocation: \$2,613.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III Immigrant

5600 - Supplies - \$2,589.44

Budget Detail

Narrative Description

Purchase school supplies for immigrant students

Account Code: 5600 - Supplies

Funding Description: Immigrant

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$1,605.46

Line Item Total: \$1,605.46

Account Code: 5600 - Supplies

Funding Description: Immigrant

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$983.98

Purchase one to one bilingual dictionaries for lowest proficiency immigrant students

Line Item Total:	\$983.98 Total for 5600 - Supplies: \$2,589.44 Total for all other Account Codes: \$23.56 Total for all Account Codes: \$2,613.00 Adjusted Allocation: \$2,613.00 Remaining: \$0.00
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Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III Immigrant

Indirect Cost	
Total Contributing to Indirect Cost	\$2,589.44
Indirect Cost Rate	0.91%
Maximum Allowed for Indirect Cost	\$23.56

Filter by

Location: All - \$2,613.00



Account Code	5560 - Indirect	5600 - Supplies	Total
Funding Description			
Immigrant	23.56	2,589.44	2,613.00
Total	23.56	2,589.44	2,613.00
Adjusted Allocation			2,613.00
Remaining			0.00

Title III Immigrant Increase Funds

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III Immigrant

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

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

At the beginning of the school year, a "Family Night" will be held to welcome all new families to the district, introduce them to the EL Office and available supports, review programming, and answer any questions.

A basic "welcome to school kit" will be provided to all new immigrant students with school supplies that they may need throughout the school year (contents will vary based on grade level).
Picture and/or word-to-word dictionaries will be provided to all new immigrant students to use throughout the school year and at home.

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III Immigrant

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

Only enter a value for A1, A2 and B2.

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

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

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

Equitable Share Calculation	
A. Number of Students	LEA Calculation
A1. Public school enrollment of Immigrant students	114
A2. Private school enrollment of Immigrant students	0
A3. Total Immigrant Enrollment = (A1 + A2)	114
B. Title III Allocation	
B1. District Allocation	\$ 2,613.00
B2. 2% Administrative Costs (for public and private school programs)	\$ 49.05
B3. LEA Allocation minus Administrative Costs (B1 - B2)	\$ 2,563.95
C. Per Pupil Rate	

C1. Per Pupil Rate = (B3 / A3)	\$	22.49
D. Final Equitable Share		
D1. Amount LEA must reserve for equitable services for Immigrant private school students, their teachers, and other educational personnel = (A2 X C1)	\$	0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title III Immigrant

Required Documents

This page is currently not accepting Related Documents.

**Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment**

Account Code	Total
5100 - Salaries	\$360,685.00
5120 - OECs	\$189,650.66
5400 - Travel	\$16,312.75
5500 - Contractual	\$102,904.09
5500 - Audit Fees	\$1,573.96
5560 - Indirect	\$5,375.54
5600 - Supplies	\$9,100.00
5700 - Capital Outlay	\$0.00
Total	\$685,602.00
Adjusted Allocation	\$685,602.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5100 - Salaries - \$360,685.00

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:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$61,571.00		
Line Item Total:	\$61,571.00		
Account Code:	5100 - Salaries		PBS Team EPER K-12 - PBS Team Meetings (6 staff per building x 13 buildings x 25 hours x \$28/hr)
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$54,600.00		

Line Item Total:	\$54,600.00		
Account Code:	5100 - Salaries		Hire 1 FTE TAG Teacher (Jen Lane) to provide Talented and Gifted services to students (100% Title IVA funded).
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$43,330.00		
Line Item Total:	\$43,330.00		
Account Code:	5100 - Salaries		Hire 1 FTE Nurse for Wellness Center at Warner (100% Title IVA funded).
Funding Description:	S&H Partner		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$63,608.00		
Line Item Total:	\$63,608.00		
Account Code:	5100 - Salaries		Stipends for Tier I MTSS work with Dr. Celestin
Funding Description:	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:	S&H School		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$1,000.00		
Line Item Total:	\$1,000.00		
Account Code:	5100 - Salaries		
Funding Description:	Ed Tech		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$108,576.00		
Line Item Total:	\$108,576.00		

Stipend for Lead Health Teacher (James Campbell)

Hire 1 FTE Ed Associate - Lou Mingeone (100% Title IVA funded).

Total for 5100 - Salaries:	\$360,685.00
Total for all other Account Codes:	\$324,917.00
Total for all Account Codes:	\$685,602.00
Adjusted Allocation:	\$685,602.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment

5120 - OECs - \$189,650.66

Budget Detail			Narrative Description
Account Code:	5120 - OECs		1 FTE TAG Teacher (Jen Lane) to provide Talented and Gifted services to students (100% Title IVA funded).
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$36,808.25		
Line Item Total:	\$36,808.25		
Account Code:	5120 - OECs		OEC & Benefits 1 FTE TAG Teacher (Ellen Meara) to provide Talented and Gifted services to students
Funding Description:	Rounded Ed		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$24,696.44		

Line Item Total:	\$24,696.44	(100% Title IVA funded)
Account Code:	5120 - OECs	OEC & Benefits 1 FTE Nurse for Wellness Center at Warner (100% Title IVA funded).
Funding Description:	S&H Partner	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$45,359.00	
Line Item Total:	\$45,359.00	
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:	S&H School	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$17,723.16	
Line Item Total:	\$17,723.16	
Account Code:	5120 - OECs	OEC for MTSS

Funding Description:	S&H School		stipends (28 @ \$1000 each)
Location Code:	Red Clay Consolidated School District (953200)	>	
Quantity:	1.00		
Cost:	\$9,088.80		
Line Item Total:	\$9,088.80		
Account Code:	5120 - OECs		OEC for Lead Health Teacher (James Campbell)
Funding Description:	S&H School		
Location Code:	Red Clay Consolidated School District (953200)	>	
Quantity:	1.00		
Cost:	\$324.60		
Line Item Total:	\$324.60		
Account Code:	5120 - OECs		OEC and Benefits for 1 FTE Ed Associate - Lou Mingeone (100% Title IVA funded).
Funding Description:	Ed Tech		
Location Code:	Red Clay Consolidated School District (953200)	>	
Quantity:	1.00		

Cost:	\$55,650.41	
Line Item Total:	\$55,650.41	
Total for 5120 - OECs:		\$189,650.66
Total for all other Account Codes:		\$495,951.34
Total for all Account Codes:		\$685,602.00
Adjusted Allocation:		\$685,602.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5400 - Travel - \$16,312.75

Budget Detail		Narrative Description
Account Code:	5400 - Travel	National Conference on Active School Shooters
Funding Description:	Rounded Ed	Registration = 5 x \$400 (Public Safety Officer and 4 Committee Members)
Location Code:	Red Clay Consolidated School District (953200)	Hotel = 5 x 4 x \$114
Quantity:	1.00	Meals 75 x 4 x 5
Cost:	\$8,700.00	Flights = 5 x \$175
Line Item Total:	\$8,700.00	

Account Code:	5400 - Travel		Mileage (Total x.40/mile) for travel to and from Professional Learning activities
Funding Description:	S&H School		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$7,612.75		
Line Item Total:	\$7,612.75		
Total for 5400 - Travel:			\$16,312.75
Total for all other Account Codes:			\$669,289.25
Total for all Account Codes:			\$685,602.00
Adjusted Allocation:			\$685,602.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

5500 - Contractual - \$102,904.09

Budget Detail				Narrative Description
Account Code:	5500 - Contractual			Contract with Delaware Valley Consortium for Excellence and Equity.
Funding Description:	S&H Partner			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$30,000.00			
Line Item Total:	\$30,000.00			
Account Code:	5500 - Contractual			Private School - Equitable Share
Funding Description:	Equitable Services			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$72,904.09			

Line Item Total:		
		\$72,904.09
	Total for 5500 - Contractual:	\$102,904.09
	Total for all other Account Codes:	\$582,697.91
	Total for all Account Codes:	\$685,602.00
	Adjusted Allocation:	\$685,602.00
	Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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 Fee
Funding Description:	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:			\$684,028.04
Total for all Account Codes:			\$685,602.00
Adjusted Allocation:			\$685,602.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment

5560 - Indirect - \$5,375.54

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	
Funding Description:	Administration	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$5,375.54	
Line Item Total:	\$5,375.54	
Total for 5560 - Indirect:		\$5,375.54
Total for all other Account Codes:		\$680,226.46
Total for all Account Codes:		\$685,602.00
Adjusted Allocation:		\$685,602.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A
Student Support and Academic Enrichment

5600 - Supplies - \$9,100.00

Budget Detail			Narrative Description
Account Code:	5600 - Supplies		PBIS Incentives - 325 per building
Funding Description:	S&H School		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$9,100.00		
Line Item Total:	\$9,100.00		
Total for 5600 - Supplies:			\$9,100.00
Total for all other Account Codes:			\$676,502.00
Total for all Account Codes:			\$685,602.00
Adjusted Allocation:			\$685,602.00
Remaining:			\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

Indirect Cost	
Total Contributing to Indirect Cost	\$680,226.46
Indirect Cost Rate	0.91%
Maximum Allowed for Indirect Cost	\$6,182.71

Filter by Location: All - \$685,602.00



Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5500 - Audit Fees	5560 - Indirect	5600 - Supplies	Total
Funding Description								
Administration	0.00	0.00	0.00	0.00	1,573.96	5,375.54	0.00	6,949.50
Rounded Ed	159,501.00	61,504.69	8,700.00	0.00			0.00	229,705.69
S&H Partner	63,608.00	45,359.00	0.00	30,000.00			0.00	138,967.00
S&H School	29,000.00	27,136.56	7,612.75	0.00			9,100.00	72,849.31
Ed Tech	108,576.00	55,650.41	0.00	0.00			0.00	164,226.41
Equitable Services	0.00	0.00		72,904.09			0.00	72,904.09

Total	360,685.00	189,650.66	16,312.75	102,904.09	1,573.96	5,375.54	9,100.00	685,602.00
	Adjusted Allocation							
	Remaining							
								0.00

Title IV	
Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment	
1. Describe the activities and programming that will be supported with the Title IV, Part A funding. [4106(e)(1)] RCCSD will utilize Title IV funds to support the following: - Talented and Gifted Instruction - Title IV funds will be utilized to support 2 itinerate teachers to provide services to 8 Red Clay schools. Services will 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. - Continued development of Career and Technical Ed programming - Title IV funding will be utilized to fund and Ed Associate to oversee and support Career and Technical Education. - Continued development of Multi-Tiered Systems of Support -- Title IV funds will be utilized to provide a Tier 1 Lead stipend at each school. The Tier 1 lead will work closely with district coaches to develop Tier 1 systems (i.e. PBS) to support improved social and emotional learning throughout RCCSD. Additionally, funding has been allocated to provide EPER for PBS Team members to meet outside of contracted hour to engage in planning school-wide events, as well as developing group and individual interventions. To further support Multi-Tiered systems of support funding has been set aside to support the purchase of student incentives at each school. - Heath Lead Stipend - Title IV funds will be utilized to support a Lead Health Stipend to support Secondary Health and Physical Education teachers. The Health Lead will assist in identifying the professional learning needs of the Health and Physical Education department and identifying corresponding professional learning opportunities. - Conference Attendance - Title IV funding will be utilized to support professional learning activities through attendance at the following national conferences: National Conference on Active School Shooters, National Council of Supervisors of Math, National Association for Gifted Children, and The Plain Talk about Literacy Conference.	
2. Provide a description of any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing Title IV activities. [4106(e)(1)(A)] As described above RCCSD will utilize Title IV funds to provide a nurse to support the launch of a Wellness Center at Warner Elementary. The wellness center will be operated in partnership with Nemours, which provide a Physician 2 days per week to provide health cares services to Warner families. The nurse will support through the following: scheduling of appointments, data entry, health screenings, coordination of referrals, and will serve as physician's assistant. The Warner	

community will greatly benefit from this partnership with Nemours. Additionally, Red Clay will contract with the Delaware Valley Equity Consortium to assist with the development of a district-wide equity plan.
3. If applicable, describe how funds will be used for activities related to supporting well-rounded education that are coordinated with other schools and community based services and programs. [4106(e)(1)(B) and 4107(a)(1)] As described above RCCSD will utilize Title IV funds to support 2 itinerate teachers to supplement the core curriculum at 8 elementary schools (grades 3-5). These staff members will engage in the co-planning and delivery of standards-based lesson to ensure the necessary differentiation to meet the needs of talented and gifted learners. They will also push or pull out as needed to support individual or groups of students in grades 3-5.
4. If applicable, describe how funds will be used for activities related to supporting safe and healthy students that are coordinated with other schools and community based services and programs. [4106(e)(1)(C) and 4108(1)] As described above RCCSD will utilize Title IV funds to support a Lead Health teacher. The Lead Health teacher will work to identify and coordinate, and lead professional learning in our Health and Physical Education department. This health lead is in touch with community-based programs to ensure Red Clay students get access to services. The .5 nurse position, described fully in response 2 will work in partnership with Nemours staff to operate the Wellness center at Warner Elementary School.
5. How will funds be used for activities related to supporting safe and healthy students that foster safe, healthy, supportive, and drug-free environments that support student academic achievement? [4106(e)(1)(C) and 4108(2)] As described above RCCSD will utilize Title IV funds to support the following: -À À À À Health Lead Stipend -À À À Warner Wellness Center Nurse The health lead will support safe and healthy students by ensuring that secondary health and physical education teachers have the appropriate resources and training to educate secondary students about health issues facing students today. The nurse position, in partnership with Nemours, will provide health screening and services to a high needs community in the Red Clay Consolidated School District. In addition funding will be utilized to send a team to the National Conference on Active Shooters. This will allow RCCSD to better plan for school safety in the event of a crisis.
6. How will funds be used for activities related to supporting safe and healthy students that promote the involvement of parents in the activity or program? [4106(e)(1)(C) and 4108(3)] Title IV funding will be utilized to provide a nurse to support the Warner Wellness Center. A primary function of this nurse will be to support families in meeting the health care needs of their students. This will include scheduling appointments, assisting with referrals, and following up on immunizations and health screenings.
7. If applicable, describe how funds will be used for activities related to supporting the effective use of technology to improve

the academic achievement, academic growth, and digital literacy of all students. [4106(e)(1)(D)]

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

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

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

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

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

Only enter a value for A1 and A2.

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 B3.

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

Equitable Share Calculation	
A. Number of Students	LEA Calculation
A1. District Enrollment	15741
A2. Participating Private School Enrollment	1873
A3. Total Enrollment (A1+A2)	17614
A4. Percent Participating Private School Enrollment (A2 / A3)	0.11
B. Proportionate Share	
B1. District Allocation	\$ 685,602.00
B2. Proportionate Share to Private Schools (B1 X A4)	\$ 72,904.09
B3. Proportionate Share to District (B1 - B2)	\$ 612,697.91

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - Title IV Part A Student Support and Academic Enrichment

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

Specific Title IV Assurances

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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).

**Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - CTE Perkins
Secondary**

Account Code	Total
5100 - Salaries	\$0.00
5120 - OECs	\$0.00
5400 - Travel	\$61,000.00
5500 - Contractual	\$56,600.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$317,881.00
5700 - Capital Outlay	\$0.00
Total	\$435,481.00
Adjusted Allocation	\$435,481.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - CTE Perkins Secondary

5400 - Travel - \$61,000.00

Budget Detail		Narrative Description
Account Code:	5400 - Travel	Provide support for staff to travel and participate in CTE and CTSO state and national competitions/conferences and provide ongoing support to RCCSD schools with college and career readiness programming Local, State and National Conferences for 10 schools/50 CTE staff members: CTSO's Conference & Competitions Total: (\$36,000) CTSO National Conferences (Total \$36,000) - \$3,000/advisor (est. total costs including travel and registration), average 12 per year for a total of \$36,000
	Funding Description: Professional Learning	Participating CTSO's AIDHS – BPA, DECA, FCCLA, Skills, TSA, Educators Rising CAB – BPA-MS, TSA-HS, and TSA-MS

Location Code:	Red Clay Consolidated School District (953200) ▼	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
Quantity:	1.00	CTE Conferences (Total \$25,000) ITEEA Annual Conference -\$3,000/person (est. total costs including travel and registration, 3 teachers), (Total \$9,000) NHSCE Conference -\$2,000/person (est. total costs including travel and registration, 3 teachers), (Total \$6,000)
Cost:	\$61,000.00	ADOBE Conference -\$3,000/person (est. total costs including travel and registration, 2 teachers), (Total \$6,000) ISTE -\$2000/person (est. total costs including travel and registration, 2 teachers), Total \$4,000)
		Professional conferences

Line Item

Total:

\$61,000.00

vary each year, staffs are encouraged to attend conferences for their content area – examples would be ITEEA, NHSCE, Adobe, and ACTE. CTSO and CTE Competition/Conference
 Total: (\$61,000)

Total for 5400 - Travel:	\$61,000.00
Total for all other Account Codes:	\$374,481.00
Total for all Account Codes:	\$435,481.00
Adjusted Allocation:	\$435,481.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - CTE Perkins Secondary

5500 - Contractual - \$56,600.00

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	Substitute Costs Recommended 5%: \$21,750 Contracted services for coverage so our staff can: -meet with content area, school specific and business & industry partners to design and incorporate school based enterprises and/or student internships. -attend state and national competitions and/or conferences
Funding Description:	POS Support	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$28,000.00	On average, 4 days per

Line Item Total:		\$28,000.00	teacher (50) at \$140, totaling \$28,000 which is approximately 6%.
Account Code:	5500 - Contractual		Project Lead the Way (PLTW)
Funding Description:	Professional Learning		training: -Two Gateway Unit trainings for 3 teachers at est. \$4,000, totaling \$12,000
Location Code:	Red Clay Consolidated School District (953200)		-PLTW
Quantity:	1.00		License for JD MYP
Cost:	\$15,000.00		-IB Design 7, est. \$3,000
Line Item Total:	\$15,000.00		CTSO State Leadership Conferences & Competitions (\$9,000)
Account Code:	5500 - Contractual		registration (est. average total costs 50 @ \$180) \$9,000

Funding Description:	Professional Learning	Participating CTSO's AIDHS – BPA, DECA, FCCLA, Skills, TSA, Educators Rising
Location Code:	Red Clay Consolidated School District (953200)	CAB – BPA- MS, TSA-HS, and TSA-MS CSS – FFA, HOSA, TSA- HS, and TSA- MS
Quantity:	1.00	JDHS – TSA, VEX & FIRST Robotics, Skills TMHS –
Cost:	\$9,000.00	DECA, FCCLA, FFA, Skills, TSA, Educators Rising
Line Item Total:	\$9,000.00	AIDMS – BPA and FCCLA BSS – BPA HBDMS – BPA, FCCLA, and TSA Skyline – BPA Stanton – BPA and TSA
Account Code:	5500 - Contractual	Industrial robotics

Funding Description:	Professional Learning		training for 1 engineering teacher at FANUC of America for \$3,200.
Location Code:		Red Clay Consolidated School District (953200)	
Quantity:		1.00	
Cost:		\$3,200.00	
Line Item Total:		\$3,200.00	
Account Code:	5500 - Contractual		Pro-Start Training for 1 Culinary teacher
Funding Description:	Professional Learning		
Location Code:		Red Clay Consolidated School District (953200)	
Quantity:		1.00	
Cost:		\$1,400.00	
Line Item Total:		\$1,400.00	
Total for 5500 - Contractual:			\$56,600.00
Total for all other Account Codes:			\$378,881.00
Total for all Account Codes:			\$435,481.00
Adjusted Allocation:			\$435,481.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - CTE Perkins Secondary

5600 - Supplies - \$317,881.00

Budget Detail		Narrative Description
Account Code:	5600 - Supplies	IB Design 7 (new POS) -Provide supplies and equipment as required by PLTW for program implementation: -Green Architecture, \$20,000 est. -Science of Technology, \$20,000 est. -Interactive Presentation Board & mount -est. \$5,500 est. cost -Teacher Demo Workstation -est. \$2,000 -Computers Dell OptiPlex 3040
Funding Description:	POS Support	
Location Code:	Dickinson (John) High School (953200-290)	
Quantity:	1.00	

Cost:	\$86,000.00	\$997.22 Dell Adapter - to VGA
Line Item Total:	\$86,000.00	\$22.49 Dell 24 Monitor for Video- Conferencing \$162.74 Estimated cost: \$1200 @ 32 = \$38,500
Account Code:	5600 - Supplies	K-12 Teacher Academy (new POS)
Funding Description:	POS Support	- (25) Level 1- 3 books and e- book, est. \$15,000
Location Code:	duPont (Alexis I.) High School (953200-292)	-l-pad swivel platform, est. \$500
Quantity:	1.00	-l-pad, est. \$800
Cost:	\$16,300.00	
Line Item Total:	\$16,300.00	
Account Code:	5600 - Supplies	MET POS (upgrade to State Model POS) -Computers, (approx. 15) Dell OptiPlex 3040

			\$997.22 Dell Adapter - to VGA
			\$22.49 Dell 24 Monitor for Video- Conferencing \$162.74 Estimated cost: \$1200 @ 15 = \$18,000
Funding Description:	POS Enhancement		Vex Robot Kits - approx. 12 robot kits (est. \$6,500) - classroom programming kit (\$850)
Location Code:	McKean (Thomas) High School (953200-294)		K-12 Teacher Academy - (25) Level 2 & 3 Textbooks & e-book, est. \$10,000 - I-pad swivel platform, est. \$500 - I-pad, est. \$800 - Laptop Dell, est. \$900 Animal Science - Veterinary
Quantity:	1.00		

Cost:	\$63,550.00	full wrist digital ultrasound scanner, est. \$2,400 -Accu arm portable scale, est. \$1,900 Plant Science - Nolts Greenhouse, est. \$19,000
Line Item Total:	\$63,550.00	Culinary Arts - Nemco countertop pizza oven, est. \$1,300 - Anti flash griddle freezer, est. \$1,400
Account Code:	5600 - Supplies	Computer Science MS (new POS) -Computers (approx. 32) Dell OptiPlex 3040
		\$997.22 Dell Adapter - to VGA

Funding Description:	POS Enhancement	\$22.49 Dell 24 Monitor for Video-Conferencing \$162.74 Estimated cost: \$1200 @ 32 = \$38,500
Location Code:	Conrad Schools of Science (953200-284)	Inventions and Innovations of Technology POS - PLTW Materials for Design & Modeling Unit, est. \$4,800
Quantity:	1.00	Animal Science - Secure storage facility for medical supplies - Safe storage for animals est. \$8,300
Cost:	\$54,800.00	PT and Athletic Care - Health Science Books, est. 35 @ \$91 totaling \$3,200
Line Item Total:	\$54,800.00	

Account Code:	5600 - Supplies		BFM Dell OptiPlex 3040
Funding Description:	POS Enhancement		\$997.22 Dell Adapter - to VGA
Location Code:	Brandywine Springs School (953200-261)		\$22.49 Dell 24 Monitor for Video-Conferencing \$162.74 Estimated cost: \$1200 @ 31 = \$37,200
Quantity:	1.00		
Cost:	\$37,200.00		
Line Item Total:	\$37,200.00		
Account Code:	5600 - Supplies		BFM - Upgrade student and teacher workstations, est. \$28,000 - Interactive Presentation Board, est. \$5,500 -Projector, est. \$431
Funding Description:	POS Enhancement		
Location Code:	Calloway (Cab) School of the Arts (953200-286)		
Quantity:	1.00		
Cost:	\$33,931.00		
Line Item Total:	\$33,931.00		
Account Code:	5600 - Supplies		Inventions and Innovations of Technology POS -Computers,

		(approx. 15)	
Funding Description:	POS Enhancement ▼	Dell OptiPlex 3040 \$997.22 Dell Adapter - to VGA \$22.49 Dell 24 Monitor for Video-Conferencing \$162.74 Estimated cost: \$1200 @ 15 = \$18,000 - PLTW Design & Modeling materials, est. \$2,600 BFM -Interactive Presentation Board & mount -\$5,500 est. cost	
Location Code:	duPont (H.B.) Middle School (953200-276) ▼		
Quantity:	1.00		
Cost:	\$26,100.00		
Line Item Total:	\$26,100.00		
		Total for 5600 - Supplies:	\$317,881.00
		Total for all other Account Codes:	\$117,600.00
		Total for all Account Codes:	\$435,481.00

	\$435,481.00
Adjusted Allocation:	
	\$0.00
Remaining:	

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - CTE Perkins Secondary

Indirect Cost	
Total Contributing to Indirect Cost	\$435,481.00
Indirect Cost Rate	0.91%
Maximum Allowed for Indirect Cost	\$3,927.14

Filter by

Location: All - \$435,481.00



Account Code	5400 - Travel	5500 - Contractual	5600 - Supplies	Total
Funding Description				
POS Support	0.00	28,000.00	102,300.00	130,300.00
Professional Learning	61,000.00	28,600.00	0.00	89,600.00
POS Enhancement		0.00	215,581.00	215,581.00
Total	61,000.00	56,600.00	317,881.00	435,481.00
Adjusted Allocation				435,481.00
Remaining				0.00

Core Indicators of Performance

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - CTE Perkins Secondary

Core indicators of performance for CTE students are defined in the Delaware State Plan for Career and Technical Education. A local education agency receiving funds under the Carl D. Perkins Act of 2006 must establish performance goals, or Local Agreed Upon Performance Levels (LAUPL), per Section 113. Each eligible recipient must agree to accept the state adjusted levels of performance or negotiate with the DDOE adjusted levels of performance for each of the core indicators established through the State Plan. Local levels must be expressed in percentage or numerical form, require continuous improvement, and be identified in the local plan submitted under Section 134.

The performance levels for 2014-2015, 2015-2016, 2016-2017 are listed in the table for both the prior target levels and the level of actual performance. The current target levels are provided in the 2017-2018 column. The proposed state target levels are provided in the 2018-2019 column. Either confirm the proposed State target for 2018-2019 or recommend a new target with a justification based on prior performance and incremental continuous improvement.

	2014-2015		2015-2016		2016-2017		2017-2018	2018-2019	LEA Check if Proposed State Target is Accepted	Proposed Target, if Not Accepted (LAUPL)	Justification
	Prior Performance (Actual)	Prior Target	Prior Performance (Actual)	Prior Target	Prior Performance (Actual)	Prior Target	Current Target	Proposed State Target (FAUPL)			
1S1: Academic Attainment - Reading Language Arts	85.53%	70.00%	35.96%	70.00%	13.97%	53.25%	70.00%	53.25%	☒	%	
1S2: Academic Attainment - Mathematics	82.20%	70.20%	18.82%	70.20%	30.79%	20.5%	70.20%	20.50%	☒	%	
2S1: Technical Skill Attainment	94.19%	97.00%	95.96%	96.00%	6.33%	20.00%	96.00%	20.00%	☒	%	
3S1: Secondary School Completion	94.71%	94.00%	91.47%	94.00%	96.29%	95.25%	95.00%	95.25%	☒	%	
4S1: Student Graduation Rates	100.00%	96.00%	96.91%	96.00%	97.82%	96.5%	96.50%	97.00%	☒	%	
5S1: Secondary Placement	34.35%	61.00%	63.56%	56.15%	70.63%	57.00%	57.00%	57.50%	☒	%	
6S1: Nontraditional Participation	33.28%	36.00%	34.33%	35.00%	37.87%	35.00%	35.00%	35.10%	☒	%	
6S2:	35.11%	28.00%	32.42%	28.00%	35.47%	28.00%	28.00%	28.10%	☒	%	

Local Plan

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - CTE Perkins Secondary

A local education agency application for funding under the Carl D. Perkins Act of 2006 must incorporate and reflect the required components of the local plan per Section 134. The local plan shall cover the same period of time as the period of time applicable to the Delaware State Plan for Career and Technical Education. Each response should provide an overview of the local delivery model for CTE programs and include sufficient detail for the reviewer to understand the local system of CTE.

1. Describe how the CTE activities will meet State and local adjusted levels of performance that are established under Section 113.

Student success is our priority and Career & Technical Education provides the students the opportunity to apply all academic content areas in business & industry settings within our CTE programs. We use the Perkins Performance Goals/targets in our decision-making process and support efforts. Red Clay places a priority on Career and Technical Education: we have high expectations for all CTE programs, staff and students and use meaningful collaboration with higher education, business and industry to support continuous improvement within our diverse community. The Perkins data is an integral part of our decision-making process for the academic success of all CTE students and is included in our Implementation Plan/strategic plan. With the continued growth and improvement of our CTE programs, integration of the academic courses, and marketing our program to all students, particularly the non-traditional we will have created an atmosphere that is inviting for all students to succeed. By placing CTE as a district priority and developing a working CTE plan we stay focused on the data and providing quality CTE programs for all students which supports their academic achievement to be college and career ready as they leave Red Clay.

Focus on Performance Goals to support student success -

- All instructional improvements are focused on closing the achievement gap. Our schools under improvement have placed CTE as an area of support to enhance the student's academic achievement; this includes: paraprofessionals, tutoring and the usage of credit recovery to increase the support for reading/language arts skills for CTE students.
- In addition, via our working plan all CTE courses are being aligned to the common core for academic purposes and CTE

participates in a curriculum council to make targeted decisions related to funding.

- Working to ensure successful integration into our schools as part of our inclusion plan CTE is a part of the alignment to help students with identified special needs develop necessary skills for academic and technical success.
- Improving facilities, programs and curriculum via our CTE Advisory Council, district CTE working plan and working with the state to add new "State Approved Pathways"
- Designing course curriculum content according to identified academic, technical and industry standards.
- Funding content area professional development for targeted CTE areas and instructors
- Complete all the requirements to ensure that programs are state approved.
- Facilities upgrades are business-like and appropriate creating an inviting atmosphere for all students and having a district goal focused on closing the achievement gap.
- Working CTE district plan for CTE improvement
- Working with Director of Secondary Schools to support transitions from middle to high school
- Involve women-owned and minority-owned businesses in all phases of planning and implementation
- Work with a Data Service Center to conduct follow-up surveys; and additional staff time to administer CTE follow-up surveys, and to record, retrieve, and analyze the data
- Partnership with DTCC to align students with skills for post-high school employment
- Professional development with Director of District Services to support guidance counselors
- Using Career software in areas to support career planning
- Advisory support and area partnerships focus on nontraditional enrollment
- Communicate with students/parents about non-traditional careers/CTE options

2. Describe how the CTE programs required under Section 135(b) REQUIRED USE OF FUNDS will be carried out.

Major projects will improve and enhance our CTE POS to state of the art, industry standard facilities/instructional space and to assist students in skill and academic attainment as well as college and career readiness. Red Clay will provide facility support, electrical, cabling or any required construction. All programs of study are approved by DEDOE/CTE. We will put out to bid the outfitting and upgrade of each of the laboratories listed below, except technology which will be purchased through out tech office from state bids. Red Clay will be upgrading the new MET State Model POS, supporting two new high school State Model POS, (A of BIM, and Teacher Academy), and adding two new local programs, IB Design 7 PLTW middle school course and a middle school computer science program this school year. The new IB Design 7 and middle school courses have involved a significant investment to launch, coupled with outdated hardware to run newer software and/or web based applications in several other programs, and the labor/material intensive AG programs. The budget is heavy in technology because many courses integrate applications that require updated hardware for students to access the content in a real "work" world situation.

Travel: (\$61,000)

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

CTSO's National Competitions Total: (Total \$36,000)

- \$3,000/advisor (est. total costs including travel and registration)
- average (12 advisors) per year for a total of \$36,000

Participating CTSO's

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

AIDMS – BPA and FCCLA
BSS – BPA
HBDMS – BPA, FCCLA, and TSA
Skyline – BPA
Stanton – BPA and TSA

CTE Conferences (Total \$25,000)

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

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

Contracted Services: (\$56,600)

Substitute coverage: (\$28,000)

- staff can meet with content area, school specific and business & industry partners to design and incorporate school based enterprises and/or student internships.
- staff can attend state and national competitions and/or conferences
On average, 4 days per teacher (50) at \$140, totaling \$28,000, which is approximately 6%.

Project Lead the Way (PLTW) licensing & training: (\$15,000)

-Two Gateway Unit trainings for (3) teachers at est. \$4,000, totaling \$12,000
-PLTW License for JD MYP
-IB Design 7, est. \$3,000

CTSO State Leadership Conferences & Competitions Registrations (\$9,000)

Participating CTSO's

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

CAB – BPA-MS, TSA-HS, and TSA-MS

CSS – FFA, HOSA, TSA-HS, and TSA-MS

JDHS – TSA, VEX & FIRST Robotics, Skills

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

AIDMS – BPA and FCCLA

BSS – BPA

HBDMS – BPA, FCCLA, and TSA

Skyline – BPA

Stanton – BPA and TSA

-registration (est. average total costs 50 @ \$180) \$9,000

Robotics Engineering Training (\$3,200)

- Industrial robotics training for engineering teacher at FANUC of America for \$3,200.

Culinary Training (\$1,400)

Pro-Start Training for Culinary teacher for \$1,400.

Approximate hardware costs:

Dell OptiPlex 3040 \$997.22

Dell Adapter - to VGA \$22.49

Dell 24 Monitor for Video-Conf. \$162.74

Approximately \$1200 per computer where applicable.

Supplies: (\$317,881)

AIDHS: (\$16,300)

K-12 Teacher Academy (support for new State Model POS): Total \$16,300

- (25) Level 1-3 books and e-book, est. \$15,000
- l-pad swivel platform, est. \$500
- l-pad, est. \$800

JD IB MYP: (\$86,000)

Design 7 (support for new start up POS)

- provide supplies and equipment as required by PLTW for program implementation
 - Green Architecture, \$20,000 est.
 - Science of Technology, \$20,000 est.
- Interactive Presentation Board & mount, \$5,500 est. cost
- Teacher Demo Workstation, est. \$2,000
- Computers
 - Dell OptiPlex 3040 \$997.22
 - Dell Adapter - to VGA \$22.49
 - Dell 24 Monitor for Video-Conferencing \$162.74
- Estimated cost: \$1200 @ 32 = \$38,500

Thomas McKean HS:

MET (support for State Model POS)

- Computers, (approx. 15) instructional technology upgrade, partial classroom with new computers to better utilize instructional software

Dell OptiPlex 3040 \$997.22

Dell Adapter - to VGA \$22.49
Dell 24 Monitor for Video-Conferencing \$162.74
Estimated cost: \$1200 @ 15 = \$18,000

-Vex Robot Kits (new for State Model POS)

- approx. 12 robot kits (est. \$6,500)
- classroom programming kit (\$850)

K-12 Teacher Academy (support for State Model POS)

- (25) Level 2 & 3 Textbooks & e-book, est. \$10,000
- I-pad swivel platform, est. \$500
- I-pad, est. \$800
- Laptop Dell, est. \$900

Animal Science (\$4,300)

- Veterinary full wrist digital ultrasound scanner, swine production and veterinary courses, est. \$2,400
- Accu arm portable scale, swine and goat production, est. \$1,900

Plant Science

- Nolts Greenhouse, will allow students to experience plant production, greenhouse management and operate a school business, est. \$19,000

Culinary Arts

- Nemco countertop pizza oven, will allow students to acquire the knowledge and practice of operating a pizza station within the student run café, est. \$1,300
- Anti flash griddle freezer, will allow students to use and learn current culinary technology, est. \$1,400

HBDMS: (\$26,100)

Inventions and Innovations of Technology (\$20,600)

-Computers, (approx. 15) instructional technology upgrade, partial classroom with new computers to better utilize instructional software (15@\$1200 = \$18,000)

Dell OptiPlex 3040	\$997.22
Dell Adapter - to VGA	\$22.49
Dell 24 Monitor for Video-Conferencing	\$162.74
Estimated cost: \$1200 @ 15 = \$18,000	

- PLTW Design & Modeling unit materials, est. \$2,600

BFM (\$5,500)

- instructional technology upgrade, Interactive Presentation Board & mount, \$5,500 est. cost

Cab Calloway HS: (\$33,931)

BFM (\$33,931)

- Classroom upgrade will include student lab workstations, instructional teaching enhancements such as, interactive board and projector

- Upgrade student and teacher workstations, est. \$28,000
- Interactive Presentation Board, est. \$5,500
- In-focus Projector, est. \$431

Conrad School of Science (\$54,800)

Computer Science MS (support for new POS): (\$38,500)

-Computers (approx. 32) instructional technology upgrade, classroom with new computers to better utilize instructional software

Dell OptiPlex 3040	\$997.22
Dell Adapter - to VGA	\$22.49
Dell 24 Monitor for Video-Conferencing	\$162.74

Estimated cost: \$1200 @ 32 = \$38,500

Inventions and Innovations of Technology (\$4,800)

- PLTW Materials for Design & Modeling Unit, est. \$4,800

Animal Science (\$8,300)

- Facility to securely store medical supplies
- Facility to safely store animals
- est. \$8,300

PT and Athletic Care (\$3,200)

- Health Science Books, support health lessons to improve reading and comprehension strategies, est. 35 @ \$91 totaling \$3,200

Brandywine Springs Elementary (\$37,200)

BFM (\$37,200)

- Instructional technology upgrade with (approx. 31) new computers to better utilize instructional software

Dell OptiPlex 3040 \$997.22
Dell Adapter - to VGA \$22.49
Dell 24 Monitor for Video-Conferencing \$162.74
Estimated cost: \$1200 @ 31 = \$37,200

3. Describe how the eligible recipient will:

a. Offer at least one (1) CTE program(s) of study, Section 122(c)(1)(A);

b. Improve the academic and technical skills of CTE students through the integration of the Common Core State Standards, the Next Generation Science Standards, and relevant CTE programs;

- c. Provide students with a strong experience in, and understanding of, all aspects of an industry; and
- d. Ensure that students who participate in CTE programs are taught challenging academic standards and enroll in rigorous academic courses.

CTE staff work closely with DOE CTE Education Associations in the ongoing development of Programs of Study. At the building level CTE staff work within their schedule and system to establish what each pathway needs are for student success. With State support we continue to move our CTE programs to available "State approved Pathways" which will serve as a great model for continued improvement in our current pathways.

The continuous improvement of our facilities and programs are designed to maximize student success within the specific CTE area and provide support the core academic areas. State of the art facilities meeting business standards set up an environment for the application of both CTE and academic content to provide a real-world experience for our students. We have high expectations for all CTE programs, staff and students focusing on academic achievement and technical skill development. With each of our expansions & enhancements of our CTE programs/facilities we provide training and professional work sessions for CTE teachers, as well as opportunities through conferences and content specific professional develop.

Perkins funds will be used to purchase new materials, resources, and equipment as well as enhance, innovate, upgrade and implement new pathways/facilities to support the integration of academic content and CTE content with an emphasis on STEM – Science, Technology, Engineering and Mathematics to support academic achievement. CTE workshops and available conferences will be supported by Perkins resources. The upgrade of the pathway/facilities to industry standard will focus on college and career readiness, as well as leadership and employability skills.

As part of our plan to improve and meet our Perkins targets we will work directly with staff, guidance and administration to have a continued understanding of the data and what is needed to help our students succeed and improve our data. The integration of the CTE content standards, academic content standards and business & industry standards establish a challenging and rigorous teaching and learning environment for student success. High expectations are set for all students and CTE is an integral part of our District's Implementation Plan/Strategic Plan (College and Career Readiness).

4. Describe how comprehensive professional learning experiences (aligned to Section 122 of the Perkins Act, Delaware Administrative Code 1598, and the Delaware State Plan for CTE) will be provided for CTE educators.

The upgrade of our facilities/programs to demonstrate a real world environment provides each student the opportunity to develop and apply the skills need to enter the workforce. Our focus on improving all programs and facilities to commercial grade, state of the art industry standard facilities provides an instructional environment to prepare students for employment. Supporting a variety of activities to provide different perspectives to business and industry as well as participation in local, state and national conferences to compete and develop leadership skills and engaging students in job shadowing, internships and employment opportunities to provide firsthand experience. We believe by upgrading our facilities to commercial and industrial grade will make them inviting to both traditional and nontraditional students.

The strength of the majority of the programs of study in Red Clay is the hands-on experiences gained from class instruction, student competitions, practicum, and work study/internships. These experiences give the students a real world of work vantage point and to prepare them for entry into their chosen career. The District ensures that programs offered provide students strong experience in and understanding of the associated business and/or industry. The laboratories and simulation classrooms prepare the students for the actual work world by providing the opportunity to work and live through possible scenarios they could encounter in the work world. The Perkins funds provide faculty opportunities for professional development to increase knowledge and skills. Local funds provide opportunities for connections and partnerships (and advisement from) with local businesses/ industries related to the pathways. As each new program or innovation/enhancement or upgrade is implemented, professional development/training is provided to our staff.

Perkins funds will be used to provide professional development to all CTE staff in the knowledge and skills of their area to support the state standards, district initiatives and industry standards. We will focus on the integration of reading and math strategies as they relate to the technical content and support student achievement. Areas such as summarization, critical details, problem solving and technical vocabulary building will be the focus. We will provide professional development to the staff of the new programs, innovated, enhanced and upgraded programs. We will provide professional development to support the continued implementation of STEM as a focused area.

As part of our plan to improve and meet our Perkins target, based on the pathway completion, graduation rates, academic attainment targets, and the nontraditional participation data will help us prioritize the professional development. 2018-19 Professional development will address:

- Evaluation, implementation, and collaboration of CTE core and Academic Common core (CTE-Core PLC)
- Common Core in CTE Pathways – work session and resource materials
- Ethics, professionalism and employability skills for business & industry
- Developing certification options for each program
- Developing POS for all CTE pathways
- Support content specific conferences
- Work sessions on Perkins data and plans on improving the data as a classroom teacher

CTE staff participates in ALL instructional teaching & learning professional development with the complete school staff and are held to the same high expectation of implementation as all other staff.

5. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.

The Implementation Plan/Strategic Plan project management system tracks all work done. There are required monthly updates. CTE specific activities are identified in the plan. Ongoing progress checks and tracking, number of students in a pathway, teacher evaluation, individual program plans, state and federal audits to assure compliance are some of the most common metrics. This information is shared with the local school board and is shared with the public via the local board meetings, mailings and the web page.

Regular updates are scheduled with the Federal and Regulated Programs Manager and with the Superintendent of Schools to review expenditures and alignment to the implementation plan/strategic plan and our working CTE plan.

We celebrate the successes our students have competing in their CTSO. The number of students participating in local,

state and national conferences is increasing and the level of success is as well.

We are putting together a district level team to observe, provide feedback and evaluate the CTE programs, facilities and the instructional practices.

6. Describe how the eligible recipient will:

- a. Review CTE programs and overcome barriers that result in decreased rates of access or success for special populations as defined in Section 3(29);
- b. Provide programs that enable special populations to meet the local adjusted levels of performance;
- c. Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency; and
- d. Ensure that individuals who are members of special populations will not be discriminated against on the basis of their status.

All Perkins supported CTE programs in Red Clay have an open enrollment policy, which guarantees special populations the same opportunities to prepare themselves for career, and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of, explore CTE options, and make successful choices in CTE to prepare them for career and college readiness. New and upgraded facilities all plan for any student need.

All CTE programs are actively working to find and put in place end of pathway assessments and certification options as well as using the success rate using the traditional grading process. We encourage all students including our special populations to participate in our CTE pathways; at McKean and HB DuPont MS we have our Meadowood students and continue to work towards our district-wide inclusion plan.

The district has a non-discrimination policy and enforces this. All Perkins supported CTE programs in Red Clay have an open enrollment policy, which guarantees special populations the same opportunities to prepare themselves for career, and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of, explore CTE options, and make successful choices in CTE to prepare them for career and college readiness.

The programs encourage inclusive enrollment and practices, for example, the Meadowood School is a program that serves students ages 3-21 with moderate to severe disabilities. The middle school program for Meadowood students is

located at H. B. DuPont Middle School. During the middle school years, students begin to utilize their skill set across a greater variety of settings. While maintaining their involvement with the inclusive classrooms, students begin to experience vocational and technical exploration and community-based instruction. In High School, students attend Thomas McKean High School. A significant reason for the transition to McKean High School centered upon the enhancements that the school made to their Career and Technical Education (CTE) program. These classes also give increased opportunity for Meadowood students to enhance their functional independent living skills, as well as have increased involvement in vocational experiences that help create a better pathway to future paid employment. The vocational rotations, community instruction, and inclusive classes provide an opportunity for students to refine skills necessary for them to experience success after completion

7. Describe strategies that will be used to promote preparation for underrepresented genders in nontraditional occupational fields.

In Red Clay, Perkins funding provides the opportunities to enhance each of our programs to business and industry standards, we market the CTE programs to all students as well as maintain an open enrollment policy. We work with students and their SSP to make appropriate choices for success. The district develops partnerships with business and industry to present all career possibilities to all students and we also allow for job site visits and guest speakers and provide positive encouragement.

We maintain an open enrollment policy, provide marketing materials and resources, tutoring service if needed and maintain an instructional setting they supports independent choice and opportunity for all students. Provide professional development to any staff in this area as needed. We believe by upgrading our facilities to business and industrial standard will make them inviting to both traditional and non-traditional students. The District also provides advisory support and develops area partnerships to focus on nontraditional enrollment. Other strategies include:

- Working with Director of Secondary Schools to support transitions from middle to high school
- Communicating with students/parents about non-traditional careers/CTE options
- Involving women-owned and minority-owned businesses in all phases of planning and implementation

Having an open enrollment policy and monitoring the programs to ensure the policy is in place as well as maintaining an environment of student success for all CTE students.

8. Describe how career guidance and academic counseling will be provided to CTE students, which includes linkages to future education and training opportunities as well as placement in the workforce.

All CTE teachers, guidance counselors and mentors as well as administrators support students in making the linkage to post-secondary/future education and training opportunities. This is done as a district priority. Students receive advisement to support their career pathway goals, this guidance is purposed to lead to career or college enrollment. They also access Career Cruising, which helps to add value to their dreams and personal goals. The Perkins Advisory guidance and CTE and CTSO competitions and conferences provide students with exposure to a variety of fields and competencies. This helps students to effectively navigate the pathways that connect education to employment so that they are prepared to achieve fulfilling and successful lives.

As part of our plan to improve and meet our targets; we will include and provide professional develop to our guidance staff and building administration. With an increased understanding of all aspects of CTE we enable our guidance staff to support the success of our students. As stated - Red Clay has placed CTE as integral part of Implementation Plan – “All students will graduate College and Career Ready.” We maintain an open enrollment policy to all CTE courses & pathways. Students are mentored in advisory programs, the SSP process and with our guidance staff support ALL students have equal opportunity to participate in our CTE programs. Our focus as a district on CTE allows us to continually evaluate the CTE programs to ensure equal opportunity for all students. So we are encouraging ALL students to challenge themselves as well as taking academic courses that are appropriate for success in the specific CTE pathway the student has selected. Additional training/professional development will be provided specifically to our guidance staff to support students’ success and to meet the Perkins targets as well as the Program of Study work as we move forward.

Red Clay works with the Data Service Center to conduct follow-up surveys; and provides additional staff time to administer CTE follow-up surveys, and to record, retrieve, and analyze the data. We have a partnership with DTCC to align students with skills center and post-high school employment. Additional professional development with Director of District Services supports guidance counselors in their work with children.

9. Describe efforts to improve:

- a. The recruitment and retention of CTE teachers, faculty, and school counselors, including underrepresented individuals

or groups in the teaching profession; and

b. Support the transition of industry professionals to teach CTE programs.

We collaborate with our Human Resource department, our building administration and follow all district/state hiring practices. School and district staff participated in multiple job fairs this spring and improved efforts to recruit at HBCU (historically black colleges and universities) and to discuss potential partnerships for candidate recruitment. HR uses website and newspaper advertising to include in major mid-Atlantic markets and some national advertising (ASCD, Teachers of Color magazine). Principals from targeted schools also attended minority employment fairs and activities in neighboring states to address hard-to-staff vacancies (ex: ESL certification).

Coordinating new teacher orientation programming helps to assist individuals in making a smooth transition from business and industry into education. The New teacher orientation provides information and training related to diversity, curriculum and content standards, and sessions specific to CTE. In Addition, the Ed. Associate provides onsite and ongoing support for new teachers during the year regardless of their origin (from industry, college, or another district).

This helps the individual to become comfortable with the classroom setting and to be successful with their students and in their school.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - CTE Perkins Secondary

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

Specific Perkins Assurances

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - CTE Perkins Secondary

Specific Perkins

1.	The Delaware Department of Education (DDOE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this subgrant. However, DDOE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the subgrant award.
2.	Grantee shall adhere to DDOE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent subgrant payments until such time as the reports are filed.
3.	Requests for subgrant extension, when allowed, must be submitted at least 45 days prior to the end of the subgrant period.
4.	Grantee shall repay any funds that have been determined through the federal or state audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government. The repayment may be made by an offset to funds that are otherwise due the grantee.
5.	Federal funds made available will be used to supplement, and to the extent practicable increase the amount of state and local funds for Career and Technical Education but in no case supplant (replace) such state or local funds.
6.	CTE programs of study are of such size, scope, and quality to bring about improvement in the quality of CTE education and are in alignment with the Delaware State Plan for Career and Technical Education.
7.	Sufficient information will be provided to the State to enable the State to comply with the provisions of the Perkins Act, including evaluation/review of grant implementation and data collection. Cooperation will be provided to enable the State to continue to collect data for the core Perkins indicators. The complete annual data report for the previous school year has already been submitted to DDOE.
8.	A local career and technical advisory committee including business and industry personnel is organized and utilized to assist in overall planning, coordinating, and evaluating all Career and Technical Education programs. (A listing of

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

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

Account Code	Total
5100 - Salaries	\$1,653,969.27
5120 - OECs	\$829,715.96
5400 - Travel	\$17,581.53
5500 - Contractual	\$1,482,102.58
5500 - Audit Fees	\$4,000.00
5560 - Indirect	\$37,681.80
5600 - Supplies	\$153,488.86
5700 - Capital Outlay	\$0.00
Total	\$4,178,540.00
Adjusted Allocation	\$4,178,540.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

5100 - Salaries - \$1,653,969.27

Budget Detail			Narrative Description
Account Code:	5100 - Salaries		1 FTE Director of Special Education SC
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$138,460.00		
Line Item Total:	\$138,460.00		
Account Code:	5100 - Salaries		1 FTE Supervisor of Special Education KO
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$126,288.00		
Line Item Total:	\$126,288.00		

Account Code:	5100 - Salaries	1 FTE Education Associate - Autism Services DS
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$111,833.00	
Line Item Total:	\$111,833.00	
Account Code:	5100 - Salaries	ESY 1) Pay ESY staff (Federal & Reading-based ESY)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$95,000.00	
Line Item Total:	\$95,000.00	
Account Code:	5100 - Salaries	1 FTE District Coordinator - MTSS Behavior (11 month) SSK
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	

Quantity:	1.00		
Cost:	\$94,748.50		
Line Item Total:	\$94,748.50		
Account Code:	5100 - Salaries		1 FTE District Coordinator - Birth Mandate Disabilities & Special Transportation (11 month) DG
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$88,362.80		
Line Item Total:	\$88,362.80		
Account Code:	5100 - Salaries		1 FTE District Coordinator - ICT & Homebound Services (11 month) NJ
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$87,803.00		
Line Item Total:	\$87,803.00		
Account Code:	5100 - Salaries		4.0 Behavior Support Team

Psychologist LM	
Funding Description:	IDEA 611
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	\$66,587.00
Line Item Total:	\$66,587.00
Account Code:	5100 - Salaries
Funding Description:	IDEA 611
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	\$62,970.00
Line Item Total:	\$62,970.00
Account Code:	5100 - Salaries
Funding Description:	IDEA 611
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
1 FTE District Coordinator - Secondary Transition (11 month) LB	
4.0 Behavior Support Team Psychologist GK	

Cost:	\$62,621.00		
Line Item Total:	\$62,621.00		
Account Code:	5100 - Salaries		Supportive Instruction (homebound) Pay EPER hourly rate for homebound instruction
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$61,500.00		
Line Item Total:	\$61,500.00		
Account Code:	5100 - Salaries		0.5 FTE District Coordinator - IDEA Data & IEP Plus (11 month - .5 IDEA & .5 Excellence + 1 month IDEA) DS
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$48,291.65		
Line Item Total:	\$48,291.65		
Account Code:	5100 - Salaries		Professional Development Pay EPER for teachers to

Funding Description:	IDEA 611		attend after-school professional development (16 x 25 ppl per session x 2 hours per session x \$28 per hour) - This training focuses on IEP development and supports for students with disabilities. Topics include: IEP development, case management, IEP Plus, behavioral support, evidence-based reading interventions.
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$22,400.00		
Line Item Total:	\$22,400.00		
Account Code:	5100 - Salaries		2 FTE Child Find Coordinators TA
Funding Description:	IDEA 611 PK		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$80,398.00		
Line Item Total:	\$80,398.00		

Account Code:	5100 - Salaries	2 FTE Child Find Coordinators SHT
Funding Description:	IDEA 611 PK	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$65,269.00	
Line Item Total:	\$65,269.00	
Account Code:	5100 - Salaries	2 FTE E. Child. Paraprofessional F
Funding Description:	IDEA 611 PK	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$40,955.00	
Line Item Total:	\$40,955.00	
Account Code:	5100 - Salaries	2 FTE E. Child. Paraprofessional K
Funding Description:	IDEA 611 PK	
Location Code:	Red Clay Consolidated School District (953200)	

Quantity:	1.00		
Cost:	\$40,205.00		
Line Item Total:	\$40,205.00		
Account Code:	5100 - Salaries		0.6 FTE Child Find Screening Coordinator KK
Funding Description:	IDEA 611 PK v		
Location Code:	Red Clay Consolidated School District (953200) v		
Quantity:	1.00		
Cost:	\$28,282.32		
Line Item Total:	\$28,282.32		
Account Code:	5100 - Salaries		1 FTE District Coordinator - Child Find/Private Schools (11 month) MS
Funding Description:	Equitable Services v		
Location Code:	Red Clay Consolidated School District (953200) v		
Quantity:	1.00		
Cost:	\$83,724.00		
Line Item Total:	\$83,724.00		
Account Code:	5100 - Salaries		Problem Solving Team (PST) -

Funding Description:	CEIS		EPER EPER K-12 PST Team Meetings (6 staff per building x 28 buildings x 18 hours x \$28/hour)
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		4.0 Behavior Support Team Coach AS
Funding Description:	CEIS		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$76,443.00		
Line Item Total:	\$76,443.00		
Account Code:	5100 - Salaries		4.0 Behavior Support Team Coach ND
Funding Description:	CEIS		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:			

Cost:		\$70,356.00	
Line Item Total:		\$70,356.00	
Account Code:	5100 - Salaries		PST Team Leader
Funding Description:	CEIS		Stipends PBS Team Leader
Location Code:	Red Clay Consolidated School District (953200)		Stipends (\$600 per building x 28 buildings)
Quantity:	1.00		
Cost:	\$16,800.00		
Line Item Total:	\$16,800.00		
Total for 5100 - Salaries:			\$1,653,969.27
Total for all other Account Codes:			\$2,524,570.73
Total for all Account Codes:			\$4,178,540.00
Adjusted Allocation:			\$4,178,540.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

5120 - OECs - \$829,715.96

Budget Detail				Narrative Description
Account Code:	5120 - OECs			1 FTE Supervisor of Special Education KO OECs
Funding Description:	IDEA 611			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$66,325.64			
Line Item Total:	\$66,325.64			1 FTE Director of Special Education SC OECs
Account Code:	5120 - OECs			
Funding Description:	IDEA 611			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			
Cost:	\$65,350.76			
Line Item Total:	\$65,350.76			

Account Code:	5120 - OECs		1 FTE Education Associate - Autism Services DS OECs
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$56,187.63		
Line Item Total:	\$56,187.63		
Account Code:	5120 - OECs		1 FTE District Coordinator - Birth Mandate Disabilities & Special Transportation (11 month) DG OECs
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$48,569.20		
Line Item Total:	\$48,569.20		
Account Code:	5120 - OECs		4.0 Behavior Support Team Psychologist LM OECs
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		

Quantity:	1.00		
Cost:	\$46,326.70		
Line Item Total:	\$46,326.70		
Account Code:	5120 - OECs		1 FTE District Coordinator - MTSS Behavior (11 month) SSK OECs
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$46,183.52		
Line Item Total:	\$46,183.52		
Account Code:	5120 - OECs		1 FTE District Coordinator - ICT & Homebound Services (11 month) NJ OECs
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$44,863.09		
Line Item Total:	\$44,863.09		
Account Code:	5120 - OECs		4.0 Behavior Support Team

Funding Description:	IDEA 611	Psychologist GK OECs
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$30,960.70	
Line Item Total:	\$30,960.70	
Account Code:	5120 - OECs	ESY 1) Pay ESY staff (Federal & Reading-based ESY)
Funding Description:	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	0.5 FTE District Coordinator - IDEA Data & IEP Plus (11 month - .5 IDEA & .5 Excellence + 1 month IDEA) DS OECs
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	

Cost:	\$27,016.91		
Line Item Total:	\$27,016.91		
Account Code:	5120 - OECs		1 FTE District Coordinator - Secondary Transition (11 month) LB OECs
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$22,120.06		
Line Item Total:	\$22,120.06		
Account Code:	5120 - OECs		Supportive Instruction (homebound) Pay EPER hourly rate for homebound instruction OECs
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$19,962.90		
Line Item Total:	\$19,962.90		
Account Code:	5120 - OECs		Professional Development Pay EPER for teachers to attend

Funding Description:	IDEA 611	after-school professional development (16 x 25 ppl per session x 2 hours per session x \$28 per hour) - This training focuses on IEP development and supports for students with disabilities. Topics include: IEP development, case management, IEP Plus, behavioral support, evidence-based reading interventions.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$7,271.04	
Line Item Total:	\$7,271.04	
Account Code:	5120 - OECs	2 FTE Child Find Coordinators SHT OECs
Funding Description:	IDEA 611 PK	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$45,898.88	
Line Item Total:	\$45,898.88	

Account Code:	5120 - OECs		2 FTE E. Child. Paraprofessional K OECs
Funding Description:	IDEA 611 PK		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$37,648.38		
Line Item Total:	\$37,648.38		
Account Code:	5120 - OECs		2 FTE Child Find Coordinators TA OECs
Funding Description:	IDEA 611 PK		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$36,731.11		
Line Item Total:	\$36,731.11		
Account Code:	5120 - OECs		2 FTE E. Child. Paraprofessional F OECs
Funding Description:	IDEA 611 PK		
Location Code:	Red Clay Consolidated School District (953200)		

Quantity:	1.00		
Cost:	\$33,340.95		
Line Item Total:	\$33,340.95		
Account Code:	5120 - OECs		0.6 FTE Child Find Screening Coordinator KK OECs
Funding Description:	IDEA 611 PK v		
Location Code:	Red Clay Consolidated School District (953200) v		
Quantity:	1.00		
Cost:	\$9,460.45		
Line Item Total:	\$9,460.45		
Account Code:	5120 - OECs		1 FTE District Coordinator - Child Find/Private Schools (11 month) MS OECs
Funding Description:	Equitable Services v		
Location Code:	Red Clay Consolidated School District (953200) v		
Quantity:	1.00		
Cost:	\$45,391.54		
Line Item Total:	\$45,391.54		
Account Code:	5120 - OECs		4.0 Behavior Support Team

Coach AS OECs	
Funding Description:	CEIS
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	\$40,241.56
Line Item Total:	\$40,241.56
4.0 Behavior Support Team Coach ND OECs	
Account Code:	5120 - OECs
Funding Description:	CEIS
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	\$39,773.28
Line Item Total:	\$39,773.28
Problem Solving Team (PST) - EPER EPER K-12 PST Team Meetings (6 staff per building x 28 buildings x 18 hours x \$28/hour)	
Account Code:	5120 - OECs
Funding Description:	CEIS
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	Problem Solving Team (PST) - K-12 PST Team Leader OECs
Funding Description:	CEIS v	
Location Code:	Red Clay Consolidated School District (953200) v	
Quantity:	1.00	
Cost:	\$1,770.13	
Line Item Total:	\$1,770.13	
Total for 5120 - OECs:		\$829,715.96
Total for all other Account Codes:		\$3,348,824.04
Total for all Account Codes:		\$4,178,540.00
Adjusted Allocation:		\$4,178,540.00
Remaining:		\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

5400 - Travel - \$17,581.53

Budget Detail			Narrative Description
Account Code:	5400 - Travel		Mileage for Special Services staff & itinerant autism teachers
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$11,240.77		
Line Item Total:	\$11,240.77		
Account Code:	5400 - Travel		Supportive Instruction (Homebound) Mileage Pay mileage/travel expenses for homebound instruction
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$6,340.76		
Line Item Total:	\$6,340.76		

Total for 5400 - Travel:	\$17,581.53
Total for all other Account Codes:	\$4,160,958.47
Total for all Account Codes:	\$4,178,540.00
Adjusted Allocation:	\$4,178,540.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

5500 - Contractual - \$1,482,102.58

Budget Detail			Narrative Description
Account Code:	5500 - Contractual		Contracted Services OT/PT/SLT/AT for Public School Children Contract for OT/PT/SLT/AT services based on 17-18 actuals
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$908,652.58		
Line Item Total:	\$908,652.58		
Account Code:	5500 - Contractual		Contract for translation and interpreter services based on 16-17 actuals (approximately 50% of total cost split with local funds)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$450,000.00		
Line Item Total:	\$450,000.00		

Account Code:	5500 - Contractual	Hospital/Treatment Centers Pay for homebound instruction services at hospital/treatment centers
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$45,000.00	
Line Item Total:	\$45,000.00	
Account Code:	5500 - Contractual	ESY 2) contract for ESY bus transportation \$6,000 per site (4 sites)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$24,000.00	
Line Item Total:	\$24,000.00	
Account Code:	5500 - Contractual	Registration for professional development workshops DASP Conference (\$120 x 45 = \$5400)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:		

Cost:	\$5,400.00		
Line Item Total:	\$5,400.00		
Account Code:	5500 - Contractual		
Funding Description:	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:	5500 - Contractual		
Funding Description:	Equitable Services		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$45,000.00		
Line Item Total:	\$45,000.00		
Total for 5500 - Contractual: \$1,482,102.58			
Total for all other Account Codes: \$2,696,437.42			

Registration for professional development workshops Inclusion Conference (\$45 x 90 = \$4050)

Parentally Placed Private Student (PPPS) Set-Aside School Psychologist & SLP Services for Parentally Placed Private School Students

Total for all Account Codes:	\$4,178,540.00
Adjusted Allocation:	\$4,178,540.00
Remaining:	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

5500 - Audit Fees - \$4,000.00

Budget Detail

Narrative Description

Audit Fee Pay audit fee for federal grants

Account Code: 5500 - Audit Fees

Funding Description: IDEA 611

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$4,000.00

Line Item Total: \$4,000.00

Total for 5500 - Audit Fees: \$4,000.00

Total for all other Account Codes: \$4,174,540.00

Total for all Account Codes: \$4,178,540.00

Adjusted Allocation: \$4,178,540.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

5560 - Indirect - \$37,681.80

Budget Detail

Narrative Description

Account Code:	5560 - Indirect		Indirect Costs
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$37,681.80		
Line Item Total:	\$37,681.80		
Total for 5560 - Indirect:		\$37,681.80	
Total for all other Account Codes:		\$4,140,858.20	
Total for all Account Codes:		\$4,178,540.00	
Adjusted Allocation:		\$4,178,540.00	
Remaining:		\$0.00	

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

5600 - Supplies - \$153,488.86

Budget Detail			Narrative Description
Account Code:	5600 - Supplies		School Psychologist Testing Protocols & Materials (\$2500/school x 28 schools)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$70,000.00		
Line Item Total:	\$70,000.00		
Account Code:	5600 - Supplies		Speech Therapist Testing Protocols & Materials (\$1500/school x 27 schools)
Funding Description:	IDEA 611		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$40,500.00		
Line Item Total:	\$40,500.00		

Account Code:	5600 - Supplies	Assistive Technology Materials Don Johnston UPAR & Snap & Read (~\$32,000); Other AT Materials (Mayer Johnson Boardmaker ~\$1500)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$33,488.86	
Line Item Total:	\$33,488.86	
Account Code:	5600 - Supplies	ESY 3) ESY materials and supplies (Curricular materials, online subscriptions including credit recovery & driver's ed)
Funding Description:	IDEA 611	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	\$9,500.00	
Line Item Total:	\$9,500.00	
Total for 5600 - Supplies:		\$153,488.86
Total for all other Account Codes:		\$4,025,051.14
Total for all Account Codes:		\$4,178,540.00
Adjusted Allocation:		\$4,178,540.00

Remaining: \$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	\$4,140,858.20
Indirect Cost Rate	0.91%
Maximum Allowed for Indirect Cost	\$37,681.80

Filter by Location: All - \$4,178,540.00



Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	5500 - Audit Fees	5560 - Indirect	5600 - Supplies	Total
Funding Description								
IDEA 611	1,066,864.95	511,975.15	17,581.53	1,437,102.58	4,000.00	37,681.80	153,488.86	3,228,694.87
IDEA 611 PK	255,109.32	163,079.77	0.00	0.00			0.00	418,189.09
Equitable Services								
CEIS	83,724.00	45,391.54	0.00	45,000.00			0.00	174,115.54
Total	1,653,969.27	829,715.96	17,581.53	1,482,102.58	4,000.00	37,681.80	153,488.86	4,178,540.00
Adjusted Allocation								4,178,540.00

Remaining

0.00

Equitable Services

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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	
Number of parentally placed eligible children with disabilities in private elementary schools and elementary schools located in the LEA	2692
IDEA, Part B allocation	82
Average per-child allocation	4312518
Amount to be expended for parentally placed children with disabilities	1554.62
	127478.84

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 identified topics.

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

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

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

Red Clay conducts an internal audit process reviewing a sampling of records from all schools/programs including PPPS students. Through this audit process, the District Administration can identify any concerns around equity of services. In addition, the Director of Special Services provides oversight to the Special Education 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

CEIS Services

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

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

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

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

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

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

IDEA funds are voluntarily 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 in all schools. To support this focus area, the district is using IDEA funds to employ 2 Behavior Coaches to support schools in development of MTSS. In addition, IDEA

funds are used to provide support to stipends for Problem Solving Team (PST) building leaders and EPER for PST team meetings.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 611

Required Documents		
Type	Document Template	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 2019 - 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)].

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 619

Account Code	Total
5100 - Salaries	\$67,580.00
5120 - OECs	\$32,570.39
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$933.53
5600 - Supplies	\$2,436.08
5700 - Capital Outlay	\$0.00
Total	\$103,520.00
Adjusted Allocation	\$103,520.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 619

5100 - Salaries - \$67,580.00

Budget Detail

Narrative Description

Hire 1 FTE
Early
childhood
teacher AM

Account Code: 5100 - Salaries

Funding Description: IDEA 619 Preschool

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$67,580.00

Line Item Total: \$67,580.00

Total for 5100 - Salaries: \$67,580.00

Total for all other Account Codes: \$35,940.00

Total for all Account Codes: \$103,520.00

Adjusted Allocation: \$103,520.00

Remaining: \$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 619

5120 - OECs - \$32,570.39

Budget Detail

Narrative Description

Hire 1 FTE
Early
childhood
teacher AM

Account
Code: 5120 - OECs

Funding
Description: IDEA 619 Preschool

Location
Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$32,570.39

Line Item
Total: \$32,570.39

\$32,570.39

Total for 5120 - OECs:

\$70,949.61

Total for all other Account Codes:

\$103,520.00

Total for all Account Codes:

\$103,520.00

Adjusted Allocation:

\$0.00

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 619

5560 - Indirect - \$933.53

Budget Detail

Narrative Description

District set aside for indirect costs

Account Code: 5560 - Indirect

Funding Description: IDEA 619 Preschool

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: \$933.53

Line Item Total: \$933.53

\$933.53

Total for 5560 - Indirect:

\$102,586.47

Total for all other Account Codes:

\$103,520.00

Total for all Account Codes:

\$103,520.00

Adjusted Allocation:

\$0.00

Remaining:

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 619

5600 - Supplies - \$2,436.08

Budget Detail			Narrative Description
Account Code:	5600 - Supplies		Speech Therapist Testing Protocols & Instructional Materials (all preschool sites)
Funding Description:	IDEA 619 Preschool		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$2,436.08		
Line Item Total:	\$2,436.08		
Total for 5600 - Supplies:			\$2,436.08
Total for all other Account Codes:			\$101,083.92
Total for all Account Codes:			\$103,520.00
Adjusted Allocation:			\$103,520.00
Remaining:			\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	\$102,586.47
Indirect Cost Rate	0.91%
Maximum Allowed for Indirect Cost	\$933.53

Filter by

Location: All - \$103,520.00

Account Code	5100 - Salaries	5120 - OECs	5560 - Indirect	5600 - Supplies	Total
Funding Description					
IDEA 619 Preschool	67,580.00	32,570.39	933.53	2,436.08	103,520.00
Total	67,580.00	32,570.39	933.53	2,436.08	103,520.00
Adjusted Allocation					103,520.00
Remaining					0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - IDEA 619

Required Documents

This page is currently not accepting Related Documents.

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - State Curriculum and Professional Development

Account Code	Total
5100 - Salaries	\$60,032.00
5120 - OECs	\$19,486.39
5400 - Travel	\$4,826.61
5500 - Contractual	\$95,000.00
5500 - Audit Fees	\$0.00
5600 - Supplies	\$0.00
5700 - Capital Outlay	\$0.00
Total	\$179,345.00
Adjusted Allocation	\$179,345.00
Remaining	\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - State Curriculum and Professional Development

5100 - Salaries - \$60,032.00

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:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$60,032.00		
Line Item Total:	\$60,032.00		
Total for 5100 - Salaries:			\$60,032.00
Total for all other Account Codes:			\$119,313.00
Total for all Account Codes:			\$179,345.00
Adjusted Allocation:			\$179,345.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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:	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:			\$159,858.61
Total for all Account Codes:			\$179,345.00
Adjusted Allocation:			\$179,345.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - State Curriculum and Professional Development

5400 - Travel - \$4,826.61

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:	Curriculum & PD		
Location Code:	Red Clay Consolidated School District (953200)		
Quantity:	1.00		
Cost:	\$4,826.61		
Line Item Total:	\$4,826.61		
Total for 5400 - Travel:			\$4,826.61
Total for all other Account Codes:			\$174,518.39
Total for all Account Codes:			\$179,345.00
Adjusted Allocation:			\$179,345.00
Remaining:			\$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - State Curriculum and Professional Development

5500 - Contractual - \$95,000.00

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:	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:	Curriculum & PD			
Location Code:	Red Clay Consolidated School District (953200)			
Quantity:	1.00			

Cost:	\$25,000.00	
Line Item Total:	\$25,000.00	
Total for 5500 - Contractual:		\$95,000.00
Total for all other Account Codes:		\$84,345.00
Total for all Account Codes:		\$179,345.00
Adjusted Allocation:		\$179,345.00
Remaining:		\$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2019 - Consolidated - Rev 0 - State Curriculum and Professional Development

Filter by

Location: All - \$179,345.00



Account Code	5100 - Salaries	5120 - OECs	5400 - Travel	5500 - Contractual	Total
Funding Description					
Curriculum & PD	60,032.00	19,486.39	4,826.61	95,000.00	179,345.00
Total	60,032.00	19,486.39	4,826.61	95,000.00	179,345.00
Adjusted Allocation					179,345.00
Remaining					0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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 2019 - 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 2019 - Consolidated - Rev 0 - Assurances

General Education Provisions Act (GEPA)

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

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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 Elementary and Secondary Education Act (ESEA) Assurances

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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.

Civil Rights and Related Laws

Red Clay Consolidated School District (953200) Public District - FY 2019 - 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 2019 - 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.