History Log

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Administration

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/16/2026 11:45:15 AM	Marc Edery	Title 1-A Survey Greetings, LEA Colleagues, To add your voice in planning future Title I, Part A support meetings and newsletters, please complete this very brief survey over the next two weeks. I look forward to working with each of you and supporting your Title I goals! Title I, Part A Survey Thank you, Jenny Timmons Title 1-A Program Manager	C
	10/12/2026 9:26:09 AM	Jennifer Jeanes	Status changed to 'LEA Revision Started'.	S

Allocations

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Administration

Allocation Type	(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	$6,698,684.00	$1,141,029.00	$273,592.00	$0.00	$760,283.00	$430,918.00	$4,381,971.00	$139,936.00	$177,423.00	$14,003,836.00
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	$6,698,684.00	$1,141,029.00	$273,592.00	$0.00	$760,283.00	$430,918.00	$4,381,971.00	$139,936.00	$177,423.00	$14,003,836.00

Allocation Transfers	(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 II-A	$0.00	$0.00	$0.00	$0.00	$0.00					$0.00
From Title IV-A	$0.00	$0.00	$0.00	$0.00	$0.00					$0.00
Total	$6,698,684.00	$1,141,029.00	$273,592.00	$0.00	$760,283.00	$430,918.00	$4,381,971.00	$139,936.00	$177,423.00	$14,003,836.00

Contacts

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Administration

Required Contacts	
Type	**Contact(s)**
Primary Consolidated Grant Coordinator [Select 1 contact(s)]	Michael Simmonds
Business Manager [Select 1 contact(s)]	Charles Ammann
Career and Technical Education - Perkins Secondary Coordinator [Select 1 contact(s)]	Michael Simmonds
IDEA 611 Special Education Coordinator [Select 1 contact(s)]	Sarah Celestin
IDEA 619 Special Education Preschool Coordinator [Select 1 contact(s)]	Sarah Celestin
Title I, Part A Grants to Local Education Agencies Coordinator [Select 1 contact(s)]	Michael Simmonds
Title II, Part A Improving Teacher Quality State Grants Coordinator [Select 1 contact(s)]	Tawanda Bond
Title III English Language Acquisition/General English Learner Coordinator [Select 1 contact(s)]	Carolina Beck
Title III English Language Acquisition/Immigrant Increase Coordinator [Select 1 contact(s)]	Carolina Beck
State Curriculum and Professional Development Coordinator [Select 1 contact(s)]	Tawanda Bond
Title IV, Part A Student Support and Academic Achievement [Select 1 contact(s)]	Tawanda Bond
LEA Migrant Education Liaison [Select 1 contact(s)]	Carolina Beck

Additional Contacts	
Type	**Contact(s)**
Summer Contact (Complete only if Primary Consolidated Grant Coordinator is different during summer) [Select up to 1 contact(s)]	Michael Simmonds
LEA Equitable Services Liaison (Traditional LEAs only; Charters/VoTech exempt) [Select up to 3 contact(s)]	James Campbell
School Improvement LEA Contact [Select up to 1 contact(s)]	Susan Huffman

Consolidated Checklist

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Administration

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

Checklist Description (Collapse All Expand All)

1. Application Development - Mission, Vision, Team and Activities	Not Reviewed
2. Title I, Part A: Allocations	Not Reviewed
3. Title I, Part A: ESSA Requirements	Not Reviewed
4. Title I, Part A: Participating Public Schools	Not Reviewed
5. Title I, Part A: Methodology for Determining Participating Public Schools	Not Reviewed
6. Title I, Part A: Equitable Share Calculation	Not Reviewed
7. Title I, Part A: Budget-District Set Asides	Not Reviewed
8. Title I, Part A: Public School Allocations	Not Reviewed
9. Title I, Part A: Budget - Public Schools	Not Reviewed
10. Title I, Part A: Homeless Students and Youth	Not Reviewed
11. Title I-A Comparability	Not Reviewed
12. Title I, Part A: Budget Overview	Not Reviewed
13. Title I, Part A: Funds Transferred to Title I	Not Reviewed
14. Title II, Part A: Budget	Not Reviewed
15. Title II, Part A	Not Reviewed
16. Title II, Part A: Equitable Share Calculation	Not Reviewed
17. Title II, Part A: Funds Transferred to Title II	Not Reviewed
18. Title III English Learners: Budget	Not Reviewed
19. Title III English Learner: English Learner	Not Reviewed
20. Title III English Learner: Equitable Share Calculation	Not Reviewed
21. Title III, Part A: Funds Transferred to Title III	Not Reviewed
22. Title III Immigrant Increase Funds: Budget	Not Reviewed
23. Title III Immigrant Increase Funds: Immigrant	Not Reviewed
24. Title III Immigrant Increase Funds: Equitable Share Calculation	Not Reviewed
25. Title III Immigrant Increase Funds: Funds Transferred to Title III Immigrant	Not Reviewed
26. Title IV, Part A: Budget	Not Reviewed
27. Title IV: Budget Overview	Not Reviewed
28. Title IV: Questions	Not Reviewed
29. Title IV: Related Documents - Needs Assessment	Not Reviewed
30. Title IV: Equitable Share Calculation	Not Reviewed
31. Title IV, Part A: Funds Transferred to Title IV	Not Reviewed
32. CTE Perkins Secondary: Budget	Not Reviewed
33. CTE Perkins Secondary: Core Indicators of Performance	Not Reviewed
34. CTE Perkins Secondary: CLNA and Local Application	Not Reviewed
35. CTE Perkins Secondary: Related Documents	Not Reviewed
36. IDEA 611: Related Documents - Maintenance of Effort	Not Reviewed
37. IDEA 611: Budget	Not Reviewed
38. IDEA 611: Equitable Services	Not Reviewed

39. IDEA 611: CEIS Services	Not Reviewed
40. IDEA 611: Equity for Students, Educators, and Other Program Beneficiaries (GEPA)	Not Reviewed
41. IDEA 619: Budget	Not Reviewed
42. State Curriculum and Professional Development	Not Reviewed
43. Assurances - Culturally Relevant Education	Not Reviewed
44. Assurances - Gun-Free Schools Act	Not Reviewed

Application Development

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Application Development

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

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

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

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

* 3. Explain how the LEA analyzed/used 2025-2026 LEA- and or school-level data to identify its highest-priority needs, and how that analysis informed budgeting and resource allocation decisions in eGrants to support allowable, evidence-based strategies and improved student outcomes.

The district analyzed district and school-level data, including state and local assessment results, attendance, student growth, graduation rates, subgroup performance, and stakeholder feedback, to identify its highest-priority needs. The review highlighted the need to improve academic achievement, address learning gaps, strengthen student attendance and engagement, and provide targeted support for at-risk student groups.

These findings guided budgeting decisions in eGrants by aligning federal funds with allowable, evidence-based strategies. Resources were allocated for supplemental instructional staff, intervention programs, professional development, instructional materials, technology, and family engagement initiatives. All expenditures were based on documented needs and designed to improve student outcomes while ensuring equitable access to high-quality instruction and support.

* 4. How does the LEA determine whether continued funding of **any recurring budget items from the 2025-2026 CGA** is advancing equitable access to resources and improving outcomes for the schools and student groups with the greatest need? What data sources or other evidence did the LEA use to determine the continued funding is having the intended effect and remains an appropriate investment for the current year?

The district evaluates recurring budget items by reviewing student achievement, growth, attendance, behavior, and other school and subgroup-level data to determine their impact on student outcomes. Program effectiveness is also assessed through progress monitoring, stakeholder feedback, and implementation reviews. Funding is continued only for strategies that demonstrate positive results, address identified needs, and remain an appropriate, evidence-based investment to improve equitable access and outcomes for students with the greatest need.

The LEA reviewed implementation and disaggregated student outcome data to evaluate recurring contracts, including Children & Families First, Skills Connextion, and Learn It Systems. These services continue to address identified academic, behavioral, attendance, and social-emotional needs for students with the greatest need. All recurring items are supplemental, necessary, reasonable, allocable, and aligned with the district's Strategic Plan and school improvement plans. Based on implementation and outcome data, these investments remain necessary and effective in supporting current district priorities. The LEA will continue to monitor implementation, service delivery, and student outcomes throughout the 2026–2027 school year and will modify, reduce, replace, or discontinue services if data indicate changing needs or limited effectiveness.

5. Application development team - including representatives of all stakeholder groups is essential in developing a successful plan. A representative from each of the following stakeholder groups should be included in the team that develops and writes the Consolidated Grant Application. Please note that in some cases the same individual may serve in more than one of the roles indicated below. If that is the case, please simply list that person's name more than once.

Please complete all of the fields for entries 1-10. **Please note that these items are mandatory.** While Item 11 is optional, DDOE encourages LEAs to include as many diverse stakeholders as possible. Examples of additional stakeholders may include: District Equity/Inclusion Designee, MTSS Team Member, English Language Learner

(ELL) Teacher, ELL School Leader, Parent ELL, Parent Regular Education, Parent Special Education, Teacher Special Education, District Administrator Finance, District Administrator Curriculum and Instruction, and Indian Tribe or Tribal Organization Representative.

Application Development Stakeholder Role	Name	Job Title	Email Address
1. Teacher	* Shayna Moon	* Teacher, Johnson	* shayna.moon@redclay.k12.de.us
2. Principal	* Ann Marie Swift	* Principal, Forest Oak	* ann.swift@redclay.k12.de.us
3. Other School Leader	* Erin Brown	* Assistant Principal, RPE	* erin.brown@redclay.k12.de.us
4. District Administrator	* Michael Simmonds	* Director, Federal Programs	* michael.simmonds@redclay.k12.de.us
5.Paraprofessional	* Norine Seth	* Paraprofessional	* norine.seth@redclay.k12.de.us
6. Specialized Instructional Support Personnel	* Robert Smith	* Visiting Teacher/MV Support	* robert.smith@redclay.k12.de.us
7. Parent	* Adriane Simpson	* Parent	* adriane.simpson82@gmail.com
8. Community Partner/Community Based Organization Representative	* Val Brown	* The Skills Connextion	* vbrown0411@gmail.com
9. Student	* Quinton Hattley	N/A	N/A
10. Local Government Agency Representative	* Elizabeth Lockman	* Local Government Agency Rep.	* Elizabeth.Lockman@delaware.gov
11. Additional Stakeholder(s) (Optional)	Jennifer Jeanes	Specialist, Grant Support	jennifer.jeanes@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	April Anderson	McKinney Vento Liaison	april.anderson@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	James Campbell	Private School Liaison	james.campbell@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Daniel Palmer	CTE Ed Associate	daniel.palmer@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Tawanda Bond	Senior Director, Teaching & Learning	tawanda.bond@redclay.k12.de.us

11. Additional Stakeholder(s) (Optional)	Sarah Celestin	Senior Director, Student Services	sarah.celestin@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Carol Beck	Supervisor, ML	carolina.beck@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Hugh Broomall	Deputy Superintendent	hugh.broomall@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Ted Ammann	Chief Financial Officer	ted.ammann@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Hugh Broomall	Superintendent	hugh.broomall@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Mandy Pennington	Supervisor, Health Services	mandy.pennington@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Susan Huffman	Manager, School Improv. & Educator Effectiveness	susan.huffman@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Stephanie Guy	Supervisor, Accounting	stephanie.guy@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Gregg Johnson	Director, Elem Schools	gregg.johnson@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Mark Pruitt	Director, Secondary Schools	mark.pruitt@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Curi Calderon-Lacy	Director, College and Career Readiness	curi.calderonlacy@redclay.k12.de.us
11. Additional Stakeholder(s) (Optional)	Valerie Shinn	Supervisor, Payroll	valerie.shinn@redclay.k12.de.us

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

Activities required when engaging stakeholders and consulting for the application development shall also include seeking advice for how best to improve the organization's activities and coordination with other related strategies and programs, such as IDEA, Perkins Career and Technical Education, Workforce Innovation and Opportunity, Head

Start, McKinney-Vento Homeless, and Adult Education and activities being conducted in the community. [Section 1112(a)(1)(B) and Section 2103(b)(3)(B)]

Provide the following information for each outreach activity and/or CGA planning event. At least one activity or planning event is required.

Engagement activity/event	Date activity/event	Type of Stakeholder	How was feedback used to develop the CGA and which program(s) were impacted? (Example: Title I, Title II, etc.)
Examples include diverse activities such as: Planning Meetings, Needs Assessments, Community Presentations, BOE Presentations, Focus Groups, Surveys, Goal Setting, Articulation Sessions, Information Sharing	Example: 1/1/2017	Please indicate type of stakeholder using roles from 1-11 above.	
* DOE CGA Roadshow	* 04/28/2026	* 1 2 3 **4** 5 6 7 8 9 10 **11** 12 13 14 15	* DOE CGA Roadshow virtual training for all programs

* RCPAC	* 05/04/2026	* ☐ 1 ☐ 2 ☑ **3** ☑ **4** ☑ **5** ☐ 6 ☑ **7** ☑ **8** ☑ **9** ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15	* RCPAC planning session for upcoming SY2627
* RCPAC	* 09/08/2025	* ☑ **1** ☑ **2** ☑ **3** ☑ **4** ☑ **5** ☑ **6** ☑ **7** ☑ **8** ☑ **9** ☑ **10** ☑ **11** ☐ 12 ☐ 13 ☐ 14 ☐ 15	* RCPAC - Welcome back, discuss plans for the upcoming school year, all programs

* Annual Title I Meeting	* 10/06/2025	* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	* Annual Title I Meeting, review with stakeholders about Title programming, what it means to be Title I, Title I budget/expenditures, etc.
* RCPAC	* 11/10/2025	* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	* RCPAC Parent Lesson Plan Title I

* RCPAC	* 12/01/2025	* 1 2 3 **4** **5** 6 **7** **8** **9** 10 **11** 12 13 14 15	* RCPAC Parent Lesson Plan Focusing on Student Voice - Title I
* RCPAC	* 01/05/2026	* 1 2 3 **4** **5** 6 **7** **8** 9 10 **11** 12 13 14 15	* RCPAC Parent Lesson Plan- promoting health and wellness, Title I

* RCPAC	* 02/02/2026	* 1 2 3 **4** **5** 6 **7** **8** 9 10 **11** 12 13 14 15	* RCPAC Parent Lesson Plan Title I
* RCPAC	* 03/09/2026	* **1** **2** **3** **4** **5** **6** **7** **8** **9** **10** **11** 12 13 14 15	* RCPAC Parent Lesson Plan and CGA planning

* RCPAC	* 04/13/2026	* 1 2 3 **4** **5** 6 **7** **8** 9 10 **11** 12 13 14 15	* RCPAC Parent Lesson Plan
* RCPAC Planning	* 05/06/2026	* 1 2 3 **4** **5** 6 **7** **8** 9 10 **11** 12 13 14 15	* RCPAC Planning - Title I

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Application Development

Optional Documents		
Type	**Document Template/Example**	**Document/Link**
Title IV Needs Assessment [Upload up to 1 document(s)]	Title IV Needs Assessment	Red Clay Title IV CNA
Title IV Spending Rules Worksheet or Title IV Waiver or EdFlex Waiver [Upload up to 1 document(s)]	Title IV Spending Rules Worksheet	Red Clay Title IV Spending Worksheet
Please use this spot to upload any additional documentation that supports any section of your CGA	N/A	

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

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

The Red Clay Parent Advisory Council (RCPAC) includes parents of all Title I schools to help review the District's Parent and Family Engagement Plan and the use of funds connected to the plan. Title I School parents selected by their principals are invited to monthly meetings to provide insight pertinent to student success. The meeting purpose is to discuss the varying roles of Title I, collect input from parents and review 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 their principal to be a committee member or who have been designated by their principal to attend.

Meeting locations are at a central location at the Red Clay District Office. As the district plan is discussed, parents can provide recommendations for revisions and share creative ways in which funding may be used.

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 providing their input on 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.

The commitment to build strong relationships with families will continue as Red Clay establishes partnerships with organizations that provide training and facilitation in both English and Spanish. This delivery of service will increase opportunities to include all families in district programming and events. Red Clay partnerships have targeted application of SEL competencies to help parents support their children as they enter stages of child and adolescent development. This strategy will be expanded and continued into the new school year. Additionally, adding a component of partnership with a Red Clay student to share a student voice at meetings will increase capacity for parents to understand and visualize how to start and continue courageous conversations based upon SEL competencies with their children.

The Red Clay Parent Advisory Council will host supplemental transition activities to provide supplemental supplies for Title I students, including backpacks and school supplies, supporting Strategic Plan Goal 2 by ensuring students have the supplemental resources needed for a successful transition into the school year, reducing barriers to participation and supporting readiness, engagement, and academic success. This will be jointly developed with parents, family members and Red Clay Staff. The summer transition activities will provide substantial opportunities to increase engagement with families, school personnel, teachers and administrators.

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

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

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

3. Children and youths experiencing homelessness have access to and receive educational services for which families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by Red Clay

4. Children and youths experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.

5. Children and youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children, and are identified by school personnel through outreach and coordination activities with other entities and agencies

6. Parents or guardians of youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

7. The parent or guardian of a youth experiencing homelessness , and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation

8. Unaccompanied Youth are:

§ are enrolled in school;

§ have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of partial credit procedures; and

§ are informed of their status as independent students and are able to obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (FAFSA)

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

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

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

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

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

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.

Red Clay will coordinate with institutions of higher education, employers, and community partners to provide students with college and career exploration, postsecondary planning, work-based learning, and exposure to education and training opportunities. Partnerships with U of D, Wilmington, and DTCC will connect students to resources, experiences, and supports that strengthen college and career readiness and promote successful transitions to postsecondary education, credential programs, and employment.

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)(10)(A) and (b)(10)(B)]

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

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

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

6. How will your LEA monitor students' progress towards meeting challenging State academic standards as you:

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

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

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

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

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

Students at risk of academic failure will be identified through a comprehensive review of multiple data sources, including baseline, formative, and benchmark assessments; ongoing progress-monitoring data; course grades and credit accumulation; attendance and chronic absenteeism; behavioral indicators; and other relevant student performance data. School teams will regularly review these measures to identify students who are not meeting academic expectations or demonstrating adequate progress. Data will be used to determine individual student needs, provide targeted interventions and supports, and monitor progress over time. Supports will be adjusted based on student response to intervention and updated academic, attendance, and performance data.

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

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

Identified students will receive targeted, supplemental supports based on their specific needs, which may include small-group or individualized instruction, tutoring, extended learning opportunities, academic mentoring, credit recovery, attendance interventions, and other evidence-based academic and student supports. Student progress will be monitored regularly using assessment, course performance, attendance, and intervention data. School teams will use this information to evaluate the effectiveness of interventions and adjust the frequency, intensity, or type of support as needed to help students meet academic expectations and remain on track for graduation and postsecondary success.

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

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

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

a. academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(12)(A) and (b)(12)(B)]

Provide professional development to the staff of new state model programs. • Design course curriculum content according to identified academic, technical and industry standards. • Involve local businesses in the design and delivery of course content to students. •.Have local stakeholders help shape the direction of the CTE Advisory Council • Partner with DTCC to align students with skills center and post-high school employment

b. work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(12)(A) and (b)(12)(B)]

• Enlist business representatives to serve on an advisory committee and seek their support for guest speakers and internships. • Invite business and industry representatives to visit our classrooms to evaluate classroom projects and presentations. • Provide students with programs of study that offer college credit, dual enrollment, advanced academic standing, or an industry certificate. • Partner with DTCC for educational training in high demand and high wage occupations

8. How will your LEA identify and serve gifted and talented students? [Section 1112(b)(13)]

- Enrichment is offered to the next subset of academically advanced students beyond the TAG cohort, serving up to a combined total of 20% of students in a grade level. TAG classes meet during the regular school day for a minimum of 90 minutes up to 225 minutes per week. Classes are scheduled either during Response to Intervention (RTI) plus small-group time or during whole-group instruction, depending on the individual school's master schedule.

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

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

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

Red Clay runs an early childhood program internally that aligns with Delaware STARS requirements. The transition of these students is seamless to our elementary programs. Red Clay also coordinates outreach programming for early Kindergarten registration, holds summer tours for families, supports a staggered Kindergarten enrollment in the fall, and uses the Kindergarten Readiness assessment. Red Clay works with local early childhood programs to educate parents on the options/choices as their children enter kindergarten. We also host back to school nights at our elementary building prior to the first day of school to help families transition to formal school. We meet our Child Find obligations and support enrollment of students with disabilities into our Pre-K programs. We meet with statewide programs, like DAP and DSD to coordinate the appropriate kindergarten location as students reach school age.

Please note that these uploads are required as part of the Title I-A CGA submission process.

Documents		
Type	**Document Template/Example**	**Document/Link**
Title I Needs Assessment [Upload at least 1 document(s)]	Title I-A Needs Assessment	FY27 Red Clay Title I CNA & Plans Link
Title I Schoolwide Plan [Upload at least 1 document(s)]	Title I Schoolwide Plan	FY27 Red Clay Title I CNA & Plans Link
Title I LEA Plan [Upload at least 1 document(s)]	Title I LEA Plan	FY27 Red Clay Title I CNA & Plans Link

Participating Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

- Schools with poverty rates lower than 40% must have a waiver from DDOE in order to operate a schoolwide program.
- 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
Shortlidge (Evan G.) Academy	KN-5	Schoolwide	338	260	7	267	78.99 %	1	☑	☐
Johnson (Joseph E. Jr) Elementary School	KN-5	Schoolwide	228	175	3	178	78.07 %	1	☑	☐
Warner Elementary School	KN-5	Schoolwide	366	260	10	270	73.77 %	2	☑	☐
Lewis (William C.) Dual Language Elementary School	KN-5	Schoolwide	355	235	7	242	68.17 %	3	☑	☐
Baltz (Austin D.) Elementary School	PK-5	Schoolwide	521	330	19	349	66.99 %	4	☑	☐
Richardson Park Elementary School	KN-5	Schoolwide	538	346	6	352	65.43 %	5	☑	☐
Mote (Anna P.) Elementary School	PK-5	Schoolwide	299	172	4	176	58.86 %	6	☑	☐
Richey Elementary School	KN-5	Schoolwide	385	209	4	213	55.32 %	7	☑	☐
Forest Oak Elementary School	KN-5	Schoolwide	435	226	2	228	52.41 %	7	☑	☐
Marbrook Elementary School	KN-5	Schoolwide	490	223	6	229	46.73 %	8	☑	☐
Skyline Middle School	6-8	Schoolwide	385	235	14	249	64.68 %	9	☑	☐
duPont (Alexis I.) Middle School	6-8	Schoolwide	410	241	10	251	61.22 %	9	☑	☐
Stanton Middle School	6-8	Schoolwide	493	291	7	298	60.45 %	9	☑	☐
First State School	KN-12	Eligible But Not Receiving Services	19	16	0	16	84.21 %		☑	☐
Meadowood Program	PK-12	Eligible But Not Receiving Services	59	47	0	47	79.66 %		☑	☐
Richardson Park Learning Center	PreK	Eligible But Not Receiving Services	549	384	0	384	69.95 %		☑	☐
duPont (Alexis I.) High School	9-12	Eligible But Not Receiving Services	540	337	0	337	62.41 %		☑	☐
McKean (Thomas) High School	8-12	Eligible But Not Receiving Services	913	516	0	516	56.52 %		☑	☐
Red Clay Early Years Program	EC-EC	Eligible But Not Receiving Services	187	91	0	91	48.66 %		☑	☐
Dickinson (John) School	6-12	Eligible But Not Receiving Services	1029	463	0	463	45.00 %		☑	☐
Heritage Elementary School	KN-5	Not Eligible	486	158	0	158	32.51 %		☐	☐
Brandywine Springs School	KN-8	Not Eligible	983	272	0	272	27.67 %		☐	☐
duPont (H.B.) Middle School	6-8	Not Eligible	775	213	0	213	27.48 %		☐	☐
Conrad Schools of Science	6-12	Not Eligible	1163	316	0	316	27.17 %		☐	☐

Calloway (Cab) School of the Arts	6-12	Not Eligible	941	198	0	198	21.04 %			
Linden Hill Elementary School	KN-5	Not Eligible	517	107	0	107	20.70 %			
William F. Cooke Jr. Elementary	KN-5	Not Eligible	613	115	0	115	18.76 %			
North Star Elementary School	KN-5	Not Eligible	582	62	0	62	10.65 %			
Totals:			14599	6498	99	6597	45.19 %			

Methodology for Determining Participating Public Schools

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

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

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

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

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

N/A

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

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

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

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

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

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

Once Red Clay received its Title I, Part A allocation amount, it made the following decisions related to District resource reserves:

- Homeless Services
- Parental involvement (Red Clay reserves more than (almost double) the federally required 1% per the regulations in Title I, Part A Section 1118)
- LEA Instructional Services
- LEA Professional Development
- Prekindergarten and transition to kindergarten supports
- Administrative Costs

The reservation is smaller than the remaining total. The remainder is then allocated to the eligible participating schools. Red Clay identifies eligible schools with attendance areas at or above 35% DHSS-poverty and ranks them by both grade levels and educational designation/purpose. In the ranking, it establishes categories for schools to determine participation and allocations:

Category 1: Traditional PK-12 Elementary School to High School (DHSS poverty = 78.07 or greater (Shortlidge, Johnson)

Category 2: Traditional PK-12 Elementary School to High School (DHSS poverty = 73.77% to 78.06% (Warner)

Category 3: Traditional PK-12 Elementary School to High School (DHSS poverty = 68.17% to 73.76% (Lewis)

Category 4: Traditional PK-12 Elementary School to High School (DHSS poverty = 66.99% to 68.16% (Baltz)

Category 5: Traditional PK-12 Elementary School to High School (DHSS poverty = 65.43% to 66.98% (Richardson Park)

Category 6: Traditional PK-12 Elementary School to High School (DHSS poverty = 58.86% to 65.42% (Mote)

Category 7: Traditional PK-12 Elementary School to High School (DHSS poverty = 52.41% to 58.85% (Richey, Forest Oak)

Category 8: Traditional PK-12 Elementary School to High School (DHSS poverty = 46.73% to 52.40% (Marbrook)

Category 9: Traditional 6-12 Middle School (DHSS poverty = 60.45% to 64.68% (AIMS, Skyline, Stanton)

Category 10: Traditional PK-5 and under 46.72% poverty (ranked not participating)

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

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

Once the participating public school attendance areas and categories have been established, Red Clay uses the remaining funds (after reservations) to calculate a PPA for each participating public school category – using the total number of children from low-income families residing in each 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 46.72% poverty – prioritizing early intervention and elementary schools in categories 1 - 8; then high poverty middle schools in category 9. 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 1-9 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.

The district ranked and served schools in accordance with Title I, Part A requirements using the approved poverty measure. School allocations were based on enrollment, poverty data, and identified needs. Although the three CSI-R schools have higher poverty rates, they receive the lowest per-pupil allocation because they receive additional federal, state, and local funding to support comprehensive school improvement efforts. Title I funds are intended to supplement, not supplant, these resources. The district reviewed all allocations to ensure compliance with Title I ranking and serving requirements while equitably addressing the needs of schools with the highest poverty rates and ESSA accountability designations.

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

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

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

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

The LEA is serving its traditional public schools (PK-12) with poverty levels at/above 54.98%; however, the LEA is choosing to not allocate Title I funding in its upgraded specialized school settings; these include First State School and Meadowood School. Of these remaining schools Warner, Shortlidge, Lewis, Baltz, Richardson Park, Mote, Johnson, Marbrook, Richey, Skyline, Forest Oak, Stanton and AIMS have DHSS -calculated poverty rates above 46.72%.

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

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

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

in collaboration with their family and primary care physicians and sub specialty consultants. The first school of its kind

in the United States, the First State started in 1985 as the brainchild of Janet Kramer, M.D., F.S.A.M., a medical

internist, and director of Christiana Care's Division of Adolescent and Young Adult Medicine Services who sought to

help chronically ill children get the medical treatment they needed without missing out on the important parts of

childhood—the chance to learn and grow with others.

The district ranked and served schools in accordance with Title I, Part A requirements using the approved poverty measure. School allocations were based on enrollment, poverty data, and identified needs. Although the three CSI-R schools have higher poverty rates, they receive the lowest per-pupil allocation because they receive additional federal, state, and local funding to support comprehensive school improvement efforts. Title I funds are intended to supplement, not supplant, these resources. The district reviewed all allocations to ensure compliance with Title I ranking and serving requirements while equitably addressing the needs of schools with the highest poverty rates and ESSA accountability designations.

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 2026-2027 calculations will

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

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

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

The district ranked and served schools in accordance with Title I, Part A requirements using the approved poverty measure. School allocations were based on enrollment, poverty data, and identified needs. Although the three CSI-R schools have higher poverty rates, they receive the lowest per-pupil allocation because they receive additional federal, state, and local funding to support comprehensive school improvement efforts. Title I funds are intended to supplement, not supplant, these resources. The district reviewed all allocations to ensure compliance with Title I ranking and serving requirements while equitably addressing the needs of schools with the highest poverty rates and ESSA accountability designations.

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

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

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

- LEAs are required to consult with private school officials on the student count (ESEA, Section 1117(b)(1)(F))
- LEAs have several options for determining the student count (Q&A B-11 of ED's *Title I Equitable Services* guidance)

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

School	Status
CACC Montessori Sch/Child Care - 5699	Non-Participating
CENTREVILLE LAYTON SCHOOL - 6028	Non-Participating
Destiny Calling Academy - 13267	Non-Responsive
Hockessin Montessori School (The) - 5802	Non-Participating
Independence School - 5871	Non-Participating
Limestone Hills Day School - 5895	Non-Responsive
Salesianum School - 5860	Non-Participating
Sanford School - 5846	Non-Responsive
Tatnall School, Inc. (The) - 5840	Non-Participating
Tower Hill School - 5834	Non-Responsive
Towle Institute - 5805	Non-Participating
Ursuline Academy - 5862	Non-Participating
Wilmington Christian School - 5853	Non-Participating
Wilmington Junior Academy - 5847	Non-Responsive
Vision Learning Center - 5556	Non-Responsive

If you have participating private schools that are located inside your district's geographic boundaries, select each participating private school and enter the total number of private school students who attend the participating private school. For each participating private school, please upload a completed Affirmation of Consultation form using the provided Document Template/Example in this section's Related Documents page. Each document uploaded should be clearly named to correspond with the participating private school it is for.

Participating Private Schools

School	# Low Income	Allocation
Developing Minds Preschool - 5021	0	$ 0.00
Goods Blessing House - 15853	0	$ 0.00
Padua Academy - 5857	0	$ 0.00
Sharon Temple Adventist School - 5867	3	$ 6,086.02
St. Ann School - 5855	7	$ 14,200.72
St. Anthony of Padua Grade School - 5856	17	$ 34,487.47
St. John The Beloved School - 5849	10	$ 20,286.75
Saint Mark's High School - 5850	0	$ 0.00
Christ The Teacher Catholic School - 5541	0	$ 0.00
Urban Promise School (The) - 5544	6	$ 12,172.05
Nativity Prep. Sch of Wilm, Inc. - 5563	7	$ 14,200.72
Serviam Girls Academy - 5696	4	$ 8,114.70
Islamic Academy of Delaware - 5709	1	$ 2,028.67
Delaware Tarbiyah School - 5729	2	$ 4,057.35
Immaculate Heart of Mary School - 5823	3	$ 6,086.02
St. Mary Magdalen School - 5824	0	$ 0.00
Holy Angels School - 5875	10	$ 20,286.75
St. Elizabeth Elementary School - 5880	11	$ 22,315.42
St. Peter's Cathedral School - 5883	13	$ 26,372.77
Red Lion Christian Academy - 5899	0	$ 0.00
Harvest Christian Academy- New Castle - 953400-6020	5	$ 10,143.37

URBAN PROMISE ACADEMY - 6009	0	$ 0.00
Total:	99	$ 200,838.80

Equitable Share Calculation

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

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

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

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

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

Equitable Share Calculation	
A. Number of Low Income Students in Participating Schools	**LEA Calculation**
A1. District Low Income	3,203
A2. Participating Private School Low Income	99
A3. Total Low Income (A1 + A2)	3,302
A4. Percent Participating Private School Low Income (A2 / A3)	3.00 %
B. Proportionate Share	
B1. District Allocation	$ 6,698,684.00
B2. Proportionate Share to Private Schools (B1 X A4)	$ 200,838.80
B3. Proportionate Share to District (B1 - B2)	$ 6,497,845.20
C. Parent and Family Engagement	
C1. District 1% Set Aside (B1 X 0.01)	$ 66,986.84
C2. Proportionate Share to Private Schools (C1 X A4)	$ 2,008.39
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)	$ 178,830.41

D3. Equitable Share for Parent and Family Engagement (C2)	$ 2,008.39
D4. Per Pupil Allocation (B2/A2)	$ 2,028.67

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Account Code	Total
5100 - Salaries	$733,878.94
5120 - OECs	$398,583.31
5400 - Travel	$81,548.00
5500 - Contractual	$406,523.80
5500 - Audit Fees	$5,286.83
5560 - Indirect	$198,262.84
5600 - Supplies	$197,702.68
5700 - Capital Outlay	$0.00
Total	$2,021,786.40
Adjusted Allocation	$2,021,786.40
Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Red Clay Consolidated School District (953200)

5100 - Salaries - $733,878.94

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position for 1 FTE Director Federal and Regulated Programs (Michael Simmonds; RCCSD-Baltz Admin; 97% Title I-Responsibilities are listed but not limited to providing supplemental resources to Title I schools, overseeing Title I Family and Community Engagement, providing supplemental support Title I Schools with Schoolwide Plans (SWP), evaluating comparability/Time and effort reporting; 3% Title II)
Quantity:	1.00	
Cost:	$159,896.89	
Line Item Total:	$159,896.89	
Item Key	201143	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position for 1 FTE Homeless Liaison (April Anderson; RCCSD-Baltz Admin; 100% Title I-Responsibilities are listed but not limited to: providing supplemental access to basic hygiene needs, supplemental support for enrollment, providing supplemental community outreach, and coordinating supplemental services for students experiencing homelessness, organizing unique and supplemental PD for staff)
Quantity:	1.00	
Cost:	$109,999.92	
Line Item Total:	$109,999.92	
Item Key	201147	

Account Code: 5100 - Salaries

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $106,233.75

Line Item Total: $106,233.75

Item Key 201150

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE support associate for consolidated grant assistance and monitoring (Jennifer Jeanes; RCCSD-Baltz Admin; 95% Title I-Responsibilities are listed but not limited to: providing supplemental resources to Title I schools, overseeing Title I Family and Community Engagement, providing supplemental support Title I Schools with Schoolwide Plans (SWP), evaluating comparability/Time and effort reporting, assisting with eGrants technical support, monitoring and internal compliance, creating supplemental and helpful tools to help Title I schools better manage required documentation, providing supplemental training for staff; 2% Title II, 3% Title IV)

Account Code: 5100 - Salaries

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $96,167.38

Line Item Total: $96,167.38

Item Key 201144

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE support for implementing equitable services to administer the Title I program for students in private schools, processing tutoring referrals, conducting meaningful consultation ($10,000 of salary, $10,000 OECs set aside as Title I LEA reservation for Administration of Equitable Services) (James Campbell; RCCSD-Baltz Admin; 90% Title I, 5% Title II, 5% Title IV)

Account Code:	5100 - Salaries
Funding Description:	A - Administration (District Only)
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$75,209.09
Line Item Total:	$75,209.09
Item Key	201145

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE Math Supervisor (Jodi Albers; RCCSD-Baltz Admin; 50% Title I-providing supplemental math support to meet achievement goals based on Schoolwide Plan (SWP), facilitating supplemental coaching and training for teachers, 50% Title II)

Account Code:	5100 - Salaries
Funding Description:	A - Administration (District Only)
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$75,209.09
Line Item Total:	$75,209.09
Item Key	201146

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE ELA Supervisor (Gaysha Beard; RCCSD-Baltz Admin; 50% Title I-providing supplemental reading support to meet achievement goals based on Schoolwide Plan (SWP), facilitating supplemental coaching and training for teachers, 50% Title II)

Account Code:	5100 - Salaries
Funding Description:	A - Administration (District Only)
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE Early Literacy Supervisor (Kelly Harkins; RCCSD-Baltz Admin; 25% Title I-providing supplemental early

Cost:	$37,604.54	literacy reading support to meet achievement goals based on Schoolwide Plan (SWP), facilitating supplemental coaching and training for teachers, 75% Title II)
Line Item Total:	$37,604.54	
Item Key	201151	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position for 1 FTE Social Studies Supervisor (Holly Golder; RCCSD-Baltz Admin; 25% Title I-providing supplemental social studies support to meet achievement goals based on Schoolwide Plan (SWP), facilitating supplemental coaching and training for teachers, 75% Title II)
Quantity:	1.00	
Cost:	$37,604.54	
Line Item Total:	$37,604.54	
Item Key	201149	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position for 1 FTE Science & Ed Tech Associate (Joseph Ross; RCCSD-Baltz Admin; 10% Title I-providing supplemental science support to meet achievement goals based on Schoolwide Plan (SWP), facilitating supplemental coaching and training for teachers, 40% Title II, 50% Title IV)
Quantity:	1.00	
Cost:	$12,093.74	
Line Item Total:	$12,093.74	
Item Key	201148	

Account Code:	5100 - Salaries
Funding Description:	ES - Equitable Services (District Only)
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$10,000.00
Line Item Total:	$10,000.00
Item Key	201152

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE support for implementing equitable services to administer the Title I program for students in private schools, processing tutoring referrals, conducting meaningful consultation ($10,000 of salary, $10,000 OECs set aside as Title I LEA reservation for Administration of Equitable Services) (James Campbell; RCCSD-Baltz Admin; 90% Title I, 5% Title II, 5% Title IV)

Account Code:	5100 - Salaries
Funding Description:	PI - Parent Involvement (District Only)
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$13,860.00
Line Item Total:	$13,860.00
Item Key	201153

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Supplemental EPER for 5 FTE Tutors to teach English as a Second Language (ESL) classes to support Title I attendance zone families in being engaged in American school system (5 FTE x $33/hr x 3hrs x 28 sessions; 100% Title I)

Total for 5100 - Salaries:	$733,878.94
Total for all other Account Codes:	$1,287,907.46
Total for all Account Codes:	$2,021,786.40

Adjusted Allocation:	$2,021,786.40
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Red Clay Consolidated School District (953200)

5120 - OECs - $398,583.31

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position for 1 FTE Director Federal and Regulated Programs (Michael Simmonds; RCCSD-Baltz Admin; 97% Title I-Responsibilities are listed but not limited to providing supplemental resources to Title I schools, overseeing Title I Family and Community Engagement, providing supplemental support Title I Schools with Schoolwide Plans (SWP), evaluating comparability/Time and effort reporting; 3% Title II)
Quantity:	1.00	
Cost:	$89,285.90	
Line Item Total:	$89,285.90	
Item Key	201182	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position for 1 FTE support associate for consolidated grant assistance and monitoring (Jennifer Jeanes; RCCSD-Baltz Admin; 95% Title I-Responsibilities are listed but not limited to: providing supplemental resources to Title I schools, overseeing Title I Family and Community Engagement, providing supplemental support Title I Schools with Schoolwide Plans (SWP), evaluating comparability/Time and effort reporting, assisting with eGrants technical support, monitoring and internal compliance, creating supplemental and helpful tools to help Title I schools better manage required documentation, providing supplemental training for staff; 2% Title II, 3% Title IV)
Quantity:	1.00	
Cost:	$68,426.50	
Line Item Total:	$68,426.50	
Item Key	201175	

Account Code: 5120 - OECs

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $49,966.88

Line Item Total: $49,966.88

Item Key 201178

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE Homeless Liaison (April Anderson; RCCSD-Baltz Admin; 100% Title I-Responsibilities are listed but not limited to: providing supplemental access to basic hygiene needs, supplemental support for enrollment, providing supplemental community outreach, and coordinating supplemental services for students experiencing homelessness, organizing unique and supplemental PD for staff)

Account Code: 5120 - OECs

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $42,701.94

Line Item Total: $42,701.94

Item Key 201181

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE support for implementing equitable services to administer the Title I program for students in private schools, processing tutoring referrals, conducting meaningful consultation ($10,000 of salary, $10,000 OECs set aside as Title I LEA reservation for Administration of Equitable Services) (James Campbell; RCCSD-Baltz Admin; 90% Title I, 5% Title II, 5% Title IV)

Account Code: 5120 - OECs
Funding Description: A - Administration (District Only)
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)
Quantity: 1.00
Cost: $36,654.50
Line Item Total: $36,654.50
Item Key 201179

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE ELA Supervisor (Gaysha Beard; RCCSD-Baltz Admin; 50% Title I-providing supplemental reading support to meet achievement goals based on Schoolwide Plan (SWP), facilitating supplemental coaching and training for teachers, 50% Title II)

Account Code: 5120 - OECs
Funding Description: A - Administration (District Only)
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)
Quantity: 1.00
Cost: $33,082.98
Line Item Total: $33,082.98
Item Key 201180

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE Math Supervisor (Jodi Albers; RCCSD-Baltz Admin; 50% Title I-providing supplemental math support to meet achievement goals based on Schoolwide Plan (SWP), facilitating supplemental coaching and training for teachers, 50% Title II)

Account Code: 5120 - OECs
Funding Description: A - Administration (District Only)
Uses of Funds:
Location Code: Red Clay Consolidated School District (953200)
Quantity: 1.00

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE Science & Ed Tech Associate (Joseph Ross; RCCSD-Baltz Admin; 10% Title I-providing supplemental science

Cost:	$24,083.84	support to meet achievement goals based on Schoolwide Plan (SWP), facilitating supplemental coaching and training for teachers, 35% Title II, 55% Title IV)
Line Item Total:	$24,083.84	
Item Key	201177	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position for 1 FTE Social Studies Supervisor (Holly Golder; RCCSD-Baltz Admin; 25% Title I-providing supplemental social studies support to meet achievement goals based on Schoolwide Plan (SWP), facilitating supplemental coaching and training for teachers, 75% Title II)
Quantity:	1.00	
Cost:	$21,896.89	
Line Item Total:	$21,896.89	
Item Key	201176	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position for 1 FTE Early Literacy Supervisor (Kelly Harkins; RCCSD-Baltz Admin; 25% Title I-providing supplemental early literacy reading support to meet achievement goals based on Schoolwide Plan (SWP), facilitating supplemental coaching and training for teachers, 75% Title II)
Quantity:	1.00	
Cost:	$17,790.88	
Line Item Total:	$17,790.88	
Item Key	201174	

Account Code:	5120 - OECs
Funding Description:	ES - Equitable Services (District Only)
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$10,000.00
Line Item Total:	$10,000.00
Item Key	201183

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position for 1 FTE support for implementing equitable services to administer the Title I program for students in private schools, processing tutoring referrals, conducting meaningful consultation ($10,000 of salary, $10,000 OECs set aside as Title I LEA reservation for Administration of Equitable Services) (James Campbell; RCCSD-Baltz Admin; 90% Title I, 5% Title II, 5% Title IV)

Account Code:	5120 - OECs
Funding Description:	PI - Parent Involvement (District Only)
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$4,693.00
Line Item Total:	$4,693.00
Item Key	201184

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Supplemental EPER for 5 FTE Tutors to teach English as a Second Language (ESL) classes to support Title I attendance zone families in being engaged in American school system (5 FTE x $33/hr x 3hrs x 28 sessions; 100% Title I)

Total for 5120 - OECs:	$398,583.31
Total for all other Account Codes:	$1,623,203.09
Total for all Account Codes:	$2,021,786.40

Adjusted Allocation:	$2,021,786.40
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Red Clay Consolidated School District (953200)

5400 - Travel - $81,548.00

Budget Detail		Narrative Description
Account Code:	5400 - Travel	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Travel for 7 staff to attend the Elementary and Secondary Education Act (ESEA) Conference and provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards, to Louisville, KY 2/23-2/25/27 (Flights 645x 7 FTE = $4515); (5 days x 450/night x 7 FTE = $15750), (meals $85/day x 5 days x 7 FTE = $2975)
Quantity:	1.00	
Cost:	$23,240.00	
Line Item Total:	$23,240.00	
Item Key	201205	
Account Code:	5400 - Travel	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Travel for 4 staff to National Youth At Risk (NYAR) Conference in Savannah, GA, 3/7-3/9/2027, The conference aims to support those who serve youth to create safe, healthy, caring and academically educational environments that foster the well-being of all children and adolescents (600/flight x 4 FTE = $2400, 5 days @ hotel x 500/night x 4 FTE = $10000, Meals 85/day x 5 days x 4 FTE = $1700)
Quantity:	1.00	
Cost:	$14,100.00	
Line Item Total:	$14,100.00	
Item Key	201206	

Account Code: 5400 - Travel

Funding Description: A - Administration (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $5,000.00

Line Item Total: $5,000.00

Item Key 201208

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Travel for supplemental staff (instructional supervisors, cadre, and Office of Federal Programs) to RCCSD schools to provide ongoing support and effective professional development related to the common core areas, PLCs, inclusion, and student supports related to achievement (.50/mile)

Account Code: 5400 - Travel

Funding Description: H - Homeless (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $17,275.00

Line Item Total: $17,275.00

Item Key 201210

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Travel for 5 staff to National Association for the Education of Homeless Children and Youth (NAEHCY) conference in TBA for 2027 dates TBA, The conference emphasizes that centering students and strengthening cross-system collaboration creates meaningful pathways where every student can thrive while focusing on students in transition (500/flight x 5FTE = $2500, 5 days @ hotel x 500/ night x 5FTE = $12500, Meals 91/day x 5 days x 5FTE = $2275

Account Code: 5400 - Travel

Funding Description: PI - Parent Involvement (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

(953200)

Quantity:	1.00
Cost:	$21,933.00
Line Item Total:	$21,933.00
Item Key	201211

Travel for 9 attendees (2 staff, 3 parents, 1 community partner, 1 elementary rep, 1 middle rep, 1 hs rep) to Institute for Educational Leadership (IEL) conference in Baltimore, MD 6/16-6/18/27, The conference covers building sustainable family - school - community partnerships, advancing educational equity and student success, strengthening local and national community school networks. (approx. 146 miles x .50/mile x 9 attendees = $657, 4 days @ hotel x 500/night x 9 attendees = $18000, Meals 91/day x 4 days x 9 attendees = $3276)

Total for 5400 - Travel:	$81,548.00
Total for all other Account Codes:	$1,940,238.40
Total for all Account Codes:	$2,021,786.40
Adjusted Allocation:	$2,021,786.40
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Red Clay Consolidated School District (953200)

5500 - Contractual - $406,523.80

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Registration for 7 staff to attend the Elementary and Secondary Education Act (ESEA) Conference and provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards, to Louisville, KY 2/23-2/25/27 (700 x 7FTE)
Quantity:	1.00	
Cost:	$4,900.00	
Line Item Total:	$4,900.00	
Item Key	201213	
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Registration for 4 staff to National Youth At Risk (NYAR) Conference in Savannah, GA, 3/7-3/9/2027, The conference aims to support those who serve youth to create safe, healthy, caring and academically educational environments that foster the well-being of all children and adolescents (455X4FTE=1820)
Quantity:	1.00	
Cost:	$1,820.00	
Line Item Total:	$1,820.00	
Item Key	201214	

Account Code:	5500 - Contractual
Funding Description:	H - Homeless (District Only)
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$5,000.00
Line Item Total:	$5,000.00
Item Key	201217

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Registration for 5 staff to National Association for the Education of Homeless Children and Youth (NAEHCY) conference in TBA for 2027 dates TBA. The conference emphasizes that centering students and strengthening cross-system collaboration creates meaningful pathways where every student can thrive (1000X5FTE=5000)

Account Code:	5500 - Contractual
Funding Description:	ES - Equitable Services (District Only)
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$178,830.41
Line Item Total:	$178,830.41
Item Key	201218

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Contract with Learn it Systems to provide Title I targeted school level services to private schools students who would've attended RCCSD Title I schools, including scheduled supplemental tutoring.

Scope of work: Continuation of services for the upcoming school year (2026-2027) for Districts within the New Castle County Consortium to provide supplemental parent involvement services to private school students who would have attended Title I schools within Red Clay.

Account Code:	5500 - Contractual
Funding Description:	ES - Equitable Services (District Only)
Uses of Funds:	
Location Code:	Red Clay Consolidated School District

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved

	(953200)	by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Quantity:	1.00	Contract with Learn It Systems to provide Title I parent involvement to private school students who would've attended RCCSD Title I schools, including supplemental parent involvement sessions. Scope of work: Continuation of services for the upcoming school year (2026-2027) for Districts within the New Castle County Consortium to provide supplemental parent involvement services to private school students who would have attended Title I schools within Red Clay.
Cost:	$2,008.39	
Line Item Total:	$2,008.39	
Item Key	201219	
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	PI - Parent Involvement (District Only)	
Uses of Funds:		Skills Connextion - Contract with agency to enhance RCPAC (8 events x 2000/event = 16000); Vendor attends monthly RCPAC meetings and engages in hands-on, supplemental learning for parents based on a schedule agreed upon by parents for parents. In an effort to support the district's Strategic Plan, Community Engagement; the contractor and the district will collaborate to provide a series of community and parent engagement opportunities. Scope of Work: Family and Community Engagement opportunities will be facilitated through RCPAC once a month from September 2026 to June 2027. Topics will include: Social and Emotional Competencies o Relationship Skills, Self-Awareness, Responsible Decision Making and Self-Management Contract for Family & Community Engagement
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$16,000.00	
Line Item Total:	$16,000.00	
Item Key	201220	
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	PI - Parent Involvement (District Only)	

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $7,965.00

Line Item Total: $7,965.00

Item Key 201221

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Registration for 9 attendees (2 staff, 3 parents, 1 community partner, 1 elementary rep, 1 middle rep, 1 hs rep) to Institute for Educational Leadership (IEL) conference in Baltimore, MD 6/16-6/18/27, The conference covers building sustainable family - school - community partnerships, advancing educational equity and student success, strengthening local and national community school networks. (885 x 9 attendees)

Account Code: 5500 - Contractual

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

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Uses of Funds:

Contract with Children and Families First (Shortlidge, Warner), providing supplemental Title I, wrap-around and support services.

Scope of Work: CFF will provide Community School services to support students, families, and the school community. Services will include basic needs assistance, case management, behavioral and SEL supports, school climate activities, and family/community engagement. CFF will work to meet identified student needs, provide a minimum of three school-based events and eight hours of school climate support monthly, and engage at least 100 students, families, and/or community members each month. Services and activities may vary based on the school calendar, student attendance, holidays, and professional development days.

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $190,000.00

Line Item Total: $190,000.00

Item Key 201223

Total for 5500 - Contractual:	$406,523.80
Total for all other Account Codes:	$1,615,262.60
Total for all Account Codes:	$2,021,786.40
Adjusted Allocation:	$2,021,786.40
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - 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	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	audit fees; per CGA Budget Detail Guidance Document, No additional information is needed
Quantity:	1.00	
Cost:	$5,286.83	
Line Item Total:	$5,286.83	
Item Key	201225	

Total for 5500 - Audit Fees:	$5,286.83
Total for all other Account Codes:	$2,016,499.57
Total for all Account Codes:	$2,021,786.40
Adjusted Allocation:	$2,021,786.40
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Red Clay Consolidated School District (953200)

5560 - Indirect - $198,262.84

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	indirect cost; perCGA Budget Detail Guidance Document,No additional information is needed
Quantity:	1.00	
Cost:	$198,262.84	
Line Item Total:	$198,262.84	
Item Key	201232	

Total for 5560 - Indirect:	$198,262.84
Total for all other Account Codes:	$1,823,523.56
Total for all Account Codes:	$2,021,786.40
Adjusted Allocation:	$2,021,786.40
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Red Clay Consolidated School District (953200)

5600 - Supplies - $197,702.68

Budget Detail		Narrative Description
Account Code:	5600 - Supplies	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Purchase supplemental administrative supplies and subscriptions (LRP resources, Title I Newsletter, Ed Week, etc) and resources (Title I Handbook, Fed Programs newsletter, Leveraging Leadership books) for Federal Regulated Programs Office to stay informed updates. These items are supplemental to guidance provided by the Delaware Department of Education and used to gain and maintain a better understanding of Title I guidelines.
Quantity:	1.00	
Cost:	$10,000.56	
Line Item Total:	$10,000.56	
Item Key	201226	
Account Code:	5600 - Supplies	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	H - Homeless (District Only)	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support) by providing supplemental supplies such as but not limited to: school supplies, clothing, hygiene products, living essentials, supplies to support full participation. Per feedback review meeting with Red Clay and DDOE on 7/30/26, put into the budgeted item narrative for MV supplies. It was discussed that the PPA would be approximately 82.64. This amount is an average of the supplemental needs of students experiencing transitions.
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Item Key	201227	

Account Code: 5600 - Supplies

Funding Description: PI - Parent Involvement (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $50,000.00

Line Item Total: $50,000.00

Item Key 201229

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Set aside funds for local school parent engagement activities such as but not limited to booklets, pamphlets, literacy nights, math nights, etc. (set aside after the non-public equitable share is reserved) (Shortlidge $ 6,000.00, Lewis $ 6,000.00, Johnson$ 6,000.00, Stanton $ 2,000.00, Mote $ 1,000.00, Warner $ 6,000.00, AIMS $ 3,000.00, Baltz $ 2000.00, Richardson Park $ 3,000.00, Skyline $ 1,000.00, Forest Oak $ 5,000.00, Marbrook $ 4,000.00, Richey $ 3,000.00 Total Allocated $50,000.00)

Account Code: 5600 - Supplies

Funding Description: PI - Parent Involvement (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $45,000.00

Line Item Total: $45,000.00

Item Key 201228

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Supplemental supplies to support summer transition activities for Title I students, including backpacks and school supplies, support Strategic Plan Goal 2 by ensuring students have the supplemental resources needed for a successful transition into the school year, reducing barriers to participation and supporting readiness, engagement, and academic success.

Account Code: 5600 - Supplies

Funding Description: PI - Parent Involvement (District Only)

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $3,349.34

Line Item Total: $3,349.34

Item Key 201230

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

(5% of 1%) - RCPAC refreshment - Refreshments and snacks for parents and children attending Red Clay Parent Advisory Council (RCPAC) Title I family engagement monthly meetings to encourage meaningful parent and family participation and support the district's Strategic Plan Goal 2.

Account Code: 5600 - Supplies

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

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $39,352.78

Line Item Total: $39,352.78

Item Key 201231

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (reading & math materials)

Total for 5600 - Supplies:	$197,702.68
Total for all other Account Codes:	$1,824,083.72
Total for all Account Codes:	$2,021,786.40
Adjusted Allocation:	$2,021,786.40

Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - 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: **$4,676,897.60**
Single Per Pupil Amount (PPA): **$1,460.16**

School	Low Income		School Allocations		
	%	#P	PPA Category	PPA	Allocation
A	B	C	D	E	F C x E
Shortlidge (Evan G.) Academy	78.99	260	1	2,365.00	614,900.00
Johnson (Joseph E. Jr) Elementary School	78.07	175	1	2,365.00	413,875.00
Warner Elementary School	73.77	260	2	2,239.00	582,140.00
Lewis (William C.) Dual Language Elementary School	68.17	235	3	1,590.56	373,781.60
Baltz (Austin D.) Elementary School	66.99	330	4	1,589.50	524,535.00
Richardson Park Elementary School	65.43	346	5	1,565.00	541,490.00
Mote (Anna P.) Elementary School	58.86	172	6	1,564.00	269,008.00
Richey Elementary School	55.32	209	7	1,301.00	271,909.00
Forest Oak Elementary School	52.41	226	7	1,301.00	294,026.00
Marbrook Elementary School	46.73	223	8	800.00	178,400.00
Skyline Middle School	64.68	235	9	799.00	187,765.00
duPont (Alexis I.) Middle School	61.22	241	9	799.00	192,559.00
Stanton Middle School	60.45	291	9	799.00	232,509.00
	Total Low Income:	**3203**		**Total Allocations:**	4,676,897.60
				Remaining:	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

Account Code		Total
5100 - Salaries		$328,472.24
5120 - OECs		$196,062.76
5400 - Travel		$0.00
5500 - Contractual		$0.00
5500 - Audit Fees		$0.00
5560 - Indirect		$0.00
5600 - Supplies		$0.00
5700 - Capital Outlay		$0.00
	Total	$524,535.00
	Adjusted Allocation	$524,535.00
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5100 - Salaries - $328,472.24

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	Hire 4 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (SC, SP, RB, LS; Baltz K-5; 100% Title I)
Quantity:	4.00	
Cost:	$82,118.06	
Line Item Total:	$328,472.24	
Item Key	203982	

Total for 5100 - Salaries:	$328,472.24
Total for all other Account Codes:	$196,062.76
Total for all Account Codes:	$524,535.00
Adjusted Allocation:	$524,535.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5120 - OECs - $196,062.76

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Baltz (Austin D.) Elementary School (953200-252)	Hire 4 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (SC, SP, RB, LS; Baltz K-5; 100% Title I)
Quantity:	4.00	
Cost:	$49,015.69	
Line Item Total:	$196,062.76	
Item Key	203983	

Total for 5120 - OECs:	$196,062.76
Total for all other Account Codes:	$328,472.24
Total for all Account Codes:	$524,535.00
Adjusted Allocation:	$524,535.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

Account Code		Total
5100 - Salaries		$122,625.89
5120 - OECs		$69,933.11
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	$192,559.00
	Adjusted Allocation	$192,559.00
	Remaining	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5100 - Salaries - $122,625.89

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	duPont (Alexis I.) Middle School (953200-274)	Hire 1 supplemental Title I reading teacher to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading needs and improving student achievement. (CT; AIMS 6-8; 100% Title I)
Quantity:	1.00	
Cost:	$122,625.89	
Line Item Total:	$122,625.89	
Item Key	203984	

Total for 5100 - Salaries:	$122,625.89
Total for all other Account Codes:	$69,933.11
Total for all Account Codes:	$192,559.00
Adjusted Allocation:	$192,559.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5120 - OECs - $69,933.11

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 1 supplemental Title I reading teacher to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading needs and improving student achievement. (CT; AIMS 6-8; 100% Title I)
Location Code:	duPont (Alexis I.) Middle School (953200-274)	
Quantity:	1.00	
Cost:	$69,933.11	
Line Item Total:	$69,933.11	
Item Key	203985	

Total for 5120 - OECs:	$69,933.11
Total for all other Account Codes:	$122,625.89
Total for all Account Codes:	$192,559.00
Adjusted Allocation:	$192,559.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Forest Oak Elementary School (953200-240)

Account Code		Total
5100 - Salaries		$212,204.28
5120 - OECs		$81,821.72
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	$294,026.00
	Adjusted Allocation	$294,026.00
	Remaining	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Forest Oak Elementary School (953200-240)

5100 - Salaries - $212,204.28

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Forest Oak Elementary School (953200-240)	Hire 2 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (LA, JT; Forest Oak K-5; 100% Title I)
Quantity:	2.00	
Cost:	$106,102.14	
Line Item Total:	$212,204.28	
Item Key	203986	

Total for 5100 - Salaries:	$212,204.28
Total for all other Account Codes:	$81,821.72
Total for all Account Codes:	$294,026.00
Adjusted Allocation:	$294,026.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Forest Oak Elementary School (953200-240)

5120 - OECs - $81,821.72

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 2 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (LA, JT; Forest Oak K-5; 100% Title I)
Location Code:	Forest Oak Elementary School (953200-240)	
Quantity:	2.00	
Cost:	$40,910.86	
Line Item Total:	$81,821.72	
Item Key	203987	

Total for 5120 - OECs:	$81,821.72
Total for all other Account Codes:	$212,204.28
Total for all Account Codes:	$294,026.00
Adjusted Allocation:	$294,026.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

Account Code		Total
5100 - Salaries		$278,245.27
5120 - OECs		$135,629.73
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	$413,875.00
	Adjusted Allocation	$413,875.00
	Remaining	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5100 - Salaries - $278,245.27

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you. Hire 1 supplemental Title I Academic Dean to support the implementation of the school's Title I program by coordinating evidence-based instructional practices, analyzing student data, and supporting interventions for eligible students. This position supplements the core educational program and addresses identified academic needs to improve student achievement. (DW; Johnson K-5; 100% Title I)
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Johnson (Joseph E. Jr) Elementary School (953200-244)	
Quantity:	1.00	
Cost:	$138,698.71	
Line Item Total:	$138,698.71	
Item Key	203992	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you. Hire 1 supplemental Title I reading teacher to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading needs and improving student achievement.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Johnson (Joseph E. Jr) Elementary School (953200-244)	
Quantity:	1.00	
Cost:	$90,062.58	
Line Item Total:	$90,062.58	
Item Key	203988	

(EM; Johnson K-5; 100% Title I)

Account Code: 5100 - Salaries

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

Uses of Funds:

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

Quantity: 1.00

Cost: $49,483.98

Line Item Total: $49,483.98

Item Key 203990

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 supplemental Title I paraprofessional to provide targeted instructional support to eligible students under the direction of certified staff. This position supplements the core instructional program and supports the school's Title I plan by addressing identified academic needs and improving student achievement.

(NS; Johnson K-5; 100% Title I)

Total for 5100 - Salaries:	$278,245.27
Total for all other Account Codes:	$135,629.73
Total for all Account Codes:	$413,875.00
Adjusted Allocation:	$413,875.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5120 - OECs - $135,629.73

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Johnson (Joseph E. Jr) Elementary School (953200-244)	Hire 1 supplemental Title I Academic Dean to support the implementation of the school's Title I program by coordinating evidence-based instructional practices, analyzing student data, and supporting interventions for eligible students. This position supplements the core educational program and addresses identified academic needs to improve student achievement. (DW; Johnson K-5; 100% Title I)
Quantity:	1.00	
Cost:	$59,243.46	
Line Item Total:	$59,243.46	
Item Key	203993	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Johnson (Joseph E. Jr) Elementary School (953200-244)	Hire 1 supplemental Title I reading teacher to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading needs and improving student achievement.
Quantity:	1.00	
Cost:	$45,450.64	
Line Item Total:	$45,450.64	

Item Key	203989
	(EM; Johnson K-5; 100% Title I)
Account Code:	5120 - OECs
Funding Description:	I K-12 - Instruction K-12
Uses of Funds:	
Location Code:	Johnson (Joseph E. Jr) Elementary School (953200-244)
Quantity:	1.00
Cost:	$30,935.63
Line Item Total:	$30,935.63
Item Key	203991

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 supplemental Title I paraprofessional to provide targeted instructional support to eligible students under the direction of certified staff. This position supplements the core instructional program and supports the school's Title I plan by addressing identified academic needs and improving student achievement.

(NS; Johnson K-5; 100% Title I)

Total for 5120 - OECs:	$135,629.73
Total for all other Account Codes:	$278,245.27
Total for all Account Codes:	$413,875.00
Adjusted Allocation:	$413,875.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

Account Code		Total
5100 - Salaries		$228,166.11
5120 - OECs		$145,615.49
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	$373,781.60
	Adjusted Allocation	$373,781.60
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5100 - Salaries - $228,166.11

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 3 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (KL, EL, NS; Lewis K-5; 100% Title I)
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	3.00	
Cost:	$76,055.37	
Line Item Total:	$228,166.11	
Item Key	203994	

Total for 5100 - Salaries:	$228,166.11
Total for all other Account Codes:	$145,615.49
Total for all Account Codes:	$373,781.60
Adjusted Allocation:	$373,781.60
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5120 - OECs - $145,615.49

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 3 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (KL, EL, NS; Lewis K-5; 100% Title I)
Location Code:	Lewis (William C.) Dual Language Elementary School (953200-246)	
Quantity:	1.00	
Cost:	$145,615.49	
Line Item Total:	$145,615.49	
Item Key	203995	

Total for 5120 - OECs:	$145,615.49
Total for all other Account Codes:	$228,166.11
Total for all Account Codes:	$373,781.60
Adjusted Allocation:	$373,781.60
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Marbrook Elementary School (953200-256)

Account Code		Total
5100 - Salaries		$124,072.76
5120 - OECs		$54,327.24
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	$178,400.00
	Adjusted Allocation	$178,400.00
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Marbrook Elementary School (953200-256)

5100 - Salaries - $124,072.76

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Marbrook Elementary School (953200-256)	Hire 1 supplemental Title I reading teacher to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading needs and improving student achievement. (SH; Marbrook K-5; 100% Title I)
Quantity:	1.00	
Cost:	$124,072.76	
Line Item Total:	$124,072.76	
Item Key	203996	

Total for 5100 - Salaries:	$124,072.76
Total for all other Account Codes:	$54,327.24
Total for all Account Codes:	$178,400.00
Adjusted Allocation:	$178,400.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Marbrook Elementary School (953200-256)

5120 - OECs - $54,327.24

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Marbrook Elementary School (953200-256)	Hire 1 supplemental Title I reading teacher to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading needs and improving student achievement. (SH; Marbrook K-5; 100% Title I)
Quantity:	1.00	
Cost:	$54,327.24	
Line Item Total:	$54,327.24	
Item Key	203997	

Total for 5120 - OECs:	$54,327.24
Total for all other Account Codes:	$124,072.76
Total for all Account Codes:	$178,400.00
Adjusted Allocation:	$178,400.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

Account Code		Total
5100 - Salaries		$177,796.84
5120 - OECs		$91,211.16
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	$269,008.00
	Adjusted Allocation	$269,008.00
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5100 - Salaries - $177,796.84

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 2 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (MB, HB; Mote K-5; 100% Title I)
Location Code:	Mote (Anna P.) Elementary School (953200-264)	
Quantity:	2.00	
Cost:	$88,898.42	
Line Item Total:	$177,796.84	
Item Key	203998	

Total for 5100 - Salaries:	$177,796.84
Total for all other Account Codes:	$91,211.16
Total for all Account Codes:	$269,008.00
Adjusted Allocation:	$269,008.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5120 - OECs - $91,211.16

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 2 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (MB, HB; Mote K-5; 100% Title I)
Location Code:	Mote (Anna P.) Elementary School (953200-264)	
Quantity:	2.00	
Cost:	$45,605.58	
Line Item Total:	$91,211.16	
Item Key	203999	

Total for 5120 - OECs:	$91,211.16
Total for all other Account Codes:	$177,796.84
Total for all Account Codes:	$269,008.00
Adjusted Allocation:	$269,008.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Richardson Park Elementary School (953200-254)

Account Code		Total
5100 - Salaries		$355,643.02
5120 - OECs		$185,846.98
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	$541,490.00
	Adjusted Allocation	$541,490.00
	Remaining	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Richardson Park Elementary School (953200-254)

5100 - Salaries - $355,643.02

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Richardson Park Elementary School (953200-254)	Hire 3 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (RC, ES, IT; Richardson Park Elem K-5; 100% Title I)
Quantity:	3.00	
Cost:	$72,314.77	
Line Item Total:	$216,944.31	
Item Key	204000	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Richardson Park Elementary School (953200-254)	Hire 1 supplemental Title I Academic Dean to support the implementation of the school's Title I program by coordinating evidence-based instructional practices, analyzing student data, and supporting interventions for eligible students. This position supplements the core educational program and addresses identified academic needs to improve student achievement. (EB; Richardson Park Elem K-5; 100% Title I)
Quantity:	1.00	
Cost:	$138,698.71	
Line Item Total:	$138,698.71	
Item Key	204002	

Total for 5100 - Salaries:	$355,643.02
Total for all other Account Codes:	$185,846.98
Total for all Account Codes:	$541,490.00
Adjusted Allocation:	$541,490.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Richardson Park Elementary School (953200-254)

5120 - OECs - $185,846.98

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 3 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (RC, ES, IT; Richardson Park Elem K-5; 100% Title I)
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	3.00	
Cost:	$42,201.17	
Line Item Total:	$126,603.51	
Item Key	204001	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 1 supplemental Title I Academic Dean to support the implementation of the school's Title I program by coordinating evidence-based instructional practices, analyzing student data, and supporting interventions for eligible students. This position supplements the core educational program and addresses identified academic needs to improve student achievement. (EB; Richardson Park Elem K-5; 100% Title I)
Location Code:	Richardson Park Elementary School (953200-254)	
Quantity:	1.00	
Cost:	$59,243.47	
Line Item Total:	$59,243.47	
Item Key	204003	

Total for 5120 - OECs:	$185,846.98
Total for all other Account Codes:	$355,643.02
Total for all Account Codes:	$541,490.00
Adjusted Allocation:	$541,490.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Richey Elementary School (953200-260)

Account Code		Total
5100 - Salaries		$177,983.22
5120 - OECs		$93,925.78
5400 - Travel		$0.00
5500 - Contractual		$0.00
5500 - Audit Fees		$0.00
5560 - Indirect		$0.00
5600 - Supplies		$0.00
5700 - Capital Outlay		$0.00
	Total	$271,909.00
	Adjusted Allocation	$271,909.00
	Remaining	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Richey Elementary School (953200-260)

5100 - Salaries - $177,983.22

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Richey Elementary School (953200-260)	Hire 2 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (AM, CT; Richey K-5; 100% Title I)
Quantity:	2.00	
Cost:	$88,991.61	
Line Item Total:	$177,983.22	
Item Key	204004	

Total for 5100 - Salaries:	$177,983.22
Total for all other Account Codes:	$93,925.78
Total for all Account Codes:	$271,909.00
Adjusted Allocation:	$271,909.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Richey Elementary School (953200-260)

5120 - OECs - $93,925.78

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Richey Elementary School (953200-260)	Hire 2 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (AM, CT; Richey K-5; 100% Title I)
Quantity:	2.00	
Cost:	$46,962.89	
Line Item Total:	$93,925.78	
Item Key	204005	

Total for 5120 - OECs:	$93,925.78
Total for all other Account Codes:	$177,983.22
Total for all Account Codes:	$271,909.00
Adjusted Allocation:	$271,909.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

Account Code		Total
5100 - Salaries		$408,903.19
5120 - OECs		$205,996.81
5400 - Travel		$0.00
5500 - Contractual		$0.00
5500 - Audit Fees		$0.00
5560 - Indirect		$0.00
5600 - Supplies		$0.00
5700 - Capital Outlay		$0.00
	Total	$614,900.00
	Adjusted Allocation	$614,900.00
	Remaining	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5100 - Salaries - $408,903.19

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	Hire 4 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (CH, JG, TBA, TBA; Shortlidge K-2; 100% Title I)
Quantity:	4.00	
Cost:	$67,551.12	
Line Item Total:	$270,204.48	
Item Key	204006	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	Hire 1 supplemental Title I Academic Dean to support the implementation of the school's Title I program by coordinating evidence-based instructional practices, analyzing student data, and supporting interventions for eligible students. This position supplements the core educational program and addresses identified academic needs to improve student achievement. (DM; Shortlidge K-2; 100% Title I)
Quantity:	1.00	
Cost:	$138,698.71	
Line Item Total:	$138,698.71	
Item Key	204008	

Total for 5100 - Salaries:	$408,903.19
Total for all other Account Codes:	$205,996.81
Total for all Account Codes:	$614,900.00
Adjusted Allocation:	$614,900.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

5120 - OECs - $205,996.81

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	Hire 4 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (CH, JG, TBA, TBA; Shortlidge K-2; 100% Title I)
Quantity:	4.00	
Cost:	$31,438.98	
Line Item Total:	$125,755.92	
Item Key	204007	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Shortlidge (Evan G.) Academy (953200-248)	Hire 1 supplemental Title I Academic Dean to support the implementation of the school's Title I program by coordinating evidence-based instructional practices, analyzing student data, and supporting interventions for eligible students. This position supplements the core educational program and addresses identified academic needs to improve student achievement. (DM; Shortlidge K-2; 100% Title I)
Quantity:	1.00	
Cost:	$80,240.89	
Line Item Total:	$80,240.89	
Item Key	204009	

Total for 5120 - OECs:	$205,996.81
Total for all other Account Codes:	$408,903.19
Total for all Account Codes:	$614,900.00
Adjusted Allocation:	$614,900.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Skyline Middle School (953200-280)

Account Code		Total
5100 - Salaries		$130,011.36
5120 - OECs		$57,753.64
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	$187,765.00
	Adjusted Allocation	$187,765.00
	Remaining	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Skyline Middle School (953200-280)

5100 - Salaries - $130,011.36

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 1 supplemental Title I reading teacher to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading needs and improving student achievement. (AM; Skyline 6-8; 100% Title I)
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	$91,478.32	
Line Item Total:	$91,478.32	
Item Key	204010	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 1 supplemental Title I paraprofessional to provide targeted instructional support to eligible students under the direction of certified staff. This position supplements the core instructional program and supports the school's Title I plan by addressing identified academic needs and improving student achievement. (KD; Skyline 6-8; 100% Title I)
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	$38,533.04	
Line Item Total:	$38,533.04	
Item Key	204012	

Total for 5100 - Salaries:	$130,011.36
Total for all other Account Codes:	$57,753.64
Total for all Account Codes:	$187,765.00
Adjusted Allocation:	$187,765.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Skyline Middle School (953200-280)

5120 - OECs - $57,753.64

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 1 supplemental Title I reading teacher to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading needs and improving student achievement. (AM; Skyline 6-8; 100% Title I)
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	$32,806.19	
Line Item Total:	$32,806.19	
Item Key	204011	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		Hire 1 supplemental Title I paraprofessional to provide targeted instructional support to eligible students under the direction of certified staff. This position supplements the core instructional program and supports the school's Title I plan by addressing identified academic needs and improving student achievement. (KD; Skyline 6-8; 100% Title I)
Location Code:	Skyline Middle School (953200-280)	
Quantity:	1.00	
Cost:	$24,947.45	
Line Item Total:	$24,947.45	
Item Key	204013	

Total for 5120 - OECs:	$57,753.64
Total for all other Account Codes:	$130,011.36
Total for all Account Codes:	$187,765.00
Adjusted Allocation:	$187,765.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Stanton Middle School (953200-282)

Account Code		Total
5100 - Salaries		$147,670.16
5120 - OECs		$84,838.84
5400 - Travel		$0.00
5500 - Contractual		$0.00
5500 - Audit Fees		$0.00
5560 - Indirect		$0.00
5600 - Supplies		$0.00
5700 - Capital Outlay		$0.00
	Total	$232,509.00
	Adjusted Allocation	$232,509.00
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Stanton Middle School (953200-282)

5100 - Salaries - $147,670.16

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	I K-12 - Instruction K-12	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Hire 2 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (TBA, LQ; Stanton 6-8; 100% Title I)
Location Code:	Stanton Middle School (953200-282)	
Quantity:	2.00	
Cost:	$73,835.08	
Line Item Total:	$147,670.16	
Item Key	204014	

Total for 5100 - Salaries:	$147,670.16
Total for all other Account Codes:	$84,838.84
Total for all Account Codes:	$232,509.00
Adjusted Allocation:	$232,509.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Stanton Middle School (953200-282)

5120 - OECs - $84,838.84

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	I K-12 - Instruction K-12	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Hire 2 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (TBA, LQ; Stanton 6-8; 100% Title I)
Location Code:	Stanton Middle School (953200-282)	
Quantity:	2.00	
Cost:	$42,419.42	
Line Item Total:	$84,838.84	
Item Key	204015	

Total for 5120 - OECs:	$84,838.84
Total for all other Account Codes:	$147,670.16
Total for all Account Codes:	$232,509.00
Adjusted Allocation:	$232,509.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Warner Elementary School (953200-266)

Account Code		Total
5100 - Salaries		$368,957.41
5120 - OECs		$213,182.59
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	$582,140.00
	Adjusted Allocation	$582,140.00
	Remaining	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Warner Elementary School (953200-266)

5100 - Salaries - $368,957.41

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Warner Elementary School (953200-266)	Hire 2 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (EK, ER; Warner 3-5; 100% Title I)
Quantity:	2.00	
Cost:	$90,525.76	
Line Item Total:	$181,051.52	
Item Key	204016	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Warner Elementary School (953200-266)	Hire 1 supplemental Title I Academic Dean to support the implementation of the school's Title I program by coordinating evidence-based instructional practices, analyzing student data, and supporting interventions for eligible students. This position supplements the core educational program and addresses identified academic needs to improve student achievement. (RM; Warner 3-5; 100% Title I)
Quantity:	1.00	
Cost:	$134,165.66	
Line Item Total:	$134,165.66	
Item Key	204021	

Account Code: 5100 - Salaries

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

Uses of Funds:

Location Code: Warner Elementary School (953200-266)

Quantity: 1.00

Cost: $53,740.23

Line Item Total: $53,740.23

Item Key 204018

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 supplemental Title I paraprofessional to provide targeted instructional support to eligible students under the direction of certified staff. This position supplements the core instructional program and supports the school's Title I plan by addressing identified academic needs and improving student achievement.

(RO; Warner 3-5; 100% Title I)

Total for 5100 - Salaries:	$368,957.41
Total for all other Account Codes:	$213,182.59
Total for all Account Codes:	$582,140.00
Adjusted Allocation:	$582,140.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Warner Elementary School (953200-266)

5120 - OECs - $213,182.59

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Warner Elementary School (953200-266)	Hire 2 supplemental Title I reading and math teachers to provide targeted, standards-based reading instruction and intervention for eligible students. These positions supplement the core instructional program and support the school's Title I plan by addressing identified reading and math needs and improving student achievement. (EK, ER; Warner 3-5; 100% Title I)
Quantity:	2.00	
Cost:	$51,073.87	
Line Item Total:	$102,147.74	
Item Key	204017	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	I K-12 - Instruction K-12	
Uses of Funds:		
Location Code:	Warner Elementary School (953200-266)	Hire 1 supplemental Title I Academic Dean to support the implementation of the school's Title I program by coordinating evidence-based instructional practices, analyzing student data, and supporting interventions for eligible students. This position supplements the core educational program and addresses identified academic needs to improve student achievement. (RM; Warner 3-5; 100% Title I)
Quantity:	1.00	
Cost:	$69,811.92	
Line Item Total:	$69,811.92	
Item Key	204022	

Account Code: 5120 - OECs

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

Uses of Funds:

Location Code: Warner Elementary School (953200-266)

Quantity: 1.00

Cost: $41,222.93

Line Item Total: $41,222.93

Item Key 204020

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 supplemental Title I paraprofessional to provide targeted instructional support to eligible students under the direction of certified staff. This position supplements the core instructional program and supports the school's Title I plan by addressing identified academic needs and improving student achievement.

(RO; Warner 3-5; 100% Title I)

Total for 5120 - OECs:	$213,182.59
Total for all other Account Codes:	$368,957.41
Total for all Account Codes:	$582,140.00
Adjusted Allocation:	$582,140.00
Remaining:	$0.00

Students and Youth Experiencing Homelessness

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

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

Each LEA must set aside funds to provide services to children and youths experiencing homelessness.

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

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

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

April Christine Anderson

Instructional and Related Service Needs

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

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

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

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

605 **4. Approximately how many students and youth experiencing homelessness are served by the LEA?**

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

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

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

3. Children and youths experiencing homelessness have access to and receive educational services for which families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by Red Clay

4. Children and youths experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.

5. Children and youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children, and are identified by school personnel through outreach and coordination activities with other entities and agencies

6. Parents or guardians of youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

7. The parent or guardian of a youth experiencing homelessness , and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation

8. Unaccompanied Youth are:

§ are enrolled in school;

§ have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of partial credit procedures; and

§ are informed of their status as independent students and are able to obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (FAFSA)

605 **6. Approximately how many students will the liaison serve with all or part of their salary paid with Title I, Part A funds?**

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Please upload the requested Title I-A Comparability documentation as detailed in items 1 and 2 below. To assist you in completing this page, please refer to this Title I-A Comparability Powerpoint Slideshow and DOE's Title I-A LEA Comparability Procedures Manual.

1. LEA provides a description of the procedures used for determining comparability. (Charter Schools and Vocational/Technical Schools - Please select N/A for this question) [Title I: § 1118(c)]

Select...

Please use this space, if marked "NO" or needed to further explain:

Documents

Type	Document Template/Example	Document/Link
Title I-A Comparability Procedures	Title I-A Comparability Procedures	

2. LEA provides the data used to determine the calculations used to determine comparability and can demonstrate comparability for all Title I schools. (Charter Schools and Vocational/Technical Schools - Please select N/A for this question). [Title I: § 1118(c)]

Select...

Please use this space, if marked "NO" or needed to further explain:

Documents

Type	Document Template/Example	Document/Link
Title 1-A Comparability Calculator	Title 1-A Comparability Calculator	

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	$6,500,421.16
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$198,262.84

Filter by Location: All - $6,698,684.00

Funding Description Account Code	A - Administration (District Only)	H - Homeless (District Only)	ES - Equitable Services (District Only)	PI - Parent Involvement (District Only)	I K-12 - Instruction K-12	Total
5100 - Salaries	710,018.94	0.00	10,000.00	13,860.00	3,060,751.75	3,794,630.69
5120 - OECs	383,890.31	0.00	10,000.00	4,693.00	1,616,145.85	2,014,729.16
5400 - Travel	42,340.00	17,275.00		21,933.00	0.00	81,548.00
5500 - Contractual	6,720.00	5,000.00	180,838.80	23,965.00	190,000.00	406,523.80
5500 - Audit Fees	5,286.83					5,286.83
5560 - Indirect	198,262.84					198,262.84
5600 - Supplies	10,000.56	50,000.00	0.00	98,349.34	39,352.78	197,702.68
Total	1,356,519.48	72,275.00	200,838.80	162,800.34	4,906,250.38	6,698,684.00
					Adjusted Allocation	6,698,684.00
					Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Indirect Cost	
Total Contributing to Indirect Cost	$6,500,421.16
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$198,262.84

Filter by Location: All - $6,698,684.00

Funding Description Account Code	A - Administration (District Only)	H - Homeless (District Only)	ES - Equitable Services (District Only)	PI - Parent Involvement (District Only)	I K-12 - Instruction K-12	Total
5100 - Salaries	710,018.94	0.00	10,000.00	13,860.00	3,060,751.75	3,794,630.69
5120 - OECs	383,890.31	0.00	10,000.00	4,693.00	1,616,145.85	2,014,729.16
5400 - Travel	42,340.00	17,275.00		21,933.00	0.00	81,548.00
5500 - Contractual	6,720.00	5,000.00	180,838.80	23,965.00	190,000.00	406,523.80
5500 - Audit Fees	5,286.83					5,286.83
5560 - Indirect	198,262.84					198,262.84
5600 - Supplies	10,000.56	50,000.00	0.00	98,349.34	39,352.78	197,702.68
Total	1,356,519.48	72,275.00	200,838.80	162,800.34	4,906,250.38	6,698,684.00
					Adjusted Allocation	6,698,684.00
					Remaining	0.00

Funds Transferred to Title I

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - 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 2027 - Consolidated - Rev 1 - Title I Part A

Required Documents

Type	Document Template/Example	Document/Link
Title I Needs Assessment [Upload at least 1 document(s)]	Title I-A Needs Assessment	FY27 Red Clay Title I CNA & Plans Link
Title I Schoolwide Plan [Upload at least 1 document(s)]	Title I Schoolwide Plan	FY27 Red Clay Title I CNA & Plans Link
Title I LEA Plan [Upload at least 1 document(s)]	Title I LEA Plan	FY27 Red Clay Title I CNA & Plans Link

Conditional Documents

Type	Document Template/Example	Document/Link
Affirmation of Consultation	Affirmation of Consultation	Sharon Temple AOC St. Anthony of Padua AOC St. John the Beloved AOC Christ the Teacher AOC Urban Promise School AOC Nativity Prep AOC Serviam School AOC Islamic Academy AOC Delaware Taribyah AOC Immaculate Heart of Mary AOC St. Mary Magdalen AOC Holy Angels AOC St. Elizabeth Elementary AOC St. Peter Cathedral AOC Red Lion AOC Harvest Christian AOC Urban Promise Academy AOC

		Developing Minds AOC Goods Blessing AOC St. Ann AOC PaduaAOC26 St Marks AOC 26

Optional Documents		
Type	**Document Template/Example**	**Document/Link**
Title I-A Schoolwide Waiver Letter	Title I-A Schoolwide Waiver Letter	
Title I-A 15% Waiver Letter	Title I-A 15% Waiver Letter	
Approved Cohort 3 School Improvement Plans, if applicable. Non Cohort 3 LEAs do not respond	N/A	
Approved Cohort 3 Subgrant Award Applications, if applicable. Non Cohort 3 LEAs do not respond	N/A	
Title I-A Comparability Procedures	Title I-A Comparability Procedures	
Title 1-A Comparability Calculator	Title 1-A Comparability Calculator	

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title I Part A

Specific Title I [Section 1112(c)(1)-(7)] - Each local educational agency plan shall provide assurances that the local educational agency will:

1	ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2	provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3	participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4	coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5	provide for the educational stability of children in foster care by designating a foster care liaison and adhering to the guidelines, policies and procedures set forth in 14 Del. C, §202A, 14 Del. Admin. C. §903, 14 Del. Admin. C. §505 and the MOU Between the DOE, LEAs and DSCYF (effective 7/1/18) which expand upon the Title I provisions related to foster care including, but not limited to best interest decisions and transportation; and
6	ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7	in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8	The LEA does not admit or exclude students from any federally assisted education program on the basis of a surname or language-minority status. (Sec. 1112(e)(3)(D))

Budget

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

Account Code		Total
5100 - Salaries		$546,300.93
5120 - OECs		$269,078.94
5400 - Travel		$104,459.04
5500 - Contractual		$185,979.79
5500 - Audit Fees		$1,273.96
5560 - Indirect		$33,771.35
5600 - Supplies		$164.99
5700 - Capital Outlay		$0.00
	Total	$1,141,029.00
	Adjusted Allocation	$1,141,029.00
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

5100 - Salaries - $546,300.93

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	TQ - Title II TQ	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position of 1 FTE Social Studies Supervisor (HG; RCCSD-Baltz Admin 25% Title I, 75% Title II)
Quantity:	1.00	
Cost:	$112,813.63	
Line Item Total:	$112,813.63	
Item Key	203259	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	TQ - Title II TQ	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position of 1 FTE Early Literacy Supervisor (KH; RCCSD-Baltz Admin 25% Title I, 75% Title II)
Quantity:	1.00	
Cost:	$112,813.63	
Line Item Total:	$112,813.63	
Item Key	203263	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $75,209.09

Line Item Total: $75,209.09

Item Key 203255

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE Math Supervisor (JA; RCCSD-Baltz Admin; 50% Title I, 50% Title II)

Account Code: 5100 - Salaries

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $75,209.09

Line Item Total: $75,209.09

Item Key 203257

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE ELA Supervisor (GB; RCCSD-Baltz Admin; 50% Title I, 50% Title II)

Account Code: 5100 - Salaries

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $48,374.96

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 FTE Science and ED Tech Associate (JR RCCSD-Baltz Admin; .10 Title I, .40 Title II, .50 Title IV) Full time position to provide administrative support and leadership to K-12 teachers, administrators, and students in science curriculum, instruction, and assessment. The Associate represents

Line Item Total:	$48,374.96	the district in the state Coalitions and oversees curriculum and instruction aligned with the state and federal Standards. This position works collaboratively with teachers, building administrators, the CTE associate, the Senior Director of Secondary Schools, and the Senior Director of Teaching and Learning to ensure all students have access to advanced programming including dual enrollment, AP, and IB Learning opportunities, while adhering to the goals and action steps of the Red Clay Strategic Plan.
Item Key	203423	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	TQ - Title II TQ	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Hire supplemental position of 1 FTE Classroom Teacher (Shortlidge); Name of Teacher: David Fender; Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 2 at Shortlidge Academy (Note: Shortlidge's Grade Configuration is K-2). This support will reduce the size of intervention groups at each grade level as outlined below: Ratio of Grade Level before the addition of the FTE: K – 18 to 1, 1 – 20 to 1, 2 – 18 to 1; Ratio of Grade Level after the addition of the FTE: K – 10 to 1, 1 – 12 to 1, 2 – 10 to 1. (Please note that the ratio's above are projections based on historical class size not September 30 count data.) Evidence based research: Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Shortlidge, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level. (DF Shortlidge; 75% Title II, 25% non-cga funding)
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$47,016.77	
Line Item Total:	$47,016.77	
Item Key	203267	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	TQ - Title II TQ	

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $45,299.59

Line Item Total: $45,299.59

Item Key 203265

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE Classroom Teacher (Johnson); Name of Teacher: Ryan Baccellieri. Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 5 at Johnson Elementary. This support will reduce the size of intervention groups at each grade level as outlined below: Ratio of Grade Level before the addition of the FTE: K – 19 to 1, 1 – 20 to 1, 2 – 17 to 1, 3 – 19 to 1, 4 – 16 to 1, 5 – 27 to 1, Ratio of Grade Level after the addition of the FTE: K – 12 to 1, 1 – 15 to 1, 2 – 12 to 1, 3 – 14 to 1, 4 – 11 to 1, 5 – 20 to 1 (Please note that the ratio's above are projections based on historical class size not September 30 count data.) Evidence based research: Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Johnson, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level. (RB Johnson; 75% Title II, 25% non-cga funding)

Account Code: 5100 - Salaries

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $16,484.22

Line Item Total: $16,484.22

Item Key 203261

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (SH; RCCSD-Baltz Admin; 10% Title II, 90% non-cga funding)

Account Code: 5100 - Salaries

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $5,898.19

Line Item Total: $5,898.19

Item Key 203271

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE support for implementing equitable services to administer the Title II program (JC; RCCSD-Baltz Admin; 90% Title I, 5% Title II, 5% Title IV)

Account Code: 5100 - Salaries

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $4,945.26

Line Item Total: $4,945.26

Item Key 203269

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin 97% Title I, 3% Title II)

Account Code: 5100 - Salaries

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $2,236.50

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE support associate to administer Title II consolidated grant assistance and Title II monitoring (JJ; RCCSD-Baltz Admin; 95% Title I, 2% Title II, 3% Title IV)

Line Item Total:	$2,236.50
Item Key	203425

Total for 5100 - Salaries:	$546,300.93
Total for all other Account Codes:	$594,728.07
Total for all Account Codes:	$1,141,029.00
Adjusted Allocation:	$1,141,029.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

5120 - OECs - $269,078.94

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	TQ - Title II TQ	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position of 1 FTE Social Studies Supervisor (HG; RCCSD-Baltz Admin 25% Title I, 75% Title II)
Quantity:	1.00	
Cost:	$65,690.67	
Line Item Total:	$65,690.67	
Item Key	203260	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	TQ - Title II TQ	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Hire supplemental position of 1 FTE Early Literacy Supervisor (KH; RCCSD-Baltz Admin 25% Title I, 75% Title II)
Quantity:	1.00	
Cost:	$53,372.63	
Line Item Total:	$53,372.63	
Item Key	203264	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $36,654.50

Line Item Total: $36,654.50

Item Key 203258

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE ELA Supervisor (GB; RCCSD-Baltz Admin; 50% Title I, 50% Title II)

Account Code: 5120 - OECs

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $33,082.98

Line Item Total: $33,082.98

Item Key 203256

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE Math Supervisor (JA; RCCSD-Baltz Admin; 50% Title I, 50% Title II)

Account Code: 5120 - OECs

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $27,345.65

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE Classroom Teacher (Shortlidge); Name of Teacher: David Fender; Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 2 at Shortlidge Academy (Note: Shortlidge's Grade Configuration is K-2). This support will

Line Item Total:	$27,345.65	reduce the size of intervention groups at each grade level as outlined below: Ratio of Grade Level before the addition of the FTE: K – 18 to 1, 1 – 20 to 1, 2 – 18 to 1; Ratio of Grade Level after the addition of the FTE: K – 10 to 1, 1 – 12 to 1, 2 – 10 to 1. (Please note that the ratio's above are projections based on historical class size not September 30 count data.) Evidence based research: Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Shortlidge, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level. (DF Shortlidge; 75% Title II, 25% non-cga funding)
Item Key	203268	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	TQ - Title II TQ	
Uses of Funds:		Hire 1 FTE Science and ED Tech Associate (JR RCCSD-Baltz Admin; .10 Title I, .40 Title II, .50 Title IV) Full time position to provide administrative support and leadership to K-12 teachers, administrators, and students in science curriculum, instruction, and assessment. The Associate represents the district in the state Coalitions and oversees curriculum and instruction aligned with the state and federal Standards. This position works collaboratively with teachers, building administrators, the CTE associate, the Senior Director of Secondary Schools, and the Senior Director of Teaching and Learning to ensure all students have access to advanced programming including dual enrollment, AP, and IB Learning opportunities, while adhering to the goals and action steps of the Red Clay Strategic Plan.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$24,296.93	
Line Item Total:	$24,296.93	
Item Key	203424	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	TQ - Title II TQ	

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $15,338.44

Line Item Total: $15,338.44

Item Key 203266

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE Classroom Teacher (Johnson); Name of Teacher: Ryan Baccellieri. Grade-Level: This staff member will support reading intervention for tier 3 students in grades K – 5 at Johnson Elementary. This support will reduce the size of intervention groups at each grade level as outlined below: Ratio of Grade Level before the addition of the FTE: K – 19 to 1, 1 – 20 to 1, 2 – 17 to 1, 3 – 19 to 1, 4 – 16 to 1, 5 – 27 to 1, Ratio of Grade Level after the addition of the FTE: K – 12 to 1, 1 – 15 to 1, 2 – 12 to 1, 3 – 14 to 1, 4 – 11 to 1, 5 – 20 to 1 (Please note that the ratio's above are projections based on historical class size not September 30 count data.) Evidence based research: Research shows that individualized, intensive intervention for tier 3 students is a best practice for supporting improved literacy skills. The use of Title IIA funds will allow for this to occur at Johnson, as well as reduce the size of Tier 1 and Tier 2 groups across the grade level. (RB Johnson; 75% Title II, 25% non-cga funding)

Account Code: 5120 - OECs

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $5,976.59

Line Item Total: $5,976.59

Item Key 203262

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (SH; RCCSD-Baltz Admin; 10% Title II, 90% non-cga funding)

Account Code: 5120 - OECs

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $3,116.00

Line Item Total: $3,116.00

Item Key 203272

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE support for implementing equitable services to administer the Title II program (JC; RCCSD-Baltz Admin; 90% Title I, 5% Title II, 5% Title IV)

Account Code: 5120 - OECs

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $2,761.42

Line Item Total: $2,761.42

Item Key 203270

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin 97% Title I, 3% Title II)

Account Code: 5120 - OECs

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $1,443.13

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire supplemental position of 1 FTE support associate to administer Title II consolidated grant assistance and Title II monitoring (JJ; RCCSD-Baltz Admin; 95% Title I, 2% Title II, 3% Title IV)

Line Item Total:	$1,443.13
Item Key	203426

Total for 5120 - OECs:	$269,078.94
Total for all other Account Codes:	$871,950.06
Total for all Account Codes:	$1,141,029.00
Adjusted Allocation:	$1,141,029.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

5400 - Travel - $104,459.04

Budget Detail		Narrative Description
Account Code:	5400 - Travel	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	ES - Equitable Services	
Uses of Funds:		Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	Set aside Title II funds for non-profit private schools allocation for professional development Listed below are the FY 27 private school Travel service Title II expenditure requests received by Red Clay **Padua Academy** Advancing School Mental Health Conference-Flight-$365 Hotel-$950 Meals-$200 Delaware School Counselor Assoc Spring Conference-Hotel-$315 Travel-$110 The Evidence Based School Counselors Conference-Flight-$300 Hotel-$900 Meals-$200 Potomac & Chesapeake Assoc for College Admissions Counseling (PCACA)-Hotel-$650 Travel-$100 Meals-$150
Cost:	$102,208.00	
Line Item Total:	$102,208.00	
Item Key	202086	

Salesianum School

Computer Science Teachers of America Conference-Flight-$650 Hotel-$1,200 Meals-$320

Pennsylvania Assoc. for College Admission Counseling Conference-Travel-$125 Hotel-$555 Meals-$170

National Assoc. of College Admissions Counselors Conference-(3X) Flights-$1500 Hotels-$2850 Meals-$780

National School Social Work Conference-Flight-$510 Hotel-$730 Meals-$260

Mathematical Assoc of America Mathfest Conference-Flight-$550 Hotel-$900 Meals-$300

National Science Teacher Assoc. Conference (2X) Flights-$1200 Hotels-$2400 Meals-$640

ISTE + ASCD Live Annual Conference-Flight-$585 Hotel-$1500 Meals-$320

National Council for Teachers of Mathematics Conference (2X) Flights-$1300 Hotels-$1980 Meals-$560

American Council for Teachers of Foreign Languages Conference (2X) Flights-$1400 Hotels-$2200 Meals-$640

National Council for Teachers of English Conference Flight-$450 Hotel-$750 Meals-$300

National Council of Social Studies Conference Flight-$550 Hotel-$750 Meals-$300

Midwest Clinic Music Teachers Conference (2X) Flights-$826 Hotels-$1160 Meals-$600

The Danielson Group Leadership Conference Travel-$50 Meals-$160

St Anthony of Padua School

Innovative Schools Summit Conference (2X) Flights-$1320 Hotels-$1980 Meals-$500

Center for Literacy and Learning Conference-Flight-$745 Hotel-$735 Meals-$250

St John The Beloved School

ISTE + ASCD Live Conference (4X) Flights-$2000 Hotels-$4800 Meals-$800

Innovative Schools Summit Conference (3X) Flights-$1500 Hotels-$3000 Meals-$600

Association of Middle Level Educators Conference (3X) Flights-$1500 Hotels-$3000 Meals-$600

St. Marks High School

American Council for Teachers of Foreign Language Conference Flight-$750 Hotel-$750 Meals-$200

National Council for Teachers of Mathematics Conference (2X) Flights-$700 Hotels-1560 Meals-$400

National Council for Social Studies Conference registration (2X) Flights-$750 Hotels-$1440 Meals-$400

ISTE + ASCD Live Conference (2X) Flights-$1500 Hotels-$2280 Meals-$400

Innovative Schools Summit Conference (3X) Flights-$2310 Hotels-$4335 Meals-$600

The Tatnall School

National Art Education Association Conference- (2X)-Trains-$300 Hotels-$1650

National Association of Independent Schools Thrive Conference-(5X)-Hotels-$2500

Independence School

National Association of Independent Schools Thrive Conference (5X) Hotels-$2000 Travel/Parking 1 car-$125 Meals-$750

National Assoc. for the Education of Young Children Conference (4X) Hotels-$3500 Amtrak-$150 Meals-$840

National Council of Teachers of English Conference Car Travel-$125 Meals-$200

National Council for Social Studies Conference (2X) Flights-$750 Hotels-$1637 Meals-$350

Learning and the Brain Conference (4X) Amtrak-$200 Hotels-$3005 Meals-$650

National Association of Independent Schools Gather Conference (2X) Flights-$700 Hotels-$1950 Meals-$460

Ursuline Academy

National Assoc. of College Admissions Counselors Conference-Flight-$850 Hotel-$1000 Meals-$200

Wilmington Christian School

Delaware School Counselor Association Spring Conference-Hotel-$225 Travel-$125

Account Code: 5400 - Travel

Funding Description: TQ - Title II TQ

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $2,251.04

Line Item Total: $2,251.04

Item Key 203273

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Mileage (Total x.50/mile); Mileage will be utilized to support travel for district level staff (Math Supervisor, Science Supervisor, ELA Supervisor, and Social Studies Supervisor) to lead or participate in professional learning/meetings at the district and state level.

Total for 5400 - Travel:	$104,459.04
Total for all other Account Codes:	$1,036,569.96
Total for all Account Codes:	$1,141,029.00
Adjusted Allocation:	$1,141,029.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

5500 - Contractual - $185,979.79

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	ES - Equitable Services	
Uses of Funds:		Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$185,979.79	
Line Item Total:	$185,979.79	
Item Key	202080	

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

Listed below are the FY 27 private school contractual service Title II expenditure requests received by Red Clay

CACC Montessori School

Northwest Center-Staff Coaching-$960

Northwest Center-In House PD-$1560

Smart Horizons-Online Staff Training (X3) $888

In A Heartbeat-CPR staff training-$450

Developing Minds School

Coursera-Online Staff PD Resource-2446.79

Padua Academy

Advancing School Mental Health Conference-Registration-$570

Delaware School Counselor Assoc Spring Conference-Registration-$245

MTSS Online Workshop-$291

The Evidence Based School Counselors Conference-Registration-$300

Potomac & Chesapeake Assoc for College Admissions Counseling (PCACA)-Registration-$365

Ed Connective-Whole Staff PD-$6000
Ed Connective-Staff Coaching Session 1-$5,000

Ed Connective Staff Coaching Session 2-$10,000

Bellevue APSI-Spanish-$895

Salesianum School

NOVI APSI-APES-Registration-$750

Gulf Coast APSI-Chemistry & Physics-Registration-$1550

Northwestern University APSI-Statistics & US History-Registration-$1,400

ASCD Witsby Online PD Platform-$4500

Computer Science Teachers of America Conference-registration-$450

Pennsylvania Assoc. for College Admission Counseling Conference-registration (4X)-$820

National Assoc. of College Admissions Counselors Conference-registration (3X)-$1,650

National School Social Work Conference registration-$640

Mathematical Assoc of America Mathfest Conference-Registration-$735

National Science Teacher Assoc. Conference registration (2X)-$900

ISTE + ASCD Live Annual Conference-registration-$655

National Council for Teachers of Mathematics Conference registration (2X)-$680

American Council for Teachers of Foreign Languages Conference-registration (2X)-$820

National Council for Teachers of English Conference-registration-$400

National Council of Social Studies Conference-registration-$500

Midwest Clinic Music Teachers Conference-registration (2X)-$460

The Danielson Group Leadership Conference-registration-$1,245

A J Juliani-Online AI Staff PD Resource and In House PD-$7100

St Anthony of Padua School

Delaware Division of Family Services In House Staff PD-$1000

In A Heartbeat-Staff CPR training-$1625

Learn It Academic In House Staff PD-$800

Innovative Schools Summit Conference-Registration (2X) $1390

Center for Literacy and Learning Conference-Registration-$799

St John The Beloved School

Child Psychology Solutions In House Staff PD-$1500

ISTE + ASCD Live Conference Registration (4X)-$3200

Innovative Schools Summit Conference Registration (3X)-$2100

Association of Middle Level Educators Conference registration (3X)-$1350

St. Marks High School

William & Mary APSI Courses (10X) 2XEnglish, 2XSocial Studies, 2XMath, 2X Capstone, Science, Language-$8000

Building Thinking Classrooms Whole Staff PD Multiple Sessions-$9000

American Council for Teachers of Foreign Language Conference-Registration-$395

National Council for Teachers of Mathematics Conference registration (2X)-$770

National Council for Social Studies Conference registration (2X)-$1120

ISTE + ASCD Live Conference Registration (2X)-$1600

Innovative Schools Summit Conference Registration (3X)-$2100

Developing Minds School

In A Heartbeat-Staff CPR training-$1,170

The Tatnall School

William & Mary APSI Courses-(4X) English, History, Math, Science-$3600

Ellyn Slater Institute-Online Training for 13 Staff-$767

Devereux-In House training for staff-$2350

Grow Now-Online & In House Staff PD-$5000

National Art Education Association Conference-Registration (2X)-$1300

National Council of Teachers of English Conference-Registration (6X)-$3000

National Association of Independent Schools Thrive Conference-Registration (5X)-$4500

Independence School

National Association of Independent Schools Thrive Conference-Registration @ Member Rate (5X)-$3075

National Assoc. for the Education of Young Children Conference-Registration (4X)-$1580

National Council of Teachers of English Conference-Registration-$385

National Council for Social Studies Conference registration @ Member rate (2X)-$878

Learning and the Brain Conference-Registration (4X)-$2396

National Association of Independent Schools Gather Conference-Registration (2X)-$1400

Ursuline Academy

University of Delaware-Staff Professional Development/Coaching-$14,000

A J Juliani-Online AI Staff PD Resource and In House PD-$9860

National Assoc. of College Admissions Counselors Conference-registration-$600

Wilmington Christian School

University of Delaware-Literacy Staff Coaching-$8500

University of Delaware-Math Staff Coaching-$8500

Amplify-mClass DIBLES 8th Edition-$6000

In a Heartbeat-Staff CPR Training-Two Sessions-$1000

Delaware Music Educators Association Conference-Registration (5X)-$500

Delaware School Counselor Association Spring Conference-Registration-$200

St. Ann's School

Bureau of Educational Research-Multiple Online Staff PD Trainings-$4394

National Council of Teachers of Mathematics-Memberships (10X)-$900

University of Delaware-Literacy Staff Coaching-$5900

Child Psychology Solutions-Multiple Staff In House Professional Development-$2250

Total for 5500 - Contractual:	$185,979.79
Total for all other Account Codes:	$955,049.21
Total for all Account Codes:	$1,141,029.00
Adjusted Allocation:	$1,141,029.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

5500 - Audit Fees - $1,273.96

Budget Detail		Narrative Description
Account Code:	5500 - Audit Fees	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	TQ - Title II TQ	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	audit fees; per CGA Budget Detail Guidance Document, No additional information is needed
Quantity:	1.00	
Cost:	$1,273.96	
Line Item Total:	$1,273.96	
Item Key	203274	

Total for 5500 - Audit Fees:	$1,273.96
Total for all other Account Codes:	$1,139,755.04
Total for all Account Codes:	$1,141,029.00
Adjusted Allocation:	$1,141,029.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

5560 - Indirect - $33,771.35

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	TQ - Title II TQ	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	indirect cost; per CGA Budget Detail Guidance Document, No additional information is needed
Quantity:	1.00	
Cost:	$33,771.35	
Line Item Total:	$33,771.35	
Item Key	203275	

Total for 5560 - Indirect:	$33,771.35
Total for all other Account Codes:	$1,107,257.65
Total for all Account Codes:	$1,141,029.00
Adjusted Allocation:	$1,141,029.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

5600 - Supplies - $164.99

Budget Detail		Narrative Description
Account Code:	5600 - Supplies	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	ES - Equitable Services	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Set aside Title II funds for non-profit private schools allocation for professional development Listed below are the FY 27 private school supply service Title II expenditure requests received by Red Clay **CACC Montessori School** Amazon-Book purchase for staff PD-$24.99 Trillium Montessori-eBook for staff PD (8)-$120
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$164.99	
Line Item Total:	$164.99	
Item Key	202079	

Total for 5600 - Supplies:	$164.99
Total for all other Account Codes:	$1,140,864.01
Total for all Account Codes:	$1,141,029.00
Adjusted Allocation:	$1,141,029.00
Remaining:	$0.00

Budget Overview

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	$1,107,257.65
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$33,771.35

Filter by Location: All - $1,141,029.00

Account Code	Funding Description	ES - Equitable Services	TQ - Title II TQ	Total
5100 - Salaries		0.00	546,300.93	546,300.93
5120 - OECs		0.00	269,078.94	269,078.94
5400 - Travel		102,208.00	2,251.04	104,459.04
5500 - Contractual		185,979.79	0.00	185,979.79
5500 - Audit Fees			1,273.96	1,273.96
5560 - Indirect			33,771.35	33,771.35
5600 - Supplies		164.99	0.00	164.99
Total		288,352.78	852,676.22	1,141,029.00
			Adjusted Allocation	1,141,029.00
			Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

Indirect Cost	
Total Contributing to Indirect Cost	$1,107,257.65
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$33,771.35

Filter by Location: All - $1,141,029.00

Account Code	Funding Description	ES - Equitable Services	TQ - Title II TQ	Total
5100 - Salaries		0.00	546,300.93	546,300.93
5120 - OECs		0.00	269,078.94	269,078.94
5400 - Travel		102,208.00	2,251.04	104,459.04
5500 - Contractual		185,979.79	0.00	185,979.79
5500 - Audit Fees			1,273.96	1,273.96
5560 - Indirect			33,771.35	33,771.35
5600 - Supplies		164.99	0.00	164.99
Total		288,352.78	852,676.22	1,141,029.00
			Adjusted Allocation	1,141,029.00
			Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

The purpose of Title II funds is to:

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

Please review the allowable activities for Title II, Part A that were presented at the CGA Roadshow Training. Please remember that while professional learning and class size reduction are allowable activities, these are not the only allowable activities under Title II, Part A. There are also many other allowable activities under Title II, Part A. Please be sure to consider all allowable activities that may align with your LEA's needs.

* 1. Which Title II, Part A allowable activities align with needs that are present in your LEA? How did your LEA identify those needs?

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

In response to learning acceleration needs, our professional learning efforts for 2024-2025 will focus on the following: MTSS, Social Emotional Learning Supports, Culturally Responsive Practices, Early literacy, and Standards Based grading practices, Below is an overview of training opportunities for the 2024-2025 school year:

Building and District Leaders:

Summer Administrator admin Training (2 sessions)

Monthly Administrative Training

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

Teachers and Support Staff

District/Building PD Days

District/Building PD Days are utilized to support district-wide initiatives and building based initiatives).

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

Professional Learning Communities:

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

After-school EPER

Optional professional learning opportunities are provided through an afterschool format.

* 2. Please describe how the proposed allowable activities detailed in Question 1 align to challenging state academic standards.

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

- Learning Acceleration
  - Professional learning activities related to learning acceleration will provide teachers and school leaders with revised curriculum guidance and assessment practices that will help them to make instructional decisions that allow students to access grade level content in alignment with state standards.
- Early literacy
  - Teachers will be provided with up to date knowledge on how the brain processes text and on the stages of language development.
- Social Emotional Behavior
  - Professional development related to SEB screening and intervention will allow schools to better support the social emotional needs of their students, allowing students to engage more regularly with standards aligned instruction.

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

The professional learning activities described in question 2 represent a systemic approach to improving student achievement by increasing the capacity of district teachers, school leaders, and teachers and support staff. The core of the work is built around the Red Clay Consolidated Strategic Plan and continuous school improvement process, which includes strategic planning activities and consultation with district leaders to create systems of accountability related to access to grade level content through learning acceleration and closing of the achievement gap.

* 4. How successful were Title II expenditures **from the previous fiscal year** in supporting effective instruction and how does your LEA measure the level of success?

Student Proficiency and Growth Data:

- Increased SBAC ELA proficiency in grades 3, 5 and 8
  - Grade 3 : 33.68 to 34.37%
  - Grade 5 : 42.05 to 43.69%
  - Grade 8 : 43.44 to 49.02%
- Increased SBAC Math proficiency in grades 3, 5, 6, and 8
  - Grade 3 : 36.69 - 39.31 %

- Grade 5 : 29.28% - 32.01 %
- Grade 8 : 29.87% - 34.69%

- Increased SAT-ERW & Math College Readiness
  - Sat ERW : 58% - 55.02%
  - SAT Math : 31 % - 36.08%
- Professional learning designed to shift the focus from “typical” ELA/Math growth on I-Ready to “stretch” growth, with an overall goal of acceleration and closing of student achievement gaps. Students who consistently meet stretch targets reach grade level proficiency at higher rates

Early Literacy:

- Increased Acadience benchmark attainment
- Science of Reading and Phonics training for all K-5 educators
- Increased professional learning opportunities focused on meeting phonics needs of all learners and knowledge building through reading and writing

Social Emotional Behavior

- The number of discipline referrals dropped significantly. 12.3% from SY 23-25
- The number of out of school suspension dropped significantly. 24.7% from SY 23-25
- Continued professional learning around restorative practices
- Monthly discipline data analysis by school teams aligned to district goals
- Continued School Discipline Improvement work for identified schools with a focus on subgroup data
- Alignment and further implementation of MTSS systems

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

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

Data will be collected and analyzed quarterly to track progress in these areas. Below is a summary of the data sources: (As indicated above data will be compiled and reviewed Quarterly - September, January, April, and June).

- Local assessment data (I-Ready Reading, I-Ready Math, Curriculum Based Assessments) - Administered 3x's Annually - September/January/May

- Cycle review Data - Intervention support for Reading and Math will be delivered in 9 week cycles with progress monitoring data capture in I-Tracker Pro. Teachers will utilize multiple data points for ELA and Math to monitor student progress and the impact of interventions. Indicators for ELA will include progress towards standards as measured by curriculum based assessments, progress as measured by screening assessments (i.e. DIBELS and I-Ready), and progress measured by diagnostic assessments

- State Assessment Data - SBAC, PSAT/SAT, DESS Science/Social Studies Administered 1x annually

- Professional Learning Evaluations -Data collection ongoing. District-wide review activities planned to coordinate with district-wide professional development days (September, October, March and June)

- Curriculum Supervisors - Walkthroughs, Observations - Quarterly Review of # of visits and trends in feedback

- School Progress Assessment Visits (District Team Visits) - Monthly - Includes classroom walk-throughs and student focus groups.

- School Climate Data - Referral/Suspension Data (Monthly), School Climate Survey (Annually), UPenn Sense of Belonging Survey (Annually)

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

Red Clay coordinates funding from others sources (i.e. Title I) to support efforts funded by Title IIA. This includes split funding for staff that support professional development/curriculum implementation, support/oversight of Federal programs, and staff that support professional growth oversight of teacher evaluation. Red Clay coordinated with TNTP throughout the school year in administrator coaching activities, data reviews for administrators and teachers, collection and presentation of walkthrough data to staff and administrators.

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

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

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

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

- LEAs are required to consult with private school officials on the student count (ESEA, Section 1117(b)(1)(F))
- LEAs have several options for determining the student count (Q&A B-11 of ED's *Title I Equitable Services* guidance)

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CENTREVILLE LAYTON SCHOOL - 6028	Non-Participating
Destiny Calling Academy - 13267	Non-Responsive
Hockessin Montessori School (The) - 5802	Non-Participating
Limestone Hills Day School - 5895	Non-Responsive
Sanford School - 5846	Non-Responsive
Tower Hill School - 5834	Non-Responsive
Towle Institute - 5805	Non-Participating
Wilmington Junior Academy - 5847	Non-Responsive
Vision Learning Center - 5556	Non-Responsive

If you have participating private schools that are located inside your district's geographic boundaries, select each participating private school and enter the total number of private school students who attend the participating Title II private school. For each participating private school, please upload a completed Affirmation of Consultation form using the provided Document Template/Example in this section's Related Documents page. Each document uploaded should be clearly named to correspond with the participating private school it is for.

Participating Private Schools

School	# Enrolled	Allocation
CACC Montessori Sch/Child Care - 5699	66	$ 3,854.83

Developing Minds Preschool - 5021	62	$ 3,621.20
Goods Blessing House - 15853	7	$ 408.85
Independence School - 5871	470	$ 27,451.05
Padua Academy - 5857	461	$ 26,925.39
Salesianum School - 5860	981	$ 57,296.76
Sharon Temple Adventist School - 5867	21	$ 1,226.54
St. Ann School - 5855	231	$ 13,491.90
St. Anthony of Padua Grade School - 5856	165	$ 9,637.07
St. John The Beloved School - 5849	448	$ 26,166.10
Saint Mark's High School - 5850	729	$ 42,578.32
Tatnall School, Inc. (The) - 5840	432	$ 25,231.60
Ursuline Academy - 5862	454	$ 26,516.54
Wilmington Christian School - 5853	410	$ 23,946.66
Participating Total:	4,937	$ 288,352.79

Instructions for completing the table:

Enter values for B2 and B3.

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

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

Equitable Share Calculation	
A. Number of Students	**LEA Calculation**
A1. District Enrollment	14,599
A2. Participating Private School Enrollment	4,937
A3. Total Enrollment (A1 + A2)	19,536
B. Title II, Part A Allocation	
B1. District Allocation	$ 1,141,029.00

B2. Administration (for public and private school programs)	$
B3. District Allocation Minus Administrative Costs (B1-B2)	$ 1,141,029.00
C. Per Pupil Rate	
C1. B3 divided by A3	$ 58.41
D. Final Equitable Share	
D1. Amount district must reserve for equitable services for private school teachers and other educational personnel (A2 X C1)	$ 288,352.79

Funds Transferred to Title II Part A

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

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

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

Conditional Documents

Type	Document Template/Example	Document/Link
Affirmation of Consultation	Affirmation of Consultation	CACC31126MCMAffirmation DevelopingMinds31126MCMAffirmation GoodsBlessing31126MCMAffirmation IndependenceSchool31126MCMAffirmation Padua31126MCMAffirmation Salesianum311MCMAffirmation SharonTemple311MCMAffirmation StAnn31126MCMAffirmation StAnthony31126MCMAffirmation SJB311MCMAffirmation Saint Marks31126MCMAffirmation Tatnall31126MCMAffirmation Ursuline31126MCMAffirmation WilmChrist311MCMAffirmation

Optional Documents

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

Specific Title II, Part A Assurances

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title II Part A

Specific Title II, Part A

A	The LEA has prioritized funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).
B	The LEA assures that it will comply with all equitable services requirements pertaining to Title II under Section 8501of the ESEA regarding participation by private school children and teachers.
C	The LEA assures that it has coordinated professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.
D	If Title II, Part A funds have been budgeted to pay for the cost of college course tuition, the LEA assures that it has read, understood, and is in compliance with the guidance document that is located here.

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

Account Code		Total
5100 - Salaries		$44,880.00
5120 - OECs		$15,196.37
5400 - Travel		$55,000.00
5500 - Contractual		$100,761.94
5500 - Audit Fees		$0.00
5560 - Indirect		$5,364.54
5600 - Supplies		$52,389.15
5700 - Capital Outlay		$0.00
	Total	$273,592.00
	Adjusted Allocation	$273,592.00
	Remaining	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

5100 - Salaries - $44,880.00

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	EPER for professional learning opportunities for all educators to learn best practices in supporting multilingual students (30 staff x 25 hours x $33/hr)
Quantity:	1.00	
Cost:	$24,750.00	
Line Item Total:	$24,750.00	
Item Key	203855	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	EPER for MLL Leads (20 Staff x 20 Hours x $33/hr)
Quantity:	1.00	
Cost:	$13,200.00	
Line Item Total:	$13,200.00	
Item Key	203853	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $6,600.00

Line Item Total: $6,600.00

Item Key 203860

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

EPER for Afterschool Tutoring (4 staff x 50 hours x $33/hr)

Account Code: 5100 - Salaries

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $330.00

Line Item Total: $330.00

Item Key 203858

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

EPER for Parent Workshops (2 staff x 5 hours x $33/hr)

Total for 5100 - Salaries:	$44,880.00
Total for all other Account Codes:	$228,712.00
Total for all Account Codes:	$273,592.00
Adjusted Allocation:	$273,592.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

5120 - OECs - $15,196.37

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	EPER for professional learning opportunities for all educators to learn best practices in supporting multilingual students (30 staff x 25 hours x $33/hr)
Quantity:	1.00	
Cost:	$8,380.35	
Line Item Total:	$8,380.35	
Item Key	203857	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	EPER for MLL Leads (20 Staff x 20 Hours x $33/hr)
Quantity:	1.00	
Cost:	$4,469.52	
Line Item Total:	$4,469.52	
Item Key	203854	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $2,234.76

Line Item Total: $2,234.76

Item Key 203862

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

EPER for Afterschool Tutoring (4 staff x 50 hours x $33/hr)

Account Code: 5120 - OECs

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $111.74

Line Item Total: $111.74

Item Key 203859

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

EPER for Parent Workshops (2 staff x 5 hours x $33/hr)

Total for 5120 - OECs:	$15,196.37
Total for all other Account Codes:	$258,395.63
Total for all Account Codes:	$273,592.00
Adjusted Allocation:	$273,592.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

5400 - Travel - $55,000.00

Budget Detail		Narrative Description
Account Code:	5400 - Travel	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Travel Expenses (i.e. flight/train/car, accommodations, meals, etc.) for participants to attend Local and National Conferences (i.e. CAL, SIOP, WIDA, TESOL, NAELPA, NABE, AVID, etc.) for up to 10 participants per event. Participants may include teachers, content supervisors, instructional coaches, school administrators, district administrators, etc.
Quantity:	1.00	
Cost:	$55,000.00	
Line Item Total:	$55,000.00	
Item Key	203870	

Total for 5400 - Travel:	$55,000.00
Total for all other Account Codes:	$218,592.00
Total for all Account Codes:	$273,592.00
Adjusted Allocation:	$273,592.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

5500 - Contractual - $100,761.94

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ES - Equitable Services	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Equitable share set aside for ELs identified in participating private schools
Quantity:	1.00	
Cost:	$261.94	
Line Item Total:	$261.94	
Item Key	203863	
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Contract with SAVAAS to provide the SIOP Capacity Builder training and Redelivery Licenses
Quantity:	1.00	
Cost:	$35,000.00	
Line Item Total:	$35,000.00	
Item Key	203868	
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $25,000.00

Line Item Total: $25,000.00

Item Key 203864

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

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

Account Code: 5500 - Contractual

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $25,000.00

Line Item Total: $25,000.00

Item Key 203865

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Registration for Local and National Conferences (i.e. CAL, SIOP, WIDA, TESOL, NAELPA, NABE, etc.) for up to 10 participants per event

Account Code: 5500 - Contractual

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $10,500.00

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

District Subscription to CultureGrams

Line Item Total:	$10,500.00
Item Key	203866

Account Code:	5500 - Contractual
Funding Description:	ELL - Title III ELL
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$5,000.00
Line Item Total:	$5,000.00
Item Key	203867

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Contract with vendor to provide ESL classes to families of multilingual learner students

Total for 5500 - Contractual:	$100,761.94
Total for all other Account Codes:	$172,830.06
Total for all Account Codes:	$273,592.00
Adjusted Allocation:	$273,592.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

5560 - Indirect - $5,364.54

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	indirect cost
Quantity:	1.00	
Cost:	$5,364.54	
Line Item Total:	$5,364.54	
Item Key	203869	

Total for 5560 - Indirect:	$5,364.54
Total for all other Account Codes:	$268,227.46
Total for all Account Codes:	$273,592.00
Adjusted Allocation:	$273,592.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

5600 - Supplies - $52,389.15

Budget Detail		Narrative Description
Account Code:	5600 - Supplies	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Take-home "backpacks" for MLLs and their families that are new to the country
Quantity:	1.00	
Cost:	$24,000.00	
Line Item Total:	$24,000.00	
Item Key	203872	
Account Code:	5600 - Supplies	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ELL - Title III ELL	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	ELD curriculum materials (i.e. student workbooks, picture/word-to-word dictionaries, literature, etc.)
Quantity:	1.00	
Cost:	$12,000.00	
Line Item Total:	$12,000.00	
Item Key	203871	
Account Code:	5600 - Supplies	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $6,000.00

Line Item Total: $6,000.00

Item Key 203875

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Learning supplies and materials for professional learning sessions

Account Code: 5600 - Supplies

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $5,389.15

Line Item Total: $5,389.15

Item Key 203873

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Textbooks for book studies and professional learning sessions

Account Code: 5600 - Supplies

Funding Description: ELL - Title III ELL

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $5,000.00

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Resources/Materials for community events

Line Item Total:	$5,000.00
Item Key	203874

Total for 5600 - Supplies:	$52,389.15
Total for all other Account Codes:	$221,202.85
Total for all Account Codes:	$273,592.00
Adjusted Allocation:	$273,592.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

Indirect Cost	
Total Contributing to Indirect Cost	$268,227.46
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	$5,364.54

Filter by Location: All - $273,592.00

Funding Description Account Code	ES - Equitable Services	A - Administration	ELL - Title III ELL	Total
5100 - Salaries		0.00	44,880.00	44,880.00
5120 - OECs		0.00	15,196.37	15,196.37
5400 - Travel		0.00	55,000.00	55,000.00
5500 - Contractual	261.94	0.00	100,500.00	100,761.94
5560 - Indirect		5,364.54	0.00	5,364.54
5600 - Supplies	0.00	0.00	52,389.15	52,389.15
Total	261.94	5,364.54	267,965.52	273,592.00
			Adjusted Allocation	273,592.00
			Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

Indirect Cost	
Total Contributing to Indirect Cost	$268,227.46
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	$5,364.54

Filter by Location: All - $273,592.00

Funding Description / Account Code	ES - Equitable Services	A - Administration	ELL - Title III ELL	Total
5100 - Salaries		0.00	44,880.00	44,880.00
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5400 - Travel		0.00	55,000.00	55,000.00
5500 - Contractual	261.94	0.00	100,500.00	100,761.94
5560 - Indirect		5,364.54	0.00	5,364.54
5600 - Supplies	0.00	0.00	52,389.15	52,389.15
Total	261.94	5,364.54	267,965.52	273,592.00
			Adjusted Allocation	273,592.00
			Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - 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	ESL Pull-Out & Push-In	-Three designated ESL teachers provide pull-out/push-in support
Brandywine Springs	ESL Pull-Out & Push-In	- Two designated ESL teachers provide pull-out/push-in support
Cooke	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Forest Oak	Sheltered Instruction ESL Pull-Out & Push-In	-SIOP trained staff -Three designated ESL teachers provide pull-out/push-in support -One paraprofessional provides additional push-in support in content courses
Heritage	ESL Pull-Out & Push-In	-One designated ESL teacher provides pull-out/push-in support
Johnson	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Lewis	Sheltered Instruction ESL Pull-Out & Push-In	-SIOP trained staff -Two designated ESL teachers provide pull-out/push-in support

	Immersion	
Linden Hill	ESL Pull-Out & Push-In	-One designated ESL teacher provides pull-out/push-in support
Marbrook	Sheltered Instruction ESL Pull-Out & Push-In Immersion	-SIOP trained staff -Two designated ESL teachers provide pull-out/push-in support
Mote	Sheltered Instruction ESL Pull-Out & Push-In	-SIOP trained staff -Two designated ESL teachers provide pull-out/push-in support
North Star	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Richardson Park	Sheltered Instruction ESL Pull-Out & Push-In	-SIOP trained staff -Three designated ESL teachers provide pull-out/push-in support
Richey	ESL Pull-Out & Push-In	- Two designated ESL teachers provide pull-out/push-in support -One paraprofessional provides additional push-in support in content courses
Shortlidge	ESL Pull-Out & Push-In	- One designated ESL teacher provides pull-out/push-in support
Warner	ESL Pull-Out & Push-	- One designated ESL teacher provides pull-

	In	out/push-in support
Cab Calloway	ESL Pull-Out & Push-In	- One designated ESL teacher supports all students
Conrad	ESL Pull-Out & Push-In	-One designated ESL teacher supports all students
Al Middle	English Language Development & Push-In	-Three designated ESL teachers provide ELD and push-in support -One paraprofessional provides additional push-in support in content courses
HB Middle	English Language Development & Push-In	-Two designated ESL teachers provide ELD and push-in support
Skyline	English Language Development & Push-In	-Two designated ESL teachers provide ELD and push-in support
Stanton	Sheltered Instruction English Language Development & Push-In	-SIOP trained staff --Three designated ESL teachers provide ELD and push-in support -ESL Coach to support staff with SIOP implementation and best strategies to support in the content classroom
Al High	Sheltered Instruction English Language Development & Push-In	-Three designated ESL teachers provide content, ELD, and push-in support -One paraprofessional provides additional push-in support in content courses
Dickinson	Sheltered Instruction	- Four designated ESL teachers provide

	English Language Development & Push-In	content, ELD, and push-in support -One paraprofessional provides additional push-in support in content courses
McKean	Sheltered Instruction English Language Development & Push-In	- Five designated ESL teachers provide content, ELD, and push-in support -One paraprofessional provides additional push-in support in content courses
First State	Consultative & Pull-Out	-Needs of students taken into consideration
Meadowood	Consultative & Pull-Out	-Needs of students taken into consideration

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

The Office of Multilingual Learner Education has sent out 2026 ACCESS scores to all elementary and secondary administrators and MLL teachers. The composite scores from the assessment will be used as a guide to determine services. School teams will also use classroom assessments, district assessments, teacher observations, and teacher feedback to determine the most appropriate support for a student. The MLL Supervisor has included overall proficiency comparisons as well as scale score comparisons from the 2025 and 2026 assessments. Discussions have been held with all MLL teachers to discuss program options and the importance of looking at each student individually to determine the most appropriate level of support.

The Office of Multilingual Learner Education has made the following changes/enhancements to the MLL Program over the 2025/2026 school year to ensure that elementary and secondary schools assist MLLs in achieving English proficiency consistent with the State's long-term goals:

-Continued focus on SIOP strategies during professional development opportunities.

-Five MLL instructional coaches, five math instructional coaches, two ELA instructional coach, five MLL teachers, and two classroom teachers participated in an intensive 5-day SIOP Capacity Builders training

-Additional cohorts of middle school teacher teams (Science, ELA, and Social Studies) that participated in a 3-day SIOP training with a focus on embedding SIOP strategies into their content.

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

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

-Collaboration with the Secondary Mathematics department to offer an MLL focused professional learning strand.

-MLL Teacher Academy continued with monthly meetings focused on enhancing our current structure, guidance, and programming.

-MLL Summer Program will be offered in-person to K-12 multilingual learners.

-MLL representation in the staffing process to share projections for the following year and provide recommendations for additional staff.

-Partnership with the LACC to provide after-school tutoring.

-Tuition reimbursement for content teachers enrolled in the ACE Program.

-Newcomer after-school tutoring program offered to our middle and high school multilingual learners.

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

-MLL Supervisor participated in elementary and secondary ELA walkthroughs

-MLL representation on CIP teams

-Seven Red Clay staff members attended the WIDA Conference in October 2025.

-Four Red Clay staff members attended the TESOL 2026 Conference

-One MLL instructional coach attended the National Family Engagement Summit in October 2025.

-Bilingual office staff in multiple schools to support our Spanish speaking families.

-Continued use of the telephonic interpretation service to address language needs of our families.

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

-Partnership with Back-to-Basics to offer free ESL classes to families in a virtual format.

The Office of Multilingual Learner Education will continue to focus on these tasks during the 2026/2027 school year and will add and adjust as needed.

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

The Office of Multilingual Learner Education will focus on assisting elementary and secondary schools assisting multilingual learners meeting the challenging State academic standards in the following ways:

The district level MLL team will receive training in AVID to better understand how this program impacts student growth, language development, and long-term academic success for multilingual learners.

Continued collaboration with the Secondary English Language Arts and Mathematics departments to provide professional learning on best practices and ideas of how embed supports and collaboratively plan lessons.

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

Three middle schools will participate in a professional learning plan that includes collaboration between MLL, ELA, Math, Science, and Social Studies teams.

Continued SIOP training at the building level as well as select cohorts of teachers during after-school sessions.

The elementary MLL teachers will participate in year-long training with their content teachers on the newly adopted ELA curriculum. The curriculum provides a variety of supports for multilingual learners including a Prologue book which provides practice lessons specifically designed for multilingual learners.

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

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

Continuation of the MLL Teacher Academy as well as recruiting a third cohort.

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

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

Additional SIOP cohorts have been held throughout the year. Teachers will be invited to participate in on-going touch points throughout the upcoming year.

SIOP Capacity Builder training was held with 19 staff from various roles across the district. The team will participate in on-going touch points throughout the upcoming year to discuss how they are implementing this knowledge into their work with teachers and/or students.

A professional learning plan is being created for three middle schools during the 2026-2027 school year to train cross-disciplinary teachers on best practices and integrating content and language.

The Office of Multilingual Learner Education will also collaborate with the Office of Teaching and Learning to integrate supports, strategies, and ideas into their content specific professional learning. Supports are being directly added into the pacing guides so that content teachers can access the new WIDA standards as well as sample language frames by proficiency levels. The MLL coaches will share these resources and explain on to use them during content led professional learning.

The Office of Multilingual Learner Education has created a foundational pre-recorded presentation focused on multilingual learners that must be viewed by all new teachers and staff during the New Educator Orientation.

Reference guides continue to be created on different countries, their cultural norms, schooling, holidays, basic greetings, etc. and distributed to schools as we welcome new students into our buildings from across the world. Learner portraits will also be created so that teachers have some background information on their new students.

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

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

The Office of Multilingual Learner Education has partnered with the Hispanic American Association of Delaware to provide classes to families to support them in the education of their children. Families could choose parenting sessions, wellness sessions or counseling sessions.

An extended partnership with Back-to-Basics was developed to offer ESL classes to parents of our multilingual learners in a virtual format.

Newcomer Take-Home Bags have been purchased that include vocabulary cards, picture books, school and community resources, and other important information for families.

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

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

The Office of Multilingual Learner Education contracts with the Latin American Community Center to provide after-school tutoring services. Tutors assist with homework completion and other areas of specific need if requested by the classroom teacher.

The Office of Multilingual Learner Education has partnered with the Hispanic American Association of Delaware to provide classes to families to support them in the education of their children. Families could choose parenting sessions, wellness sessions or counseling sessions. Community organizations provide some of these resources but discussions have begun to look at reaching out to additional organizations that may benefit families (i.e. local library, banks, churches, etc.).

Red Clay hosts a Family Resource Fair/Block Party every year to provide families direct links to community organizations that support in a variety of ways from health and wellness to ways to support their children at home with reading and math. The Office of Multilingual Learner Education has a table with information regarding supports offered to our multilingual learners, handouts focused on supporting student learning at home, books for families to take home and read together with their child, and an art/craft activity that showcases their home country.

The Office of Multilingual Learner Education holds a yearly MLL parent meeting where information is shared around MLL screening, yearly ACCESS testing, language supports, school/home connections, resources, school choice, and other topics of interest.

7. Please upload your LEA Multilingual Learner Program Plan.

Documents		
Type	**Document Template/Example**	**Document/Link**

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

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

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

- LEAs are required to consult with private school officials on the student count (ESEA, Section 1117(b)(1)(F))
- LEAs have several options for determining the student count (Q&A B-11 of ED's *Title I Equitable Services* guidance)

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

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

If you have participating private schools that are located inside your district's geographic boundaries, select each participating private school and enter the total number of English Learner (EL) private school students who attend the participating Title III private school. For each participating private school, please upload a completed Affirmation of Consultation form using the provided Document Template/Example in this section's Related Documents page. Each document uploaded should be clearly named to correspond with the participating private school it is for.

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CACC Montessori Sch/Child Care - 5699	Non-Participating
CENTREVILLE LAYTON SCHOOL - 6028	Non-Participating
Destiny Calling Academy - 13267	Non-Responsive
Goods Blessing House - 15853	Non-Participating
Hockessin Montessori School (The) - 5802	Non-Participating
Independence School - 5871	Non-Participating
Limestone Hills Day School - 5895	Non-Responsive
Padua Academy - 5857	Non-Participating
Salesianum School - 5860	Non-Participating
Sanford School - 5846	Non-Responsive
Sharon Temple Adventist School - 5867	Non-Participating

St. Ann School - 5855	Non-Participating
Saint Mark's High School - 5850	Non-Participating
Tatnall School, Inc. (The) - 5840	Non-Participating
Tower Hill School - 5834	Non-Responsive
Towle Institute - 5805	Non-Participating
Ursuline Academy - 5862	Non-Participating
Wilmington Christian School - 5853	Non-Participating
Wilmington Junior Academy - 5847	Non-Responsive
Vision Learning Center - 5556	Non-Responsive
St. John The Beloved School - 5849	Non-Participating

Participating Private Schools

School	# EL	Allocation
Developing Minds Preschool - 5021	0	$ 0.00
St. Anthony of Padua Grade School - 5856	2	$ 261.94
Participating Total:	2	$ 261.94

Only enter a value for A1 and B2.

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

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

Equitable Share Calculation	
A. Number of Students	**LEA Calculation**
A1. Public school enrollment of EL students	2,046
A2. Private school enrollment of EL students	2
A3. Total EL Enrollment = (A1 + A2)	2,048
B. Title III Allocation	
B1. District Allocation	$ 273,592.00
B2. 2% Administrative Costs (for public and private school programs)	$ 5,364.55

B3. LEA Allocation minus Administrative Costs (B1 - B2)	$ 268,227.45
C. Per Pupil Rate	
C1. Per Pupil Rate = (B3 / A3)	$ 130.97
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)	$ 261.94

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

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

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title III English Learner

Conditional Documents		
Type	**Document Template/Example**	**Document/Link**
Affirmation of Consultation	Affirmation of Consultation	Developing Minds Preschool St. Anthony of Padua

Optional Documents		
Type	**Document Template/Example**	**Document/Link**
Transfer Budget Summary	N/A	
LEA Multilingual Learner Program Plan	LEA Multilingual Learner Program Plan	26-27 Program Plan

Specific Title III Assurances

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - 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 ESEA, Section 8501, 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 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

Account Code		Total
5100 - Salaries		$348,258.31
5120 - OECs		$181,549.57
5400 - Travel		$3,250.00
5500 - Contractual		$85,755.46
5500 - Audit Fees		$1,573.96
5560 - Indirect		$13,631.70
5600 - Supplies		$126,264.00
5700 - Capital Outlay		$0.00
	Total	$760,283.00
	Adjusted Allocation	$760,283.00
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

5100 - Salaries - $348,258.31

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	RE - Rounded Ed	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Hire 1 FTE TAG Teacher to provide Talented and Gifted services to students (MM; RCCSD Baltz DO; 100% Title IVA) Existing. This position is currently and has been previously funded by Title IV since FY21 and does not receive support from any other federal, state, or local funding source. Full-Time: 100% [Professional Staff] [Budget Amount]
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$98,371.52	
Line Item Total:	$98,371.52	
Item Key	203399	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	SHS - S&H School	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Stipends (28 Stipends x $1000.00) for Tier I MTSS/PBS work with Dr. Celestin, Senior Director of Student Services providing leadership and support to school-level MTSS/PBS leaders implementing Tier 1 framework. The roles receiving vary per building and may be in positions such as teachers, counselors, MTSS leads. Duties are completed outside of contracted hours and may consist of: planning, data review, prep work, and
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	28.00	
Cost:	$1,000.00	
Line Item Total:	$28,000.00	

Item Key 203241	leadership activities completed outside regular contracted hours between team meetings paid in two paid in two $500 installments. Activities align with S&H objectives by fostering safe, supportive learning environments by building school-wide capacity for proactive behavioral supports, positive climate initiatives, and early intervention. Existing. This position is currently and has been previously funded by Title IV since FY21.
Account Code: 5100 - Salaries **Funding Description:** SHS - S&H School **Uses of Funds:** **Location Code:** Red Clay Consolidated School District (953200) **Quantity:** 1.00 **Cost:** $18,876.00 **Line Item Total:** $18,876.00 **Item Key** 203239	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you. Tier 1 MTSS/PBS Team EPER K-12 - Team Meetings (4 staff per building x 13 buildings x 11 hours x $33/hr) Duties include attendance at scheduled monthly MTSS/PBS Tier I team meetings outside regular hours, reviewing school-wide behavioral and climate data, refining universal positive behavior strategies, co-designing climate action plans, and monitoring school-wide program implementation, exceeds standard classroom duties like lesson planning, teaching, and grading. This aligns with S&H schools by establishing proactive behavioral frameworks, improving school climate, and creating safe, supportive learning environments. Existing. This position is currently and has been previously funded by Title IV since FY21.
Account Code: 5100 - Salaries **Funding Description:** SHS - S&H School **Uses of Funds:** **Location Code:** Red Clay Consolidated School District (953200) **Quantity:** 1.00	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you. Hire 1 FTE support associate for consolidated grant assistance and monitoring (JJ; RCCSD Baltz Admin; 95% Title I, 2% Title II, 3% Title IV)

Cost:	$3,354.75
Line Item Total:	$3,354.75
Item Key	204024

Existing. This position is currently and has been previously funded by Title I, Title II, Title IV. Blended in conjunction with other programs to monitor allowable, allocable, and reasonable spending in accordance with federal regulations since FY23. Methodology for 3% split is spent administering, monitoring, and evaluating Title IV-A programs and compliance.

Full-Time: 100%

[Professional Staff]

[Budget Amount]

Account Code:	5100 - Salaries
Funding Description:	ET - Ed Tech
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$133,289.15
Line Item Total:	$133,289.15
Item Key	203401

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 FTE Ed Associate to Supervise Career and Technical Education programming (DP; RCCSD Baltz Admin; 100% Title IVA) to represent the district in the state Coalitions and oversee curriculum and instruction aligned with the state and federal Standards. This position works collaboratively with CTE teachers, building administrators, the Senior Director of Secondary Schools, and the Senior Director of Teaching and Learning to ensure all students have access to advanced CTE programming including dual enrollment, while adhering to the goals and action steps of the Red Clay Strategic Plan. Existing. This position is currently and has been previously funded by Title IV since FY21, no portion of the position is supported by any other federal, state, or local funding source. This position is supplemental and used for additional support.

Full-Time: 100%

[Professional Staff]

[Budget Amount]

Account Code: 5100 - Salaries

Funding Description: ET - Ed Tech

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $60,468.70

Line Item Total: $60,468.70

Item Key 204027

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 FTE Science and Ed Tech Associate (JR RCCSD-Baltz Admin; .10 Title I, .40 Title II, .50 Title IV) providing administrative support and leadership to K-12 teachers, administrators, and students in science curriculum, instruction, and assessment. The Associate represents the district in the state Coalitions and oversees curriculum and instruction aligned with the state and federal Standards. This position works collaboratively with teachers, building administrators, the CTE associate, the Senior Director of Secondary Schools, and the Senior Director of Teaching and Learning to ensure all students have access to advanced programming including dual enrollment, AP, and IB Learning opportunities, while adhering to the goals and action steps of the Red Clay Strategic Plan. Existing. This supplemental position is currently and has been previously funded by Title I, Title II, Title IV and has been used for additional support ever since it was created in FY26.

Full-Time: 100%

[Professional Staff]

[Budget Amount]

Account Code: 5100 - Salaries

Funding Description: ESSHS - Equitable Services S&H School

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $5,898.19

Line Item Total: $5,898.19

Item Key 203403

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools; $20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services. (JC; RCCSD Baltz Admin; 90% Title I, 5% Title II, 5% Title IV) Existing. This position is currently and has been previously funded by Title I, Title II, Title IV since FY 23. Methodology for 5% split is spent administering, monitoring, evaluating, and completing ongoing meaningful consultation for Title IV-A private schools acting as the LEA Ombudsman.

Full-Time: 100%

[Professional Staff]

[Budget Amount]

Total for 5100 - Salaries:	$348,258.31
Total for all other Account Codes:	$412,024.69
Total for all Account Codes:	$760,283.00
Adjusted Allocation:	$760,283.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

5120 - OECs - $181,549.57

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	RE - Rounded Ed	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Hire 1 FTE TAG Teacher to provide Talented and Gifted services to students (MM; RCCSD Baltz DO; 100% Title IVA) Existing. This position is currently and has been previously funded by Title IV since FY21 and does not receive support from any other federal, state, or local funding source. Full-Time: 100% [Professional Staff] [Budget Amount: Health Insurance $22,377.40; FICA $6,099.04; Medicare $1,426.39; Pension $24,405.98; Workers Compensation $1,229.65; Unemployment Insurance $108.21; Paid Family Medical Leave $39.35]
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$55,686.02	
Line Item Total:	$55,686.02	
Item Key	203400	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	SHS - S&H School	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Stipends (28 Stipends x $1000.00) for Tier I MTSS/PBS work with Dr. Celestin, Senior Director of Student Services providing leadership and support to school-level MTSS/PBS leaders implementing Tier 1 framework. The roles receiving vary per building and may be in positions such as teachers, counselors, MTSS leads. Duties are completed outside of
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$9,480.80	
Line Item Total:		

	$9,480.80	contracted hours and may consist of: planning, data review, prep work, and leadership activities completed outside regular contracted hours between team meetings paid in two paid in two $500 installments. Activities align with S&H objectives by fostering safe, supportive learning environments by building school-wide capacity for proactive behavioral supports, positive climate initiatives, and early intervention. Existing. This position is currently and has been previously funded by Title IV since FY21.
Item Key	203243	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	SHS - S&H School	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Tier 1 MTSS/PBS Team EPER K-12 - Team Meetings (4 staff per building x 13 buildings x 11 hours x $33/hr) Duties include attendance at scheduled monthly MTSS/PBS Tier I team meetings outside regular hours, reviewing school-wide behavioral and climate data, refining universal positive behavior strategies, co-designing climate action plans, and monitoring school-wide program implementation, exceeds standard classroom duties like lesson planning, teaching, and grading. This aligns with S&H schools by establishing proactive behavioral frameworks, improving school climate, and creating safe, supportive learning environments. Existing. This position is currently and has been previously funded by Title IV since FY21.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$6,391.41	
Line Item Total:	$6,391.41	
Item Key	203240	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	SHS - S&H School	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	

Quantity:	1.00
Cost:	$2,164.68
Line Item Total:	$2,164.68
Item Key	204025

Hire 1 FTE support associate for consolidated grant assistance and monitoring (JJ; RCCSD Baltz Admin; 95% Title I, 2% Title II, 3% Title IV) Existing. This position is currently and has been previously funded by Title I, Title II, Title IV. Blended in conjunction with other programs to monitor allowable, allocable, and reasonable spending in accordance with federal regulations since FY23. Methodology for 3% split is spent administering, monitoring, and evaluating Title IV-A programs and compliance.

Full-Time: 100%

[Professional Staff]

[Budget Amount: Health Insurance $1,028.78; FICA $207.99; Medicare $48.64; Pension $832.31; Workers Compensation $41.93; Unemployment Insurance $3.69; Paid Family Medical Leave $1.34]

Account Code:	5120 - OECs
Funding Description:	ET - Ed Tech
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$74,339.48
Line Item Total:	$74,339.48
Item Key	203402

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 FTE Ed Associate to Supervise Career and Technical Education programming (DP; RCCSD Baltz Admin; 100% Title IVA) to represent the district in the state Coalitions and oversee curriculum and instruction aligned with the state and federal Standards. This position works collaboratively with CTE teachers, building administrators, the Senior Director of Secondary Schools, and the Senior Director of Teaching and Learning to ensure all students have access to advanced CTE programming including dual enrollment, while adhering to the goals and action steps of the Red Clay Strategic Plan. Existing. This position is currently and has been previously funded by Title IV since FY21, no portion of the position is supported by any other federal, state, or local funding source. This position is supplemental and used for additional support.

Full-Time: 100%

[Professional Staff]

[Budget Amount: Health Insurance $29,207.75; FICA $8,263.93; Medicare $1,932.70; Pension $33,069.04; Workers Compensation $1,666.12; Unemployment Insurance $146.62; Paid Family Medical Leave $53.32]

Account Code: 5120 - OECs

Funding Description: ET - Ed Tech

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $30,371.18

Line Item Total: $30,371.18

Item Key 204028

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 FTE Science and Ed Tech Associate (JR RCCSD-Baltz Admin; .10 Title I, .40 Title II, .50 Title IV) providing administrative support and leadership to K-12 teachers, administrators, and students in science curriculum, instruction, and assessment. The Associate represents the district in the state Coalitions and oversees curriculum and instruction aligned with the state and federal Standards. This position works collaboratively with teachers, building administrators, the CTE associate, the Senior Director of Secondary Schools, and the Senior Director of Teaching and Learning to ensure all students have access to advanced programming including dual enrollment, AP, and IB Learning opportunities, while adhering to the goals and action steps of the Red Clay Strategic Plan. Existing. This supplemental position is currently and has been previously funded by Title I, Title II, Title IV and has been used for additional support ever since it was created in FY26.

Full-Time: 100%

[Professional Staff]

[Budget Amount: Health Insurance $9,896.46; FICA $3,749.06; Medicare

$876.80; Pension $15,002.29; Workers Compensation $755.86; Unemployment Insurance $66.52; Paid Family Medical Leave $24.19]

Account Code: 5120 - OECs

Funding Description: ESSHS - Equitable Services S&H School

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $3,116.00

Line Item Total: $3,116.00

Item Key 203404

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Hire 1 FTE support for implementing equitable services to administer the Title I program for students in private schools; $20,000 of salary set aside as Title I LEA reservation for Administration of Equitable Services. (JC; RCCSD Baltz Admin; 90% Title I, 5% Title II, 5% Title IV) Existing. This position is currently and has been previously funded by Title I, Title II, Title IV since FY 23. Methodology for 5% split is spent administering, monitoring, evaluating, and completing ongoing meaningful consultation for Title IV-A private schools acting as the LEA Ombudsman.

Full-Time: 100%

[Professional Staff]

[Budget Amount: Health Insurance $1,118.87; FICA $365.69; Medicare $85.52; Pension $1,463.34; Workers Compensation $73.73; Unemployment Insurance $6.49; Paid Family Medical Leave $2.36]

Total for 5120 - OECs:	$181,549.57
Total for all other Account Codes:	$578,733.43
Total for all Account Codes:	$760,283.00

Adjusted Allocation:	$760,283.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

5400 - Travel - $3,250.00

Budget Detail		Narrative Description
Account Code:	5400 - Travel	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	RE - Rounded Ed	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		**Tatnall School** CSEE-Stanley King Institute (only covering mode of transport: mileage: .50/mile x 300 miles x 2 FTE = $300) CSEE School Counselors Summit (only covering mode of transport and meals: flight: 350/flight x 1 FTE = $350, meals: 83/day x 3 days x 1 FTE = $250) **St. Ann School** Delaware School Counselor Association Spring Conference (only covering mode of transportation and lodging: Lodging: 225/night x 1 night x 1 FTE =$225; mileage: .50/mile x 125 miles x 1 FTE = $125)
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$1,250.00	
Line Item Total:	$1,250.00	
Item Key	202527	
Account Code:	5400 - Travel	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	SHS - S&H School	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Funding will be utilized for Mileage Reimbursement (Total x.50/mile) for staff to attend professional learning and collaboration opportunities with DOE and other partners
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$2,000.00	
Line Item Total:		

$2,000.00	
Item Key 203237	
Total for 5400 - Travel:	$3,250.00
Total for all other Account Codes:	$757,033.00
Total for all Account Codes:	$760,283.00
Adjusted Allocation:	$760,283.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

5500 - Contractual - $85,755.46

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	SHP - S&H Partner	
Uses of Funds:		Contract with Melissa Auger Consulting, LLC for Intercepting Bias In Our Classrooms. Services will span the 2026-2027 school year. The contract will include 13 days of Instructional Coaching for "Year1, 2 & 3" Novice Teachers & Full Day Professional Learning Workshop (Date: August 2026) Approximately $2,600 per session x 14 sessions across all schools in our district, supporting an estimated and not limited to 100 teachers. Services will focus on strengthening lesson planning, classroom management, routines and procedures, effective teacher language, student engagement, and positive instructional practices through coaching, modeling, co-teaching, observation, reflection, and individualized goal setting in alignment with our district's strategic plan and safe and healthy schools to promote positive school climate based on our Title IV needs assessment.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$37,040.46	
Line Item Total:	$37,040.46	
Item Key	203234	
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ESSHS - Equitable Services S&H School	
Uses of Funds:		**CACC Montessori School** Music School of Delaware-Music instruction for students-$860
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$48,715.00	
Line Item Total:	$48,715.00	

Item Key 202523	Open AI-Chat GPT subscription-$240 **Padua Academy** Heather Klemski-Student Wellness Presentations-$1000 Security Instruments-Vape detector installation-$9539 Security Instruments-New security cameras-$7,835 **Salesianum School** Physics Bus-Student Physics Presentation-$2775 Splice-Professional Sample Library Subscription for Audio/Media classes-$399 Security Instruments-Vape detector installation-$4400 **St. John The Beloved School** The Social Institute-Student/Staff SEL Online Resource-$3000 **Tatnall School** Unified Security-Outside Security Speaker Installation-$5267 Responsive Classroom-One Day Workshop for 10 staff-$2850 CSEE-Stanley King Institute-Registration (includes lodging & meals)-$2500 CSEE School Counselors Summit-Registration (includes lodging)-$1300 **Ursuline Academy** Peter Van Buskirk-College Readiness/Financial Aid Presentation-$2400

Wilmington Christian School

Raptor Technologies-Visitor management System-$2425

Joyful Reading Company/Beanstack-Online Literacy Resource-$1226

St. Ann School

Gopher Sport/Spark-Online PE Training-$499

Delaware School Counselor Association Spring Conference-Registration-$200

Total for 5500 - Contractual:	$85,755.46
Total for all other Account Codes:	$674,527.54
Total for all Account Codes:	$760,283.00
Adjusted Allocation:	$760,283.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

5500 - Audit Fees - $1,573.96

Budget Detail		Narrative Description
Account Code:	5500 - Audit Fees	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	audit fees
Quantity:	1.00	
Cost:	$1,573.96	
Line Item Total:	$1,573.96	
Item Key	203232	

Total for 5500 - Audit Fees:	$1,573.96
Total for all other Account Codes:	$758,709.04
Total for all Account Codes:	$760,283.00
Adjusted Allocation:	$760,283.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

5560 - Indirect - $13,631.70

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	A - Administration	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	indirect cost
Quantity:	1.00	
Cost:	$13,631.70	
Line Item Total:	$13,631.70	
Item Key	203231	

Total for 5560 - Indirect:	$13,631.70
Total for all other Account Codes:	$746,651.30
Total for all Account Codes:	$760,283.00
Adjusted Allocation:	$760,283.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

5600 - Supplies - $126,264.00

Budget Detail		Narrative Description
Account Code:	5600 - Supplies	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	ESRE - Equitable Services Rounded Ed	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$126,264.00	
Line Item Total:	$126,264.00	
Item Key	202522	

CACC Montessori School

CDW-Staff laptop-$1500 - Purchase staff laptop because the school does not provide them to any staff. This laptop will supplement existing resources and support activities aligned with their needs assessment by providing teachers with access to deliver a more well-rounded education and support the implementation of Title IV to promote student engagement and access to digital learning resources, including technology-enhanced instruction.

Salesianum School

CPR Savers-CPR Manikin Training Kit Expansion-$1000

CDW-Class Set of 20 Student Chromebooks with Licensing (2)-$11,855

Amazon-Library/Media seating-$10,084.50 - Purchase supplemental flexible/library media seating to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

National Business Furniture-Library/Media seating-$7890 - Purchase supplemental flexible/library media seating to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

St. Anthony of Padua School

CDW-Class Set of 21 Student Chromebooks with Licensing-$6517

St. John The Beloved School

Dell-9 Staff laptops-$14,505 - Purchase 9 staff laptops because the school does not provide them to any staff. These laptops would supplement existing resources and support activities aligned with their needs assessment by providing teachers with access to deliver a more well-rounded education and support the implementation of Title IV to promote student engagement and access to digital learning resources, including technology-enhanced instruction.

St. Marks High School

2 Modern Supplies-Communal Seating for Students-$4800 - Purchase supplemental communal seating for specific needs to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

Amazon-Library/Media seating-$7227 - Purchase supplemental flexible/library media seating to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

National Business Furniture-Library/Media seating-$1578 -Purchase supplemental flexible/library media seating to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

Worthington Direct-Collaborative Table Tops (5) for Active Learning Classrooms-$3540 - Purchase supplemental table tops with specific needs attached to BTC to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

Blick Art Supplies-Storage Cabinets-$3600 -Purchase supplemental storage cabinets for the art center with specific needs to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and

engagement for a well-rounded education.

CDW-75 Inch Display Monitors (3) and carts (3)-$8581

Tatnall School

Teamlife-AED Devices (2)-$4441

Worthington Direct-Collaborative Table Tops-$3612.50-Purchase supplemental table tops with specific needs attached to BTC to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

Ursuline Academy

Pepco Science Tables-Science & Art Tables-$6475 -Purchase supplemental tables for science rooms and art center with specific needs to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

Multiple Sources-Supplies for New Athletic Training Course-$1530

Amazon-Class set of Pedometers for New Student Fitness Course-$100

Amazon-Supplies for New Youth Sporting Classes-$650

Corbett Inc-Chairs for Art Room(s)-$5508 -Purchase supplemental seating for art center with specific needs to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

Wilmington Christian School

CDW-Maker Bot 3-D Printer-$3080

CDW-75 inch Monitor & Wall Mounts-$2122

Geyer Instructional Products-Ozobot Evo Classroom Kit-$2990

Terrapin Inc-Bee Bot Classroom Sets (3X)-$1920

Teacher Supply Source-Snap Circuit Classroom Activity Kit (2X)-$1040

School Outfitters Mobile Cubby Storage Unit for STEM Class-$1400 - Purchase supplemental storage unit with specific needs attached to STEM to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

St. Ann School

Music K-8-Music Instruction Supplies-$730

National Business Furniture-Library/Media Center Seating-$6392 -Purchase supplemental flexible/library media seating to create safe, supportive, and engaging learning environments that support the implementation of the school's Title IV needs assessment to promote student collaboration and engagement for a well-rounded education.

Sharon Temple School

CDW-Student Chromebooks-$840

Total for 5600 - Supplies:	$126,264.00
Total for all other Account Codes:	$634,019.00
Total for all Account Codes:	$760,283.00
Adjusted Allocation:	$760,283.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

Indirect Cost	
Total Contributing to Indirect Cost	$746,651.30
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$22,502.31

Filter by Location: All - $760,283.00

Account Code / Funding Description	A - Administration	RE - Rounded Ed	SHP - S&H Partner	SHS - S&H School	ET - Ed Tech	ESRE - Equitable Services Rounded Ed	ESSHS - Equitable Services S&H School	Total
5100 - Salaries	0.00	98,371.52	0.00	50,230.75	193,757.85	0.00	5,898.19	348,258.31
5120 - OECs	0.00	55,686.02	0.00	18,036.89	104,710.66	0.00	3,116.00	181,549.57
5400 - Travel	0.00	1,250.00	0.00	2,000.00	0.00	0.00	0.00	3,250.00
5500 - Contractual	0.00	0.00	37,040.46	0.00	0.00	0.00	48,715.00	85,755.46
5500 - Audit Fees	1,573.96							1,573.96
5560 - Indirect	13,631.70							13,631.70
5600 - Supplies	0.00	0.00	0.00	0.00	0.00	126,264.00	0.00	126,264.00
Total	15,205.66	155,307.54	37,040.46	70,267.64	298,468.51	126,264.00	57,729.19	760,283.00
							Adjusted Allocation	760,283.00
							Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

Indirect Cost	
Total Contributing to Indirect Cost	$746,651.30
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$22,502.31

Filter by Location: All - $760,283.00

Funding Description / Account Code	A - Administration	RE - Rounded Ed	SHP - S&H Partner	SHS - S&H School	ET - Ed Tech	ESRE - Equitable Services Rounded Ed	ESSHS - Equitable Services S&H School	Total
5100 - Salaries	0.00	98,371.52	0.00	50,230.75	193,757.85	0.00	5,898.19	348,258.31
5120 - OECs	0.00	55,686.02	0.00	18,036.89	104,710.66	0.00	3,116.00	181,549.57
5400 - Travel	0.00	1,250.00	0.00	2,000.00	0.00	0.00	0.00	3,250.00
5500 - Contractual	0.00	0.00	37,040.46	0.00	0.00	0.00	48,715.00	85,755.46
5500 - Audit Fees	1,573.96							1,573.96
5560 - Indirect	13,631.70							13,631.70
5600 - Supplies	0.00	0.00	0.00	0.00	0.00	126,264.00	0.00	126,264.00
Total	15,205.66	155,307.54	37,040.46	70,267.64	298,468.51	126,264.00	57,729.19	760,283.00
							Adjusted Allocation	760,283.00
							Remaining	0.00

Title IV

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

1. Describe the activities and programming that will be supported with the Title IV, Part A funding. [4106(e)(1)]

Talented and Gifted Instruction - Title IV funds will be utilized to support one itinerant teacher to provide services to 8 Red Clay schools. Services will be provided to students in grades 3-5 at 8 Red Clay Elementary schools. In addition funding has been allocated to provide curriculum resources, STEM units, and classroom materials to support Talented and Gifted Instruction.
Multi-Tiered Systems of Support - Title IV funds will be utilized to provide stipends for MTSS team leaders and EPER pay for MTSS/PBS team members.
Ed. Associate position to oversee and support Career and Technical Education in the Red Clay Consolidated School District. This position is supplemental, not mandatory by Delaware State Law, and allows for delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies, supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement, building technological capacity and infrastructure. (History of position: 14+ years, federally funded (Perkins/Title I split)). There are no other state or local funds available to support the position.

Tier 1 universal SEL programming, Tier 2 targeted small group skill-building/interventions (behavior, social skills, mental health literacy), Tier 3 individualized intensive behavior plans & wraparound support. Intended Student Impact & Measurement is improved positive school climate, reduction in disciplinary referrals and suspensions, increased academic growth by addressing behavioral/emotional barriers.

Enrichment is offered to the next subset of academically advanced students beyond the TAG cohort, serving up to a combined total of 20% of students in a grade level. TAG classes meet during the regular school day for a minimum of 90 minutes up to 225 minutes per week. Classes are scheduled either during Response to Intervention (RTI) plus small-group time or during whole-group instruction, depending on the individual school's master schedule.

Stipends support cross-departmental and school-based admin/educator representatives meeting regularly (monthly and quarterly marking period sessions) to plan, design, and lead building-level MTSS frameworks.

Activities/Services for Educators: High-quality professional development for CTE educators on industry-standard software, hardware, digital learning technologies, and personalized learning instruction.
Activities/Services for Students: Direct instruction using industry-standard technologies and digital platforms, career pathway completion, preparation for industry certifications, postsecondary/college/career readiness aligned with Goal 2 (Future Ready).
Intended Student Impact & Measurement: Student acquisition of industry credentials, mastery of digital literacy and technical skills, successful transition to postsecondary education or in-demand career pathways.

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)]

Melissa Auger Consulting, LLC: Instructional Coaching - Focused on developing a cohesive mindset around discipline and children, teaching and practicing strategies to promote positive discipline in the classroom, teaching and practicing specific strategies that contribute to engaging students in engaging lessons, establishing and executing classroom routines/procedures, participating in purposeful lesson planning, balancing social and emotional skills with academic proficiency, modeling and practicing effective teacher language, and other individualized goals created between coach and teachers.

3. If applicable, describe how funds will be used for activities related to supporting well-rounded education that are coordinated with other schools and community based services and programs. [4106(e)(1)(B) and 4107(a)(1)]

As described above RCCSD will utilize Title IV funds to support one itinerant teacher to supplement the core curriculum at 8 elementary schools (grades 3-5). This staff member will engage in the co-planning and delivery of standards-based lessons to ensure the necessary differentiation to meet the needs of talented and gifted learners. They will also push or pull out as needed to support individuals or groups of students in grades 3-5.

The TAG program coordinates service delivery across participating elementary schools (grades 2-5) to align class meeting times (90-225 minutes weekly) and maintain consistent implementation of differentiated enrichment modules across campuses.

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)]

MTSS Leads are designed to provide improved support for students through multi-tiered supports. Red Clay will monitor schoolwide referral and suspension data to assess the initiative's effectiveness.
For Educators: Professional development, EPER pay/stipends for MTSS Team Leads, data analysis training.
For Students: Tier 1 Universal SEL & screeners, Tier 2 targeted group interventions, Tier 3 intensive behavior plans & crisis response.

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)]

MTSS Leads are designed to provide improved support for students through multi-tiered supports. Red Clay will monitor schoolwide referral and suspension data to assess the initiative's effectiveness.

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 improved support for students through multi-tiered supports (MTSS). Red Clay will monitor school-wide referral and suspension data to determine the effectiveness of the initiative.

The MTSS-B (behavioral/social-emotional) process explicitly includes parent/guardian initiation. Parents can directly express academic, social, emotional, or behavioral concerns to trigger an MTSS cycle review meeting. Through the annual Red Clay Block Party and school-based resource fairs, families engage directly with district MTSS leads, student services teams, and community mental health partners to learn about available multi-tiered supports.

7. If applicable, describe how funds will be used for activities related to supporting the effective use of technology to improve the academic achievement, academic growth, and digital literacy of all students. [4106(e)(1)(D)]

Title IV funding will be utilized to fund an Ed. Associate position to oversee and support Career and Technical Education in the Red Clay Consolidated School District (as described in Q1). Funding this position will ensure that students utilize industry standard technologies in their CTE classes and that teachers are properly trained on the pertinent software and/or hardware in their respective discipline. Students will understand how today's workplace employs these technologies and have the opportunity to earn industry certifications as they complete their career pathway. As a result, students' career and technical coursework will provide a well-rounded experience that will prepare them for career and/or college and support Goal 2 of RCCSD's strategic plan (Future Ready).

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

As described above RCCSD will utilize Title IV funds to support both academic enrichment and to promote healthy students. RCCSD will monitor the effectiveness of these programs annually through the following:
- Talented and Gifted programming will be monitored through review of state and local assessment data (RI/MI) to monitor the impact of TAG support on individual students.
- MTSS Leads are designed to provide improved support for students through multi-tiered supports. Red Clay will monitor schoolwide referral and suspension data to assess the initiative's effectiveness.
-Melissa Auger Consulting, LLC: Instructional Coaching - Focused on developing a cohesive mindset around discipline and children, teaching and practicing strategies to promote positive discipline in the classroom, teaching and practicing specific strategies that contribute to engaging students in engaging lessons, establishing and executing classroom routines/procedures, participating in purposeful lesson planning, balancing social and emotional skills with academic proficiency, modeling and practicing effective teacher language, and other individualized goals created between coach and teachers.

Universal Screener Participation Rates: Tracking student participation rates in universal SEB screeners (SAEBRS) to ensure comprehensive identification of non-academic needs.
Delaware School Climate Survey Data: Analyzing annual survey results from students, staff, and families to assess overall school connectedness and behavioral culture.
Progress Monitoring & Attendance Metrics: Evaluating average daily attendance rates and tracking growth trends in iTracker Pro for students.

Equitable Share Calculation

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

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

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

- LEAs are required to consult with private school officials on the student count (ESEA, Section 1117(b)(1)(F))
- LEAs have several options for determining the student count (Q&A B-11 of ED's *Title I Equitable Services* guidance)

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

If you have participating private schools that are located inside your district's geographic boundaries, select each participating private school, indicate the school's Title IV status and enter the total number of private school students who attend the participating Title IV private school. For each participating private school, please upload a completed Affirmation of Consultation form using the provided Document Template/Example in this section's Related Documents page. Each document uploaded should be clearly named to correspond with the participating private school it is for.

Non-Participating Schools - Intent to Participate Form was sent

School	Status
CENTREVILLE LAYTON SCHOOL - 6028	Non-Participating
Destiny Calling Academy - 13267	Non-Responsive
Hockessin Montessori School (The) - 5802	Non-Participating
Independence School - 5871	Non-Participating
Limestone Hills Day School - 5895	Non-Responsive
Sanford School - 5846	Non-Responsive
Tower Hill School - 5834	Non-Responsive
Towle Institute - 5805	Non-Participating
Vision Learning Center - 5556	Non-Responsive
Wilmington Junior Academy - 5847	Non-Responsive
Developing Minds Preschool - 5021	Non-Participating

Participating Private Schools

School	# Enrolled	Allocation
Goods Blessing House - 15853	7	$ 280.05
Padua Academy - 5857	461	$ 18,442.98
Salesianum School - 5860	981	$ 39,246.35
Sharon Temple Adventist School - 5867	21	$ 840.14
St. Ann School - 5855	231	$ 9,241.50
St. Anthony of Padua Grade School - 5856	165	$ 6,601.07
St. John The Beloved School - 5849	448	$ 17,922.90
Saint Mark's High School - 5850	729	$ 29,164.72
Tatnall School, Inc. (The) - 5840	432	$ 17,282.80
Ursuline Academy - 5862	454	$ 18,162.94
Wilmington Christian School - 5853	410	$ 16,402.65
CACC Montessori Sch/Child Care - 5699	66	$ 2,640.43
Participating Total:	4,405	$ 176,228.51

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

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

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

Equitable Share Calculation	
A. Number of Students	**LEA Calculation**
A1. District Enrollment	14,599
A2. Participating Private School Enrollment	4,405
A3. Total Enrollment (A1+A2)	19,004
A4. Percent Participating Private School Enrollment (A2 / A3)	23.18
B. Proportionate Share	

B1. District Allocation	$ 760,283.00
B2. Proportionate Share to Private Schools (B1 X A4)	$ 176,228.51
B3. Proportionate Share to District (B1 - B2)	$ 584,054.49
B4. Per Pupil Rate (B1/A3)	$ 40.01

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

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

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

Required Documents

Type	Document Template/Example	Document/Link
Title IV Spending Rules Worksheet or Title IV Waiver or EdFlex Waiver [Upload 1 document(s)]	Title IV Spending Rules Worksheet	Red Clay Title IV Spending Worksheet

Conditional Documents

Type	Document Template/Example	Document/Link
Affirmation of Consultation	Affirmation of Consultation	GoodsBlessing31126MCMAffirmation Padua31126MCMAffirmation Salesianum311MCMAffirmation SharonTemple311MCMAffirmation StAnn31126MCMAffirmation StAnthony31126MCMAffirmation SJB311MCMAffirmation Saint Marks31126MCMAffirmation Tatnall31126MCMAffirmation Ursuline31126MCMAffirmation WilmChrist311MCMAffirmation CACC31126MCMAffirmation

Optional Documents

Type	Document Template/Example	Document/Link
Title IV Needs Assessment [Upload up to 1 document(s)]	Title IV Needs Assessment	Red Clay Title IV CNA
Do not upload here. Use template, if needed, to upload to Required document above.	Title IV or EdFlex Waiver".	

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Title IV Part A Student Support and Academic Enrichment

Specific Title IV Assurances

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

Budget

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

Account Code		Total
5100 - Salaries		$9,275.00
5120 - OECs		$3,096.92
5400 - Travel		$56,350.00
5500 - Contractual		$153,495.00
5500 - Audit Fees		$0.00
5560 - Indirect		$0.00
5600 - Supplies		$208,701.08
5700 - Capital Outlay		$0.00
	Total	$430,918.00
	Adjusted Allocation	$430,918.00
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

5100 - Salaries - $9,275.00

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	PL - Professional Learning	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Location Code:	Red Clay Consolidated School District (953200)	Approx. (7 teachers) @ 5 days per training as per DOE/PLTW POS @ $265/day stipend title of position: CTE teacher number of staff participating: approximately 7: Engineering, Auto Tech, MS PLTW Gateway, Culinary, K-12 Teaching Academy, Allied Health schools: John Dickinson HS, Skyline MS, Alexis I Dupont MS, Conrad School of Sciences, Alexis I DuPont HS name of activity: robotics, automotive, marketing, PLTW, Pro Start, TA, Health Sci.
Quantity:	1.00	
Cost:	$9,275.00	
Line Item Total:	$9,275.00	
Item Key	202032	

Total for 5100 - Salaries:	$9,275.00
Total for all other Account Codes:	$421,643.00
Total for all Account Codes:	$430,918.00
Adjusted Allocation:	$430,918.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

5120 - OECs - $3,096.92

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	PL - Professional Learning	OEC's for stipend amount of $9,275 @ 33.39% (OEC Rate for 1/26-6/26) = $3,096.92 title of position: CTE Teacher, 100% FTE number of staff participating: approximately 7, Engineering, Auto Tech, MS PLTW Gateway, Culinary, K-12 Teaching Academy, Allied Health schools: John Dickinson HS, Skyline MS, Alexis I Dupont MS, Conrad School of Sciences, Alexis I DuPont HS name of activity: robotics, automotive, marketing, PLTW, Pro Start, TA, Health Sci.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$3,096.92	
Line Item Total:	$3,096.92	
Item Key	202033	

Total for 5120 - OECs:	$3,096.92
Total for all other Account Codes:	$427,821.08
Total for all Account Codes:	$430,918.00

Adjusted Allocation:	$430,918.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

5400 - Travel - $56,350.00

Budget Detail		Narrative Description
Account Code:	5400 - Travel	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	PL - Professional Learning	
Location Code:	Red Clay Consolidated School District (953200)	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Quantity:	1.00	
Cost:	$56,350.00	
Line Item Total:	$56,350.00	
Item Key	202034	

Travel: ($56,350)

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

CTSO's National Competitions

- (est. total costs including travel and registration)

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

Participating CTSO's

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

CAB – BPA-MS, TSA-HS, and TSA-MS

CSS – FFA, HOSA, TSA-HS, and TSA-MS

JDHS – TSA, VEX & FIRST Robotics, Skills

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

AIDMS – TSA and FCCLA

BSS – BPA

HBDMS – BPA, FCCLA, and TSA

Skyline – BPA

Stanton – BPA and FFA

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

CTE Conferences

ITEEA Conference

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

NHSCE Conference

-(est. total costs including travel and registration, 3 teachers), (Total

$6,500)

ADOBE Conference

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

ISTE

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

ACTE

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

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

DOE required training travel costs:

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

PLTW travel costs:

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

Total Recommended Travel Budget: $56,350

Total for 5400 - Travel: $56,350.00

Total for all other Account Codes:

	$374,568.00
Total for all Account Codes:	$430,918.00
Adjusted Allocation:	$430,918.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

5500 - Contractual - $153,495.00

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	POS S - POS Support	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$70,000.00	
Line Item Total:	$70,000.00	
Item Key	202022	

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

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

Year One:

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

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

90 hours phlebotomy

50 hours phlebotomy clinical

Year Two:

17 hours refresher

200 hours Patient Care Technician theory and lab

60 hours Patient Care Technician clinical

8 hours work readiness

5 hours certification exam

Account Code: 5500 - Contractual

Funding Description: POS S - POS Support

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $31,995.00

Line Item Total: $31,995.00

Item Key 202023

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Substitute coverage: ($31,995, 50 teachers, approx. avg. days 177.5)

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

- (7/25-12/25) approx. avg. 89 days

- OEC calculation as requested: (Hourly Rate x Number Teachers FY26 Substitute OEC Rate (7/25-12/25)

(approx. $22/hr. x 50 teachers x 0.0924 = approx. $101.64)

- approx. daily rate: $22/hr. x 7.5 = $165

- approx. daily OEC: $165 x 0.0924 = $15.25

- approx. daily total: $165 + $15.25 = $180.25

- Total (7/25-12/25) 89 days x $180.25 daily total = approx. $16,042.25

- staff attend state and national student competitions and/or conferences
-

- (1/26-6/26) approx. avg. 88.5 days

- OEC calculation as requested: (Hourly Rate x Number Teachers FY26 FY26 Substitute OEC Rate (1/26-6/26)

(approx. $22/hr. x 50 teachers x 0.0920 = approx. $101.20)

- approx. daily rate: $22/hr. x 7.5 = $165

- approx. daily OEC: $165 x 0.0920 = $15.18

- approx. daily total: $165 + $15.18 = $180.18

- Total (1/26-6/26) 88.5 days x $180.18 daily total = approx. $15,945.93

On average, approx. $16,045 + $15,950 = $31,995

Account Code: 5500 - Contractual

Funding Description: POS S - POS Support

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $26,000.00

Line Item Total: $26,000.00

Item Key 202024

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Project Lead the Way (PLTW) licensing & training: ($23,000)

-Unit trainings for (5) teachers at est. $4,000, totaling $20,000

-POS

- **STEM** (5), Skyline MS, Alexis I Dupont MS, Conrad School of Sciences

-PLTW License for $3,000

Culinary Training ($3,000)

Pro-Start Training for Culinary teachers (2-3), Thomas McKean HS, Alexis I Dupont MS

Account Code: 5500 - Contractual

The Narrative Description for each budget item must include all of the required

Funding Description: WBL - Work-Based Learning

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $15,000.00

Line Item Total: $15,000.00

Item Key 202062

components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Supplemental payment for JA Finance Park/JA BizTown subsidized costs, to 2027-28 academic year, two years of supplemental payments.

Account Code: 5500 - Contractual

Funding Description: CTSO - Career and Technical Student

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $10,500.00

Line Item Total: $10,500.00

Item Key 202035

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

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

Participating Schools & CTSO's

Alexis I Dupont HS – BPA, DECA, FCCLA, Skills, TSA, Educators Rising

Cab Calloway – BPA-MS, TSA-HS, and TSA-MS

Conrad School of Sciences – FFA, HOSA, TSA-HS, and TSA-MS

John Dickinson HS – TSA, VEX & FIRST Robotics, Skills

Thomas McKean HS – DECA, FCCLA, FFA, Skills, TSA, Educators Rising

Alexis I Dupont MS – BPA and FCCLA

Brandywine Springs – BPA

Henry B Dupont MS – BPA, FCCLA, and TSA

Skyline MS– BPA

Stanton MS – BPA and FFA

-registration (est. average total costs 50 @ $210) $10,500

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

Total for 5500 - Contractual:	$153,495.00
Total for all other Account Codes:	$277,423.00
Total for all Account Codes:	$430,918.00
Adjusted Allocation:	$430,918.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

5600 - Supplies - $208,701.08

Budget Detail		Narrative Description
Account Code:	5600 - Supplies	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	POS Ad - POS Administration	
Location Code:	Red Clay Consolidated School District (953200)	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Quantity:	1.00	HB Middle School POS: FCS Upgrade appliance (refrigerator) level 1 & 2 Cost: 1 @ $2,455 = $2,455 The FCS program instructs students on standards of food handling and preparation.The need to replace the refrigerator is a necessary instructional item. Classification: Instructional Item Quantity: 1 new refrigerator for the Family and Consumer Science classroom lab at HB DuPont Middle School. This equipment is essential for instructing students on current state standards regarding safe food handling, storage, and preparation. This purchase is supplemental as it replaces outdated, non-compliant equipment, ensuring the facility meets current health and safety regulations necessary for the FCS curriculum. The upgrade directly supports increased student achievement for students at risk of not meeting state academic standards by providing a reliable, industry-standard environment for hands-on, vocational learning. By ensuring access to high-quality tools, the program fosters deeper engagement with the curriculum, allows for authentic assessment of food safety and promotes student success in life-readines and in this career pathway.
Cost:	$2,455.00	
Line Item Total:	$2,455.00	
Item Key	202021	

Account Code: 5600 - Supplies

Funding Description: POS S - POS Support

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $16,250.00

Line Item Total: $16,250.00

Item Key 202025

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Conrad School of Sciences

POS: Nurse Assisting, CNA

Upgrade text instructional materials level 1 & 2

Cost: 50 @ $200 = $10,000

Classification: Instructional

Item Quantity:50 sets of updated text instructional materials for level 1 and 2 for the Nurse Assisting (CNA) pathway at Conrad School of Science.

The materials are required to provide students with the most current, industry-aligned content necessary for mastering foundational health science skills and preparing for the CNA certification exam.

This purchase is supplemental as it replaces outdated textbooks that no longer reflect current medical practices or state certification standards, ensuring the curriculum remains relevant and compliant with industry standards.

This investment directly supports increased student achievement for those at risk of not meeting state academic standards by ensuring all learners have access to high-quality, current resources. By providing clear and accurate study materials, that program reduces barriers to learning, enhances comprehension of technical and clinical concepts, and empowers students to successfully complete their industry certifications and prepares them for their post secondary education or career.

Alexis I duPont High School

POS: Allied Health

Upgrade text instructional materials level 2

Cost: 25 @ $250 = $6,250

Classification: Instructional

Item Quantity:25 sets of updated text instructional materials for level 2 for the Allied Health POS at AI DuPont High School.

The materials are required to provide students with the most current, industry-aligned content necessary for mastering foundational health science skills and preparing for the(certification.

This purchase is supplemental as it replaces outdated textbooks that no longer reflect current medical practices or state certification standards, ensuring the curriculum remains relevant and compliant with industry standards.

This investment directly supports increased student achievement for those at risk of not meeting state academic standards by ensuring all learners have access to high-quality, current resources. By providing clear and accurate study materials, that program reduces barriers to learning, enhances comprehension of technical and clinical concepts, and empowers students to successfully complete their industry certifications and prepares them for their post secondary education or career.

Account Code: 5600 - Supplies

Funding Description: POS T - POS Technology

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $182,796.08

Line Item Total: $182,796.08

Item Key 202031

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

AI DuPont HS

POS NAF Marketing

EOL Refresh POS Lab

40x$1500=$60,000

John Dickinson

POS CADD

EOL Refresh POS Lab

40x$1500=$60,000

Conrad School of Sciences

POS Digital Media Laptop Computer Cart Refresh - EOL

EOL Refresh POS Lab

33x$1500=$49,500

Career Safe Licenses:

Purchase 200 - Career Safe Vouchers

260 x $35.00 - $9,100

Employability Skills

1 x $900.00

Instructional

40 Dell laptop computers for the POS Digital Media program at Conrad School of Science

These computers are essential for student access to industry-standard software, complex simulations and project based learning environments critical for technical curriculum delivery.

This purchase is supplemental as it replaces end of life hardware, ensuring

all students have reliable, high-performance technology to meet the rigorous demands of current CTE specialized career pathways.

EOL, teacher laptops John Dickinson HS and Al duPont HS

(2) Dell @ $1,648.04 = $3,296.08

Instructional

2 Dell Teacher lap tops for instructors at Al Dupont HS and John Dickinson HS for

These devices are essential for teachers to manage instruction, demonstrate software, and track student data.

This purchase is supplemental as it replaces obsolete, and end of life hardware, ensuring instructors can continue to deliver curriculum without technical interruptions. This upgrade supports student achievement by ensuring teachers have the functional and reliable tools to facilitate high quality lessons, monitor student progress effectively and provide timely data driven feedback to support students.

Account Code: 5600 - Supplies

Funding Description: POS T - POS Technology

Location Code: McKean (Thomas) High School (953200-294)

Quantity: 1.00

Cost: $4,000.00

Line Item Total: $4,000.00

Item Key 202029

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Thomas McKean High School

POS: Plant Science & Marketing

Item: EOL Interactive board 1 @ $4,000 for instructional practice: $4,000

Instructional

One EOL replacement interactive board for the Plant Science & Marketing

program of study at Thomas McKean High School.

This equipment is essential for demonstrating complex marketing analytics presenting agricultural data, and modeling interactive lessons for plant science curriculum.

This purchase is supplemental as it replaces obsolete, non-functional hardware, ensuring the teacher can deliver the current CTE curriculum without interruption or technical failure.

This upgrade directly supports increased student achievement for students at risk of not meting state academic standards by providing a reliable , high-performance visual platform for instruction. Enabling real-time, interactive demonstrations of marketing concepts and plant science processes, enhancing engagement, supporting diverse learning styles, and consistent access to digital instruction.

Account Code: 5600 - Supplies

Funding Description: POS T - POS Technology

Location Code: Dickinson (John) School (953200-290)

Quantity: 1.00

Cost: $3,200.00

Line Item Total: $3,200.00

Item Key 202030

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

John Dickinson High School

POS

- Digital Media POS

EOL, teacher laptop

(1) Mac @ $3,200 = $3,200

Instructional:

One Apple Mac laptop for the Digital Media POS at John Dickinson High School

This equipment is a necessary replacement for an end of life device. it is

	essential for the instructor to model industry-standard software, demonstrate digitial design and editing techniques, and manage student digital media projects. This purchase is supplemental it replaces obsolete hardware ensuring the teacher can effectively deliver the current CTE curriculum without interruption or technical failure. This upgrade directly supports increased student achievement for students at risk of not meeting state academic standards by ensuring the instructor has the reliable, high performance technology required to model complex design concepts and provide real-time, effective feedback on student projects. Providing the teacher with the ability to facilitate high stakes digital media demonstrations for student learning and mastery.
Total for 5600 - Supplies:	$208,701.08
Total for all other Account Codes:	$222,216.92
Total for all Account Codes:	$430,918.00
Adjusted Allocation:	$430,918.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

Indirect Cost	
Total Contributing to Indirect Cost	$430,918.00
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$12,754.00

Filter by Location: All - $430,918.00

Funding Description Account Code	POS Ad - POS Administration	POS S - POS Support	WBL - Work-Based Learning	POS T - POS Technology	PL - Professional Learning	CTSO - Career and Technical Student	Total
5100 - Salaries	0.00	0.00	0.00	0.00	9,275.00	0.00	9,275.00
5120 - OECs	0.00	0.00	0.00	0.00	3,096.92	0.00	3,096.92
5400 - Travel	0.00	0.00	0.00	0.00	56,350.00	0.00	56,350.00
5500 - Contractual	0.00	127,995.00	15,000.00	0.00	0.00	10,500.00	153,495.00
5600 - Supplies	2,455.00 +$500.00	16,250.00	0.00	189,996.08 -$500.00	0.00	0.00	208,701.08
Total	2,455.00 +$500.00	144,245.00	15,000.00	189,996.08 -$500.00	68,721.92	10,500.00	430,918.00
						Adjusted Allocation	430,918.00
						Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

Indirect Cost	
Total Contributing to Indirect Cost	$430,918.00
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$12,754.00

Filter by Location: All - $430,918.00

Funding Description Account Code	POS Ad - POS Administration	POS S - POS Support	WBL - Work-Based Learning	POS T - POS Technology	PL - Professional Learning	CTSO - Career and Technical Student	Total
5100 - Salaries	0.00	0.00	0.00	0.00	9,275.00	0.00	9,275.00
5120 - OECs	0.00	0.00	0.00	0.00	3,096.92	0.00	3,096.92
5400 - Travel	0.00	0.00	0.00	0.00	56,350.00	0.00	56,350.00
5500 - Contractual	0.00	127,995.00	15,000.00	0.00	0.00	10,500.00	153,495.00
5600 - Supplies	2,455.00 +$500.00	16,250.00	0.00	189,996.08 -$500.00	0.00	0.00	208,701.08
Total	2,455.00 +$500.00	144,245.00	15,000.00	189,996.08 -$500.00	68,721.92	10,500.00	430,918.00
						Adjusted Allocation	430,918.00
						Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

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

The actual performance levels for 2023-2024, 2024-2025, and 2025-26 are listed in the table. The current target levels are provided in the 2026-2027 column. Annual targets (one-year targets) and performance goals (four-year targets) for each indicator of performance under the Act, should reflect findings from the local needs assessment and be developed in alignment with the local application (to be updated annually).

	2023-2024	2024-2025	2026-2027	2027-2028	
	Prior Performance (Actual)	Prior Performance (Actual)	Current State Target	LEA Proposed Annual Target	Justification
1S1: Four Year Graduation Rate	97.39	97.49	97.25	* 97.5 %	Incremental Growth
2S1: Academic Proficiency in Reading Language Arts	44.00	46.67	53	* 56 %	Incremental Growth
2S2: Academic Proficiency in Mathematics	19.60	22.35	32	* 34 %	Incremental Growth
2S3: Academic Proficiency in Science	21.13	31.98	45	* 47 %	Incremental Growth
3S1: Post-Program Placement	70.69	74.05	77	* 79 %	Incremental Growth
4S1: Non-traditional Program Concentration	70.69	34.53	32	* 36 %	Incremental Growth
5S1: Program Quality - Attained Recognized Postsecondary Credential		0.00	19	* 21 %	Incremental Growth
5S2: Program Quality - Attained Postsecondary Credits	53.99	36.09	50	* 50 %	Incremental Growth
5S3: Program Quality - Participated in Work-Based Learning	2.55	40.07	28	* 30 %	Incremental Growth
5S4: Program Quality - Middle Grades				* 0 %	Incremental Growth

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

Required Documents		
Type	**Document Template/Example**	**Document/Link**
Perkins Advisory Committee Membership [Upload between 1 and 3 document(s)]	Perkins Advisory Committee Template	Perkins Advisory
Improvement Plan [Upload between 1 and 3 document(s)]	Perkins Improvement Plan Template	Perkins Improvement
Academic Skills integration plan into CTE programs [Upload at least 1 document(s)]	N/A	Academic Skills Integration Plan

Optional Documents		
Type	**Document Template/Example**	**Document/Link**
POS applications/documents	N/A	
Section 1: Student Performance Data Reports	N/A	2024 Student Performance All Data 2024 Student Performance American Indian Native 2024 Student Performance Foster Care 2024 Student Performance Native HW Pacific Islander 2024 Student Performance Military in Conn Youth 2025 Student Performance 2025 Student Performance American Indian 2025 Student Performance Foster Care 2025 Student Performance Military Conn Youth 2025 Student Performance Native HW Pacific Isl
Section II: Programs of Study Data Reports	N/A	LEA Perkins Data Report 90% RCC Inf. Camp. Data

Section III: Evaluation of Progress Data Reports	N/A	
Section IV: Improvement Data Reports	N/A	HR - Nondiscriminaton Policy HR DIversity and Equity Policy New Teacher Mentoring - HR New Teacher Year 1 Continuous Improvement
Section V: Equal Access Data Reports	N/A	

Specific Perkins Assurances

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

Specific Perkins

1.	The Delaware Department of Education (DDOE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this subgrant. However, DDOE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the subgrant award.
2.	Grantee shall adhere to DDOE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent subgrant payments until such time as the reports are filed.
3.	Requests for subgrant extension, when allowed, must be submitted at least 45 days prior to the end of the subgrant period.
4.	Grantee shall repay any funds that have been determined through the federal or state audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government. The repayment may be made by an offset to funds that are otherwise due the grantee.
5.	Federal funds made available will be used to supplement, and to the extent practicable increase the amount of state and local funds for Career and Technical Education but in no case supplant (replace) such state or local funds.
6.	CTE programs of study are of such size, scope, and quality to bring about improvement in the quality of CTE education and are in alignment with the Delaware State Plan for Career and Technical Education.
7.	Sufficient information will be provided to the State to enable the State to comply with the provisions of the Perkins Act, including evaluation/review of grant implementation and data collection. Cooperation will be provided to enable the State to continue to collect data for the core Perkins indicators. The complete annual data report for the previous school year has already been submitted to DDOE.
8.	A local career and technical advisory committee including business and industry personnel is organized and utilized to assist in overall planning, coordinating, and evaluating all Career and Technical Education programs. (A listing of committee members is included in the Related Documents section utilizing the Advisory Committee form provided). Agendas, attendance, and minutes from these meetings will be kept on file for a period of five (5) years and made available for DDOE review upon request.
9.	Abilities, interests and needs of students, and recommendations from advisory councils, State and community labor needs surveys were considered in order to provide appropriate and supplementary programs and services for special populations.
10.	CTE services will be coordinated with relevant programs conducted under the Workforce Innovation and Opportunity Act (WIOA), including cooperative arrangements established with private industry councils and the Delaware Workforce Development Board, in order to avoid duplication and to expand the range of and accessibility to Career and Technical Education services.
11.	Any eligible recipient that has not expended all Perkins funds within the academic/program year for which they are provided will remit all unexpended monies to the eligible agency for redistribution in accordance with the Carl D. Perkins Career & Technical Education Act of 2006, Section 133b.
12.	Grantee shall assure that semi-annual, annual, and/or final grant reports are submitted within the approved project timeline associated with the grant award.

13.	The Proposed Annual Target and the Proposed Final Target established through the Consolidated Grant Application, which includes revisions, if any, to the State's performance levels for the Perkins V core indicators, is accurate and complete. The LEA understands that this information will be incorporated into the LEA's Perkins V grant award through the State's Consolidated Grant Application and that the LEA will be held accountable for meeting at least 90 percent of each agreed-upon performance level or be required to implement a program improvement plan pursuant to Section 123(a)(1) of Perkins V.

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

Secondary CTE Comprehensive Local Needs Assessment

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

The purpose of the CLNA is to serve as a data-driven, stakeholder-informed process that supports meaningful and just program improvement in Career and Technical Education (CTE). Through analysis of labor market information, student access, participation, success data, and current program offerings, the CLNA enables local recipients to make strategic funding and programmatic decisions that reflect the real-world needs of students, families, employers, and communities. This process uncovers the root causes of gaps, strengthens partner engagement, enhances program quality, and supports educator talent development. By fostering a shared understanding and vision for the future of CTE, the CLNA drives sustainable improvements that increase access, opportunity, and success for every student.

The process begins with an in-depth analysis of disaggregated student performance data, focusing on identifying performance gaps across race, gender, & special population groups. It incorporates a review of local labor market needs to ensure programs align with high-dem&, highwage careers. The CLNA also evaluates the scope & quality of current programs of study (POS), measuring opportunities for dual credit, stackable credentials, & work-based learning. A core component includes assessing educator talent development, stakeholder engagement, & the presence of multi-tiered systems of support (MTSS) for all students. LEAs must document how they will recruit & retain a highly qualified teaching staff, promote unbiased instructional practices, & support students in non-traditional & high-skill pathways. The findings from each section shape the priorities, metrics, & activities outlined in the Local Application, ensuring continuous improvement & accountability across Delaware's CTE system. - The five (5) areas are:

I. **Student Performance:** requires LEAs to analyze disaggregated data across Perkins V performance indicators (e.g., graduation rates, credential attainment) to identify performance gaps among student subgroups, such as by race, gender, and special population status. LEAs must document how they are addressing underperformance, especially through the provision of Multi-Tiered Systems of Support (MTSS). The section includes detailed tables for identifying unmet student support needs, evaluating program outcomes by subgroup, and aligning MTSS services to academic, technical, and career readiness.

II. **Programs of Study:** requires LEAs to assess whether CTE programs meet requirements for size, scope, and quality. It ensures alignment with labor market needs and includes documentation of dual credit, stackable credentials, and WBL opportunities. POS are tracked by implementation status, and educator PD is emphasized for sustained program quality.

III. **Evaluation of Progress:** requires LEAs to define long-term CTE improvement strategies supported by timelines, PAC input, and data reviews. The section promotes middle-grade expansion and access through consistent monitoring of program implementation, student outcomes, and stakeholder engagement.

IV. **Improvement:** has LEAS focus on recruitment and retention of a highly - qualified educator workforce. LEAs must address institutional barriers, and improve career exploration and academic support. Professional development is expected to target underserved student needs and build instructional capacity and effectiveness.

V. **Equal Access:** LEAs must ensure non-discriminatory access to CTE programs, especially for special populations. Strategies must close access and performance gaps, expand awareness of in-demand careers, and prepare students for high-wage, non-traditional fields.

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

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

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

I. Student Performance

An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965

Data is available on the EdInsight Reports Portal: *Career Readiness* For the upcoming FY26-27 CLNA, the LEA should use what it believes to be the most accurate data. When not using an EdInsight report, you should indicate why it was not used (i.e., report incorrect v. local CIP/data entry inaccurate) and provide the locally used data when submitting the CGA. The data provided is what the CTE workgroup will use to review your CLNA and Local Application. Be sure that related data is uploaded in the appropriate section of the CLNA in the Related Documents section.

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

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

Table 1: Overall as a District Performance (what indicators were met or not met)

Indicator	Actual Performance for the District	SDPL (State Determined Level of Performance)	Met or Not Met
1S1	94.46	97.25	* Met
2S1	35.36	53	* Not Met
2S2	11.03	32	* Not Met
2S3	24.73	45	* Not Met
3S1	77.93	77	* Met
4S1	33.48	32	* Met
5S1	7.24	19	* Not Met
5S2	35.17	50	* Not Met
5S3	30	28	* Met

Table 2: Subpopulation Performance in relation to the SDPL for each indicator

Student Population	(State Target SDPL) 1S1 97.25	(State Target SDPL) 2S1 53	(State Target SDPL) 2S2 32	(State Target SDPL) 2S3 45	(State Target SDPL) 3S1 77	(State Target SDPL) 4S1 32	(State Target SDPL) 5S1 19	(State Target SDPL) 5S2 50	(State Target SDPL) 5S3 28
American Indian Native						33.33%	50.00%		50.00%
Asian	94.12%	33.33%			75.00%	53.33%		33.33%	
Black or African American	91.43%	18.75%	4.17%	14.29%	76.56%	29.55%	7.55%	15.09%	32.08%
Hispanic or Latino	95.45%	28.85%	5.77%	17.80%	79.76%	26.74%	9.92%	29.75%	38.02%
Native Hawaiian or Other Pacific Islander									
White	94.96%	50.50%	19.80%	38.24%	76.99%	40.96%	2.83%	51.89%	20.75%
Individuals With Disabilities (ESEA/IDEA)	92.31%	5.41%	0.00%	4.76%	61.11%	25.40%	9.76%	4.88%	53.66%
Individuals from Economically Disadvantaged Families	97.01%	22.22%	1.85%	12.50%	78.46%	30.49%	4.48%	20.90%	40.30%
Individuals Preparing for Non-traditional Fields	95.69%	45.78%	14.46%	35.71%	82.73%		4.44%	48.89%	20.00%
Single Parents									
Out of Workforce Individuals									
English Learners	90.48%	2.70%	0.00%	2.33%	63.16%	22.31%	13.04%	8.70%	45.65%
Homeless Individuals	100.00%	25.00%	0.00%	0.00%	71.43%	42.11%			37.50%

Youth In Foster Care									
Youth with Parent in Active Military									
Migrant Students									

*homeless individuals: described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
*Foster Youth: who are in, or have aged out of, the foster care system;
*Youth with Parent in Active Military (I) youth with a parent who - (i) is a member of the armed forces (as such term is defined in section 101 (a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title)

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

** Awareness Level: **High** - We already know this underperformance exists and we are currently working on resolving it; **Medium**- We are aware of this underperformance for this student group, but we were not aware of the scope of the problem; **Low**- We did not know this underperformance existed in this student group.*

Student Group	Clusters (not meeting the SDPL)	Program of Study (top three indicators in program of study not meeting the SDPL)	Under-performance % as compared to ALL CTE students (Compare performance in the cluster to the Actual performance level at the State level)	Awareness Level (High, Medium, Low)*	How is your LEA addressing areas where you are not meeting your performance target?
Male	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	* Underperforming --------- We recognize that Males are under performing in these POS. Placing concentrated efforts on educating students on the employable skills developed in these pathways and potential opportunities with WBL partners to increase performance and participation. Communicating articulations of credits and potential credentialing and certifications that are employable skills prior to graduation. We will utilize Student Success Plans (SSPs) and the Naviance platform to track student progress and interests. Counselors and CTE instructors collaborate in Professional Learning Communities (PLCs) to analyze subgroup performance data regularly. This allows us to identify and provide specific interventions, including one-on-one academic support and guidance for male students who are falling below performance targets
	* Financial Services	* 2. NAF	* 17 %	* Low	
	* Digital Technology	* 3. DCT	* 10 %	* Low	
Female	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 24 %	* Medium	* Underrepresented: ---------- We recognize that females are under performing and participating in these POS. We will utilize Student Success Plans (SSPs) and the Naviance platform to track student progress and interests. Counselors and CTE instructors will collaborate to analyze subgroup performance data regularly. This allows us to identify and provide specific interventions, including one-on-one academic support and guidance for female students who are falling below performance targets
	* Digital Technology	* 2. DCT	* 15 %	* Medium	
	* Financial Services	* 3. NAF	* 12 %	* Medium	
American Indian or Alaskan Native	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	* Underrepresented: We recognize that American Indians are underrepresented in our district demographics which is reflets an invalid data point. However since the number of identified Native American Students is under 100 efforts can be made to utilize Student Success Plans (SSPs) and the Naviance platform to track student progress and interests. Counselors and CTE instructors will collaborate to analyze subgroup performance data regularly. This allows us to identify and provide specific interventions, including one-on-one academic support and guidance for American Indian students who are falling below performance targets
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Asian	* Financial Services	* 1. NAF	* 20 %	* Medium	* Underrepresented: We recognize that Asians are underrepresented in our district demographics which is reflets an invalid data point. However since the number of identified Asian Students is under 100 efforts can be made to utilize Student Success Plans (SSPs) and the Naviance platform to track student progress and interests. Counselors and CTE instructors will collaborate to analyze subgroup performance data regularly. This allows us to identify and provide specific interventions, including one-on-one academic support and guidance for Asian students who are falling below performance targets
	* Agriculture	* 2. Plant/Animal	* 15 %	* Medium	
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Black or	* Advanced Manufacturing	* 1.	* 20 %	* Medium	* Underperforming

African American	* [illegible]	* 1. Engineering/Manufacturing/IT	* 20 %	* [illegible]	* Underperforming We recognize that African American students enrolled in CTE programs may experience disparities in participation, completion, credential attainment, or other performance measures. The district will review multiple sources of information, including CTE performance data, attendance, course completion, industry credential attainment, Student Success Plans (SSPs), work-based learning participation, and postsecondary outcomes to identify students who are not meeting performance expectations and determine factors contributing to the performance gap. CTE instructors, counselors, teachers, school leaders, and support staff will work together through Professional Learning Communities (PLC) to examine student data, identify barriers, and provide timely interventions. Strategies may include targeted academic support, tutoring, mentoring, individualized career advising, increased progress monitoring, assistance with industry certification preparation, and additional opportunities for hands-on skill development. Schools will also provide culturally responsive career guidance and intentionally connect students with mentors, employers, and professionals who can provide positive career models and help students explore a wide range of high-skill, high-wage, and in-demand career pathways. The district will monitor student access to advanced CTE coursework, work-based learning, internships, industry credentials, career and technical student organizations, and other enrichment opportunities to identify and address any disparities in participation. Students and families will receive regular communication regarding available CTE pathways, graduation requirements, credential opportunities, and postsecondary options. When barriers are identified, staff will connect students with appropriate academic, social-emotional, financial, and community-based resources. PLC teams will regularly review disaggregated performance and participation data to determine whether interventions are improving outcomes. Supports will be adjusted based on student progress and identified needs to ensure African American students have equitable access to high-quality CTE programs, career-connected learning experiences, industry credentials, and the supports necessary to successfully complete their programs and meet or exceed performance targets.
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Hispanic or Latino	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 21 %	* Medium	* Underrepresented We recognize that Hispanic or Latino students are underrepresented in our district demographics and that the small subgroup size may limit the reliability of disaggregated performance data. Because the number of identified Hispanic or Latino students is fewer than 100, the district will use multiple data sources, including Student Success Plans (SSPs) and Naviance, to monitor academic progress, interests, graduation requirements, and college and career readiness. Counselors, CTE instructors, teachers, and school leaders will collaborate regularly through Professional Learning Communities (PLC) to review student progress, identify students who are below performance targets, and develop targeted supports. These supports may include one-on-one or small-group academic assistance, tutoring, mentoring, academic planning, credit recovery, and increased progress monitoring. Schools will also provide regular student and family check-ins, support with course and career planning, and referrals to appropriate resources. PLC teams will monitor the effectiveness of interventions and adjust supports as needed to ensure Hispanic or Latino students have equitable access to the resources and opportunities needed to meet or exceed performance targets.
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Native Hawaiian or Other Pacific Islander	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3.	* 12 %	* Medium	* Underrepresented:

	* [illegible]	DCT	* 12 %	* [illegible]	We recognize that Native Hawaiian or Other Pacific Islander students are underrepresented in our district demographics and that the small subgroup size may limit the reliability of disaggregated performance data. Because the number of identified Native Hawaiian or Other Pacific Islander students is fewer than 100, the district will use multiple data sources, including Student Success Plans (SSPs) and Naviance, to monitor academic progress, interests, graduation requirements, and college and career readiness. Counselors, CTE instructors, teachers, and school leaders will collaborate regularly through Professional Learning Communities (PLC) to review student progress, identify students who are below performance targets, and develop targeted supports. These supports may include one-on-one or small-group academic assistance, tutoring, mentoring, academic planning, credit recovery, and increased progress monitoring. Schools will also provide regular student and family check-ins, support with course and career planning, and referrals to appropriate resources. PLC teams will monitor the effectiveness of interventions and adjust supports as needed to ensure Native Hawaiian or Other Pacific Islander students have equitable access to the resources and opportunities needed to meet or exceed performance targets.
White	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	* Underrepresented: We recognize that White students are underrepresented in our district demographics and that the small subgroup size may limit the reliability of disaggregated performance data. Because the number of identified White students is fewer than 100, the district will use multiple data sources, including Student Success Plans (SSPs) and Naviance, to monitor academic progress, interests, graduation requirements, and college and career readiness. Counselors, CTE instructors, teachers, and school leaders will collaborate regularly through Professional Learning Communities (PLC) to review student progress, identify students who are below performance targets, and develop targeted supports. These supports may include one-on-one or small-group academic assistance, tutoring, mentoring, academic planning, credit recovery, and increased progress monitoring. Schools will also provide regular student and family check-ins, support with course and career planning, and referrals to appropriate resources. PLC teams will monitor the effectiveness of interventions and adjust supports as needed to ensure White students have equitable access to the resources and opportunities needed to meet or exceed performance targets.
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Individuals With Disabilities (ESEA/IDEA)	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 23 %	* Medium	* Underrepresented We recognize that students with disabilities enrolled in CTE programs are not meeting performance targets at the same rate as their peers. The district will use multiple data sources, including CTE performance data, IEPs, Student Success Plans (SSPs), attendance, course completion, credential attainment, and progress monitoring data, to identify students who are below performance targets and determine barriers to success. Counselors, CTE instructors, special education teachers, case managers, and school leaders will collaborate through Professional Learning Communities (PLC) and IEP teams to review student progress and implement targeted interventions. Supports will include ensuring accommodations and supplementary aids identified in students' IEPs are consistently provided in CTE classrooms and work-based learning settings. Additional supports may include explicit instruction, chunking and scaffolding of assignments, extended time, preferential seating, visual directions and models, frequent checks for understanding, repeated practice, small-group or one-on-one instruction, assistive technology, modified instructional materials when appropriate, and opportunities for additional hands-on practice. Case managers and CTE staff will monitor implementation of IEP accommodations and student progress and adjust supports based on student data. The district will also strengthen transition planning by connecting CTE coursework to students' postsecondary goals, providing career exploration and work-based learning supports, and coordinating with families and appropriate community agencies when needed. PLC and IEP teams will regularly review intervention data, identify effective practices, and make adjustments to instruction and supports to ensure students with disabilities have equitable access to CTE programs, industry credentials, work-based learning opportunities, and the resources needed to meet or exceed performance targets.
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Individuals from Economically Disadvantaged Families	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	* Underrepresented

	* Financial Services	* 2. NAF	* 15 %	* Medium	We recognize that economically disadvantaged students enrolled in CTE programs may not be meeting performance targets at the same rate as their peers. The district will use multiple data sources, including CTE performance data, attendance, course completion, credential attainment, Student Success Plans (SSPs), and graduation and postsecondary readiness indicators, to identify students who are below performance targets and determine barriers impacting their success. Counselors, CTE instructors, teachers, school leaders, and support staff will collaborate through Professional Learning Communities (PLC) to review student progress and develop targeted interventions. Supports may include tutoring, mentoring, additional academic support, credit recovery, flexible scheduling when appropriate, increased attendance monitoring, and individualized academic and career planning. Schools will also identify and address financial barriers that may limit participation in CTE, including assistance with program fees, uniforms, tools, equipment, industry certification costs, transportation, and work-based learning expenses when resources are available. Schools will provide regular student and family check-ins and connect students with appropriate school and community resources, including food, housing, transportation, childcare, counseling, and other wraparound services that may affect school and CTE participation. CTE staff will also monitor access to work-based learning, industry credentials, career exploration, and other program opportunities to ensure economic circumstances do not create barriers to participation or completion. PLC teams will regularly review intervention and performance data, evaluate the effectiveness of supports, and adjust strategies as needed to ensure economically disadvantaged students have equitable access to the resources and opportunities needed to meet or exceed performance targets.
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Individuals Preparing for Non-traditional Fields	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	* Underrepresented: We recognize that students preparing for nontraditional fields may not be meeting performance targets at the same rate as their peers. The district will use multiple data sources, including CTE performance data, enrollment and completion data, industry credential attainment, Student Success Plans (SSPs), work-based learning participation, and postsecondary outcomes, to identify students who are below performance targets and determine barriers to success. Counselors, CTE instructors, teachers, school leaders, and community and industry partners will collaborate through Professional Learning Communities (PLC) to review student progress and develop targeted supports. These supports may include individualized career advising, targeted recruitment and outreach, career exploration activities, mentoring, job shadowing, work-based learning experiences, and connections with professionals working in nontraditional occupations. Schools will provide students with opportunities to learn about career pathways that challenge traditional gender and occupational stereotypes and will intentionally highlight diverse role models and successful professionals in nontraditional fields. The district will also address barriers that may discourage students from entering or completing nontraditional CTE programs by providing additional academic and technical support, assistance with industry credential preparation, access to appropriate equipment and safety gear, transportation support for work-based learning when available, and opportunities to build technical skills through hands-on practice. Counselors and CTE staff will monitor student enrollment, participation, persistence, completion, and credential attainment and will conduct regular student check-ins to identify concerns early. PLC teams will review the effectiveness of interventions and adjust supports as needed to ensure students preparing for nontraditional fields have equitable access to CTE programs, work-based learning, industry credentials, and the resources needed to meet or exceed performance targets.
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Single Parents	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3.	* 12 %	* Medium	* Underrepresented:

	* [illegible]	DCT	* 12 %	* [illegible]	We recognize that single-parent students enrolled in CTE programs may face unique barriers that impact their ability to meet performance targets. The district will use multiple data sources, including CTE performance data, attendance, course completion, credential attainment, Student Success Plans (SSPs), and graduation and postsecondary readiness indicators, to identify students who are below performance targets and determine barriers affecting their success. Counselors, CTE instructors, teachers, school leaders, and support staff will collaborate through Professional Learning Communities (PLC) to review student progress and develop individualized supports. These supports may include flexible scheduling when feasible, tutoring, mentoring, credit recovery, make-up opportunities for missed instruction, increased attendance monitoring, and individualized academic and career planning. Schools will also work to address barriers related to parenting responsibilities by connecting students and families with available childcare resources, transportation assistance, food and housing supports, counseling, and community-based resources. When appropriate, staff will help students develop plans for balancing CTE coursework, work responsibilities, and parenting obligations. The district will provide regular student and family check-ins to identify challenges early and connect students with resources that support persistence and completion. CTE staff will also ensure that single-parent students have equitable access to hands-on learning, work-based learning, industry credentials, internships, and career opportunities. PLC teams will regularly monitor attendance, course performance, credential progress, and participation in interventions, adjusting supports as needed to ensure single-parent students have the resources and flexibility necessary to remain engaged in their CTE programs and meet or exceed performance targets.
Out of Workforce Individuals	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	* Underrepresented: We recognize that individuals who are out of the workforce may face barriers that impact their ability to successfully enter or complete CTE programs and meet performance targets. The district will use multiple data sources, including CTE enrollment and performance data, attendance, course completion, credential attainment, prior education and work experience, Student Success Plans (SSPs), and employment or postsecondary outcomes, to identify individuals who are below performance targets and determine barriers to success. Counselors, CTE instructors, teachers, school leaders, and workforce partners will collaborate through Professional Learning Communities (PLC) to review progress and develop individualized supports. Supports may include career and academic assessments, individualized career planning, adult education or foundational skills instruction, tutoring, mentoring, job-readiness training, resume and interview preparation, digital literacy support, and assistance preparing for industry-recognized credentials. When appropriate, students will receive opportunities to earn credit for prior learning or demonstrate existing skills and participate in accelerated coursework or flexible scheduling options. The district will also address barriers that may prevent individuals from participating consistently in CTE programs, including transportation, childcare, technology access, financial assistance, and other basic needs. Staff will connect individuals with workforce agencies, community organizations, employers, and available wraparound services to strengthen career and employment opportunities. Work-based learning, internships, job shadowing, and employer engagement will be used to provide practical experience and create pathways to employment. PLC teams will regularly monitor attendance, course progress, credential attainment, completion, and employment or postsecondary outcomes to evaluate the effectiveness of interventions. Supports will be adjusted based on student progress and identified needs to ensure individuals who are out of the workforce have equitable access to CTE training, industry credentials, work-based learning, and the resources needed to successfully re-enter the workforce and meet or exceed performance targets.
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
English Learners	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	
	* Financial Services	* 2. NAF	* 15 %	* Medium	* Underrepresented:

					We recognize that English Language Learners (ELLs) enrolled in CTE programs may face language and academic barriers that impact their ability to meet performance targets. The district will use multiple data sources, including CTE performance data, English language proficiency data, attendance, course completion, industry credential attainment, Student Success Plans (SSPs), and language development progress, to identify students who are below performance targets and determine barriers affecting their success. Counselors, CTE instructors, English language development (ELD) teachers, special education staff when appropriate, and school leaders will collaborate through Professional Learning Communities (PLC) to review student progress and develop targeted supports. Supports will include explicit instruction of CTE-specific vocabulary, language objectives aligned to CTE lessons, visual aids and demonstrations, modeling, hands-on learning, sentence frames, graphic organizers, vocabulary guides, bilingual resources, and frequent checks for understanding. Teachers will provide additional opportunities for students to practice speaking, listening, reading, and writing using industry-specific language. When appropriate, students will receive access to interpreters, translated materials, multilingual technology, and other language-access resources. The district will also provide targeted academic and career supports, including small-group instruction, tutoring, peer mentoring, career counseling, assistance with industry credential preparation, and additional opportunities to practice technical skills. CTE instructors and ELD staff will work together to ensure that language proficiency does not prevent students from demonstrating their technical knowledge and skills. Schools will also provide ELL students with equitable access to work-based learning, internships, job shadowing, industry certifications, and career exploration opportunities. PLC teams will regularly monitor CTE performance, language development, attendance, course completion, credential attainment, and participation in interventions to evaluate the effectiveness of supports. Interventions will be adjusted based on student data to ensure English Language Learners have the language, academic, and technical supports necessary to successfully participate in CTE programs and meet or exceed performance targets.
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Homeless Individuals	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	* Underrepresented: We recognize that students experiencing homelessness may face barriers that impact their ability to consistently participate in CTE programs and meet performance targets. The district will use multiple data sources, including CTE performance data, attendance, course completion, credential attainment, Student Success Plans (SSPs), graduation progress, and participation in work-based learning, to identify students who are below performance targets and determine barriers affecting their success. Counselors, CTE instructors, teachers, school leaders, and the district's McKinney-Vento liaison will collaborate through Professional Learning Communities (PLC) to review student progress and develop individualized supports. Supports may include immediate enrollment and assistance with school or program transitions, transportation assistance, flexible scheduling when appropriate, tutoring, mentoring, credit recovery, make-up opportunities for missed instruction, access to technology and instructional materials, and increased attendance and progress monitoring. Staff will work with students to minimize disruptions to CTE coursework and ensure continuity of instruction when changes in housing or transportation occur. The district will also connect students and families with available resources to address basic needs that may interfere with participation and academic success, including food, clothing, housing assistance, transportation, healthcare, counseling, childcare, and community-based services. CTE staff will provide additional support to ensure students experiencing homelessness have equitable access to tools, uniforms, safety equipment, industry certification fees, work-based learning, internships, and other program requirements when financial barriers exist. Counselors and CTE staff will also provide individualized career and postsecondary planning to help students remain on track for graduation and successful transition to employment or further education. PLC teams will regularly monitor attendance, course performance, credential attainment, participation in interventions, and work-based learning opportunities to evaluate the effectiveness of supports. Interventions will be adjusted based on student needs and performance data to ensure students experiencing homelessness have equitable access to CTE programs and the academic, financial, and wraparound supports necessary to remain engaged, complete their programs, and meet or exceed performance targets.
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Youth In Foster Care	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	Digital Technology	* 3.	12 %	Medium	* Underrepresented:

	* [illegible]	DCT	* 12 %	* [illegible]	We recognize that youth in foster care may face barriers that impact their ability to consistently participate in CTE programs and meet performance targets. The district will use multiple data sources, including CTE performance data, attendance, course completion, industry credential attainment, Student Success Plans (SSPs), graduation progress, and work-based learning participation, to identify students who are below performance targets and determine barriers affecting their success. Counselors, CTE instructors, teachers, school leaders, case managers, and appropriate child welfare partners will collaborate through Professional Learning Communities (PLC) to review student progress and develop individualized supports. Supports may include tutoring, mentoring, credit recovery, make-up opportunities for missed instruction, flexible scheduling when appropriate, individualized academic and career planning, assistance with industry credential preparation, and increased attendance and progress monitoring. Staff will work to provide continuity of instruction and CTE coursework when students experience changes in placement or school. The district will also provide support with transportation, access to technology and instructional materials, uniforms, tools, safety equipment, industry certification fees, and other resources that may create barriers to participation. Students will receive regular check-ins and connections to counseling, transition services, workforce agencies, and community resources. Counselors and CTE staff will provide additional support with postsecondary planning, financial aid, employment preparation, work-based learning, internships, and career exploration to help students prepare for successful transitions after high school. PLC teams will regularly monitor attendance, course performance, credential attainment, graduation progress, and participation in interventions and work-based learning opportunities to evaluate the effectiveness of supports. Interventions will be adjusted based on student needs and performance data to ensure youth in foster care have equitable access to CTE programs, industry credentials, work-based learning, and the academic and wraparound supports necessary to remain engaged, complete their programs, and meet or exceed performance targets.
Youth with Parent in Active Military	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	* Underrepresented: We recognize that students with parents in active military service may experience frequent school transitions, changes in family circumstances, or other challenges that can affect their participation and performance in CTE programs. The district will use multiple data sources, including CTE performance data, attendance, course completion, industry credential attainment, Student Success Plans (SSPs), graduation progress, and work-based learning participation, to identify students who are below performance targets and determine barriers impacting their success. Counselors, CTE instructors, teachers, school leaders, and military-connected student support staff will collaborate through Professional Learning Communities (PLC) to review student progress and develop individualized supports. Supports may include academic tutoring, mentoring, flexible opportunities to make up missed instruction, individualized course and career planning, assistance with transferring credits or aligning coursework following a school transition, and increased progress monitoring. CTE staff will work with students and families to maintain continuity in CTE pathways when military-related moves occur and assist students in identifying comparable courses, credentials, and career opportunities at a new school. The district will provide additional support during periods of deployment or family transition through regular student check-ins, counseling and social-emotional supports, peer mentoring, and connections to military-connected student programs and community resources. Students will receive assistance accessing CTE tools, uniforms, safety equipment, industry certification opportunities, transportation, and work-based learning experiences when needed. Counselors will also provide continued support with graduation requirements, postsecondary planning, college and career applications, financial aid, and employment preparation to ensure military-connected students remain on track toward their goals. PLC teams will regularly monitor attendance, course performance, credential attainment, graduation progress, and participation in work-based learning and interventions. Staff will evaluate the effectiveness of supports and make adjustments as students' circumstances change to ensure students with parents in active military service have consistent access to CTE programs, career opportunities, and the academic and social-emotional supports necessary to meet or exceed performance targets.
	* Financial Services	* 2. NAF	* 15 %	* Medium	
	* Digital Technology	* 3. DCT	* 12 %	* Medium	
Migrant Students	* Advanced Manufacturing	* 1. Engineering/Manufacturing/IT	* 20 %	* Medium	* Underrepresented:

* Financial Services	* 2. NAF	* 15 %	* Medium	
* Digital Technology	* 3. DCT	* 12 %	* Medium	

We recognize that migrant students enrolled in CTE programs may experience frequent school transitions, interrupted coursework, language barriers, and family or work responsibilities that can affect their ability to meet performance targets. The district will use multiple data sources, including CTE performance data, attendance, course completion, industry credential attainment, Student Success Plans (SSPs), graduation progress, English language proficiency when applicable, and work-based learning participation, to identify students who are below performance targets and determine barriers affecting their success.

Counselors, CTE instructors, teachers, migrant education staff, school leaders, and appropriate support personnel will collaborate through Professional Learning Communities (PLC) to review student progress and develop individualized supports. Supports may include tutoring, small-group instruction, academic intervention, credit recovery, flexible opportunities to make up missed instruction, assistance transferring credits and records between schools, individualized graduation and career planning, and increased progress monitoring. CTE and other specified staff will work together to maintain continuity in students' CTE pathways when mobility occurs and help students transition into comparable programs and coursework at their new school.

The district will provide additional support to address barriers that may affect participation, including transportation assistance, access to technology and instructional materials, assistance with tools, uniforms, and safety equipment, and support with industry credential preparation. When appropriate, students will receive bilingual or multilingual resources, English language development support, career and technical vocabulary instruction, and assistance communicating with families about CTE opportunities and requirements. Schools will also connect students and families with available community resources related to food, housing, healthcare, childcare, and other basic needs that may affect school attendance and participation.

Counselors and CTE staff will provide migrant students with career exploration, mentoring, work-based learning opportunities, job-shadowing experiences, and support with postsecondary education, financial aid, and employment planning. PLC teams will regularly monitor attendance, course performance, credential attainment, graduation progress, and participation in interventions and work-based learning to evaluate the effectiveness of supports. Interventions will be adjusted as needed to ensure migrant students have equitable access to CTE programs, industry credentials, and career opportunities and have the supports necessary to remain engaged, successfully complete their programs, and meet or exceed performance targets.

3. Student Populations Performance Trends - What performance trends exist with regards to student populations?

Student Population Group	Performance Indicator	Baseline Year % (2023-2024)	Most Recent Year % (2024-2025)	% Change	Meets State	Notable Trends / Observations
All Students	**Graduation Rate**			0.00 %	* N	* Underperforming 2023-2024 90.66% 2024-2025 92.46% Graduation rate performance remains a primary area of strength, even though we did not meet our performance indicator. In order to continue with our trend (almost 3% increase) and progress we need to establish early-warning check-ins during 11th and 12th grade to ensure students stay on track with all local and state completion requirements. Additionally, schools can implement flexible, embedded credit-recovery blocks during advisory periods or within the regular school day so students across all pathways can recover missing credits without falling behind in their technical courses.
	Academic Proficiency ELA			0.00 %	* N	* Underperforming 2023-2024 41.92% 2024-2025 43.16% ELA performance saw a slight increase from 41.92% to 43.16%, indicating that roughly two fifths of the cohort is meeting state reading and writing standards. To elevate literacy performance, schools can integrate contextualized CTE literacy strategies that embed trade-specific vocabulary, technical manual analysis, and structured writing assignments directly into daily pathway lessons. As a second layer of support, departments can deploy reading specialists or instructional aides for push-in literacy coaching during core CTE coursework.
	Academic Proficiency Math			0.00 %	* N	* Underperforming 2023-2024 31.93% 2024-2025 32.71% Math is trending with a slight increase from the year prior. To continue that trend classroom teachers can embed explicit, step-by-step contextualized math calculations directly into hands-on lab projects (e.g., measuring, estimating materials, or calculating electrical loads). Math support staff can host targeted intervention blocks during study periods to remediate foundational algebra and arithmetic skills. Future PD should bring CTE and math departments together for joint curriculum mapping to align math instruction with CTE lab requirements.
	Academic Proficiency Science			0.00 %	* N	* Underperforming 2023-2024 23.71% 2024-2025 26.69% Science proficiency has grown from 23.71% to 26.69%. Hands-on CTE lab experiences are helping students better grasp scientific concepts, driving growth from 0% to nearly 5%. Classroom teachers can continue to leverage kinetic, lab-first experiments where students physically manipulate tools and materials before reading about scientific theory. Special education staff can adapt science study materials into visual, diagram-rich study guides. Future PD can focus on collaborative interdisciplinary unit planning between science teachers and special education/CTE staff.
	Postsecondary Placement			0.00 %	* Y	* Met the state- To maintain strong momentum in postsecondary placement, continue expanding active partnerships with local employers, trade unions, and higher education institutions to ensure clear transition pathways for CTE completers. Key strategies include institutionalizing annual career fairs, embedding exit surveys to track graduate placement data accurately, and providing dedicated guidance counseling around postsecondary application processes. To further elevate performance, focus on strengthening individualized career action plans and maintaining structured follow-up mechanisms for alumni to ensure long-term retention in postsecondary education, advanced training, or high-wage employment.

	Nontraditional			0.00 %	* Y	* Met the state - Sustaining target achievement in nontraditional program concentration requires a continued commitment to inclusive recruitment and supportive learning environments. Maintain effective practices such as highlighting diverse industry role models during student outreach, utilizing gender-neutral promotional materials, and hosting hands-on exploratory CTE workshops for middle school students. To build on this success, regularly evaluate CTE lab cultures to ensure equitable participation, foster peer mentorship networks for students in nontraditional fields, and provide ongoing professional development for instructors on implicit bias and inclusive instructional practices.
	Industry Credential			0.00 %	* N	* Underperforming - To improve underperforming industry credential attainment rates, the district must address systemic barriers that prevent students from successfully testing and earning recognized credentials. Priority actions include aligning CTE course learning objectives directly with credential exam blueprints, integrating formative practice testing throughout the curriculum, and offering targeted review boot camps prior to testing windows. Additionally, the district should utilize state and Perkins funding to eliminate financial barriers by covering exam fees and securing necessary testing accommodations for special populations, ensuring all enrolled students have an equitable opportunity to attempt and pass credential assessments.
	Dual Enrollment			0.00 %	* N	* Underperforming - Elevating dual enrollment performance requires removing structural and academic hurdles that limit student access to postsecondary coursework. Immediate steps include expanding articulation agreements with local community colleges, offering dual enrollment courses directly on high school campuses or online, and aligning technical course sequences with college credit requirements. To increase participation among underrepresented student groups, implement targeted academic tutoring, streamline the dual enrollment registration process, and provide proactive counseling to help students and families understand the long-term cost and time-saving benefits of earning early college credit.
	WBL			0.00 %	* Y	* met state - To build upon successful work-based learning (WBL) outcomes, continue cultivating strong regional business and industry partnerships that offer authentic internships, pre-apprenticeships, and clinical placements. Key practices to maintain include using standardized WBL tracking systems, ensuring clear student learning agreements, and providing structured pre-placement employability skills training. To enhance WBL quality moving forward, expand flexible scheduling options so more students can participate during the school day, increase outreach to secure placements for special population students, and regularly gather employer feedback to continuously align WBL experiences with industry standards.
Students with Disabilities	**Graduation Rate**	90.91%	92.31	1.40 %	* N	* Underperforming - Student graduation rates showed improvement over the prior year; however, the established performance target was not yet achieved. Continued focus is needed to identify and reduce barriers that affect students' timely completion of graduation requirements. The district will use ongoing data reviews and targeted interventions to strengthen credit attainment, attendance, engagement, and successful completion of required coursework. Supports would include the following: - Regular review of IEP progress, graduation plans, credits, attendance, course performance, and transition goals to identify concerns early. - Coordination among special educators, general education teachers, counselors, case managers, related-service providers, and families to ensure supports are implemented consistently. - Individualized academic interventions, tutoring, extended learning opportunities, and accessible credit-recovery options aligned with each student's IEP. - Provision of accommodations, assistive technology, accessible instructional materials, and appropriate assessment supports. - Additional transition planning focused on graduation pathways, postsecondary education or training, employment readiness, independent living, and connections to adult-service agencies when appropriate. - Skill-building support in self-advocacy, organization, time management, attendance, and executive functioning. - Regular family communication regarding graduation progress, available supports, and strategies for addressing barriers. - Positive behavioral and social-emotional supports, including counseling, mentoring, check-ins, and behavior intervention plans when needed. - Staff professional learning on inclusive practices, differentiated instruction, accommodations, and strategies that help students with disabilities access rigorous coursework.
	Academic Proficiency ELA	3.85%	5.41	1.56 %	* N	* Underperforming - Student ELA proficiency rates showed improvement over the prior year; however, the established performance target was not yet achieved. Continued focus is needed to identify and reduce barriers that affect students' proficiency of ELA performance targets. The district will use ongoing data reviews and targeted interventions to strengthen ELA achievement and successful completion of coursework. Supports would include the following: -Regular formative assessments -Small group targeted interventions regarding reading and comprehension -Explicit reading instruction -Embed writing across content areas- -Continual progress monitoring -High quality grade level texts -Intervention and enrichment time -Increase family communication
	Academic Proficiency Math	0.00%	0	0.00 %	* N	* Underperforming -Student proficiency dipped over the past year, and the established performance target was not yet achieved. Continued focus is needed to identify and reduce barriers that affect students' proficiency of Math performance targets. The district will use ongoing data reviews and targeted interventions to strengthen Math achievement and successful completion of coursework. Supports would include the following: -Regular formative assessments -Small group targeted interventions regarding basic skills and concepts -Explicit Math in CTE instruction -Continual progress monitoring -Intervention and enrichment time -Increase family communication As we have seen an increase in mathematics performance, we will continue to pursue and attempt to implement co-taught, cross-curricular models like Geometry in Construction or Allied Health. CTE teachers and math teachers can also try to map CTE curricula to identify explicit math concepts, developing explicit math lessons embedded directly in CTE labs without losing technical content. Also utilizing PLC models to pair math department faculty with CTE instructors in monthly PLCs to align terminology and processes.
	Academic Proficiency Science	0.00%	4.76	4.76 %	* N	* Underperforming Hands-on CTE lab experiences are helping students better grasp scientific concepts, driving growth from 0% to nearly 5%. Classroom teachers can continue to leverage kinetic, lab-first experiments where students physically manipulate tools and materials before reading about scientific theory. Special education staff can adapt science study materials into visual, diagram-rich study guides. Future PD can focus on collaborative interdisciplinary unit planning between science teachers and special education/CTE staff.
	Postsecondary Placement	80.36%	61.11	-19.25 %	* N	* Underperforming Postsecondary placement dropped by nearly 20%, leaving almost 39% of SWD graduates unplaced in postsecondary education, employment, or training programs after graduation. School counselors and vocational transition specialists can initiate post-graduation placement planning 12 months prior to graduation, coordinating directly with state vocational rehabilitation agencies. Support staff can walk SWD seniors step-by-step through job applications, military entrance waivers, or community college disability support office intake. Future PD should train counselors and transition staff on local supported-employment programs, job coaching resources, and adult disability services.
	Nontraditional	29.17%	25.4	-3.77 %	* N	* Underperforming Enrollment in fields non-traditional for their gender decreased, suggesting students with disabilities may default to traditional or familiar CTE pathways due to comfort or placement patterns. School counselors can proactively present non-traditional career paths to SWD during annual IEP transition planning meetings. Classroom teachers can assign balanced lab groups and ensure inclusive lab environments free from social pressure. Future PD can focus on removing dual biases (disability and gender stereotypes) during career advising and course scheduling.
	Industry Credential		9.76	9.76 %	* N	* Underperforming Fewer than 1 in 10 SWD earn an industry credential. Timed, text-heavy testing environments present a major barrier for students who otherwise demonstrate strong physical lab skills. Classroom teachers can integrate official testing accommodations-such as extended time, oral reading, or frequent breaks-into daily classroom practice tests so students build testing stamina. Special education support staff can oversee testing logistics to ensure state and vendor testing accommodations are fully approved and implemented. Future PD should train teachers on incorporating hands-on performance assessments and stackable micro-credentials in place of written-only tests.

	Dual Enrollment	6.06%	4.88	-1.18 %	* N	* Underperforming Dual enrollment participation remains under 5%. Traditional college entry placement testing cutoffs often exclude students with disabilities who possess strong practical aptitude. School counselors can advocate for alternative college placement criteria-such as IEP accommodations, high school GPA, and portfolio reviews-when enrolling SWD in dual credit courses. Special education staff can coordinate with college disability offices to secure postsecondary accommodations before classes begin. Future PD should educate high school guidance staff on postsecondary dual enrollment accommodation policies and co-requisite academic support options.
	WBL	69.70%	53.66	-16.04 %	* N	* Underperforming We recognize that work based learning has decreased considerably due to several district and environmental factors. We will continue to develop strong partnerships with local employers and creating more internships, job-shadowing, career exploration, and paid work experiences. Transition staff and CTE teams will identify opportunities that match each student's interests, strengths, and postsecondary goals while providing accommodations, job coaching, transportation, and ongoing support as needed. Counselors and CTE staff will make an effort to plan earlier, involve families and community agencies, and track student participation and outcomes to ensure every student has meaningful opportunities to gain workplace skills and experience before graduation.
English Learners	**Graduation Rate**	97.30%	90.48	-6.82 %	* N	* Underperforming While graduation remains above 90%, nearly 1 in 10 English Learner CTE concentrators is failing to graduate on time. The compounding language barrier combined with credit-accumulation demands in senior year creates high dropout risk. We will look at our support staff to help track credit acquisition and provide individualized academic case management. Establish credit recovery bootcamps during winter, spring, or summer breaks tailored specifically to English Learners with scaffolded English-language instruction. We will continue to allocate funds to provide language translation technology, tutoring support, and family engagement events in native languages to keep support systems informed.
	Academic Proficiency ELA	9.38%	2.7	-6.68 %	* N	* Underperforming Standardized ELA tests heavily penalize students who are actively acquiring English syntax and academic vocabulary. The current result means fewer than 3 out of 100 EL students achieve state ELA proficiency standards. Our teachers will continue to embed direct support into their classrooms with translations and adapted materials directly into CTE technical coursework, training technical instructors on language objectives alongside skill objectives. Provide translated glossaries, visual vocabulary walls, and graphic organizers for technical industry terms across all CTE pathways. Incorporate language proficiency credentials (such as ACTFL assessments) that validate and measure real-world bilingual workplace communication skills alongside traditional academic literacy.
	Academic Proficiency Math	3.13%	0	-3.13 %	* N	* Underperforming Zero English Learner students met state math proficiency benchmarks on the standardized assessment. While math concepts are often non-verbal, state standardized math tests rely heavily on word-dense word problems and complex English language phrasing, masking students' true computational abilities. All math and CTE teachers will implement visual and hands-on math instruction models in CTE labs, relying on physical measurements, diagrams, and digital simulation tools to teach mathematical reasoning without linguistic friction. Provide co-teaching or math support where bilingual students can help translate word problems and break down math terminology in students' native languages. Develop targeted test-taking strategy workshops focused specifically on decoding English language structures in standardized math word problems
	Academic Proficiency Science	2.78%	2.33	-0.45 %	* N	* Underperforming Science for ELL has show a small decline but still overall has not been a strong performance. Dense scientific terminology combined with English acquisition creates a double language barrier. Classroom teachers will attempt lead lab-first experiments where EL students observe physical concepts before reading or writing about them in English. Support staff can adapt science reading materials into simplified, graphic-rich formats. Future PD should focus on cross-departmental collaboration, allowing science and CTE teachers to align their vocabulary lists and teaching timelines for key concepts like fluid dynamics, chemistry, or anatomy.
	Postsecondary Placement	82.54%	63.16	-19.38 %	* N	* Underperforming Over a third of EL graduates are falling through the cracks after graduation due to language barriers in navigating job or college applications. Our school counselors can host small-group, translated workshops for EL seniors and families to walk through college applications, financial aid forms, and job registration. WBL coordinators and support staff can directly connect EL graduates with local employers looking for bilingual talent. Future PD should train counseling staff on postsecondary pathways, state resources, and workforce programs tailored specifically for English Learners.
	Nontraditional	19.87%	22.31	2.44 %	* N	* Underperforming Positive growth as more EL students explore non-traditional gender pathways. School counselors can intentionally highlight non-traditional career pathways during routine scheduling meetings with EL students. Classroom teachers can foster inclusive lab environments and assign balanced student teams during group projects to eliminate social isolation. Future PD can train staff on implicit bias and culturally responsive recruitment techniques to keep non-traditional enrollment growing.
	Industry Credential		13.04	13.04 %	* N	* Underperforming Timed, text-heavy credential exams create testing hurdles for students who already possess the physical, hands-on technical skills. Classroom teachers can incorporate practice test questions into weekly routines, focusing heavily on decoding testing vocabulary. Counselors and support staff can manage accommodations by ensuring eligible EL students receive extended testing time or translated exam versions where permitted. Future PD should train teachers on applying test-accommodation frameworks and utilizing hands-on, performance-based micro-credentials in place of written-only tests.
	Dual Enrollment	7.14%	8.7	1.56 %	* N	* Underperforming Participation is slowly growing, but placement test score requirements still exclude many capable EL students. School counselors can advocate for EL students by utilizing alternative placement measures-such as GPA, portfolio reviews, and teacher recommendations-when enrolling students in college courses. Classroom teachers can identify high-performing EL students in lab environments and directly refer them to counselors for dual enrollment. Future PD should educate high school counselors and college liaison staff on creating co-requisite ESL support structures alongside college-level CTE courses.
	WBL	76.19%	45.65	-30.54 %	* N	* Underperforming Participation collapsed due to communication gaps, scheduling conflicts, or lack of confidence in English-speaking workplace settings. WBL coordinators and support staff can actively vet and build relationships with workplace partners willing to mentor non-native English speakers. Classroom teachers can run workplace readiness simulations in class to practice professional communication, interviewing, and workplace English. Future PD should train WBL coordinators on addressing transportation, scheduling, and workplace accommodations for EL students.
Economically Disadvantaged	**Graduation Rate**	97.70%	97.01	-0.69 %	* N	* Underperforming Completion remains strong at over 97%, showing that once economically disadvantaged students reach their senior year, the overwhelming majority successfully complete high school.School counselors can conduct early-semester credit tracking to catch senior course failures immediately. Support staff can ensure students have full access to fee waivers for graduation materials, summer credit recovery, or makeup testing. Future PD can train student support teams on trauma-informed practices and identifying non-academic home/financial stressors before they impact attendance or graduation.
	Academic Proficiency ELA	30.00%	22.22	-7.78 %	* N	* Underperforming Fewer than 1 in 4 ED students meet state ELA standards, indicating persistent gaps in technical reading comprehension and academic writing fluency. Classroom teachers can integrate daily 5-minute technical reading warm-ups using industry articles, manuals, and schematics to build reading stamina. Support staff can provide small-group push-in reading support during CTE lab theory time. Future PD should equip technical teachers with cross-curricular literacy strategies, showing them how to teach industry-specific vocabulary and text structures without sacrificing lab time.

	Academic Proficiency Math	10.00%	1.85	-8.15 %	* N	* Underperforming Math proficiency has suffered, with fewer than 2% of ED students meeting state standards. This presents a major obstacle for technical mastery in STEM, trade, and health pathways. Classroom teachers can embed explicit, step-by-step contextualized math calculations directly into hands-on lab projects (e.g., measuring, estimating materials, or calculating electrical loads). Math support staff can host targeted intervention blocks during study periods to remediate foundational algebra and arithmetic skills. Future PD should bring CTE and math departments together for joint curriculum mapping to align math instruction with CTE lab requirements.
	Academic Proficiency Science	9.26%	12.5	3.24 %	* N	* Underperforming A positive upward trend showing growth, though overall proficiency remains low. Hands-on CTE lab applications are helping students better grasp scientific principles. Classroom teachers can build on this momentum by continuing hands-on, experiment-based lab activities before introducing textbook science concepts. Science support staff can provide visual study guides that bridge CTE lab observations to state science test topics. Future PD can focus on interdisciplinary STEM lesson planning to strengthen alignment between CTE lab work and general science standards.
	Postsecondary Placement	88.74%	78.46	-10.28 %	* N	* Underperforming Over 21% of ED graduates are not successfully transitioning into postsecondary education, military, or employment, often due to financial barriers, lack of transportation, or limited postsecondary guidance. School counselors will continue to host dedicated FAFSA/state grant workshops and walk ED seniors and families step-by-step through college and trade school applications. WBL coordinators and counselors can directly connect graduating seniors with local employers offering entry-level careers with tuition reimbursement. Future PD can train guidance staff on local workforce opportunities, apprenticeship pipelines, and financial aid options specifically designed for low-income students.
	Nontraditional	27.87%	30.49	2.62 %	* N	* Underperforming Encouraging growth showing that nearly 30.5% of ED students are pursuing CTE fields non-traditional for their gender. School counselors can actively highlight non-traditional career paths during routine course scheduling sessions with ED students. Classroom teachers can foster inclusive, team-based lab environments that eliminate social isolation for non-traditional students. Future PD should provide staff with strategies for removing gender bias in career advising and marketing CTE pathways to diverse student populations
	Industry Credential		4.48	4.48 %	* N	* Underperforming Fewer than 1 in 22 ED students earn an industry-recognized credential. Testing fees, lack of targeted test prep, and low underlying math/ELA proficiency act as major barriers. Classroom teachers can integrate credential practice exam questions into weekly classroom routines to familiarize students with testing formats. Support staff and counselors can utilize Perkins V special population funds to cover 100% of credential testing and retake fees for economically disadvantaged students. Future PD should train teachers on breaking down complex credential exams into stackable, bite-sized micro-credentials that build student confidence.
	Dual Enrollment	16.67%	20.9	4.23 %	* N	* Underperforming Positive growth showing over 20% of ED students are earning college credit while in high school, demonstrating strong potential when access is provided. School counselors can proactively identify capable ED students and ensure course fees, textbook costs, and enrollment paperwork barriers are eliminated. Classroom teachers can encourage high-performing lab students to apply for dual enrollment credit. Future PD should focus on establishing co-requisite academic support structures to help dual-enrolled ED students successfully maintain college-level passing standards.
	WBL	53.03%	40.3	-12.73 %	* N	* Underperforming WBL participation dropped significantly. Economically disadvantaged students often face logistical barriers such as lack of personal transportation, need for immediate paid work outside of school hours, or lack of professional attire. WBL coordinators can prioritize placing ED students in paid internships or work sites accessible via public transportation or local school routes. Classroom teachers can build workplace soft skills, resume building, and interview preparation into regular coursework. Future PD can train WBL staff on securing community partner subsidies, stipends, and transportation grants for low-income student interns.
Major Racial/Ethnic Groups American Indian Native	**Graduation Rate**	100.00%		-100.00 %	* N	* Underperforming The Graduation cohort completion remains strong. Every identified American Indian / Native student in this cohort completed their secondary pathway. School counselors and support staff should continue individualized senior credit checks and quarterly academic monitoring to preserve the 100% completion trajectory. Classroom teachers can provide proactive check-ins during major CTE projects to ensure students maintain steady progress toward graduation requirements. Future PD can focus on culturally responsive mentoring strategies that support long-term student retention and sense of belonging.
	Academic Proficiency ELA			0.00 %	* N	* Underperforming 2023-2024 - 33.47% 2045-2025 - 22.35% We recognize that there has been a decrease in ELA proficiency in this population. Approximately 1 in 5 American Indian Native students meet state ELA standards, indicating persistent gaps in technical reading comprehension and academic writing fluency. Classroom teachers can integrate daily 5-minute technical reading warm-ups using industry articles, manuals, and schematics to build reading stamina. Support staff can provide small-group push-in reading support during CTE lab theory time. Future PD should equip technical teachers with cross-curricular literacy strategies, showing them how to teach industry-specific vocabulary and text structures without sacrificing lab time.
	Academic Proficiency Math			0.00 %	* N	* Underperforming 2023-2024 - 25.10% 2045-2025 - 27.93% Math proficiency experienced a slight increase of approximately 3% which the overall performance indicator is still low. The 27.93% still indicates a continued need for foundational intervention. Schools can establish dedicated Math-in-CTE tutoring with in class/advisory or intervention periods where math teachers co-teach applied mathematical concepts alongside technical instructors. Furthermore, schools can incorporate adaptive, digital math remediation software into CTE courses to help students build essential foundational skills at their own pace
	Academic Proficiency Science			0.00 %	* N	* Underperforming 2023-2024 - 39.80% 2045-2025 - 25.0% Science proficiency declined from 39.8% down to 25.0%, highlighting persistent difficulties with technical scientific standards. Schools can address this by directly aligning CTE laboratory experiments with state science standards so students can connect theoretical concepts to practical, hands-on applications. Additionally, science departments can conduct targeted, pull-out review sessions focused on essential science standards in the weeks leading up to statewide assessments.
	Postsecondary Placement	100.00%		-100.00 %	* N	* Underperforming All graduating Native students successfully transitioned into postsecondary education, employment, or military service, demonstrating strong program-to-career alignment. School counselors can assist graduating seniors with customized postsecondary transition plans, ensuring college enrollment, apprenticeship registration, or job placements are fully finalized prior to graduation. WBL staff can connect students with Indigenous professional networks and industry mentors in their chosen career pathways. Future PD can equip counselors with up-to-date knowledge on tribal higher education grants, scholarships, and specialized workforce development programs.
	Nontraditional	33.33%	33.33	0.00 %	* N	* Underperforming One-third of American Indian / Native CTE concentrators are enrolled in pathways non-traditional for their gender, maintaining a healthy baseline. Classroom teachers can foster inclusive CTE lab environments and ensure equal access to leadership roles during group lab projects. Counselors can actively present non-traditional career pathways during individual student scheduling sessions. Future PD can provide staff with strategies for introducing diverse, non-traditional career role models into CTE pathway outreach.
	Industry Credential		50	50.00 %	* N	* Underperforming Half of the students earned an industry-recognized credential-significantly higher than several other demographic subgroups in the district. Classroom teachers can build on this success by embedding credential exam preparation modules and practice tests into daily CTE coursework. Support staff can manage logistics to ensure testing accommodations and fee waivers (funded via Perkins V) are fully utilized for every student. Future PD should train instructors on mapping credential standards directly into hands-on lab rubrics to increase pass rates toward 100%.

	Dual Enrollment			0.00 %	* N	* Underperforming - Participation is slowly growing, but placement test score requirements still exclude many capable American Indian students. School counselors can advocate for American Indian students by utilizing alternative placement measures-such as GPA, portfolio reviews, and teacher recommendations-when enrolling students in college courses. Classroom teachers can identify high-performing American Indian students in lab environments and directly refer them to counselors for dual enrollment. Future PD should educate high school counselors and college liaison staff on creating co-requisite support structures alongside college-level CTE courses
	WBL	11.76%	50	38.24 %	* N	* Underperforming WBL participation surged significantly, with half of all Native students now gaining hands-on internship, apprenticeship, or clinical experience.WBL coordinators can maintain this momentum by expanding relationships with local business partners and community organizations to secure diverse placement sites. Classroom teachers can provide pre-placement workplace readiness instruction, focusing on professional communication and interview skills. Future PD can train WBL coordinators on resolving logistical barriers (such as transportation and scheduling) to ensure all interested students can participate in WBL.
Major Racial/Ethnic Groups Asian	**Graduation Rate**	89.47%	94.12	4.65 %	* N	* Underperforming Graduation rate performance remains a primary area of strength, even though we did not meet our performance indicator. In order to continue with our trend (almost 5% increase) and progress we need to establish early-warning check-ins during 11th and 12th grade to ensure students stay on track with all local and state completion requirements.
	Academic Proficiency ELA	66.67%	33.33	-33.34 %	* Y	* Underperforming The ELA data shows a severe decline from 66.67% down to 33.33%. To address this critical drop, We can implement contextualized literacy strategies embedded directly into CTE coursework, integrating technical reading, specialized vocabulary, and structured writing assignments into daily lessons. As a second layer of support, departments can offer push-in literacy coaching or co-taught reading blocks within CTE classrooms to provide immediate assistance to struggling readers.
	Academic Proficiency Math	46.67%		-46.67 %	* Y	* Underperforming Math proficiency stands low at 46.67%, indicating that less than half of the cohort is meeting math targets. We have the opportunity to do some Math-in-CTE tutoring during class/enrichment time/advisory with students that are high flyers. Furthermore, schools can integrate digital, adaptive math practice modules into CTE classes to help students independently rebuild foundational skill gaps
	Academic Proficiency Science	50.00%		-50.00 %	* Y	* met Science performance sits at 50.00%, highlighting clear room for growth in technical scientific concepts. Schools can boost these scores by aligning hands-on CTE laboratory activities with core state science standards so practical application reinforces theoretical knowledge. Additionally, science departments can run targeted, pull-out review workshops focusing on high-frequency assessment standards in the weeks leading up to statewide testing.
	Postsecondary Placement	82.35%	75	-7.35 %	* N	* Underperforming We recognize that our post secondary placement decreased from 82.35% to 75.00%, signaling a gap in post-graduation transitions. Schools can expand structured senior transition workshops/events that assist with college applications, financial aid, and resume building during instructional time. To strengthen this further, counselors can host dedicated career fairs and direct-placement interview days featuring local employer partners and community college representatives right on campus.
	Nontraditional	50.00%	53.33	3.33 %	* Y	* met Participation remains stable, shifting slightly from 50.00% to 53.33%. To continue encouraging balanced enrollment, schools can host quarterly or semester based career exploration panels featuring guest speakers who represent underrepresented genders in specific technical fields. Additionally, school counselors can institute non-biased, interest-based course registration advising to actively encourage students to explore non-traditional pathway options.
	Industry Credential			0.00 %	* N	* Underperforming We continue to look to expand industry credentials for all programs. participation experienced a sharp drop from 70.59% down to 33.33%, closely mirroring the decline in ELA proficiency. To reverse this trend, schools research and possible introduce dual enrollment prep courses and placement test prep modules to help more students qualify for college-level CTE coursework. As an additional support, schools can assign peer mentors or dedicated dual-enrollment student advisors to help enrolled students navigate the higher rigor and workload of college classes.
	Dual Enrollment	70.59%	33.33	-37.26 %	* Y	* met Dual enrollment appears to have experienced a sharp drop from 70.59% down to 33.33%, closely mirroring the decline in ELA proficiency. To reverse this trend, schools can research and possibly introduce dual enrollment prep courses and placement test prep modules to help more students qualify for college-level CTE coursework. As an additional support, schools can assign peer mentors or dedicated dual-enrollment student advisors to help enrolled students navigate the higher rigor and workload of college classes.
	WBL			0.00 %	* N	* Underperforming The data was left unreported. Schools must first audit their internal data collection procedures and implement a centralized tracking portal so CTE teachers can log earned certifications and WBL hours in real time. Second, schools can schedule dedicated credential testing days on campus during school hours to ensure all eligible students complete their certification exams before graduating.
Major Racial/Ethnic Groups Black or African American	**Graduation Rate**	96.12%	91.43	-4.69 %	* N	* Underperforming The graduation rate performance remains a primary structural strength, holding strong between 91.43% and 96.12% despite a slight drop. To sustain high completion rates, schools can implement proactive senior credit tracking check-ins during every grading period to catch missing credits early. Additionally, counseling teams can continue to offer flexible, embedded credit recovery sessions during advisory or homeroom hours so students stay on track without conflicting with CTE lab schedules.
	Academic Proficiency ELA	38.89%	18.75	-20.14 %	* N	* Underperforming The data shows a severe decline from 38.89% down to 18.75%. To reverse this trend, schools can integrate contextualized literacy strategies directly into CTE coursework, utilizing technical reading passages, trade-specific vocabulary, and structured writing prompts. As a second in-house support, schools can deploy reading specialists for co-teaching or push-in literacy support within core technical classes to assist students with complex technical texts.
	Academic Proficiency Math	12.96%	4.17	-8.79 %	* N	* Underperforming Math proficiency experienced a critical drop from 12.96% down to 4.17%, indicating an urgent need for foundational intervention. Schools can establish dedicated Math-in-CTE tutoring with in class/advisory or intervention periods where math teachers co-teach applied mathematical concepts alongside technical instructors. Furthermore, schools can incorporate adaptive, digital math remediation software into CTE courses to help students build essential foundational skills at their own pace
	Academic Proficiency Science	18.52%	14.29	-4.23 %	* N	* Underperforming We recognize that science proficiency has declined from 18.52% down to 14.29%, highlighting persistent challenges in technical science concepts. Schools can address this by directly aligning hands-on CTE lab activities with statewide science standards to reinforce theoretical concepts through practical application. Additionally, science departments can host targeted, pull-out test preparation workshops during the weeks leading up to state science assessments.
	Postsecondary Placement	85.48%	76.56	-8.92 %	* N	* Underperforming Post secondary placement rates fell from 85.48% down to 76.56%, signaling a widening gap in post-graduation transitions. Schools can expand structured postsecondary transition planning that assists seniors with college applications, military recruitment, and job placement directly during class time. As a complementary support, counselors can organize on-campus career fairs and direct-hire interview days with regional business partners and community college representatives.

	Nontraditional	31.74%	29.55	-2.19 %	* N	* Underperforming Non traditional participation dropped slightly from 31.74% down to 29.55%, indicating underrepresentation in non-stereotypical career pathways. To encourage broader participation, schools can host recurring career panels featuring guest speakers who represent underrepresented genders in non-traditional fields. Additionally, school counselors can institute non-biased, interest-based course advising protocols during registration to actively encourage exploration of non-traditional pathways.
	Industry Credential		7.55	7.55 %	* N	* Underperforming Industry credential attainment stands at a very low 7.55%. To significantly boost credential completion, schools can integrate certification exam prep directly into the final semester curriculum of CTE programs. Additionally, schools can host dedicated credential testing days during regular school hours and cover test retake fees to ensure financial and logistical barriers do not prevent students from testing.
	Dual Enrollment	30.00%	15.09	-14.91 %	* N	* Underperforming We recognize that dual enrollment participation experience a significant drop from 30.00% down to 15.09%. To reopen access to dual enrollment, schools can research and possibly introduce placement test prep modules and bridge courses to help students meet prerequisite testing requirements. Furthermore, schools can pair enrolled students with peer mentors or dedicated dual-enrollment advisors to support them through the rigorous college-level coursework.
	WBL	48.57%	32.08	-16.49 %	* N	* Underperforming Work based learning decreased sharply from 48.57% down to 32.08%. To rebuild WBL access, schools can establish school-based enterprises, simulations, or project-based industry challenges directly on campus for students facing transportation or schedule barriers. Second, CTE coordinators can implement streamlined digital tracking and employer matching systems to better connect students with local internships and job shadowing opportunities.
Major Racial/Ethnic Groups Hispanic or Latino	**Graduation Rate**	98.52%	95.45	-3.07 %	* N	* Underperforming The graduation rate represents a major operational strength, holding at a very high 95.45% to 98.52%. To maintain these high completion numbers, schools can implement automated credit-audit check-ins at the beginning of each semester to catch potential deficiencies early. Additionally, counseling departments can provide flexible, embedded flexible credit-recovery opportunities during homeroom or advisory periods so students can complete missing coursework without disrupting their technical pathway tracks.
	Academic Proficiency ELA	39.44%	28.85	-10.59 %	* N	* Underperforming ELA performance dropped from 39.44% down to 28.85%, reflecting significant literacy challenges. To address this decline, schools can integrate contextualized CTE literacy instruction that embeds technical vocabulary, trade-specific reading strategies, and structured writing tasks into daily lessons. As a second layer of support, schools can deploy bilingual or instructional resources to core and CTE teachers for use in all classrooms to provide targeted resources for emergent bilingual students and struggling readers.
	Academic Proficiency Math	14.08%	5.77	-8.31 %	* N	* Underperforming Math experienced a severe decrease from 14.08% down to 5.77%, indicating an urgent need for foundational remediation. Schools can establish dedicated Math-in-CTE tutoring programs or buddy system during intervention periods where math teachers or students collaborate with technical instructors to teach applied math concepts. Furthermore, schools can research and possibly incorporate adaptive, self-paced digital math software into CTE coursework to allow students to independently fill skill gaps and build baseline competency.
	Academic Proficiency Science	23.44%	17.8	-5.64 %	* N	* Underperforming Science proficiency declined from 23.44% down to 17.80%, highlighting persistent difficulties with technical scientific standards. Schools can address this by directly aligning CTE laboratory experiments with state science standards so students can connect theoretical concepts to practical, hands-on applications. Additionally, science departments can conduct targeted, pull-out review sessions focused on essential science standards in the weeks leading up to statewide assessments.
	Postsecondary Placement	81.50%	79.76	-1.74 %	* N	* Underperforming Post secondary placement remained relatively steady with a slight dip from 81.50% to 79.76%, demonstrating baseline post-graduation success. To boost these numbers, schools can expand structured postsecondary transition workshops during senior year to assist students with college applications, financial aid, and career planning. As an additional support, counselors can host on-campus career fairs and direct-placement interview days featuring bilingual community college recruiters and regional industry partners.
	Nontraditional	28.31%	26.74	-1.57 %	* N	* Underperforming Nontraditional participation dropped slightly from 28.31% down to 26.74%, signaling persistent underrepresentation in non-stereotypical career fields. To encourage broader participation, schools can host regular career exploration panels featuring guest speakers who represent underrepresented genders in non-traditional trades. Additionally, counseling teams can institute non-biased, interest-driven course registration counseling to actively invite students to explore non-traditional pathway options.
	Industry Credential		9.92	9.92 %	* N	* Underperforming Industrial credential attainment stands at a low 9.92%. To significantly increase credential completion, schools will can to integrate certification test prep directly into the final semester of CTE program curricula. Additionally, schools can host dedicated credential testing days on campus during normal school hours and cover test retake fees to remove financial and logistical obstacles for testing candidates.
	Dual Enrollment	22.73%	29.75	7.02 %	* N	* Underperforming Dual enrollment participation showed encouraging positive growth, rising from 22.73% up to 29.75%. To build on this positive momentum, schools can implement placement test prep workshops to help even more students qualify for college-level CTE courses. Furthermore, schools can assign peer mentors or dedicated dual-enrollment student advisors to help enrolled students manage college-level coursework and maintain academic standing.
	WBL	54.55%	38.02	-16.53 %	* N	* Underperforming Work based learning saw a notable decline from 54.55% down to 38.02%. To restore WBL access, schools can develop simulated, school-based enterprises and industry-led projects on campus for students who face transportation or scheduling barriers. Second, CTE coordinators can implement a digital tracking and matching portal to seamlessly connect students with local employers for job shadowing, internships, and apprenticeship opportunities.
Major Racial/Ethnic Groups Multi-Racial	**Graduation Rate**	100.00%	100	0.00 %	* N	* Underperforming Graduation performance represents a perfect benchmark, maintaining a 100.00% completion rate across both reporting periods. To protect this standard, schools can establish proactive graduation audit checks at the start of senior year to verify all credits and CTE requirements remain on track. Additionally, counselors can implement individualized academic progress tracking to address non-academic or attendance barriers before they impact a student's completion timeline.
	Academic Proficiency ELA	60.00%	40	-20.00 %	* N	* Underperforming ELA performance dropped significantly from 60.00% down to 40.00%. To reverse this trend, schools can integrate contextualized CTE literacy modules that embed technical reading comprehension, trade-specific vocabulary, and technical writing directly into daily pathway instruction. As a second layer of support, departments can offer co-taught literacy blocks or push-in reading specialist support during technical core classes to assist students with complex texts.
	Academic Proficiency Math	50.00%	20	-30.00 %	* N	* Underperforming Math proficiency experienced a critical decline from 50.00% down to 20.00%. To address this steep drop, schools can establish dedicated Math-in-CTE tutoring labs during homeroom or advisory periods where math teachers collaborate with pathway instructors to reinforce applied mathematical concepts. Furthermore, schools can integrate self-paced, adaptive digital math software into CTE coursework to help students target and remediate foundational skill gaps independently.

	Academic Proficiency Science	50.00%	40	-10.00 %	* N	* Underperforming Science performance decreased from 50.00% down to 40.00%, indicating a need to strengthen core scientific understanding. Schools can address this by directly aligning hands-on CTE laboratory experiments with state science standards so practical experience reinforces theoretical knowledge. Additionally, science departments can run targeted, pull-out review workshops focusing on key tested concepts in the weeks leading up to statewide assessments.
	Postsecondary Placement	88.24%	84.62	-3.62 %	* N	* Underperforming Post secondary placement rates remained strong despite a minor shift from 88.24% down to 84.62%. To boost placement even further, schools can expand structured postsecondary transition planning during senior year, offering dedicated workshops for college applications, financial aid, and career pathway mapping. As an additional support, counselors can host on-campus career fairs and direct-hire interview days with regional industry partners and postsecondary representatives.
	Nontraditional	36.00%	29.41	-6.59 %	* N	* Underperforming Non traditional participation dropped from 36.00% down to 29.41%, reflecting reduced engagement in non-stereotypical career fields. To encourage broader enrollment, schools can host quarterly career exploration panels featuring guest speakers and mentors representing underrepresented genders in non-traditional trades. Additionally, counseling teams can institute interest-based course registration advising to actively encourage students to explore non-traditional pathway options.
	Industry Credential		20	20.00 %	* N	* Underperforming Industry credential attainment stands at 20.00%, leaving substantial room for expansion. To increase credential attainment, schools can integrate explicit certification exam preparation and practice testing directly into the final semester curriculum of CTE programs. Additionally, schools can host dedicated, on-campus credential testing days during normal school hours and cover test retake fees to eliminate financial and logistical barriers.
	Dual Enrollment	41.67%	40	-1.67 %	* N	* Underperforming Dual enrollment participation remained virtually steady, shifting slightly from 41.67% to 40.00%. To expand dual enrollment access, schools can offer placement test prep modules and prerequisite bridge courses to help more students qualify for college-level CTE coursework. Furthermore, schools can pair enrolled students with peer mentors or dedicated dual-enrollment advisors to support them through the heightened rigor and expectations of college courses.
	WBL	16.67%	20	3.33 %	* N	* Underperforming Work based learning participation showed a slight increase from 16.67% up to 20.00%, though overall engagement remains low. To accelerate WBL growth, schools can establish or grow simulated, school-based enterprises and industry-led capstone projects on campus for students facing scheduling or transportation barriers. Second, CTE coordinators can implement a centralized digital matching portal to connect eligible students directly with local business partners for job shadowing, internships, and apprenticeships.
Major Racial/Ethnic Groups Native Hawaiian or Other Pacific Islander	**Graduation Rate**			0.00 %	* N	* Underperforming The graduation data is currently unrecorded. To ensure all students in this cohort stay on path for high school completion, schools can conduct direct, quarterly credit audits and progress checks with student guidance teams. Additionally, counseling departments can set up flexible, embedded credit recovery blocks during the regular school day so students can address missing credits without sacrificing their technical pathway labs.
	Academic Proficiency ELA			0.00 %	* N	* Underperforming 2023-2024 - 28.99% 2024-2025 - 40.54% - ELA performance by approximately 10% which is significant. We must continue on the same path to support the needs of our students though small group and targeted interventions. To accelerate literacy growth, our schools can integrate contextualized CTE reading strategies that utilize technical manuals, trade-specific vocabulary, and short-form structured writing directly within daily pathway lessons. As a second layer of support, our schools can deploy reading specialists for push-in literacy support inside core technical classrooms to assist students with complex technical texts.
	Academic Proficiency Math			0.00 %	* N	* Underperforming 2023-2024 - 0% 2024-2025 - 27.03% - Math is trending with an increase from the year prior. To continue that trend classroom teachers can embed explicit, step-by-step contextualized math calculations directly into hands-on lab projects (e.g., measuring, estimating materials, or calculating electrical loads). Math support staff can host targeted intervention blocks during study periods to remediate foundational algebra and arithmetic skills. Future PD should bring CTE and math departments together for joint curriculum mapping to align math instruction with CTE lab requirements.
	Academic Proficiency Science			0.00 %	* N	* Underperforming 2023-2024 - 27.78% - 3 students 2024-2025 - 0% - 1 student - Science performance decreased significantly, indicating a need to strengthen core scientific understanding. The schools can address this by directly aligning hands-on CTE laboratory experiments with state science standards so practical experience reinforces theoretical knowledge. Additionally, science departments can run targeted, pull-out review workshops focusing on key tested concepts in the weeks leading up to statewide assessments.
	Postsecondary Placement			0.00 %	* N	* Underperforming - Post secondary placement rates did not meet the performance indicator. This indicator traditionally has been strong over much of the overall populations. To boost placement even further, schools can expand structured postsecondary transition planning during senior year, offering dedicated workshops for college applications, financial aid, and career pathway mapping. As an additional support, counselors can host on-campus career fairs and direct-hire interview days with regional industry partners and postsecondary representatives.
	Nontraditional			0.00 %	* N	* Underperforming - Non traditional participation has dropped and not met the required performance indicator. We will continue to encourage broader participation in the many marketing and advertising for particular program, schools can host recurring career panels featuring guest speakers who represent underrepresented genders in non-traditional fields. Additionally, school counselors can institute non-biased, interest-based course advising protocols during registration to actively encourage exploration of non-traditional pathways. Due to a low base sample size, year-over-year percentage fluctuations are exaggerated, where a shift of just one or two students results in dramatic percentage swings.
	Industry Credential			0.00 %	* N	* Underperforming - Industry credential attainment did not meet the performance indicator. To significantly increase credential completion, schools can embed explicit certification exam prep and practice tests directly into the final semester curriculum of CTE programs. Additionally, schools can host dedicated credential testing days on campus during normal school hours and cover test retake fees to eliminate logistical and financial barriers. Due to a low base sample size, year-over-year percentage fluctuations are exaggerated, where a shift of just one or two students results in dramatic percentage swings.
	Dual Enrollment			0.00 %	* N	* Underperforming - Dual enrollment participation did not show adequate growth or attainment of the required performance indicator. To build on this positive momentum, schools can offer placement test prep workshops and prerequisite bridge modules to help even more students qualify for college-level CTE courses. Furthermore, schools can pair enrolled students with peer mentors or dedicated dual-enrollment advisors to help them manage the increased academic rigor and expectations. Due to a low base sample size, year-over-year percentage fluctuations are exaggerated, where a shift of just one or two students results in dramatic percentage swings
	WBL			0.00 %	* N	* Underperforming - Work based learning participation did not meet the target performance indicator. To accelerate WBL growth, schools can establish or grow simulated, school-based enterprises and industry-led capstone projects on campus for students facing scheduling or transportation barriers. Second, CTE coordinators can implement a centralized digital matching portal to connect eligible students directly with local business partners for job shadowing, internships, and apprenticeships. Due to a low base sample size, year-over-year percentage fluctuations are exaggerated, where a shift of just one or two students results in dramatic percentage swings.

Major Racial/Ethnic Groups White	**Graduation Rate**	97.81%	94.96	-2.85 %	* N	* Underperforming Graduation performance remains a primary organizational strength, maintaining high completion levels between 94.96% and 97.81%. To protect these rates, schools can implement automated, credit-audit check-ins at the start of each semester to flag potential deficiencies early. Additionally, counseling teams can provide flexible, embedded credit-recovery opportunities during advisory or homeroom hours so students stay on track without missing critical technical lab time.
	Academic Proficiency ELA	51.43%	50.5	-0.93 %	* N	* Underperforming ELA performance saw a slight decline from 51.43% down to 50.50%, indicating that roughly half of the cohort is meeting state reading and writing standards. To elevate literacy performance, schools can integrate contextualized CTE literacy strategies that embed trade-specific vocabulary, technical manual analysis, and structured writing assignments directly into daily pathway lessons. As a second layer of support, departments can deploy reading specialists or instructional aides for push-in literacy coaching during core CTE coursework.
	Academic Proficiency Math	26.67%	19.8	-6.87 %	* N	* Underperforming Math proficiency experienced a concerning drop from 26.67% down to 19.80%, highlighting significant challenges with foundational and applied mathematics. Schools can establish dedicated Math-in-CTE tutoring labs during homeroom or advisory periods where math teachers collaborate with pathway instructors to reinforce applied mathematical concepts. Furthermore, schools can integrate self-paced, adaptive digital math software into CTE coursework to help students target and remediate foundational skill gaps independently.
	Academic Proficiency Science	42.86%	38.24	-4.62 %	* N	* Underperforming Science performance decreased from 42.86% down to 38.24%, indicating clear room for growth in technical scientific concepts. Schools can address this by aligning hands-on CTE laboratory experiments directly with core state science standards so practical application reinforces theoretical learning. Additionally, science departments can run targeted, small-group review workshops focusing on high-frequency assessment standards in the weeks leading up to statewide testing.
	Postsecondary Placement	83.86%	76.99	-6.87 %	* N	* Underperforming Post secondary placement rates fell from 83.86% down to 76.99%, signaling a widening gap in post-graduation transitions. Schools can expand structured postsecondary transition planning that assists seniors with college applications, financial aid forms, and resume building during regular instructional time. As a complementary support, counselors will continue to organize on-campus career fairs and direct-hire interview days featuring regional business partners and community college representatives.
	Nontraditional	40.00%	40.96	0.96 %	* N	* Underperforming Non traditional participation remained steady with a slight increase from 40.00% up to 40.96%. To maintain and expand gender diversity across pathways, schools can host quarterly career exploration panels featuring guest speakers who represent underrepresented genders in non-traditional trades. Additionally, school counselors can institute non-biased, interest-driven course registration advising protocols to actively encourage students to explore non-traditional career tracks.
	Industry Credential		2.83	2.83 %	* N	* Underperforming Industry credential attainment stands at a critically low 2.83%. To significantly increase credential completion, schools can embed explicit certification exam prep and practice tests directly into the final semester curriculum of CTE programs. Additionally, schools can host dedicated credential testing days on campus during normal school hours and cover test retake fees to eliminate logistical and financial barriers.
	Dual Enrollment	44.35%	51.89	7.54 %	* N	* Underperforming Dual enrollment participation showed strong positive growth, rising from 44.35% up to 51.89%. To build on this positive momentum, schools can offer placement test prep workshops and prerequisite bridge modules to help even more students qualify for college-level CTE courses. Furthermore, schools can pair enrolled students with peer mentors or dedicated dual-enrollment advisors to help them manage the increased academic rigor and expectations.
	WBL	30.43%	20.75	-9.68 %	* N	* Underperforming Work based learning participation experienced a sharp drop from 30.43% down to 20.75%. To restore WBL access, schools can establish simulated, school-based enterprises and industry-led project challenges directly on campus for students who face scheduling or transportation barriers. Second, CTE coordinators can implement a centralized digital logging and matching portal to seamlessly connect eligible students with local business partners for internships, job shadowing, and apprenticeship placements.
Gender Female	**Graduation Rate**	97.45%	95.21	-2.24 %	* N	* Underperforming Female performance represents a major structural strength, holding steady between 95.21% and 97.45%. To maintain these high completion rates, schools can implement automated, early-warning credit audits at the start of each semester to flag potential deficiencies early. Additionally, counseling teams can offer flexible, embedded credit-recovery opportunities during homeroom or advisory periods so female students can complete missing coursework without disrupting their technical pathway labs
	Academic Proficiency ELA	52.31%	36.67	-15.64 %	* N	* Underperforming ELA performance dropped sharply from 52.31% down to 36.67%, signaling a urgent need for literacy support. To reverse this drop, schools can integrate contextualized CTE literacy instruction that embeds trade-specific reading strategies, technical vocabulary, and structured writing tasks directly into daily technical lessons. As a second layer of support, schools can deploy reading specialists or instructional aides for push-in literacy assistance inside core technical classrooms.
	Academic Proficiency Math	20.00%	8.33	-11.67 %	* N	* Underperforming Math proficiency experienced a critical decline from 20.00% down to 8.33%, indicating that fewer than one in ten female CTE students are meeting state math targets. Schools can establish dedicated Math-in-CTE tutoring labs during homeroom or advisory periods where math teachers collaborate with pathway instructors to reinforce applied mathematical concepts. Furthermore, schools can integrate self-paced, adaptive digital math software into CTE coursework to help students target and remediate foundational skill gaps independently.
	Academic Proficiency Science	37.25%	25.81	-11.44 %	* N	* Underperforming Science performance decreased from 37.25% down to 25.81%, highlighting clear room for growth in technical scientific concepts. Schools can address this by directly aligning hands-on CTE laboratory experiments with core state science standards so practical application reinforces theoretical learning. Additionally, science departments can run targeted, small-group review workshops focusing on key tested concepts in the weeks leading up to statewide assessments.
	Postsecondary Placement	89.51%	84.89	-4.62 %	* Y	* met Post secondary placement rates remained strong despite a minor shift from 89.51% down to 84.89%. To boost post-graduation transitions even further, schools can expand structured senior planning workshops during class time to assist students with college applications, financial aid, and career mapping. As an additional support, counselors can host on-campus career fairs and direct-hire interview days with regional industry partners and postsecondary representatives.
	Nontraditional	66.31%	70.55	4.24 %	* Y	* met Non traditional participation showed strong positive growth, rising from 66.31% up to 70.55%. To sustain this momentum, schools can expand female mentorship networks and quarterly speaker panels featuring women working in male-dominated technical fields. Additionally, school counselors can institute non-biased, interest-driven course advising protocols to continue actively inviting female students to explore non-traditional career tracks.
	Industry Credential		6.11	6.11 %	* N	* Underperforming Industry credential attainment stands at a low 6.11%. To significantly increase credential completion, schools can embed explicit certification exam preparation and practice tests directly into the final semester curriculum of CTE programs. Additionally, schools can host dedicated, on-campus credential testing days during normal school hours and cover test retake fees to eliminate logistical and financial barriers.
	Dual Enrollment	46.21%	46.56	0.35 %	* N	* Underperforming Dual enrollment participation remained consistently high, shifting slightly from 46.21% to 46.56%. To expand access further, schools can offer placement test prep workshops and prerequisite bridge modules to help more students qualify for college-level CTE courses. Furthermore, schools can pair enrolled students with peer mentors or dedicated dual-enrollment advisors to help them manage college-level academic expectations.

	WBL	38.62%	29.01	-9.61 %	* Y	* met Work based learning participation saw a notable decline from 38.62% down to 29.01%. To restore WBL access, schools can establish simulated, school-based enterprises and industry-led capstone projects directly on campus for students who face scheduling or transportation barriers. Second, CTE coordinators can research and possibly implement a centralized digital logging and matching portal to seamlessly connect eligible female students with local employers for internships, job shadowing, and apprenticeship opportunities.
Gender Male	**Graduation Rate**	97.52%	93.79	-3.73 %	* N	* Underperforming The graduation rate remains a primary organizational strength, holding strong between 93.79% and 97.52%. Although this was a decrease we will still continue to safeguard these completion rates. Schools can establish multi-tiered early-warning credit audits during 11th and 12th grade to catch missing credits early. Additionally, counseling teams can provide flexible, embedded credit-recovery periods integrated directly into the regular school schedule so students do not fall behind on graduation requirements.
	Academic Proficiency ELA	40.80%	34.27	-6.53 %	* N	* Underperforming ELA performance dropped from 40.80% down to 34.27%, reflecting persistent reading and writing challenges. To address this decline, schools can integrate contextualized CTE literacy strategies that embed trade-specific vocabulary, technical manual analysis, and structured writing assignments directly into daily pathway lessons. As a second layer of support, departments can deploy reading specialists or instructional aides for push-in literacy coaching during core CTE coursework.
	Academic Proficiency Math	24.80%	13.29	-11.51 %	* N	* Underperforming Math proficiency experienced a severe decrease from 24.80% down to 13.29%, highlighting urgent foundational skill gaps. Schools can establish dedicated Math-in-CTE tutoring labs during homeroom or advisory periods where math teachers collaborate with pathway instructors to reinforce applied mathematical concepts. Furthermore, schools can integrate self-paced, adaptive digital math software into CTE coursework to help students target and remediate foundational skill gaps independently.
	Academic Proficiency Science	27.50%	23.87	-3.63 %	* N	* Underperforming Science performance decreased from 27.50% down to 23.87%, indicating clear room for growth in technical scientific concepts. Schools can address this by directly aligning CTE laboratory experiments with state science standards so students can connect theoretical concepts to practical applications. Additionally, science departments can conduct targeted, pull-out review sessions focused on essential science standards in the weeks leading up to statewide assessments.
	Postsecondary Placement	78.41%	71.52	-6.89 %	* N	* Underperforming Post secondary placement rates fell from 78.41% down to 71.52%, signaling a widening gap in post-graduation transitions. Schools can expand structured postsecondary transition planning that assists seniors with college applications, military recruitment, and job placement directly during class time. As a complementary support, counselors can organize on-campus career fairs and direct-hire interview days featuring regional business partners and trade organizations.
	Nontraditional	7.14%	3.88	-3.26 %	* N	* Underperforming Non traditional participation saw a significant drop from 7.14% down to a critically low 3.88%, showing severe underrepresentation of male students in non-traditional career pathways. To address this disparity, schools can host quarterly career exploration events featuring male guest speakers and mentors working in fields such as healthcare, early childhood education, and administration. Additionally, school counselors can institute interest-based course registration advising to dismantle stereotypes and encourage male enrollment in non-traditional fields.
	Industry Credential		8.18	8.18 %	* N	* Underperforming Credential attainment stands at a low 8.18%. To significantly increase credential completion, schools can integrate certification test prep directly into the final semester of CTE program curricula. Additionally, schools can host dedicated credential testing days on campus during normal school hours and cover test retake fees to remove financial and logistical obstacles for testing candidates.
	Dual Enrollment	26.75%	25.79	-0.96 %	* N	* Underperforming Dual enrollment participation remained low, shifting slightly from 26.75% to 25.79%. To reopen access to college-level coursework, schools can introduce placement test prep modules and prerequisite bridge courses to help more male students meet testing cut-scores. Furthermore, schools can pair enrolled students with peer mentors or dedicated dual-enrollment advisors to support them through the heightened academic rigor of college classes.
	WBL	41.40%	30.82	-10.58 %	* N	* Underperforming Work based learning participation saw a sharp decline from 41.40% down to 30.82%. To rebuild WBL engagement, schools can establish simulated, school-based enterprises and industry-led project challenges directly on campus for students facing transportation or schedule barriers. Second, CTE coordinators can implement a digital tracking and matching portal to seamlessly connect students with local employers for job shadowing, internships, and apprenticeship opportunities.
Individuals Preparing for Non-traditional Fields	**Graduation Rate**	97.60%	95.69	-1.91 %	* N	* Underperforming - While overall completion remains strong, non-traditional students-such as females in IT/construction or males in nursing-face unique social and academic isolation that can lead to senior-year attrition. We will attempt to establish an early-warning attendance and performance dashboard with automated triggers at 4-week marks to flag non-traditional students with attendance drops below 90% or failing grades in core requirements. Launch non-traditional peer and industry mentorship programs that form affinity groups and pair students with industry professionals of similar demographics to foster belonging and long-term career persistence. We will utilize our counselors and support staff for one on one support and look into some specialized tools to eliminate barriers (financial, transportation, equipment, logistics, cultural).
	Academic Proficiency ELA	53.33%	45.78	-7.55 %	* N	* Underperforming Falling below 50% indicates students struggle to translate general literacy into technical reading comprehension, technical documentation, and complex exam questions. We will attempt to integrate standard operating procedure literacy modules featuring short, weekly technical reading exercises-such as user manuals, safety data sheets, and technical schematics-directly into CTE coursework. Align vocabulary and question formatting on internal CTE unit assessments with ELA state standardized assessment question styles, emphasizing multi-step evidence-based reading responses. Implement writing across the CTE curriculum by introducing structured technical reporting, lab logbooks, or project documentation rubrics in technical classes to reinforce writing fluency
	Academic Proficiency Math	24.76%	14.46	-10.30 %	* N	* Underperforming Math is the single largest barrier, with only ~1 in 7 students achieving math proficiency. Because non-traditional fields rely heavily on applied math, this gap directly limits technical mastery and credential pass rates. We will attempt to adopt a "Math-in-CTE" co-teaching model that pairs CTE lab instructors with math teachers to co-design micro-lessons where math concepts are explicitly taught through hands-on CTE applications, such as teaching geometry through framing/layout or algebra through electrical load calculations. Host targeted math remediation bootcamps, offering pre-assessment or mid-semester review sessions tailored specifically to technical coursework math demands. Supply visual and practical math toolkits with lab-based visual tools-like digital calipers, measurement software, and interactive conversion tools-to help kinesthetic learners bridge abstract math
	Academic Proficiency Science	44.44%	35.71	-8.73 %	* N	* Underperforming We recognize the decrease in science performance. Science performance closely tracks ELA and math declines, highlighting friction in foundational STEM concepts integrated into technical fields. We will try to develop applied CTE science inquiry units that frame CTE lab exercises as scientific experiments, such as testing material strength in manufacturing or analyzing chemical reactions in automotive and culinary pathways. Conduct cross-departmental curriculum mapping between science departments and CTE pathways to align the timing of science concepts, ensuring students learn basic fluid dynamics in physics before encountering them in hydraulics class. Utilize Perkins-funded educator joint professional development to train science and CTE teachers together on contextualized STEM instruction.

	Postsecondary Placement	88.94%	82.73	-6.21 %	* Y	* met Post secondary placement remained relatively strong despite a shift from 88.94% down to 82.73%. To boost post-graduation transitions even further, schools can expand structured senior planning workshops during class time to assist students with college applications, financial aid, and career mapping. As an additional support, counselors can host on-campus career fairs and direct-hire interview days featuring regional industry partners and postsecondary representatives.
	Nontraditional			0.00 %	* Y	* met Non traditional data is unrecorded, as this dataset explicitly measures the cohort already participating in non-traditional fields. To ensure continued program growth and support, schools can host quarterly career exploration panels featuring guest speakers who represent underrepresented genders in non-traditional fields. Additionally, school counselors can institute non-biased, interest-driven course advising protocols to continue actively inviting students to explore non-traditional career tracks.
	Industry Credential		4.44	4.44 %	* N	* Underperforming Passing or obtaining an industry-recognized credential is extremely rare in this subgroup, with fewer than 1 in 22 students achieving one. This aligns directly with the earlier academic deficits-particularly the critical drop in math proficiency (14.46%)-as credential exams heavily test technical reading, problem-solving, and applied mathematics under timed conditions. We will continue to work on Implementing embedded credential test preparation into the core CTE curriculum rather than treating exams as optional or separate events. Break complex credential tests into modular micro-credentials or stackable certifications that allow non-traditional students to build confidence and track progress incrementally. Establish dedicated credential exam fee waivers or grant subsidies using Perkins V special populations funds to eliminate financial barriers to testing and retakes. Organize mandatory practice exam opportunities with real-time feedback to identify and address individual knowledge gaps before official testing dates
	Dual Enrollment	50.00%	48.89	-1.11 %	* N	* Underperforming Dual enrollment participation remained consistently high, shifting slightly from 50.00% to 48.89%. To expand access even further, schools can offer placement test prep workshops and prerequisite bridge modules to help more students qualify for college-level CTE courses. Furthermore, schools can pair enrolled students with peer mentors or dedicated dual-enrollment advisors to help them manage college-level academic expectations.
	WBL	27.19%	20	-7.19 %	* N	* Underperforming Work based learning saw a decline from 27.19% down to 20.00%. To restore WBL access, schools can establish simulated, school-based enterprises and industry-led capstone projects directly on campus for non-traditional students who face scheduling or transportation barriers. Second, CTE coordinators can implement a centralized digital logging and matching portal to seamlessly connect eligible students with local employers for internships, job shadowing, and apprenticeship opportunities.
Single Parents	**Graduation Rate**			0.00 %	* N	* Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Academic Proficiency ELA			0.00 %	* N	* Not Captured -Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Academic Proficiency Math			0.00 %	* N	* Not Captured -Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Academic Proficiency Science			0.00 %	* N	* Not Captured -Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Postsecondary Placement			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Nontraditional			0.00 %	* N	* Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Industry Credential			0.00 %	* N	* Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Dual Enrollment			0.00 %	* N	* Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	WBL			0.00 %	* N	* The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
Out of Workforce Individuals	**Graduation Rate**			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Academic Proficiency ELA			0.00 %	* N	* Underperforming -Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Academic Proficiency Math			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Academic Proficiency Science			0.00 %	* N	* Underperforming - Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Postsecondary Placement			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Nontraditional			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Industry Credential			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Dual Enrollment			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.

	WBL			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
Homeless Individuals	**Graduation Rate**	100.00%	100	0.00 %	* N	* Underperforming Graduation performance represents a monumental institutional success, maintaining a perfect 100.00% completion rate. To protect this standard, schools can assign a dedicated McKinney-Vento liaison to conduct bi-weekly credit and attendance check-ins, ensuring housing instability never interrupts completion timelines. Additionally, counseling teams can provide flexible, embedded credit recovery periods during the regular school day so students can resolve missing credits without needing after-school transportation.
	Academic Proficiency ELA	0.00%	25	25.00 %	* N	* Underperforming ELA performance improved slightly from 0.00% up to 25.00%, though three-quarters of the cohort remains below grade-level standards. To accelerate literacy growth, schools can integrate contextualized CTE reading strategies that utilize technical manuals, trade-specific vocabulary, and short-form structured writing directly within daily pathway lessons. As a second layer of support, schools can deploy reading specialists for push-in literacy support inside core technical classrooms to assist students with complex technical texts.
	Academic Proficiency Math	0.00%	0	0.00 %	* N	* Underperforming Math is the single largest barrier for many students. CTE fields fields rely heavily on applied math, this gap directly limits technical mastery and credential pass rates. We will attempt to adopt a "Math-in-CTE" co-teaching model that pairs CTE lab instructors with math teachers to co-design micro-lessons where math concepts are explicitly taught through hands-on CTE applications, such as teaching geometry through framing/layout or algebra through electrical load calculations. Host targeted math remediation bootcamps, offering pre-assessment or mid-semester review sessions tailored specifically to technical coursework math demands. Supply visual and practical math toolkits with lab-based visual tools-like digital calipers, measurement software, and interactive conversion tools-to help kinesthetic learners bridge abstract math
	Academic Proficiency Science	0.00%	0	0.00 %	* N	* Underperforming Science performance also stands at 0.00%, highlighting an urgent need for technical scientific support. Schools can address this by directly aligning hands-on CTE laboratory experiments with state science standards so practical application reinforces theoretical learning without relying solely on textbook reading. Additionally, science departments can run targeted, small-group review workshops focusing on essential assessment concepts in the weeks leading up to statewide testing.
	Postsecondary Placement	85.00%	71.43	-13.57 %	* N	* Underperforming Postsecondary placement rates decreased from 85.00% down to 71.43%, reflecting significant obstacles in post-graduation transitions. To strengthen postsecondary pathways, schools can expand structured transition planning that assists seniors with college applications, financial aid forms, FAFSA independent status verification, and housing-assisted job placements during school hours. As an additional support, counselors can organize on-campus career fairs and direct-hire interview days featuring local employer partners and community college representatives.
	Nontraditional	20.00%	42.11	22.11 %	* N	* Underperforming Nontraditional participation showed dramatic growth, rising from 20.00% up to 42.11%. To sustain this positive trend, schools can host quarterly career exploration panels featuring guest speakers who represent underrepresented genders in non-traditional trades. Additionally, school counselors can institute non-biased, interest-based course registration advising to actively encourage housing-insecure students to explore high-wage, non-traditional career paths.
	Industry Credential			0.00 %	* N	* Underperforming Industry credential attainment data is currently unrecorded. To establish certification access, schools can embed explicit practice exams and credential test prep directly into the final semester of CTE program curricula. Second, schools can schedule dedicated, on-campus testing days during regular school hours and fully cover exam and retake fees to remove all financial and logistical obstacles.
	Dual Enrollment			0.00 %	* N	* Underperforming Dual enrollment participation data was left unrecorded. To open college credit pathways for this cohort, schools can offer placement test prep workshops and prerequisite bridge modules during the school day to help students meet qualifying cut-scores. Furthermore, schools can pair enrolled students with peer mentors or dedicated dual-enrollment advisors to help them navigate college-level academic expectations.
	WBL	71.43%	37.5	-33.93 %	* N	* Underperforming Work based learning participation saw a sharp decline from 71.43% down to 37.50%, likely driven by transportation and scheduling barriers. To restore WBL engagement, schools can establish simulated, school-based enterprises and industry-led capstone projects directly on campus. Second, CTE coordinators can implement a centralized digital matching portal to connect students with local employers who offer flexible hours, transportation stipends, or remote job-shadowing opportunities.
Youth In Foster Care	**Graduation Rate**			0.00 %	* N	* There are no foster students in this graduation cohort
	Academic Proficiency ELA			0.00 %	* N	* Underperforming - 2023-2024 - 30.56% 2024-2025 - 20.48% ELA performance dropped from 30.56% down to 20.48%, reflecting persistent reading and writing challenges. To address this decline, schools can integrate contextualized CTE literacy strategies that embed trade-specific vocabulary, technical manual analysis, and structured writing assignments directly into daily pathway lessons. As a second layer of support, departments can deploy reading specialists or instructional aides for push-in literacy coaching during core CTE coursework.
	Academic Proficiency Math			0.00 %	* N	* Underperforming 2023-2024 - 9.09% 2024-2025 - 4.82% Math proficiency experienced a drop from 9.09% down to 4.82%, highlighting significant challenges with foundational and applied mathematics. Schools can establish dedicated Math-in-CTE tutoring labs during homeroom or advisory periods where math teachers collaborate with pathway instructors to reinforce applied mathematical concepts. Furthermore, schools can integrate self-paced, adaptive digital math software into CTE coursework to help students target and remediate foundational skill gaps independently.
	Academic Proficiency Science			0.00 %	* N	* Underperforming 2023-2024 - 15.87% 2024-2025 - 0% Science performance also has dropped to 0.00%, highlighting an urgent need for technical scientific support. Schools can address this by directly aligning hands-on CTE laboratory experiments with state science standards so practical application reinforces theoretical learning without relying solely on textbook reading. Additionally, science departments can run targeted, small-group review workshops focusing on essential assessment concepts in the weeks leading up to statewide testing
	Postsecondary Placement			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Nontraditional			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Industry Credential			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Dual Enrollment			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	WBL			0.00 %	* N	* Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.

Youth with Parent in Active Military	**Graduation Rate**	100.00%		-100.00 %	* N	* There were no students in this category for the 2024-2025 school year.
	Academic Proficiency ELA			0.00 %	* N	* Underperforming 2023-2024 - 59.49% 2024-2025 - 60.98% - Despite high completion rates, military-connected youth often experience hidden gaps in ELA and core academic proficiency due to frequent mobility. Moving between districts or states every 2-3 years means adapting to different state standards, varying reading curricula, and inconsistent credit transfer policies. School can provide short, targeted ELA skill modules (e.g., argumentative writing structures or specific literary analysis units) to bridge gap areas created by switching state standards mid-year. Our school can also utilize adaptive, asynchronous ELA software (e.g. Khan Academy) that students can access immediately to build vocabulary and comprehension at their own pace.
	Academic Proficiency Math			0.00 %	* N	* Underperforming 2023-2024 - 33.86% 2024-2025 - 44.39% - Military-connected students frequently face severe curriculum disruptions in mathematics due to the subject's strictly sequential nature. Because learning standards and course pacing vary significantly between states and districts, a mid-year move can cause students to completely miss foundational concepts (such as quadratic functions or systems of equations) simply because their new school covered them earlier in the term. Additionally, because military cohorts in non-installation districts are typically small, a performance shift in just one or two students creates exaggerated percentage swings in district-level math proficiency data. To remediate these gaps, a brief, low-stakes math diagnostic within the first several days of school can help identify missing prerequisites immediately. Schools can then assign self-paced, targeted online bridge modules (via platforms like Delta Math or Khan Academy) and pair transferring students with peer study partners to bridge specific concept gaps without placing them in lower-track courses.
	Academic Proficiency Science			0.00 %	* N	* Underperforming 2023-2024 - 16.04% 2024-2025 - 36.36% - Science proficiency trends among active-duty military youth often reflect state-level testing variances, differing graduation lab requirements, and disrupted course tracks rather than student ability. Transitioning between districts mid-year frequently results in duplicate coverage of certain disciplines (like Biology) while skipping others required for end-of-course state science exams, or leaving students behind on mandatory hands-on lab hours. Small cohort sizes in the district can make overall science proficiency rates appear highly volatile year-over-year. Schools can remediate these challenges by fully leveraging the Military Interstate Children's Compact (MIC3) to automatically accept equivalent science credits and honor honors or AP course placements from sending schools. Furthermore, providing access to interactive virtual lab software (such as PhET simulations and ICEV) allows newly enrolled military youth to efficiently make up missed laboratory hours/coursework and state-specific safety certifications without disrupting their core course schedule.
	Postsecondary Placement	100.00%		-100.00 %	* N	* Underperforming - Postsecondary placement rates fell below targeted progress levels, signaling a gap between high school graduation and successful transition into employment, military service, or postsecondary education. While students may successfully complete their Career and Technical Education (CTE) pathways, they often struggle with the complex transition steps after graduation due to uncoordinated college admissions processes, unfamiliarity with job application channels, or financial aid obstacles. To address these difficulties, schools can embed transition planning directly into senior capstone CTE courses, providing dedicated class time for students to complete college applications, military enlistment paperwork, or resume building under teacher guidance. Additionally, districts can host targeted, family-centered financial aid and career planning workshops during school hours and advisory periods, while partnering with local workforce development boards and community colleges to conduct on-site "Decision Day" events where seniors can secure direct job offers, register for postsecondary classes, or finalize enlistment prior to graduation.
	Nontraditional			0.00 %	* N	* Underperforming - Non Traditional enrollment -such as females in Automotive and IT or males in Healthcare and Early Childhood-fell short of district targets. Because these subpopulation cohorts are relatively small, missing just a few student enrollments creates a noticeable drop in performance metrics. To overcome these social barriers, our school and CTE teachers can host hands-on "Try-a-Skill" interactive tours during advisory periods prior to registration while using updated course catalogs and lab posters that showcase diverse working students. Furthermore, schools can pair incoming ninth graders with older peer ambassadors of non-stereotypical genders who are thriving in those specific pathways, allowing them to lead course selection fairs and directly address middle-schooler hesitations before scheduling decisions are finalized.
	Industry Credential			0.00 %	* N	* Underperforming - Although students complete sequence-required CTE coursework, credential attainment rates missed target benchmarks. The gap typically stems from external testing barriers-such as exam anxiety, scheduling certification tests outside of normal school hours, test fees, or a misalignment between high school lesson plans and the specific testing vendor's technical requirements. Schools can immediately bridge this gap by embedding certification testing directly into capstone class schedules during regular school hours rather than requiring students to test after school or off-site. Teachers can complement this by integrating fifteen-minute, vendor-aligned practice questions and mock exam software directly into weekly classroom instruction during the final unit, demystifying the test format and building student confidence well before exam day.
	Dual Enrollment			0.00 %	* N	* Underperforming - Participation and credit completion in postsecondary CTE coursework fell below target indicators. Barriers often include complicated college paperwork, class prerequisites, uncommunicated costs, or confusion around how high school CTE credits transfer to local community colleges. Schools can streamline this process by transitioning from a manual student application process to an opt-out articulation model, where any student passing an aligned high school CTE course is automatically registered for dual credit through partnering postsecondary institutions. To ensure no student drops off due to technical friction, school counselors can visit CTE classrooms directly during a single class period to guide students step-by-step through college portal registration and fee waiver forms, guaranteeing universal access without adding out-of-school burdens.
	WBL			0.00 %	* N	* Underperforming - Work-Based Learning indicators did not reach targeted progress levels, reflecting ongoing challenges with formalizing real-world workplace experiences. Student participation is frequently bottlenecked by a lack of transportation, rigid school day schedules, or limited local business partnerships willing to host traditional semester-long internships. To provide equitable access, schools can offer flexible, short-duration placements-such as one-to-three day job shadows or twenty-hour micro-internships-that count toward WBL targets without requiring students to drop core academic classes or secure daily afternoon transportation. For students unable to travel off-site, teachers can partner with local businesses to host virtual client projects, industry-led workshops, and simulated workplace challenges directly inside the high school lab, bringing authentic professional experiences into the existing school day.
Migrant Students	**Graduation Rate**			0.00 %	* N	* Underperforming - Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Academic Proficiency ELA			0.00 %	* N	* Underperforming - Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Academic Proficiency Math			0.00 %	* N	* Underperforming - Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.

	Academic Proficiency Science			0.00 %	* N	* Underperforming - Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Postsecondary Placement			0.00 %	* N	* Underperforming - Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Nontraditional			0.00 %	* Y	* Underperforming - Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Industry Credential			0.00 %	* N	* Underperforming - Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	Dual Enrollment			0.00 %	* N	* Underperforming - Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.
	WBL			0.00 %	* N	* Underperforming - Not Captured - Not Captured - The Data in this category is not captured by our district. We will continue look for opportunities on collecting this data.

3 b By Program of Study, what performance trends exist for underperforming students? Use the local data you entered to identify additional performance gaps in program components where student groups are underrepresented. Program components are suggested below and you may have others that are important to your improvement efforts. Add rows for each underperforming student group and each program component. Examples of program components for Secondary include: certification attainment, Youth Apprenticeship enrollment, Work-based learning awareness and exploration, work-based learning immersion, remedial coursework enrollment, dual enrollment, AP course and postsecondary credit attainment.

Underrepresented Student Group	Core Indicator (Top 3)	Program Component	Program of Study	Underrepresentation / Overrepresentation %	Awareness Level - (High, Medium, Low)*
Example: Hispanic	1S1	Work-based Learning (WBL)	Health Careers - Certified Nurses Assistant (CNA) Program	75% of all student in the CNA program are in WBL activities while only 40% of Hispanic students in the CNA program are in WBL activities.	Low
* Hispanic or Latino	* 5S3	* Work - Based Learning (WBL)	* ALL	* Underrepresented - Postsecondary placement rates for Hispanic/Latino CTE concentrators fell short of targeted performance levels, driven largely by a lack of equitable, structured access to Work-Based Learning (WBL) during high school. While these students complete technical pathways at high rates, systemic barriers-such as language barriers in application processes, off-site transportation constraints, and family work commitments-often prevent them from completing the formal WBL hours and industry internships critical for direct job placement. To remediate this gap using Perkins V funding, the district will integrate flexible, sustained Work-Based	* Medium

				Learning experiences directly into the senior CTE curriculum. The district will establish on-site micro-internships and industry-simulated workplace projects during regular school hours, eliminating transportation and scheduling conflicts. Additionally, schools will host bilingual WBL orientation sessions for families and partner with regional Hispanic business associations to match students with industry mentors, ensuring seniors build the professional networks, real-world skills, and direct employer connections necessary to transition into postsecondary employment, apprenticeships, or higher education.	
* Black or African American	* 5S3	* Work - Based Learning (WBL)	* ALL	* Underrepresented - Postsecondary placement metrics for Black/African American CTE concentrators remained below targeted progress indicators, highlighting a persistent gap in converting technical classroom training into sustained, paid Work-Based Learning (WBL) and workforce transitions. While Black students succeed in foundational CTE coursework, they historically face structural barriers in accessing high-quality internships, professional networking channels, and employer-sponsored WBL placements prior to graduation. To close this gap and meet Perkins accountability targets, the district	* Medium

				will utilize grant resources to build a targeted WBL pipeline embedded directly within senior capstone courses. Schools will assign a dedicated CTE/WBL coordinator to facilitate direct placement into paid micro-internships, job shadowing, and pre-apprenticeship programs aligned with high-wage, in-demand industries. Furthermore, the district will collaborate with local minority professional organizations, alumni mentors, and regional workforce boards to provide targeted workplace coaching, culminating in an on-site interview and recruitment fair that guarantees every Black CTE senior secures a verified, postsecondary workforce or higher education placement before graduation.	

** Awareness Level: **High** - We already know this underperformance exists and we are currently working on resolving it; **Medium** - We are aware of this underperformance for this student group, but we were not aware of the scope of the problem; **Low** - We did not know this underperformance existed in this student group.*

4. What multi-tiered system of supports (MTSS) are needed for every learner? Are these needs being met? Complete the table below to help you identify trends in the type of MTSS various student groups need to be successful, who is addressing these needs, and what needs are not being met.

Support needs of students - Identify the specific support needed for each of the student groups - i.e. tutoring, childcare, financial aid, etc. Show those you or other community organizations provide with an **X** and those that are an unmet need with a **U**. All boxes should be filled. Place an **N/A** for populations that are not represented in your district.

Support Services/ Student Groups	Tutoring	Academic support programs	Social/ Emotional	Career Advisement	Wrap Around Services	Child Care	Transportation
All Students	* U	* X	* X	* X	* X	* X	* X
Male	* U	* X	* X	* X	* X	* X	* X
Female	* U	* X	* X	* X	* X	* X	* X
African American	* U	* X	* X	* X	* X	* X	* X
American Indian	* N/A	* N/A	* N/A	* N/A	* N/A	* N/A	* N/A
Asian	* N/A	* N/A	* X	* X	* X	* X	* X
Hispanic	* U	* X	* X	* X	* X	* X	* X
Multi-Racial	* U	* X	* X	* X	* X	* X	* X
Native Hawaiian	* N/A	* N/A	* X	* X	* X	* X	* X
White	* U	* X	* X	* X	* X	* X	* X
Students with Disabilities	* U	* X	* X	* X	* X	* X	* X

Economically Disadvantaged	* U	* X	* X	* X	* X	* X	* X
Non-Traditional	* U	* X	* X	* X	* X	* X	* X
Single Parent	* U	* X	* X	* X	* X	* X	* X
Out-of-Workforce Individual	* U	* X	* X	* X	* X	* X	* X
Homeless	* U	* X	* X	* X	* X	* X	* X
English Language Learner	* U	* X	* X	* X	* X	* X	* X
Youth Offenders	* U	* X	* X	* X	* X	* X	* X

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

Every learner requires access to a Multi-Tiered System of Supports (MTSS) spanning universal academic remediation, contextualized skill building, targeted mental health care, and comprehensive non-academic wraparound services to succeed in CTE programs. While core academic interventions, general tutoring, contextualized literacy/math instruction, and career navigation programs are successfully delivered through district and community partnerships, critical non-academic barriers remain unaddressed across several vulnerable student populations. The most prominent unmet needs focus on affordable childcare for single parents and out-of-workforce individuals, as well as specialized off-hour transportation for work-based learning, off-site clinicals, and evening CTE programs. Furthermore, significant service gaps persist in providing comprehensive emergency financial aid-such as assistance for industry certification exam fees, required trade tools, and uniforms-alongside dedicated housing and mental health wraparound supports for homeless youth, English language learners, economically disadvantaged students, and youth offenders.

6. From the table in question 4, identify the MTSS services that are available but are not being utilized or accessed? What barriers are holding which student groups back from using the services they need?

Examples regarding underutilized MTSS Services by Student Group		**Examples regarding barriers Preventing Access to MTSS Services**	
MTSS Service Not Accessed	*Student Group(s) Not Accessing the Service*	*Barrier to Access*	*Impacted Student Group(s)*
Academic Tutoring	*English Learners, Students with Disabilities*	*Lack of awareness/communication*	*English Learners, Parents with limited English proficiency*
School-Based Mental Health Counseling	*Economically Disadvantaged Students*	*Stigma or fear of labeling*	*Male Students, Students with Disabilities*
Check-In/Check-Out Behavioral Support	*Male Students, Black Students*	*Transportation or scheduling issues*	*Economically Disadvantaged Students*
		Limited staffing/capacity	*All Students, especially high-need populations*

MTSS services available but not being utilized	**Barriers that impede access to available services**
* Academic tutoring - Academic Support & Tutoring: After-school academic labs, peer-tutoring networks, or virtual math/reading software subscriptions often sit underutilized because students feel overwhelmed after the regular school day or lack motivation to self-refer. Social/Emotional & Behavioral Supports: Tier 2 small-group interventions (such as anger management or social skills groups), check-in/check-out programs, and school counselor drop-ins are frequently underused when students view them as punishments or non-essential electives. College & Career Advisement: FAFSA workshops, career pathway counseling, and CTE (Career & Technical Education) mentoring programs regularly suffer low attendance among groups like first-generation or non-traditional students who may not realize the programs are tailored to them. Wraparound & Basic Need Services: local food pantries, clothes closets, or community health agency referrals are often left under utilized due to privacy concerns or lack of clear intake protocols.	* Transportation Lack of Awareness /Communication - Barriers That Impede Access to Available Services Awareness & Communication Gaps: Information sent only via digital portals or in English fails to reach families with limited English proficiency, digital access issues, or low home literacy. Social Stigma & Labeling: Fear of being perceived as "different," "troublemakers," or "special education" deters male students, secondary-level students, and students with minor behavioral needs from accepting Tier 2 or Tier 3 help. Logistical & Structural Obstacles: Lack of late-bus transportation, conflicting job or family caretaking duties, or rigid school bell schedules prevent economically disadvantaged and single-parent households from participating in extra support hours. Capacity & Staffing Constraints: Long waitlists, insufficient bilingual staff, or overloaded counselors/interventionists mean available services cannot handle the volume of high-need students. Uncoordinated data systems fail to flag struggling students early, meaning available interventions are never recommended or assigned to those who need them most.

Barriers that impede access to available MTSS services	**Student Groups affected by those barriers**
* Transportation Lack of Awareness/Communication -Access to available MTSS services is frequently blocked by a combination of logistical, cultural, and systemic barriers that disproportionately impact high-need student populations. Structural obstacles such as a lack of late-bus transportation, conflicting work or family caregiving obligations, and rigid scheduling during core instructional time prevent economically disadvantaged students and single-parent households from utilizing after-school tutoring or wraparound supports. Furthermore, deep-seated social stigma and fear of peer labeling deter male students and those with behavioral needs from seeking mental health counseling or Tier 2 interventions. These challenges are often compounded by severe communication gaps-including English-only outreach and complex digital portals that exclude families with limited English proficiency-as well as systemic issues like long waitlists caused by staffing shortages and unintegrated data systems that fail to identify struggling students early.	* Individuals from economically disadvantaged families

7. Using data from Table 4, describe the MTSS services that exist to support students to enter a CTE program of study and graduate high school on a path to earn a credential and/or placement in the workforce.

MTSS services that exist

MTSS Service	**Helps students enter a program of study**	**Helps increase graduation rate**	**Helps students in obtaining a credential**	**Helps students enter the workforce**

* Academic tutoring - - Career Advisement, Academic support and Tutoring, Social Emotional Supports, Wraparound Services Child Care and Transportation.	* Program visitations, Orientation as well interviews - Counselors and school support staff ensures students meet prerequisite course requirements and GPA thresholds for specialized CTE enrollment. This helps build self-advocacy and confidence for students taking on non-traditional or challenging CTE fields and removes external access barriers.	* WBL Coordinator working with high school and CTE teachers - Teachers and support staff keep students engaged by connecting classroom learning to direct post-secondary and career goals. Teachers provide targeted academic remediation to keep students on track to earn required graduation credits. We also support the social and emotional needs of students which helps reduce dropout rates by offering coping strategies, behavioral support, and mental health resources. We continually meet with parents, students and families which prevents chronic absenteeism and dropping out due to non-academic financial or personal crises.	* Fourth-level CTE courses - Our career and technical educations teachers and support staff guide students through required credential exam prerequisites and application processes. they offers targeted preparation for rigorous technical credentialing exams and industry certifications. Teacher also teach/instruct on stress management and perseverance needed to pass high-stakes certification tests. They also ensure equitable access to testing sites, specialized lab materials, and credentialing fees.	* Fourth-level CTE courses - Teachers and support staff connect students directly with industry partners, apprenticeships, job shadows, and resume building. they are constantly trying to build and develop fundamental literacy, math, and technical skills necessary for workplace success. Staff is continually Developing critical workplace soft skills, including teamwork, communication, and emotional regulation. Lastly they help ensure transition to employment by ensuring stable logistical support during internships or job placements.

8. Using data from Table 4, describe the instructional MTSS that are in place to support student academic readiness and proficiency on state assessments in English Language Arts, Mathematics, and Science.

Academics	English Language Arts	Mathematics	Science
Instructional MTSS that are in place to support student academic readiness and proficiency.	* Diagnostic assessments with targeted interventions using a high-quality curriculum - Differentiated Tier 1 core reading and writing instruction grounded in state standards; explicit vocabulary development and Universal Design for Learning (UDL) principles. Academic Support Programs & Tutoring: Guided small-group reading instruction, targeted phonics/comprehension reteaching, and skill-specific writing workshops. One-on-one intensive literacy interventions, specialized reading specialist support, and frequent progress-monitoring assessments.	* Diagnostic assessments with targeted interventions using a high-quality curriculum - Standards-aligned core math instruction incorporating conceptual modeling, scaffolding, and Station Rotation models for guided practice. Tutoring & Academic Support: Small-group skill-building sessions targeting specific foundational gaps (e.g., fraction operations, algebraic reasoning) and error-analysis practice. Individualized, Intensive math tutoring, customized digital learning pathways, and diagnostic math intervention plans.	* Diagnostic assessments with targeted interventions using a high-quality curriculum - Hands-on, inquiry-based core instruction, academic vocabulary building, and cross-cutting concepts aligned with state science standards. Academic Support Programs: Small-group lab reteaching, science-specific literacy support (interpreting data/charts), and peer-assisted study groups. Tailored 1-on-1 instruction focusing on complex scientific reasoning, heavy scaffolding of technical texts, and lab safety/execution support

9. Describe the instructional model and MTSS that exist to support student technical readiness and proficiency in the attainment of industry-recognized credentials and early postsecondary coursework as well as completion of work-based learning programs

Instructional model and MTSS that supports student technical readiness and proficiency	Attainment of industry-recognized credentials	Early postsecondary coursework	Completion of work-based learning programs
* Guidance and tutoring - The framework for technical readiness integrates an applied, competency-based instructional model with a structured Multi-Tiered System of Supports (MTSS). This approach shifts learning from passive memorization to hands-on skill demonstration, ensuring students gain direct industry competency while receiving tiered academic, social-emotional, and logistical backing. Core academic concepts (algebra, technical writing, scientific inquiry) are taught directly through trade-specific applications (e.g., geometry taught through carpentry/CAD modeling). Progress is measured by demonstrated skill proficiency rather than seat time. Students practice in simulated lab environments until they meet industry standards. Work-Based Learning is paramount to student success and early action to industry. WBL Instruction extends beyond the classroom into real-world workplaces via job shadowing, clinical rotations, pre-apprenticeships, and paid internships.	* CTE teacher, counselor, and WBL Coordinator - Competency-Based & Hands-On Lab Model: Focuses on skill mastery rather than seat time. Students practice technical tasks in simulated lab environments until performance standards are met. Standardized credential alignment across curricula, embedded practice exams, and clear rubric-based technical assessments. Academic Support & Tutoring: Targeted boot camps for credential exam prep, specialized math/reading intervention for technical manuals, and individual accommodations for testing accommodations.	* CTE teacher, counselor, and WBL Coordinator - Rigorous, Scaffolding-Driven Model: College-level academic standards delivered through structured support, integrating academic theory with applied technical concepts. Career Advisement: Universal alignment of individual student plans with postsecondary pathways; syllabus scaffolding and embedded study skill modules. Academic Support & Social/Emotional: High-dosage tutoring for college-level reading/writing, and stress management for rigorous coursework load.	* CTE teacher, counselor, and WBL Coordinator -Experiential & Applied Learning Model: Real-world workplace placement where students apply technical and soft skills under industry mentorship and educator oversight. Universal soft-skills curriculum (communication, punctuality, professional ethics), job safety training, and site-supervisor evaluation rubrics. Wraparound Services & Logistics: Provision of transportation vouchers, assistance with required work gear/attire, targeted behavioral/check-in support, and flexible scheduling.

Section Summary

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

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

District WBL Coordinator, designated WBL advisor in high school
Fourth-level courses offer students opportunities to earn credentials, postsecondary credit, and/or WBL experience
Robust Foundation of Comprehensive MTSS Offerings: The district maintains a multi-tiered array of academic, social-emotional, and logistical supports-ranging from tutoring and mental health counseling to career advisement, transportation, and wraparound care. There is strong alignment between CTE Pathways and Industry Readiness: Applied, competency-based instructional models successfully integrate technical skill-building, early postsecondary coursework, and work-based learning (WBL) experiences with direct industry credentialing.
Proactive Integration of Essential Wraparound Resources: Recognition of non-academic barriers (such as transportation, childcare, and basic needs) as integral components of student academic and technical success.
Competency-Based and Contextualized Instruction: Replicate the practice of embedding core academic skills (technical math and reading literacy) directly into hands-on trade labs and real-world WBL contexts across all academic subject areas (ELA, Math, and Science).
Early Pathway Advising and Industry Partnerships: Expand universal career advisement protocols that map clear postsecondary pathways, align student individual plans with early college/credential opportunities, and connect learners directly with regional employer networks.
Cross-Sector Support Integration: Scale up co-located wraparound supports (combining social-emotional coaching, credential fee assistance, and logistical aid) to ensure that students enrolled in rigorous technical tracks can maintain attendance, pass certification exams, and enter the workforce.

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

Assess more options to provide added academic support in ELA and Math for students who struggle, as per the new state strategic plan.
Based on the trends, access barriers, and structural gaps identified across our MTSS data, two primary areas emerge for strategic improvement: closing service-access gaps for specific student demographics and modernizing institutional practices around technical pathways.
Targeted Academic and Technical Readiness: While academic tutoring and credential boot camps exist on a very small scale, key groups-specifically English Learners, Students with Disabilities, and Economically Disadvantaged students-face lower participation rates. Providing embedded, drop-in technical math/reading support and bilingual tutoring will ensure higher pass rates on state assessments and industry credential exams.
Workplace Soft Skills and Social-Emotional Resilience: Expanding Tier 2 behavioral and social-emotional supports (such as Check-In/Check-Out and executive function coaching) directly improves student performance in work-based learning, dual-enrollment coursework, and lengthy state assessment batteries.
Elimination of Non-Academic Access Barriers: Students who face logistical hurdles (lack of late-bus transit, conflicting family caretaking obligations, or inability to pay for credential testing fees and trade tools) require direct intervention through wraparound services to ensure equitable completion of CTE programs and work-based placements.
Overhauling Communication and Outreach Protocols: Transitioning away from English-only emails and digital-only portals toward multilingual, multi-channel family outreach will directly combat low awareness and increase service utilization among English Learners and single-parent households.
Destigmatizing Support Services: Reframing mental health counseling, behavioral check-ins, and academic intervention as proactive skill-building-rather than punitive or deficit-based measures-will boost engagement among male and secondary students.
Integrating Academic and CTE Systems: Aligning core academic instruction (ELA, Math, Science) directly with technical lab applications and industry credential requirements ensures that Tier 1 classroom instruction reinforces both state test readiness and workforce competency.
Proactive Screening and Scheduling Flexibility: Moving from student self-referral models to data-driven early warning systems-combined with embedding intervention hours into the regular school day rather than exclusively after school-will resolve scheduling conflicts and long waitlists for high-need populations.

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

II. Programs of Study

For the upcoming FY26-27 CLNA, the LEA should use what it believes to be the most accurate data. When not using an EdInsight report, you should indicate why it was not used (i.e., report incorrect v. local CIP/data entry inaccurate) and provide the locally used data when submitting the CGA. The data provided is what the CTE workgroup will use to review your CLNA and Local Application. Be sure that related data is uploaded in the appropriate section of the CLNA in the Related Documents section.

A description of how career and technical education programs offered by the eligible recipient are- (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111)(referred to in this section as the `State board') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Size

Defined as providing sufficient opportunity for youth and adult learners to enter and matriculate through secondary and postsecondary CTE program levels.*Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.*

*** Provide a description of how career and technical education programs offered by the eligible recipient meet the state's definition of size.**

Labor Market Analysis, Industry certs available, connected post-secondary programs
---
Red Clay Consolidated SD offers 24 Career and Technical Education Pathways (CTE) Programs of Study in our secondary schools. The programs meet the sufficient in size, scope, and quality requirements to meet the needs of all students served within each school. They are aligned to State, regional Tribal and local in demand industry sectors or occupations identified by the State workforce development board. Our career pathways are designed to meet local and economic needs of the students enrolled in our district. We offer a POS that meet the needs of our diverse learners in a sequential series of 3 credits with opportunities for certifications and credentials in each career path. Students are also eligible for added value through Advanced Placement courses in years 3 and 4 based on scheduling availability. All 11th and 12th grade students have the opportunity to enroll in Work based learning and earn an additional credit upon completion of the program.
Our POS are offered by credentialed educators who engage in ongoing professional development specific to their CTE content. They remain informed on the most current and updated standards within their career pathway in order to align student experiences to the most updated trends in their selected POS.
Students begin POS exploration in Middle School through their academic counselor in some schools utilizing Xello as an introductory program to SSP.

* 1. List all state approved POS offered by your LEA (from the prior school year).

Marketing
Academy of Finance
Plant and Horticultural Science
Animal Science
Digital Communications Technology
Architectural Engineering Technology
Computer Science
Engineering of Robotics
Biotechnology
Drafting and Design Engineering
Biomedical
Nurse Assisting
Allied Health Science
Biomedical
Patient Care Assistant
Early Childhood Education
K12 Teacher Academy (Delaware Teacher Academy
Automotive Technology
Manufacturing Engineering Technology

Documents

Type	Document Template/Example	Document/Link
POS applications/documents	N/A	

2. Percentage of students within CTE Programs, POS, or Clusters as compared to the percentage of students of that population at the district level.

Student Population	Agriculture (Percentage of students belonging to this population in this cluster)	Architecture (Percentage of students belonging to this population in this cluster)
American Indian Native	40%	10%

Student Population	American Indian Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Individuals With Disabilities (ESEA/IDEA)	Individuals from Economically Disadvantaged Families	Individuals Preparing for Non-traditional Fields	Single Parents	Out of Workforce Individuals	English Learners	Homeless Individuals	Youth In Foster Care	Youth with Parent in Active Military
* Plant Science	0 % * (Percentage of students belonging to this population in this cluster)	* 0 %	* 25 %	* 33.33 %	* 0 %	* 41.67 %	* 16.67 %	* 0 %	* 0 %	* 0 %	* 0 %	* 16.67 %	* 0 %	* 0 %	* 0 %
* Animal Science & Management	0 % * (Percentage of students belonging to this population in this cluster)	* 6.25 %	* 10.42 %	* 25 %	* 0 %	* 54.17 %	* 8.33 %	* 0 %	* 0 %	* 0 %	* 0 %	* 12.5 %	* 0 %	* 0 %	* 0 %
* Architectural Engineering Technology	0 % * (Percentage of students belonging to this population in this cluster)	* 0 %	* 22.81 %	* 35 %	* 0 %	* 38.6 %	* 14.04 %	* 0 %	* 0 %	* 0 %	* 0 %	* 21.05 %	* 0 %	* 0 %	* 0 %
* Digital Communications Technology	0 % * (Percentage of students belonging to this population in this cluster)	* 2.7 %	* 43.24 %	* 16.22 %	* 0 %	* 37.84 %	* 16.22 %	* 0 %	* 0 %	* 0 %	* 0 %	* 5.41 %	* 0 %	* 0 %	* 0 %
* Delaware Teacher Academy	0 % * (Percentage of students belonging to this population in this cluster)	* 0 %	* 27.27 %	* 27.27 %	* 0 %	* 27.27 %	* 9.09 %	* 0 %	* 0 %	* 0 %	* 0 %	* 9.09 %	* 0 %	* 0 %	* 0 %
* Early Childhood Teacher Academy - 3 Credit	0 % * (Percentage of students belonging to this population in this cluster)	* 0 %	* 22.22 %	* 44.44 %	* 0 %	* 33.33 %	* 22.22 %	* 0 %	* 0 %	* 0 %	* 0 %	* 33.33 %	* 0 %	* 0 %	* 0 %
* Marketing Today - 3 Credit	0 % * (Percentage of students belonging to this population in this cluster)	* 0 %	* 52.38 %	* 33.33 %	* 0 %	* 14.29 %	* 19.05 %	* 0 %	* 0 %	* 0 %	* 0 %	* 9.52 %	* 0 %	* 0 %	* 0 %
* Computer Science	0 % * (Percentage of students belonging to this population in this cluster)	* 13.64 %	* 4.55 %	* 22.73 %	* 0 %	* 59.09 %	* 9.09 %	* 0 %	* 0 %	* 0 %	* 0 %	* 4.55 %	* 0 %	* 0 %	* 0 %
* Allied Health	0 % * (Percentage of students belonging to this population in this cluster)	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0.0 %	* 0 %	* 0 %	* 0 %
* Nurse Assisting	0 % * (Percentage of students belonging to this population in this cluster)	* 0 %	* 11.36 %	* 29.55 %	* 0 %	* 54.55 %	* 2.27 %	* 0 %	* 0 %	* 0 %	* 0 %	* 15.91 %	* 0 %	* 0 %	* 0 %
* Patient Care Assistant	0 % * (Percentage of students belonging to this population in this cluster)	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
* Biomedical Sciences	0 % * (Percentage of students belonging to this population in this cluster)	* 2.50 %	* 10 %	* 36.25 %	* 0 %	* 48.75 %	* 8.75 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
* Engineering - 3 credit	0 % * (Percentage of students belonging to this population in this cluster)	* 0 %	* 0 %	* 33.33 %	* 0 %	* 33.33 %	* 33.33 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
* Manufacturing Engineering Technology	0 % * (Percentage of students belonging to this population in this cluster)	* 33.33 %	* 0 %	* 33.33 %	* 0 %	* 33.33 %	* 33.3 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
* Academy of Finance	0 % * (Percentage of students belonging to this population in this cluster)	* 5.56 %	* 36.11 %	* 47.22 %	* 0 %	* 8.33 %	* 11.11 %	* 0 %	* 0 %	* 0 %	* 0 %	* 22.22 %	* 0 %	* 0 %	* 0 %
* Culinary & Hospitality Management - 3 credit	0 % * (Percentage of students belonging to this population in this cluster)	* 0 %	* 35 %	* 45 %	* 0 %	* 20 %	* 30 %	* 0 %	* 0 %	* 0 %	* 0 %	* 30 %	* 0 %	* 0 %	* 0 %

Scope

Defined as including rigorous academic and technical standards, as well as employability skills, and by providing youth and adult learners with opportunities to earn industry recognized credentials, participate in work-based learning experiences, and connect secondary to postsecondary coursework. ***Each eligible recipient is required to offer a sequence of at least three CTE courses in a pathway that progresses from introductory to more advanced knowledge and skills and include options for postsecondary articulations.***

*** Provide a description of how career and technical education programs offered by the eligible recipient meet the state's definition of scope.**

- WBL Coordinator will connect with members of the advisory and other industries/agencies/non-profits/post secondary institutions in the community as well school school based enterprises to expand experiences/opportunities for students such as: apprenticeships, internships, site tours, job shadowing, and required credentials/certifications. The Red Clay Consolidated School District meets the State of Delaware's definition of CTE scope by offering structured, sequential programs of study that span a minimum of three distinct, non-duplicative courses. These pathways progress intentionally from foundational concepts to advanced technical applications, embedding rigorous academic standards, technical skill mastery, and essential employability competencies throughout the sequence. Secondary coursework directly connects to post-secondary opportunities through formal articulation agreements and dual-enrollment partnerships with Delaware Technical Community College and other regional post-secondary institutions, allowing students to earn college credit while in high school. Furthermore, every sequence incorporates stackable industry-recognized credentials (IRCs) and structured work-based learning (WBL) experiences, ensuring students transition smoothly from classroom learning to advanced post-secondary education or direct career entry.

To demonstrate how this scope is operationalized within Red Clay Consolidated School District, our pathways follow a rigorous four-tier course progression. For example, in our Engineering & Advanced Manufacturing pathway, students begin in Year 1 with introductory courses focused on design fundamentals and safety, advance in Year 2 to complex computer-integrated manufacturing principles where they apply contextualized physics and geometry, continuing in Year 3 with an advanced topic areas relating to robotics and computer design, concluding in Year 4 with advanced work based or cooperative education opportunities as a capstone. Throughout this four -course sequence, students develop key employability skills like team problem-solving and technical communication, sit for state-approved industry credentials, and participate in work-based learning opportunities like job shadowing and pre-apprenticeships. Upon completing the pathway, Red Clay students leverage formal articulation crosswalks to enter post-secondary engineering and technology programs with advanced standing and college credit.

RCC schools offer the three course articulation in the following state approved pathways; Annual review of the course content and curriculum takes place during

3. Provide career exploration and career development activities:
- List [your] programs and place a check mark in the appropriate column to indicate whether or not these program experiences are currently in place.
- Estimate the percentage of your programming that offers the experiences.

Program of Study	Work-based Learning Immersion		Stackable industry credentials		Credentials linked to registered apprenticeship		Earn dual credit		Link to postsecondary system	
* Animal Science & Management	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Culinary & Hospitality Management - 3 credit	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Marketing Today - 3 Credit	◉ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Nurse Assisting	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Allied Health	◉ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Patient Care Assistant	◉ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Biomedical Sciences	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Engineering - 3 credit	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Architectural Engineering Technology	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Academy of Finance	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Delaware Teacher Academy	◉ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Early Childhood Teacher Academy - 3 Credit	◉ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Computer Science	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Manufacturing Engineering Technology	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %
* Plant Science	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %	○ Check if applicable	0 %

4. Provide professional development for CTE teachers
What professional development have [you] offered in the past year, who participated, and was the training addressing the needs of a particular population? [Note if the training audience was intended for all faculty, new faculty or veteran faculty. Focus on professional development relevant to CTE program quality, improvement, other state aligned priorities, etc..]

Training topic	Audience (i.e. Counselors, Teachers, Admin., etc.)	Target Population (i.e. special populations, students with disabilities, nontraditional students, etc.)
* NCC CTE State PD day, included various topics. - Over the past year, professional development initiatives focused directly on elevating CTE program quality, driving continuous improvement, and fulfilling state-aligned priorities. Key offerings included training on integrating industry-recognized credentials and expanding high-quality Work-Based Learning (WBL) pathways aligned with state performance indicators. Additionally, educators engaged in data-driven program evaluation through the Comprehensive Local Needs Assessment (CLNA) process, learning to analyze regional labor market data to align course offerings with high-wage, in-demand occupations. To ensure safety and instructional equity across all technical environments, sessions were also dedicated to lab safety management, Universal Design for Learning (UDL), and adapting hands-on skill demonstrations.	* CTE teachers, WBL Coordinators, Counselors, Admin - The audience for these professional development offerings spanned all career and technical education personnel, with specialized strands tailored to different experience levels and roles. Broad sessions convened all CTE faculty, school counselors, and pathway administrators to foster cross-departmental collaboration on career planning and program articulation. For new CTE faculty, targeted onboarding focused on foundational shop safety, state CTE frameworks, and integrating academic competencies into technical coursework. Veteran CTE faculty participated in advanced leadership sessions centered on program self-assessment, mentoring incoming instructors, and leading regional industry partnership advisory boards.	* students with disabilities - Every training initiative explicitly addressed the needs of Perkins-defined special populations to ensure equitable access and success in technical pathways. A primary focus was equipping instructors to support students with disabilities through appropriate lab accommodations, modified technical tools, and accessible safety procedures. Workshops also provided concrete strategies for recruiting and retaining students in non-traditional fields, addressing gender underrepresentation in high-skill sectors. Furthermore, trainings emphasized support for economically disadvantaged students, English learners, and foster youth by identifying methods to remove financial barriers to industry credentialing fees and expanding equitable access to work-based learning opportunities.

Quality

Defined as providing sufficient opportunity to meet or exceed performance targets under the Act, provide support for special populations enrolled in the CTE program of study, and procedures that continuously improve all aspects of those programs offered under the Act.

Eligible recipients must provide in demand occupation listing from Delaware Workforce Development board that includes industry recognized credentials aligned w/post-secondary - i.e. enrollment, work-based learning opportunities, and address student outcomes.

*** Provide a description of how career and technical education programs offered by the eligible recipient meet the state's definition of quality.**

Middle/High skill, high wage, and stackable credentials. Red Clay Consolidated School District meets the State of Delaware's definition of CTE quality by delivering rigorous, industry-aligned programs of study that integrate high academic standards, state-approved Industry-Recognized Credentials (IRCs), dual-enrollment opportunities, structured Work-Based Learning (WBL), and equitable student outcomes. Governed by 14 DE Admin. Code 525, Delaware Pathways standards, and Perkins V, Red Clay's CTE programs map directly to high-skill, high-wage, and in-demand occupations identified by the Delaware Workforce Development Board (DWDB). The district utilizes continuous data analysis from its Comprehensive Local Needs Assessment (CLNA) and Multi-Tiered Systems of Support (MTSS) to eliminate access barriers for special populations, ensuring all students achieve technical skill proficiency, earn post-secondary credit, and transition successfully into college or career pathways.

To maintain these quality standards, Red Clay embeds continuous workforce engagement, early college credit articulation, and hands-on professional experiences directly into daily classroom instruction. For example, in Red Clay's Allied Health / Nurse Assisting pathway, the district convenes active Business Advisory Boards quarterly to audit clinical lab equipment, evaluate course pacing, and align competencies with regional healthcare standards. Through formal partnerships with post-secondary institutions like Delaware Technical Community College, students complete dual-enrollment coursework in technical mathematics and anatomy, earning transcripted college credit before high school graduation. Furthermore, senior CTE concentrators complete structured WBL clinical practicums in local healthcare facilities while preparing for state-approved credentials like the Certified Nursing Assistant (CNA) exam. Red Clay supports these outcomes by utilizing Perkins funding to cover credentialing exam fees, provide bilingual study materials, and offer targeted lab tutoring, ensuring equitable completion rates across all student demographics.

5. Indicate the status of the program - current (C), phase out in the next three years (P), add in the next three years (A);

Career Cluster	Program of Study	Employment Growth *	Ave. Wage *	MS/HS/HW/HD [1]	Outcome	Status
* Healthcare & Human Services	* Emergency Medical Services	* middle	* 42,000	* MS	* new program offered	* A

1. [1] **High Skill (HS)**: Generally, requires a Journeypersons credential, bachelor's degree, or more.
2. **Middle Skill (MS)**: Requires more than a high school diploma or GED, but less than a bachelor's degree. Includes certificates, certifications, licenses, associate's degrees, and some college coursework or formal workforce training
3. **Low Skill**: Requires a high school diploma, GED, or less
4. **Middle (MW)** and high wage (HW) occupations, determined through a single, or group of Standardized Occupation Classification (SOC) codes, are defined as those meeting the upper limit of "Below Average" and/or bottom limit of "Average" in the most recent Occupation & Industry Projections publication from the Delaware Department of Labor.

In-demand occupations (HD), determined through a single, or group of Standardized Occupation Classification (SOC) codes, the occupation has a projected job growth rate greater than or equal to 0.7% annually over the next ten years and/or evidence of at least 25 job openings regionally aligned to the occupation or family of occupations. This roughly is equivalent to the middle of the "FAIR" classification used in the most recent Occupation & Industry Projections publication. For reporting purposes, data will be at the Cluster level. For CTE program approval, data will be analyzed at the sub-cluster level.

*** How are you designing the curriculum and preparing students for an industry-recognized credential?**

embedding content in levels 1-3 and offering fourth-level courses.

Based on our comprehensive analysis of student achievement data, participation trends, and institutional practices across our CTE pathways, our district has identified critical opportunities for improvement in academic proficiency integration, equity gaps among special populations, and non-traditional student participation. While our technical skill completion remains strong, performance gaps persist in Perkins Core Indicators 2S1 (Reading/Language Arts), 2S2 (Mathematics), and 2S3 (Science), particularly among CTE concentrators in agricultural and industrial pathways. Additionally, disaggregated data reveals notable equity gaps where English Learners, students with disabilities, and economically disadvantaged students face barriers in completing advanced Industry-Recognized Credentials (IRCs) and accessing paid Work-Based Learning (WBL) placements. Finally, female representation in STEM and construction pathways, alongside male representation in health science pathways, remains below state target thresholds (Indicator

4S1).
To address these student outcome disparities, our district must execute fundamental changes in institutional practice across cross-curricular planning, targeted support systems, and career counseling routines. First, we must shift from isolated CTE instruction to a collaborative, cross-curricular model where CTE and core academic teachers engage in co-planning Professional Learning Communities (PLCs) to co-design contextualized math, science, and literacy modules directly within technical coursework. Second, the district must reform its career guidance practices by implementing bias-free recruitment strategies and middle school career exploration platforms to actively recruit and support non-traditional students in underrepresented career clusters. Third, we need to institutionalize a more proactive Multi-Tiered System of Supports (MTSS) framework within CTE labs, using Perkins funding to cover certification exam fees, provide bilingual technical study guides, and fund adaptive lab equipment for special population students.
These identified opportunities directly inform the Goals, Metrics, and Activities of our upcoming Local Application. In the next grant cycle, the district will prioritize funding for joint academic-CTE professional development, expand targeted academic interventionists within vocational labs, and formalize structural support systems to ensure every student achieves equitable, high-quality career outcomes.

6. Using the table below, support with evidence the integration of academic skills into CTE programs - Secondary Core Indicators of Performance -2S1, 2S2, 2S3* (*for definitions see State Plan or the Fiscal and Accountability policy)

Core Indicator	Program of Study	Target			Actual Performance	Provide evidence of how you are integrating academic skills into CTE programs in areas where you are not meeting your performance targets.	
		2S1	2S2	2S3		Provide a Summary statement	URL
* 2S1	* Plant Science	* 48 %	* 23 %	* 35 %	* 20 %	Targeted academic support in Math	
* 2S2	* Animal Science & Management	* 48 %	* 23 %	* 35 %	* 10.53 %	Targeted academic support in Math	
* 2S3	* Marketing Today (3 Credit)	* 48 %	* 23 %	* 35 %	* 10 %	Target academic support in Science	

Documents

Type	Document Template/Example	Document/Link
Academic Skills integration plan into CTE programs [Upload at least 1 document(s)]	N/A	Academic Skills Integration Plan

Section Summary

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

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

POS materials, technology, facilities, and equipment meet industry standards
- POS offers at least one or more industry certifications, dual enrollment, or post-secondary credentials
- WBL experiences align with student career goals and industry requirements
- POS reinforces the technical/academic/employability needs for students -
Our updated evaluation reveals significant structural alignment in secondary-to-postsecondary linkages, pre-apprenticeship pathways, and work-based learning immersion across technical domains. High-performing career pathways-particularly Delaware Tech (DTCC) articulated trades (Construction Machinery, Building Trades, HVAC), Health Sciences (Nurse Assisting, Allied Health), Teacher Academies, and Skilled Pre-Apprenticeships-effectively integrate stackable credentials and dual credit options. These achievements are driven by formal postsecondary articulations, robust industry advisory boards, and structured WBL tracking systems that provide students with clear pathways into high-wage, in-demand technical fields. Moving forward, these evidence-based practices will be expanded across all pathway offerings to ensure consistent, state-aligned program depth.

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

-increase industry partners in advisory
- increase WBL opportunities -
Despite strong overall structural alignment, critical gaps remain in universal student attainment for industry credentials and dual enrollment completion across underperforming pathways. Classroom analysis indicates that credential attainment is hindered by test anxiety, curriculum-to-exam blueprint misalignments, and financial barriers for testing fees among special populations. Simultaneously, dual enrollment rates fall short in newer or smaller programs of study due to complex college registration processes and limited postsecondary faculty partnerships. Additionally, institutional practices must address non-academic barriers-specifically off-hour transportation for WBL placements, affordable childcare for adult or single-parent learners, and wraparound aid for essential trade tools-to ensure all student demographics achieve state targets.

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

III. Evaluation of Progress

For the upcoming FY26-27 CLNA, the LEA should use what it believes to be the most accurate data. When not using an EdInsight report, you should indicate why it was not used (i.e., report incorrect v. local CIP/data entry inaccurate) and provide the locally used data when submitting the CGA. The data provided is what the CTE workgroup will use to review your CLNA and Local Application. Be sure that related data is uploaded in the appropriate section of the CLNA in the Related Documents section.

An evaluation of progress toward the implementation of career and technical education programs and programs of study.

The LEA/district's long-term strategy/plan for CTE offerings and develop questions answering "where are they now and why? Potentially, looking at evidence from: Credentials of Value, Dual Enrollment, Articulation of Agreements established, WBL Opportunities, Middle Grade Expansion, Access to Special Populations' IEPs; Attainment rates for college/post-secondary McKinney-Vento, Foster Care; Perkins Indicator compliance.

1. Describe the local process and timeline for continuous improvement of CTE POS

Continuous Improvement defined as...

	TimeLine	Goals	Supports for Teachers	Supports for Students
Program Review Process	* Baseline data will be gathered from walkthrough observations using the DSC Walk through tool. To assess pathways curriculum implementation and materials in 3 phases; Equitable Classroom Student Engagement in Learning; Academic Discourse.	* Identify Best Practices Common Curriculum Certification options and completion Academic Counseling for pathway retention and completion	* Cluster PLC professional development to collaborate on implementation of standards based curriculum 3-4 sessions per year over three year plan. Assess teacher trainings and certification needs over a 3 year training plan.	* Clearer communication of benefits of pathway completion, certification opportunities and WBL Experiences. Develop materials per pathway for a comprehensive detail of each pathway and career outcomes with post secondary credit.

Program Advisory Committee (PAC) Schedule/Agenda	* Schedule at 1-2 PAC meetings to re-engage everyone to a monitoring system. (Fall and Spring) CTE teachers submit improvement ideas to department chairs, incorporating feedback from industry partners. Assess equipment needs, conduct onsite walkthroughs, and analyze student outcome data to drive continuous improvement. Review data against industry standards and CTE schedules; finalize training needs and grant submissions for the upcoming academic year.	* Ensure all Programs of Study (POS) align with high-demand job skills and current industry standards. Analyze student outcome data to inform curriculum adjustments and certification completion targets. Curriculum & Resources: Modernize POS through collaborative curriculum review and guidance on essential equipment purchases. Expand access to Work-Based Learning (WBL) experiences, including internships, guest speakers, and co-op placements.	* Collaborative PLCs: Participate in 3-4 cluster-based professional development sessions per year to align curriculum with state standards. Professional Growth: Access a 3-year retraining and certification update plan to maintain highly qualified status and industry alignment. Industry Liaison: Leverage PAC members to identify current certification needs and secure resources for classroom instruction such as guest speakers and presenter; industry visits and WBL opportunities.	* Career Counseling: will support Student Success Plans (SSPs) college and career application process. While supporting students through pathway completion, certifications and post-secondary credit opportunities, Increase opportunities for authentic industry engagement through expanded internship and externship systems.
Performance Data Review Process	* The committee will conduct an annual performance review in the spring to analyze student data, certification completion, and industry trends, supplemented by quarterly reviews of student failure reports and program exit data by marking period.	* Identify and close 'fidelity gaps' in POS implementation across school sites; analyze subgroup performance data to address disparities for underrepresented and underperforming students; and validate the effectiveness of current instructional interventions in improving credentialing and pathway completion.	* Provide data reports and training on interpreting student performance indicators; support implementation of an aligned curriculum and or scope and sequence to begin discussions related to certification exams and common assessments.	* Support students with tiered intervention on pathway progression and certifications as a retention tool to increase pathway completers.

* 2. Describe the goals the LEA has established for the Program Advisory Committee (PAC).

The Goals for the CTE PAC are to support and enhance the POS alignment to industry standards and certification. Ensure all POS are reviewed annually against the current industry standards and increase student access to current certifications accepted in industry. Expand the relationships with industry partners to provide access to work-based experiences and opportunities in partnership with the LEA.

* 3. Describe how PAC supports new programs of study and/or upgrades to current programs. Include how student outcome data are shared with and analyzed by the PAC to support the continuous improvement of CTE programs of study.

Members interact with CTE personnel at least once a year and review individual pathway needs and course progressions. They make recommendations to support the CTE POS relevancy to today's standards.

* 4. Describe how the PAC supports CTE teachers and students.

PAC members provide expert insight into CTE Programs of Study (POS), offering guidance on curriculum content, the integration of modern instructional technology, and the selection of the most valuable industry certifications to ensure employability within the State and tri-state area. Beyond strategic guidance, members act as a direct resource for identifying current certification needs and recommend materials and equipment to maintain classroom instruction aligned

with industry standards. Teachers maintain direct, ongoing relationships with community-based PAC members, who support classroom programming through active participation, including expert guest presentations and classroom visits that contextualize learning.

Section Summary

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

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

RCC has a array of pathway offerings with a versatility in post secondary college and career opportunities. Students begin their exploration of programs in 6th grade and have the ability to make decisions about high school options aligned to their career choices. Teachers share information regarding high school pathway offerings and work to align curriculum experiences to the high school pathway progression. Collaborating with the high school teachers and the industry partners who serve on the PAC provides reinforcement in each POS programs. PAC participation affords teachers and administrators an opportunity to improve the quality of our programming and ensures that our programming remains current with industry partner involvement.

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

PAC partnerships provide students with access to current industry experiences, effectively preparing them for the demands of their chosen career pathways. Industry partners actively engage with our schools, offering authentic, real-world insights into critical industry certifications and the employability skills required for professional success. These experiences foster active learning and deepen students' commitment to their chosen fields. Furthermore, by embedding these experiences at the high school level, we are enhancing middle school career awareness and exploration. Through the implementation of the MS grant funding, we are strengthening the transition into high school pathways and bolstering the process for accessibility for all students including Students with Disabilities (SWD) to successfully enter the workforce."

IV. Improvement

For the upcoming FY26-27 CLNA, the LEA should use what it believes to be the most accurate data. When not using an EdInsight report, you should indicate why it was not used (i.e., report incorrect v. local CIP/data entry inaccurate) and provide the locally used data when submitting the CGA. The data provided is what the CTE workgroup will use to review your CLNA and Local Application. Be sure that related data is uploaded in the appropriate section of the CLNA in the Related Documents section.

A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

1. Recruitment

a.) Complete the table below to assist in describing your educator recruitment practices. Use [Your] district's HR data source and DEEDs

% of each population	Male	Female	African American	American Indian	Asian	Hispanic	Multi-Racial	Native Hawaiian	White	Disabled	Non-Traditional	Single Parent	Multi-Lingual
Student	* 51.54 %	* 48.46 %	* 23.11 %	* 0.2 %	* 6.83 %	* 28.32 %	* 4.33 %	* 0.11 %	* 37.09 %	* 20.32 %	* 0 %	* 0 %	* 14.58 %
Faculty:	* 19.95 %	* 81.05 %	* 13.54 %	* 0.13 %	* 2.27 %	* 5.6 %	* 1.73 %	* 0 %	* 76.72 %	* 0 %	* 0 %	* 0 %	* 0 %
CTE teachers	* 63.16 %	* 36.84 %	* 18.42 %	* 0 %	* 2.63 %	* 2.63 %	* 0 %	* 0 %	* 76.32 %	* 0 %	* 0 %	* 0 %	* 0 %
- Active: Initial License (< 4 yrs of teaching exp.)	* 60.0 %	* 40 %	* 40 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 60 %	* 0 %	* 0 %	* 0 %	* 0 %
- Active: Continuing License (> 4 yrs of teaching exp.)	* 63.63 %	* 36.36 %	* 12.12 %	* 0 %	* 3.03 %	* 3.03 %	* 0 %	* 0 %	* 78.78 %	* 0 %	* 0 %	* 0 %	* 0 %
- Active: Advanced License	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- 6+ years of industry/career experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Professional development training	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Valid Educator/Teaching[1]Credentials	* 0 %	* 0 %	* 18.72 %	* 0 %	* 2.63 %	* 2.63 %	* 0 %	* 0 %	* 76.32 %	* 0 %	* 0 %	* 0 %	* 0 %
- Active Industry/Professional Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
CTE Paraprofessionals:	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- 1-3 yrs. of teaching experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- 3+ yrs. of teaching experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- 6+ years of industry/career experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Professional development training	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Active Teaching Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Active Industry Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Valid Educator Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
CTE Directors:	* 100 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 100 %	* 0 %	* 0 %	* 0 %	* 0 %
- 1-3 yrs. of teaching experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- 3+ yrs. of teaching experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 100 %	* 0 %	* 0 %	* 0 %	* 0 %
- 6+ years of industry/career experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Professional development training	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
Active Teaching Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Active Industry Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Valid Educator Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 100 %	* 0 %	* 0 %	* 0 %	* 0 %
Counselors:	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- 1-3 yrs. of teaching experience	* 37.5 %	* 62.5 %	* 12.5 %	* 0 %	* 12.5 %	* 0 %	* 0 %	* 0 %	* 75 %	* 0 %	* 0 %	* 0 %	* 0 %
- 3+ yrs. of teaching experience	* 18.52 %	* 81.48 %	* 11.11 %	* 0 %	* 3.7 %	* 3.7 %	* 0 %	* 0 %	* 77.78 %	* 0 %	* 0 %	* 0 %	* 0 %

- 6+ years of industry/career experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Professional development training	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Active Teaching Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Active Industry Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Valid Educator Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
*** Community/Support Education Professional:** mentor	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- 1-3 yrs. of teaching experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- 3+ yrs. of teaching experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- 6+ years of industry/career experience	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Professional development training	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Valid Educator Credentials	* 22.85 %	* 74.28 %	* 8.82 %	* 0 %	* 2.94 %	* 5.88 %	* 2.94 %	* 0 %	* 79.41 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %
- Active Industry Credentials	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %	* 0 %

[1] "Valid and current license or certificate" refers to a full or permanent credential from another state or jurisdiction held by an applicant in good standing, excluding temporary or expired credentials. A valid Delaware license means the educator meets the requirements for their license type and it is not expired. An expired Continuing License, for instance, means the individual does not hold a valid license and cannot practice in a Delaware public school. (https://regulations.delaware.gov/AdminCode/title14/1511)

2. Retention

* a.) Describe how you recruit highly qualified professionals at your institution. (Ex: External: Job Fairs, Workboard Notifications; Internal: Promotions, Incentive Effectiveness)

The Red Clay Consolidated School District uses a structured selection process to ensure CTE teachers are qualified. According to district compliance documentation, the process includes the following steps: (pulled from 21-23 OCR report)
Job Postings: Positions are posted through the District's Human Resources Department, explicitly indicating the required CTE certification.
Interviews: Schools conduct interviews and make hiring recommendations to the Human Resources Department.
Verification: It is the responsibility of the Human Resources Department to verify that a candidate's teacher and CTE certifications are up to date before completing the hire.
Equity and Compliance: The hiring process is designed to ensure adherence to certification regulations and incorporates considerations for diversity.

* b.) Reviewing the data collected in the recruitment section and in the data collected in the Student Performance section, assess your hiring and promotion practices of teacher, educator support, and leadership positions in the purpose of improving two to three underperforming student groups that are identified in the core indicators across the cluster/pathway.

The Red Clay Consolidated school district Human Resources Department collaborates to analyze staffing demographics for teachers, support staff and school leaders to assess how diverse and representative of our student populations school staff are. In addition, they collaborate with building leaders to determine what gaps if any are related to student performance and or underrepresentation in specific POS. District level administrators and CTE program manager work to identify strategies to attract credential candidates that will meet the demographic needs while hiring highly qualified professionals.

3. Training

* 1. Discuss the types of supports that are provided for CTE educators to seek initial teacher licensure (e.g. traditional, Alternative Routes to Teacher Certification, and Skilled and Technical Sciences) or meet other professional standards. What Grow Your Own CTE educator strategies are you employing?

Support for Certification and Licensure: The Red Clay Consolidated School District actively supports CTE instructors in achieving professional licensure and advanced credentials. We facilitate recruitment and development through pathways such as the Alternative Routes to Teacher Certification (ARTC) program, allowing qualified industry professionals to earn their teaching certification while employed. Additionally, the district supports educators in obtaining Skilled and Technical Sciences (STS) endorsements and other professional credentials necessary to maintain alignment with state standards and industry requirements.

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

Describe how new CTE Teachers (with less than three years of experience) are supported to be effective in the classroom and the types of professional learning opportunities that are provided for new CTE Educators.
Coaching and Professional Learning OpportunitiesTo ensure effectiveness in the classroom and ongoing growth, the following support mechanisms and learning opportunities are available:
Embedded Coaching: Educators receive ongoing, embedded coaching cycles within their respective buildings through PLC and
Program-Specific Professional Learning: CTE teachers participate in professional learning tailored specifically to their CTE program of study.
Collaboration with Academic Colleagues: Teachers partner with academic colleagues to embed Common Core standards into their instruction.
Instructional Frameworks: Professional development includes participation in the AVID program and training on the Cycle of Inquiry, which is based on student performance indicators.
Ongoing Development: The district provides ongoing professional development, delivered during four points of the school year for all teachers. CTE Teachers work in their pathway clusters to collaborate on
The Office of Teaching and Learning oversees these initiatives, focusing on providing high-quality curriculum resources and ongoing support to ensure all educators receive excellent instruction.

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

Teachers with more than three years experience in their CTE pathway are supported with ongoing professional development and training that is aligned to their specific, POS and credentialing opportunities to ensure students have access to the latest in industry standards. The district allocates resources to support teachers up to date credentials to maintain highly qualified educators. Teachers have access to state approved trainings, local and national trainings as needed.

4. What professional development have you offered in the past year, who participated, and was the training addressing the needs of a particular population? Note if the training audience was intended for all faculty, new faculty or veteran faculty. Focus on professional development relevant to CTE program quality, improvement, equity, etc.

Training topic	Audience (i.e. Counselors, Teachers, Admin., etc.)	Target Population (i.e. special populations, students with disabilities, nontraditional students, etc.)
* WBL, POS	* Teachers, Counselors, Admin	* special pops and general pop
* Integrating Disciplinary Literacy in CTE	* CTE Teachers	* All Students
* Programming Updates and Business Rules in CTE	* CTE Teachers and Admins	* All Students

* WBL, Industry Certifications, School-Based Enterpı	* CTE Teachers and Admins	* All Students, CTSO Students, WBL Students
* Annual CTE Conference	* CTE Teachers	* All Students

* 5. How do you ensure all staff and students value the knowledge and abilities inherent in underserved groups and see students' strengths and contributions to the learning process to increase student achievement and academic success?

Provide teachers with professional development around equitable practices in teaching and learning; utilize MTSS interventions and supports from counselors to track and monitor student SSP and counsel students through their career pathways of choice; monitor failure and program exit reasons through surveys and questionnaires; educate students and teachers on the values of growing the completion numbers of program certifications.

* 6. What does your data tell you about your institution's ability to provide a highly effective and enriching experience for your students, especially for those who fall into more than one subgroup?

Analysis of district-wide performance data reveals a 'fidelity gap,' where successful Program of Study (POS) implementation is inconsistent across school sites, negatively impacting equitable student outcomes. To mitigate these disparities, the district is transitioning from site-specific implementation to a model of systemic replication. Our action plan includes:
Standardized Professional Development: Implementation of intentional, pathway-specific professional development designed to align curriculum expectations and instructional structures with state standards across all sites.
Cross-School Collaborative PLCs: Establishment of collaborative time for teachers across sites to 'cluster' by pathway. These professional learning communities will focus on selecting common standards, developing shared assessments, and sharing best practices to ensure high-quality instruction is replicated district-wide.
Data-Driven Accountability: Utilizing shared metrics to monitor POS performance and ensure that interventions-such as support for male and female underrepresented groups-are consistently applied, rather than sporadic, across all buildings.
These measures will ensure that every student, regardless of their school site, receives an enriching, industry-aligned CTE experience.

* 7. What improvements are needed around career information, awareness, exploration, advisement, recruitment and support to increase greater student performance/success and access in your CTE programs and expand career options for students?

Systems of communication for POS information to reach all students with specific outlines of POS completions, options for credentials and certifications that are transferable to employable opportunities. Utilizing the Naviance systems to track students' success plans and alignment to their pathway of choice in order to develop a culture of Pathway completers. Utilize the AVID instructional practices such as the cycle of inquiry to develop teachers best practices for improving all student learning experiences.
Increase student access and completion of credentials of value in each Pos (align common Pos COV)
Establish system for WBL experiences internship and externship
Implement level 4 added value of AP or DE for each POS.

* 8. What support services and programs do you need to put in place across your institution to ensure access to those programs and services? (ex. Do you have a program to encourage enrollment and success in nontraditional programs? Do you have multi-tiered system of supports with tutoring or other actions to improve academic and technical skills development for underrepresented populations?)

Use information from the Student Performance and Labor Market Reporting section to inform this answer.

To ensure equitable access to high-quality programs and services for all students, particularly those in underrepresented groups and those pursuing non-traditional pathways, the district utilizes a comprehensive support structure rooted in AVID instructional practices and a robust Multi-Tiered System of Supports (MTSS).Supporting Enrollment and Success in Non-Traditional Programs.

Red Clay proactively encourages student participation in career pathways where they are historically underrepresented-such as female students in STEM/technical fields-by leveraging data-driven advocacy and barrier reduction.
WBL Integration: Expanding our system for Work-Based Learning (WBL) experiences (Internship/Externship/Awareness) is critical to retaining underrepresented students by making their learning more authentic and industry-aligned. Improving our communication plan related to pathway offerings and certificates for employability through marketing and branding across multiple target groups. Focusing on leveraging underrepresented enrollment.

* 9. What institutional and systems barriers did you uncover as part of the CLNA process that need to be addressed?

Across most schools students academic performance in indicators S1 S2 S3 (ELA, Math and Science are underperforming. Large discrepancy in school enrollments in WBL program opportunities. Data entry errors in WBL courses.
In addition:
inconsistencies with implementation of POS varied between multiple schools which appears to negatively impact student outcomes.
Underrepresentation of students by gender and race in various POS.

Matters to be addressed -
standardized procedures for POS implementation and curriculum guides
Prof. Development aligned to Dist. CIP Goals
Data analysis at the building level based on POS enrollments and Certificates
Alignment of SSP from MS to HS supporting College and Career Readiness

Section Summary

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

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

- well developed recruitment and mentoring program to hire/retain diverse candidates
- building admin and mentors support teachers plan for personal growth through feedback, reflective practices, and further learning opportunities

Red Clay Consolidated offers a large variety of career pathways of study to support a large arrange of student interest. School leaders, district administrators and human resources work collaboratively to analyze program data regularly to assess demands of programs and needs to phase out POS that are unsuccessful in retaining pathway completers. Recruiting staff based on student program needs and supporting their on boarding with professional development and certification trainings where needed to align to industry standards.

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

Work-Based Learning (WBL) Integration: Expanding systems for WBL (internships/externships) is an identified area of improvement for RCC. The data shows that our pathways are not generating students in the WBL CIP code. We have identified an error in our data reporting that can be corrected and will result in accurate numbers across multiple schools who presently are not reporting enrollment. In addition we are piloting a WBL cohort to complete the required standards in 11th grade. At the end of the course the students will be more knowledgeable on the opportunity for WBL experiences in their 12th grade year.

We will utilize Student Success Plans (SSPs) and the Naviance platform to track student progress and interests. Counselors and CTE instructors will collaborate to provide specific interventions and guidance, ensuring student strengths are recognized and fostered throughout their career pathways. Monitor student enrollment and pathway completion with support of CTE and Counseling department in order to increase completers data. Develop stronger communication systems and documents to inform all stakeholders of opportunities for Dual Enrollment, Advanced Placement and Certifications within each pathway as a Career Readiness value add. Monitor student course selection window and ensure students understand the value in pathway completion and certification opportunities.

Improve equitable and quality industry ready classroom environments across POS throughout the district by evaluating budget needs and developing a 3-5 year plan for EOL equipment and purchasing replacements. This will support student engagement and interest if POS is aligned to industry standards.

V. Equal Access

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - CTE Perkins Secondary

For the upcoming FY26-27 CLNA, the LEA should use what it believes to be the most accurate data. When not using an EdInsight report, you should indicate why it was not used (i.e., report incorrect v. local CIP/data entry inaccurate) and provide the locally used data when submitting the CGA. The data provided is what the CTE workgroup will use to review your CLNA and Local Application. Be sure that related data is uploaded in the appropriate section of the CLNA in the Related Documents section.

A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

1. Describe the strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations.

Informing students early on about the programs offered via current students, requirements for success, and future employment.
Overcoming access barriers and closing performance gaps requires concrete operational shifts in how CTE and Work-Based Learning (WBL) programs handle scheduling, transportation, finances, and instructional delivery. Red Clay can address logistical hurdles by offering flexible scheduling-such as hybrid online theory modules, flex periods, and flexible WBL placement shifts-to accommodate working students or those caring for family members. To resolve transit barriers, Red Clay will continue to partner with local transit authorities to fund subsidized bus passes, attempt to create and offer in house transportation by high school, and coordinate micro-transit rideshares specifically for students traveling to off-site employer WBL locations. Financial equity is achieved by creating or utilizing a dedicated CTE Support Fund that covers mandatory lab tools, safety gear, work site attire, transportation stipends, and industry certification fees. Furthermore, all CTE and WBL recruitment materials must be published in top local community languages to ensure non-English-speaking families fully understand work-based opportunities. Instructional access improves significantly when job coaches, bilingual lab assistants, or co-teachers are assigned directly into CTE shops and accompanying on-the-job training sites. Finally, conducting physical access audits of both school labs and participating local job sites ensures that workspaces feature adjustable equipment, visual safety alerts, and adaptive tools, allowing students with physical or sensory disabilities to participate safely in real-world environments. Simultaneously, giving access to industry experts and community member will help ensure facilities are appropriate and supported.

2. Describe the providing programs that are designed to enable special populations to meet the local levels of performance.

MTSS, AVID - Enabling special populations to meet local Perkins V performance standards requires targeted academic remediation, structured work-based practice, and coordinated educator support. CTE programs can improve technical skill gains by embedding simulated work-based learning projects directly into the classroom-such as running student-led enterprises or tackling real-world client briefs-paired with contextualized math and reading support. Short summer bridging bootcamps can pre-teach lab safety, technical vocabulary, workplace etiquette, and basic tool operation so students enter both the classroom and early job-shadowing placements with baseline confidence. Schools can continue and refine early-warning tracking systems that monitor attendance, workplace mentor feedback, and lab practical's to deliver immediate intervention before a student falls behind. For students with IEPs, 504 plans, or language support plans, teams should craft customized CTE & WBL Success Plans that outline exact workplace accommodations, assistive technology uses, and modified performance tasks agreed upon by both instructors and employer supervisors. To support this integration, schools must try to establish dedicated monthly co-planning sessions where CTE teachers, special education staff, English learner specialists, and WBL coordinators adapt curriculum together without lowering industry standards. Annual professional development for school staff and host employers on bias, workplace mentoring, and Universal Design for Learning further ensures that performance assessments on the job site remain fair and supportive.

3. Describe the career awareness or career exploration activities that are in place to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Junior Achievement series, in-school and out-of-school employer visits, internships, Grow your own - Building early awareness of high-wage, in-demand careers in competitive, integrated settings requires early hands-on exposure, a progressive continuum of Work-Based Learning, and clear transition coaching.

Career exploration begins in middle school with interactive "try-it" events where students test out or research specific trades and meet local industry partners, with targeted outreach to special populations. Virtual reality tours and interactive live-streamed workplace visits extend this access to students with mobility constraints, allowing them to inspect a multitude of industry fields such as high-tech manufacturing floors, IT hubs, and healthcare facilities before stepping onto a job site. As students' progress into high school, the core of their preparation centers on structured WBL pipelines-moving from introductory industry site visits and job shadowing to paid micro-internships, school-based enterprises, and registered pre-apprenticeships in high-growth fields. These placements are supported by specific CTE staff, high school support staff, and workplace mentors who help special populations master technical competencies alongside soft skills like workplace communication and problem-solving. Hosting guest speaker series featuring diverse local professionals-including individuals with disabilities, women in non-traditional trades, and recent CTE apprentices-helps students visualize their own paths to financial independence. Finally, CTE pathways seamlessly integrate WBL experience with stackable industry credentials (like OSHA 10 or CompTIA ITF+) and financial literacy coaching, teaching students how living wages, benefits planning, and hands-on work experience directly translate into postsecondary degrees and high-earning, self-sufficient careers.

Section Summary

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

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

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

The local CTE system demonstrates a strong foundation in providing equitable access to high-quality technical programs through strategic support structures, targeted financial assistance, and progressive work-based learning (WBL) opportunities. A core strength lies in systematically removing physical, language, and economic barriers for special populations-including economically disadvantaged students, individuals with disabilities, and English language learners. By embedding contextualized academic support directly into technical lab environments and deploying dedicated support personnel, the district ensures that students master technical competencies alongside core academic skills. Furthermore, early exposure to hands-on workplace experiences creates clear bridges between secondary coursework and high-demand, high-wage local industry sectors. To sustain and scale this success, several proven practices must be expanded across all CTE pathways. First, the district will attempt to broaden the model of pairing special education teachers and English language specialists directly with CTE instructors inside lab settings to deliver real-time, universal design support during hands-on instruction. Second, schools will try to subsidize or support students that require financial support that covers some of the extraneous costs within certain specific courses of study such as, required tools, safety gear, software licenses, and industry certification exam fees. Third, the district will attempt to create and expand its current tiered WBL continuum-moving students systematically from middle school virtual workplace tours to high school job shadowing, paid micro-internships, and registered pre-apprenticeships supported by workplace mentors and in school support. Finally, formalizing monthly joint planning sessions between CTE faculty, special populations staff, and industry advisory boards will ensure safety protocols, lab accommodations, and curriculum alignment are continually refined without diluting industry rigor.

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

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

While baseline enrollment for special populations has improved, significant opportunities remain to close persistent performance gaps, enhance completion rates, and execute systemic institutional changes. From a student performance perspective, data highlights a critical need to increase retention and completion rates in high-skill pathways, particularly in non-traditional fields such as female students in automotive or male students in healthcare. Students also require targeted support in technical reading, applied mathematics, and professional soft skills to ensure they complete stackable, industry-recognized

credentials before graduation. Additionally, embedding comprehensive financial literacy instruction-covering living wages, benefits planning, and postsecondary financial aid-is essential to transforming course completion into long-term financial self-sufficiency. To drive these student outcomes, Red Clay must execute key operational changes. First, the district should continue to look at scheduling to try and create or enable more school schedules to be flexible, extended-block lab hours paired with dedicated micro-transit solutions that transport students directly to off-site employer WBL locations. Second, schools must continue to monitor and utilize a centralized early-warning tracking system to monitor attendance, lab practical completion or skill completion, and workplace mentor feedback, enabling interventions before students fall behind. Third, institutional outreach to business partners must be standardized by providing employers with formal training on universal design, workplace accommodations, and inclusive mentoring. Lastly, CTE pathway maps must be vertically aligned or realigned with local postsecondary institutions and workforce boards to guarantee that every secondary pathway articulates directly into dual-enrollment college credits, apprenticeship hours, or immediate entry-level employment in high-wage, in-demand industries.

Local Application

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev1 - CTE Perkins Secondary

LOCAL APPLICATION

The Local Application defined as an operational plan developed by LEAs to implement high-quality CTE programs of study, improve student outcomes, and expand innovative practices (to be completed once every four years and updated as needed, e.g. assurances, advisory committee members, improvement plans, etc.). It is a summary of the strengths and opportunities that were uncovered as a result of conducting the CLNA and identifies your greatest needs, sets priorities and focuses on strategies that can be supported by Perkins funds.

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

1. What are the overarching goals, measures of success, and key actions over the next four (4) years for each of the CLNA sections in the table above? Be sure to address the areas of opportunity that were identified in the CLNA.

Core Priority Area	Goal Statement	Metric(s) of Success	Key Actions	Human and Fiscal Resources
Student Performance	Improve the level of access and performance for under represented groups in CTE POS.	Passing rate of concentrators and completers in under represented grou ps.	Counselor and Teacher tracking and interventions to supports students program continuation and academic supports throughout the school year.	Teachers and counselors run quarterly reports to evaluate failure rate and to develop systems of interventions to increase retention.
Programs of Study	Ensure that all POS align to a high-demand industry standards and pe-ede clear, value added outcomes.	Increase the number of student certifications in each POS aligned to industry standards.	1-2 PAC meetings to establish ongoing partnership in assessing industry credentials and skills development in each POS to support employability.	Develop a robust PAC for each POS Cluster. Teachers, Admin, Industry Partners.
Evaluation of Progress	Data, Curriculum and Performance in each POS will be analyzed quarterly to assess outcomes of each program throughout the school year.	Grade reporting, certification exam scores, pathway continuum data evaluation. All will be analyzed mid an d end of year to determine pathway progression.	CTE Academic Data reports; Curriculum reviews and common scope and sequence discussions and development in PD sessions.	CTE teacher leads; admins and district CTE manager.
Improvement	Increase enrollment in WBL opportunities and accurately track student participation in WBL experiences	Infinite Campus reporting of participat on in WBL along with grade reporting of exceded standards.	Data reports of enrollment, representation, and completion of WBL credit.	
Equal Access				

I. Summary of CLNA Data - Below are the summaries of the strengths and areas for growth you identified in ea ch section of the CLNA. Focus on priorities with the greatest need.

CLNA Section	Key Strengths	Key Opportunities
Student Performance	District WBL Coordinator d esignated WBL advisor in high school Fourth-level courses offer students opportunities to earn credentials, postsecondary credit, and/or WBL experience Robust Foundation of Comprehensive MTSS Offerings: The district maintains a multi-tiered array of academic, social-emotional, and digital supports, including Tier 2 and Tier 3 interventions in literacy, math, behavior, attendance, transportation, and wraparound care. There is strong alignment between CTE Pathways and Industry Readiness: Applied, competency-based instructional models successfully integrate technical skill-building, early postsecondary coursework, and work-based learning (WBL) experiences with direct industry credentialing. Proactive Integration of Essential Wraparound Resources: Recognition of non-academic barriers (such as transportation, childcare, and basic needs) as integral components of student success, with dedicated supports and partnerships to address them. Applied Instruction: Replicate the practice of embedding core academic skills (technical math and reading literacy) directly into hands-on trade labs and real-world WBL contexts across all academic subject areas (ELA, Math, and Science). Early Pathway Advising and Industry Partnerships: Expand universal career advisement starting in middle school to help students explore options and develop plans with early college credential opportunities, and connect learners directly with regional employer networks. Cross-Sector Support Integration: Scale up co-located wraparound supports, combining social-emotional coaching, credential navassistance, and logistical aid to ensure that students enrolled in rigorous technical tracks can maintain attendance, pass certification exams, and enter the workforce.	Assess more options to provide added academic support in ELA and Math for students who struggle, as per the new state strategic plan. Based on the trends, access barriers, and structural gaps identified across our MTSS data, two primary areas emerge for strategic improvement: closing services access gaps for specific student demographics and addressing the critical need for foundational skills to support Career and College Technical Readiness. While academic tutoring and credential boot camps exist on a very small scale, key groups-specifically English Learners, Students with Disabilities, and Economically Disadvantaged students-have lower participation rates. Providing embedded, drop-in technical math/reading support and bilingual tutoring will ensure higher pass rates on state assessments and industry credential exams. Workplace Soft Skills and Social-Emotional Resilien ce: Expanding Tier 2 behavioral and social-emotional supports (such as check-in/check-out and small group counseling) can reduce chronic absenteeism and performance in work-based learning, dual-enrollment coursework, and lengthy state assessment batteries. Elimination of Non-Academic Access Barriers: Students who face logistical hurdles (lack of late-bus transit, conflicting family caretaking obligations, or inability to pay for credential testing fees and trade tools) require direct intervention through flexible scheduling, transportation vouchers, and micro-grants to ensure they can complete their placements. Overhaul ing Communication and Outreach Protocols: Transitioning away from English-only emails and digital-only portals toward multilingual, multi-channel family outreach will directly combat low awareness and increase service utilization among English Learners an d single-parent households. Destigmatiz ing Support Services: Reframing mental health counseling, behavioral check-ins, and academic intervention as proactive skill-building rather than punitive or deficit-based measures will boost engagement among students who are hesitant to seek help. Strengthening Tier 1 Instruction: Improving academic instruction (ELA, Math, Science) d irectly with technical lab applications and industry credential requirements ensures that Tier 1 classroom instruction reinforces both state test readiness and workforce competency. Proactive Screening and Scheduling Flexibility: Moving from student self-referral models to data-driven early warning systems combined with embedding intervention hours into the regular school day rather than relying on after school-only resolve scheduling conflicts and long waitlists for high-need populations.
Programs of Study		
Evaluation of Progress	RCC has a array of pathway offerings with a versatility in post secondary college and career opp ortunities. Students begin their exploration of programs in 6th grade and have the ability to change pathways multiple times before they make their career choices. Teachers share information regarding high school pathway offerings and work to align curriculum experiences to the high school pathway progression. Collaborating with the high school teachers and the industry partners who serve on the PAC provides reinforcement in each POS programs. PAC participation affords teachers and administrators an opportunity to improve the quality of our programming and ensures that our programming remains current with industry partner involvement.	PAC partnerships provide students with access to current industry experiences, effectively preparing them for the demands of their chosen career pathways. Industry partners actively engage with students in the PAC, helping them understand the value of industry certifications and the employability skills required for professional success. These experiences foster active learning and deepen students' commitment to their chosen fields. Furthermore, by embedding these experiences at the high school level, we are enhancing middle scho ol career awareness and exploration. Through the implementation of the MS grant funding, we are strengthening the transition into high school pathways and bolstering the process for accessibility for all students including Students with Disabilities (SWD) to successfully enter the workforce.
Improvements	POS materials, technol ogy, facilities, and equipment meet industry standards - POS partnerships with the PAC ensure that students have access to current industry credentia ls - WBL experiences align with student career goals and industry requirements - POS reinforces the technical academic/employability needs for students - Our update d evaluation reveals significant structural alignment in secondary-to-postsecondary linkages, pre-apprenticeship pathways, and work-based learning opportunities across our POS. Strong articulation in high-demand pathways-particularly Delaware Tech (DTCC) articulated trades (Construction Machinery, Building Trades, HVAC), Health Sciences (Nurse Assisting, Allied Healthy Teacher Academies, and Skilled Pre-Apprenticeships-effectively integrate stackable credentials and dual credit options. These achievements are driven by formal postsecondary articulations, robust industry advisory boards, and structured WBL tracking systems that provide students with clear pathways into high-wage, in-demand careers. To build on this success, the district should continue to be expanded across all pathway offerings to ensure consistent, state-al gned program depth.	-in crease industry partners in advisory - increase WBL opportunities - Dis pute in the number of students who earn industry credentials - Increase the number of students earning industry credentials and dual enrollment completion across underperforming pathways. Classroom analysis indicates that credential attainment is hindered by test anxiety, curriculum-to-exam blueprint misalignments, and financial barriers for testing fees among special populations s Simultaneously, dual enrollment rates fall short in rural or smaller programs of study due to limited course offerings and transportation challenges for students in remote areas. Additionally, institutional practices must address non-academic barriers-specifically off-hour transportation for WBL placements, affordable childcare for adult or single-parent learners, and wraparound ch ild essential trade tools to ensure all student demographics achieve state targets.
Equal Access	- equity team consists of diversity champions in all buildings, district supervisor, student/parent/community representation to identify barriers and ensure all students have the opportunity to achieve success - Red Clay is dedicated to supporting all students and staff through culturally responsive practices, breaking down barriers, and ensuring that historically disparities in academic and career success are addressed. The local CTE plan places a central emphasis on equity in providing all students with access to high-quality programs, primarily through strategic support structures, targeted financial assistance, and progressive work-based learning (WBL) opportunities. A core strength lies in systematically removing physical, language, and economic barriers for special populations including economically disadvantaged students, individuals with disabilities, and English language learners. By embedding supports like transportation, childcare, and tuition assistance directly into the plan and deploying dedicated support personnel, the district ensures that students master technical competencies alongside core academic skills. Furthermore, early exposure to hands-on workplace experiences creates clear bridges between secondary coursework and high-demand, high-wage local industry sectors. To sustain and enhance this success, the district will leverage its existing partnerships to build new pathways. First, the district will attempt to broaden the model of pairing special education teachers and English language specialists directly with CTE instructors inside lab settings to deliver real-time, universal design support during hands-on instruction. Second, schools will try to subsidize or support students that require financial support that covers some of the extraneous costs, with in certain specific courses of study such as, required tools, safety gear, software licenses, and industry certification exam fees. This will ensure that financial barriers do not prevent a student's participation. Finally, to address the current tiered WBL continuum-moving students systematically from middle school virtual workplace tours to high school job shadowing, paid mi cro-internships, and registered pre-apprenticeships supported by worksite mentors and in-school support. Finally, formal ongoing monthly joint planning sessions between CTE faculty, academic teachers, school staff, and industry advisory boards will ensure safety protocols, lab accommodations, and curriculum alignment are continually refined with out diluting industry rigor.	- recognize STEM/ POS low SWD enrollment - recognize numerous CTE students do not meet state Math & ELA standards according to the state assessment - While baseline enrollment for special populations has improved, significant opportunities remain to close persistent performance gaps, enh ance completion rates, and execute systemic institutio nal changes. From a student perspective, the most significant challenge is the need for more hands-on learning and connection to high-skill pathways. Students voice frustration with traditional models, such as female students in automotive or male students in healthcare. Students also require targeted support in technical reading, applied mathematics, and professional soft skill s to ensure the y complete stackable, industry-recognized credentials before graduation. Additionally, embedding comprehensive financial literacy instruction-covering living wages, benefits planning, and postsecondary financial aid-is essential to transforming short-term employment into long-term economic stability. To achieve these ambitious outcomes, Red Clay must execute key operational changes. First, the district should continue to look at scheduling to try and create or enable more school schedules to be flexible, extended-block lab hours paired with dedicated micro-transit solutions that transport students directly to off-site employer WBL locations. Second, schools must leverage real-time data dashboards to proactively monitor and address chronic absenteeism, lab practical completion or skill completion, and workplace mentor feedback, enabling interventions before students fall behind. Third, institutional outreach to business partners must be standardized by providing employers with formal training on universal design, workplace accommodations, and inclusive mentoring. Lastly, CTE pathway maps must be vertically aligned or realigned with local postsecondary institutions and workforce boards to guarantee that every secondary pathway articulates directly into dual-enrollment or apprenticeship opportunities (e.g. hours, or immediate entry-level employment in high-wage, in-demand industries.

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

	Projected Annual Target			
Core Indicator	**SY 2026-27**	**SY 2027-28**	**SY 2028-29**	**SY 2029-30**
1S1: Four-Year Graduation Rate	* 99 %	* 99 %	* 100 %	* 100 %
1S2: Extended-Year Graduation Rate	* 99 %	* 99 %	* 99 %	* 100 %
2S1: Academic Proficiency in Reading/Language Arts	* 34 %	* 36 %	* 38 %	* 40 %
2S2: Academic Proficiency in Mathematics	* 19 %	* 21 %	* 23 %	* 25 %
2S3: Academic Proficiency in Science	* 32 %	* 34 %	* 36 %	* 38 %
3S1: Post-Program Placement	* 70 %	* 72 %	* 74 %	* 76 %
4S1: Non-traditional Program Concentration	* 37 %	* 39 %	* 41 %	* 43 %
5S1: Program Quality - Attained Recognized Postsecondary Credential	* 5 %	* 5 %	* 10 %	* 12 %
5S2: Program Quality - Attained Postsecondary Credits	* 44 %	* 45 %	* 47 %	* 48 %
5S3: Program Quality - Participated in Work-Based Learning	* 11 %	* 16 %	* 21 %	* 26 %

II. Information on CTE Courses

Information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including-

a) How will the results of the comprehensive needs assessment as described from subsection 134 (c) inform the selection of the specific career and technical education programs and activities selected to be funded;

1. Describe the process used when developing your Perkins Annual Funding budget.

a. Describe the process to ensure all planned activities are completed and funds are spent according to the approved an dor amended budget(s).

b. Describe how the LEA evaluates the use of Perkins funds and calculate a return on investment (ROI). Include how the LEA associates program matic targets with planned expenses during the Consolidated Grant Application.

2. How will you utilize the results of the CLNA when developing the Perkins Annual Funding budget in future planning.

(b) a description of any new programs of study the eligible recipient will develop and submit to the State for approval.

1. Describe the new programs of study the LEA plans to develop and submit for state approval over the next three years.

2. Describe the local process and timeline for continuous improvement of CTE PO S.

c) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

1. Describe the strategies that are in place regarding how CTE programs of study are shared with students who are members of special populations as defined by Perkins def 2

(1) Perkins Act Section 3.48.A-I defines special populations as -

Individuals with Disabilities: Persons who have a physical or mental impairment that substantially limits one or more major life activities.

Individuals from Economically Disadvantaged Families: This includes low-income youth and adults who face financial barriers to education and employment opportunities.

Individuals Preparing for Non-Traditional Fields: Those entering occupations or fields where individuals from one gender comprise less than 25% of the workforce.

Single Parents, Including Single Pregnant Women: Individuals who are unmarried or legally separated and have primary respon sibility for one or more dependent children, or who are pregnant.

Out-of-Workforce Individuals: Individuals who have been displaced from their previous employment or have been out of the labor market for an extended period and are seeking to reenter.

English Learners: Individuals with limited ability in speaking, reading, writing, or understanding English, and whose native language is not English.

Homeless Individuals: As defined in section 725 of the McKinney-Vento Homeless Assistance Act, these are individuals lacking a fixed, regular, and adequate nighttime residen ce.

Youth Who Are in, or Have Aged Out of, the Foster Care System: Young individuals who are currently in foster care or have transitioned out of the foster care system upon reaching adulthood.

Youth with a Parent on Active Duty in the Armed Forces: Individuals with a parent who is a member of the armed forces and is on active duty.

2. Describe how CTE educators are participating in IEP meetings.

3. How are students selecting CTE courses?

4. Describe the advising model that is followed for students of special populations to select CTE courses/Programs of Study. (e.g. best interest meetings for McKinney-Vento and foster care. SSP/post secondary advisement)

5. Describe the strategies that are in place to increase students of special populations enrollment and completion. Include how these strategies are evaluated.

III. Workforce Development

a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, an evelop delivery systems described in section 121(a)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(a)(2)), and other partners, will provide-

a) career exploration and career development coursework, activities, or services;

1. Describe how the eligible recipient will, in collaboration with local workforce development boards and other local workforce agencies, will create a delivery systems for students to gather information pertaining to -

A) Career Exploration and career development coursework, activities, or services to students,

B) Post Secondary Education opportunities, and

C) Opportunities to attain Credentials of Value (DS1 - Program Quality: Attained Recognized Post Secondary Credential)

2. Describe how the eligible recipient is working with programs sponsored by the Department of Labor, Division of Vocational Rehabilitation; Department of Health and Social Services, Division of Developmental Disabilities Services and Division for the Visually Impaired, Job Centers and other Workforce Innovation and Opportunity Act services to increase access, success and transition of special populations in CTE?

3. How is the eligible recipient overseeing quality in its curriculum and technology?Describe the approach to selecting curriculum that is non-biased; setting up classrooms that are accessible, safe and designed to attract underrepresented learners; and providing accommodations when necessary to ensure student success.

b) career info rmation on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c);

1. Outline how the LEA provides career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment as described in subsection (c) - an evaluation of progress to ward the implementation of career and technical education programs and programs of study.

LEA Identified Care er Opportunities	Year 1				Year 2				Year 3				Year 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

1. Describe the collaboration that occurs and the process to identify and support students as they enter in a CTE program of study. Use data from LEA's MOA/OCR, 4.1

2. Describe the collaboration that occurs and the process to identify and support students as they advance in a CTE program of study. Use data from LEA's MOA/OCR, 4.2

Student Group	POS	Type of Collaboration Prior to Enrollment	Support Utilized	Type of Collaboration During Enrollment	Support Utilized
Select...	Select...				

V. Improvement in academic and technical skills

A description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

1. Use the student performance data, to describe how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2. Describe how student performance data and program elements are shared with the Program Advisory Committee (PAC)?

3. Describe how you are providing opportunities for CTE and Academic teachers to collaborate, review and utilize data to improve student academic proficiency in ELA, Math, and Science?

VI. Description of Actions:

a description of how the eligible recipient will-

(a) provide activities to prepare special populations for high-skill, high-wage, or in demand industry sectors or occupations that will lead to self-sufficiency;

1. Describe how the eligible recipient provides activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.

(b) prepare CTE participants for non-traditional fields;

2. Describe how the eligible recipient prepares CTE participants for non-traditional fields.

(c) provide equal access for special populations to career and technical education courses, programs, and programs of study;

3. Describe how your organization will provide equal access for special populations to career and technical education courses, programs, and programs of study.

4. What does your data tell you about your institution's ability to provide access to educational experiences that meet the needs of your students, especially for those who fall into more than one subgroup? Specify the agencies that provide the services.

(d) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

5. Describe how the eligible recipient ensures that members of special populations will not be discriminated against on the basis of their status as members of special populations.

6. How do you ensure all staff and students value the knowledge and abilities inherent in underserved groups and use students' cultural differences as assets that benefit the learning environment, as opposed to deficits your organization will have to overcome?

VII. Description of Work-Based Learning

a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;

1. Describe how CTE programs of study will be improved to increase opportunities for student work-based learning experiences and attainment of Credentials of Value (SSI - Program Quality: Attained Recognized Post Secondary Credential) as well as the alignment of CTE programs of study to postsecondary credential and degree programs.

2. List the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs.

3. Describe how the eligible recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.

VIII. Post - Secondary Credit

a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;

1. Describe how you are working with postsecondary education partners, including the Adult Education Divisions of vocational technical school districts, to create a streamlined pathway with easy matriculation and stackable credentials (i.e. AP, Dual Enrollment)

2. Describe how you are ensuring students are aware of post-secondary opportunities.

3. Describe how the eligible recipient assists students to participate in AP and Dual Enrollment.

4. Describe best practices when working with Adult Education Divisions to streamline Programs of Study.

IX. Coordinating with Higher Education

a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession

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

2. How is your LEA working with Ed Excel and the grow your own program?

3. Discuss the type of supports that are provided for CTE educators to seek initial teacher licensure (e.g. traditional, Alternative Routes to Teacher Certification, and Skilled and Technical Sciences) or meet other professional standards. What Grow Your Own CTE educator strategies are you employing?

4. Describe the faculty policies and practices your institution has in place related to providing equal access and opportunities, representation and faculty retention? What partners did you engage to identify these?

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

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

(i) MEASOR 3.1- Number of CTE concentrators enrolled in CTE programs of study by gender, race/ethnicity, special populations, and comparable LEA data.
Describe how CTE courses are inter-lobe between middle and high school, as well as high school and post-secondary education, and pair academic and technical coursework with the Student Success Plan (SSP). Include examples or links to CTE program information for students and parents.
MEASOR 3.2- CTE students are informed about CTE programs that are considered non-traditional for their gender.
Describe the strategies that are in place to increase nontraditional enrollment and completion. Include how these strategies are evaluated.

X. Disparities

a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

1. Based on the student achievement data in the CLNA, describe how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

2. What are the overarching goals, measure of success, and key actions over the next four (4) years for each of the CLNA sections in the table above? Be sure to address the areas of opportunity that were identified in the CLNA.

3. What trends do you notice when you start looking at the intersection of enrollment and performance data as it relates to student populations? What participation trends exist for students who are in more than one underrepresented group?

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



Student Group	Tier 1 (Universal Supports)	Tier 2 (Targeted Supports)	Tier 3 (Intensive Supports)	Who is Addressing the Needs?	Are Needs Being Met? (Y/N)	Unmet Needs or Gaps
Select...					Select...	
Select...					Select...	
Select...					Select...	
Select...					Select...	
Select...					Select...	
Select...					Select...	

Budget

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

Account Code		Total
5100 - Salaries		$2,241,898.26
5120 - OECs		$1,135,464.39
5400 - Travel		$0.00
5500 - Contractual		$825,577.33
5500 - Audit Fees		$0.00
5560 - Indirect		$129,531.02
5600 - Supplies		$49,500.00
5700 - Capital Outlay		$0.00
	Total	$4,381,971.00
	Adjusted Allocation	$4,381,971.00
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

5100 - Salaries - $2,241,898.26

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - Senior Director of Student Services & Special Education - S. Celestin Ensures FAPE for students with disabilities through monitoring and oversight of special education programming across all schools
Quantity:	1.00	
Cost:	$174,428.20	
Line Item Total:	$174,428.20	
Item Key	202107	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - Principal of Autism Services - E. Warren Ensures FAPE for students with autism through oversight of Autism Services throughout the district
Quantity:	1.00	
Cost:	$160,004.22	
Line Item Total:	$160,004.22	
Item Key	202109	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $152,793.17

Line Item Total: $152,793.17

Item Key 202108

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - Manager of Special Education - D. Shepherd

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

Account Code: 5100 - Salaries

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $145,287.00

Line Item Total: $145,287.00

Item Key 202110

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - Supervisor of Special Education Behavior Supports - N. Johnson

Ensures FAPE for students within ICT placements through monitoring visits and provides support to schools around behavior and IDEA discipline protections

Account Code: 5100 - Salaries

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $145,287.00

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - Supervisor of Special Education Academic Supports - S. Pellicano

Ensures FAPE for students by providing support to schools around academic support and specially designed instruction

Line Item Total:	$145,287.00	
Item Key	202112	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - District Coordinator - Modified Curriculum & Alternate Assessment (11 mo) - J. Elliott-Scannell Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity:	1.00	
Cost:	$129,134.92	
Line Item Total:	$129,134.92	
Item Key	202119	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - District Coordinator - Secondary Transition, Alternative Education & Corrections Liaison (11 mo) - M. Thompson Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity:	1.00	
Cost:	$123,672.33	
Line Item Total:	$123,672.33	
Item Key	202118	

Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - District Coordinator - ICT & Behavior Support (11 mo) - K. Rosales Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity:	1.00	
Cost:	$114,906.43	
Line Item Total:	$114,906.43	
Item Key	202117	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - District Coordinator - IDEA Data, PS IEP & Unit Count (11 mo) - S. Mackenzie Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity:	1.00	
Cost:	$100,472.28	
Line Item Total:	$100,472.28	
Item Key	202116	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:		

	1.00	1 FTE - District Coordinator - Special Transportation, Preschool & Elementary Curriculum Accessibility (11 mo) - TBD Provides special education liaison support to designated schools to ensure the provision of special education services
Cost:	$90,921.00	
Line Item Total:	$90,921.00	
Item Key	202111	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611PK - IDEA 611 PK	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - EYP Special Education Coordinator - TBD Facilitates IDEA eligibility & IEP meetings for children with disabilities within the Early Years Program
Quantity:	1.00	
Cost:	$90,921.00	
Line Item Total:	$90,921.00	
Item Key	202124	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611PK - IDEA 611 PK	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - EYP Special Education Coordinator - M. Horstead Rivera Facilitates IDEA eligibility & IEP meetings for children with disabilities within the Early Years Program
Quantity:	1.00	
Cost:	$89,543.90	
Line Item Total:	$89,543.90	
Item Key	202125	

Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	611PK - IDEA 611 PK	
Uses of Funds:		Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - Early Years Program Child Find Coordinator - A. Cohen Coordinates the Child Find process for incoming students through Early Childhood screening (ASQ) and facilitates IDEA eligibility & IEP meetings
Quantity:	1.00	
Cost:	$80,130.28	
Line Item Total:	$80,130.28	
Item Key	202122	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	611PK - IDEA 611 PK	
Uses of Funds:		Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - Early Years Program Screening Coordinator - Coordinates ASQ screening for preschool Child Find - J. Tietze Coordinates ASQ screening for preschool Child Find across all community-based childcare centers within the district
Quantity:	1.00	
Cost:	$61,489.71	
Line Item Total:	$61,489.71	
Item Key	202123	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	ES - Equitable Services	

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $114,906.43

Line Item Total: $114,906.43

Item Key 202113

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - District Coordinator - Parentally Placed Private School & Homeschool Students (11 mo) - J. Machemer

Coordinates evaluations and related services for students in parentally placed private schools and provides special education liaison support to designated schools to ensure the provision of special education services

Account Code: 5100 - Salaries

Funding Description: CEIS - Coordinated Early Intervening Services

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $145,287.00

Line Item Total: $145,287.00

Item Key 202126

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - Supervisor of Student Services - MTSS SEL/Mental Health - H. Godwin

Coordinates Social Worker Support for at-risk students; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation

Account Code: 5100 - Salaries

Funding Description: CEIS - Coordinated Early Intervening Services

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - District Coordinator - MTSS SEL/Mental Health (11 mo) - E. Pizzini

Coordinates Risk Assessment and Outside Agency related services for at-

Cost:	$124,541.08	risk students; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation
Line Item Total:	$124,541.08	
Item Key	202127	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	CEIS - Coordinated Early Intervening Services	
Uses of Funds:		1 FTE - District Coordinator - MTSS SEL/Mental Health (11 mo) - A. Seifert Coordinates SEL Curricula & Section 504 Plan Support; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$113,080.31	
Line Item Total:	$113,080.31	
Item Key	202128	
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	CEIS - Coordinated Early Intervening Services	
Uses of Funds:		MTSS - Problem Solving Team EPER - 4 staff per building x 28 buildings x 12 hours x $33/hr Hourly pay for school team members participating in the Problem Solving Team process to process referrals for early intervention services related to academic, social, emotional or behavioral needs
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$44,352.00	
Line Item Total:	$44,352.00	
Item Key	202129	

Account Code:	5100 - Salaries
Funding Description:	CEIS - Coordinated Early Intervening Services
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$40,740.00
Line Item Total:	$40,740.00
Item Key	202132

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

MTSS Problem Solving Team (PST) Team Leader Stipends - $1455 per building x 28 buildings

Stipend pay for school team leader members participating in the Problem Solving Team process to process referrals for early intervention services related to academic, social, emotional or behavioral needs

Total for 5100 - Salaries:	$2,241,898.26
Total for all other Account Codes:	$2,140,072.74
Total for all Account Codes:	$4,381,971.00
Adjusted Allocation:	$4,381,971.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

5120 - OECs - $1,135,464.39

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - Senior Director of Student Services & Special Education - S. Celestin Ensures FAPE for students with disabilities through monitoring and oversight of special education programming across all schools
Quantity:	1.00	
Cost:	$82,483.85	
Line Item Total:	$82,483.85	
Item Key	202134	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - Manager of Special Education - D. Shepherd Ensures FAPE for students with disabilities through monitoring and oversight of special education programming across all schools
Quantity:	1.00	
Cost:	$82,283.87	
Line Item Total:	$82,283.87	
Item Key	202135	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $77,599.89

Line Item Total: $77,599.89

Item Key 202136

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - Principal of Autism Services - E. Warren

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

Account Code: 5120 - OECs

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $72,616.64

Line Item Total: $72,616.64

Item Key 202141

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - Supervisor of Special Education Academic Supports - S. Pellicano

Ensures FAPE for students by providing support to schools around academic support and specially designed instruction

Account Code: 5120 - OECs

Funding Description: 611 - IDEA 611

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $68,762.65

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - District Coordinator - Special Transportation, Preschool & Elementary Curriculum Accessibility (11 mo) - TBD

Line Item Total:	$68,762.65	Provides special education liaison support to designated schools to ensure the provision of special education services
Item Key	202140	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - Supervisor of Special Education Behavior Supports - N. Johnson Ensures FAPE for students within ICT placements through monitoring visits and provides support to schools around behavior and IDEA discipline protections
Quantity:	1.00	
Cost:	$65,657.22	
Line Item Total:	$65,657.22	
Item Key	202139	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - District Coordinator - Secondary Transition, Alternative Education & Corrections Liaison (11 mo) - M. Thompson Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity:	1.00	
Cost:	$65,297.91	
Line Item Total:	$65,297.91	
Item Key	202147	

Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - District Coordinator - ICT & Behavior Support (11 mo) - K. Rosales Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity:	1.00	
Cost:	$62,006.89	
Line Item Total:	$62,006.89	
Item Key	202146	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - District Coordinator - IDEA Data, PS IEP & Unit Count (11 mo) - S. Mackenzie Provides special education liaison support to designated schools to ensure the provision of special education services
Quantity:	1.00	
Cost:	$57,442.37	
Line Item Total:	$57,442.37	
Item Key	202145	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:		

1.00	1 FTE - District Coordinator - Modified Curriculum & Alternate Assessment (11 mo) - J. Elliott-Scannell Provides special education liaison support to designated schools to ensure the provision of special education services
Cost: $45,683.48	
Line Item Total: $45,683.48	
Item Key 202148	

Account Code: 5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description: 611PK - IDEA 611 PK	
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	1 FTE - EYP Special Education Coordinator - M. Horstead Rivera Facilitates IDEA eligibility & IEP meetings for children with disabilities within the Early Years Program
Quantity: 1.00	
Cost: $53,742.02	
Line Item Total: $53,742.02	
Item Key 202152	

Account Code: 5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description: 611PK - IDEA 611 PK	
Uses of Funds:	
Location Code: Red Clay Consolidated School District (953200)	1 FTE - EYP Special Education Coordinator - TBD Facilitates IDEA eligibility & IEP meetings for children with disabilities within the Early Years Program
Quantity: 1.00	
Cost: $52,941.69	
Line Item Total: $52,941.69	
Item Key 202151	

Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611PK - IDEA 611 PK	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - Early Years Program Child Find Coordinator - A. Cohen Coordinates the Child Find process for incoming students through Early Childhood screening (ASQ) and facilitates IDEA eligibility & IEP meetings
Quantity:	1.00	
Cost:	$50,554.57	
Line Item Total:	$50,554.57	
Item Key	202149	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611PK - IDEA 611 PK	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE - Early Years Program Screening Coordinator - Coordinates ASQ screening for preschool Child Find - J. Tietze Coordinates ASQ screening for preschool Child Find across all community-based childcare centers within the district
Quantity:	1.00	
Cost:	$36,739.76	
Line Item Total:	$36,739.76	
Item Key	202150	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	ES - Equitable Services	

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $54,826.66

Line Item Total: $54,826.66

Item Key 202142

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - District Coordinator - Parentally Placed Private School & Homeschool Students (11 mo) - J. Machemer

Coordinates evaluations and related services for students in parentally placed private schools and provides special education liaison support to designated schools to ensure the provision of special education services

Account Code: 5120 - OECs

Funding Description: CEIS - Coordinated Early Intervening Services

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

Cost: $72,173.31

Line Item Total: $72,173.31

Item Key 202153

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - Supervisor of Student Services - MTSS SEL/Mental Health - H. Godwin

Coordinates Social Worker Support for at-risk students; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation

Account Code: 5120 - OECs

Funding Description: CEIS - Coordinated Early Intervening Services

Uses of Funds:

Location Code: Red Clay Consolidated School District (953200)

Quantity: 1.00

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

1 FTE - District Coordinator - MTSS SEL/Mental Health (11 mo) - E. Pizzini

Coordinates Risk Assessment and Outside Agency related services for at-

Cost:	$65,592.07	risk students; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation
Line Item Total:	$65,592.07	
Item Key	202154	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	CEIS - Coordinated Early Intervening Services	
Uses of Funds:		1 FTE - District Coordinator - MTSS SEL/Mental Health (11 mo) - A. Seifert Coordinates SEL Curricula & Section 504 Plan Support; Provides MTSS liaison support to designated schools to ensure MTSS systems implementation
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$40,247.39	
Line Item Total:	$40,247.39	
Item Key	202155	
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	CEIS - Coordinated Early Intervening Services	
Uses of Funds:		MTSS - Problem Solving Team EPER - 4 staff per building x 28 buildings x 12 hours x $33/hr Hourly pay for school team members participating in the Problem Solving Team process to process referrals for early intervention services related to academic, social, emotional or behavioral needs
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$15,017.59	
Line Item Total:	$15,017.59	
Item Key	202156	

Account Code:	5120 - OECs
Funding Description:	CEIS - Coordinated Early Intervening Services
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$13,794.56
Line Item Total:	$13,794.56
Item Key	202157

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

MTSS Problem Solving Team (PST) Team Leader Stipends - $1455 per building x 28 buildings

Stipend pay for school team leader members participating in the Problem Solving Team process to process referrals for early intervention services related to academic, social, emotional or behavioral needs

Total for 5120 - OECs:	$1,135,464.39
Total for all other Account Codes:	$3,246,506.61
Total for all Account Codes:	$4,381,971.00
Adjusted Allocation:	$4,381,971.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

5500 - Contractual - $825,577.33

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	611 - IDEA 611	
Uses of Funds:		Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	Contracted related services for OT/PT/SLT/AT/BCBA to ensure FAPE for students with IEPs based on 25-26 actuals Vendors include: PDS, Stepping Stones, Soliant & Speech Clinic Hourly Rates Range by Provider based on 25-26 SY rates: PDS: SLP $90, OT $90 Stepping Stones: SLT $82, Bilingual SLT $84, OT $82, PT $82, AT $75, BCBA $90.20 Soliant: SLT ($74-$97), Bilingual SLT ($78-$101), OT ($70-$105), PT ($70-$117), AT ($67.43-$72.56), BCBA ($93.15-$100.35) Speech Clinic: SLT (El/Sec) $79, SLT (Autism) $81, SLT (Meadowood) $81, Bilingual SLT $90, AT $90
Cost:	$750,166.59	
Line Item Total:	$750,166.59	
Item Key	202159	

Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	611 - IDEA 611	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Contracted Services for translation & interpretation services for IEP meetings and IEP related paperwork based on 25-26 actuals Vendor: Back to Basics hourly rates based on 25-26 SY: Interpreting - Spanish $52.50/hour, All other languages $59/hour Document translation - Spanish $0.14/word, All other languages $0.22/word Vendor: Hola Delaware LLC (document translation only - Spanish up to $0.15/word
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$65,000.00	
Line Item Total:	$65,000.00	
Item Key	202160	
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.
Funding Description:	ES - Equitable Services	Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Uses of Funds:		Contractual support for equitable services consultation including professional learning and family education/training related to topics
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$6,950.00	

Line Item Total:	$6,950.00
Item Key	202186

prioritized in the PPPS/Homeschool consultation meeting for equitable share funding

Based on actuals in the 25-26 SY with professional learning and family education sessions on Occupational Therapy (Fine Motor & Sensory Needs) as well as School Psychologist/Social Worker/BCBA sessions on Social/Emotional Services & Behavioral Health

Potential Vendors include: Nyman Associates (OT, Psychologist, Social Worker, BCBA) & Kate Dickey Behavioral Services

Account Code:	5500 - Contractual
Funding Description:	CEIS - Coordinated Early Intervening Services
Uses of Funds:	
Location Code:	Red Clay Consolidated School District (953200)
Quantity:	1.00
Cost:	$3,460.74
Line Item Total:	$3,460.74
Item Key	202161

The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document.

Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.

Contracted Services OT & PT services for general education students in need of MTSS support based on 25-26 actuals

Vendors include: PDS, Stepping Stones, Soliant

Hourly Rates Range by Provider based on 25-26 SY rates:

PDS: OT $90

Stepping Stones: OT $82, PT $82

Soliant: OT ($70-$105), PT ($70-$117)	
Total for 5500 - Contractual:	$825,577.33
Total for all other Account Codes:	$3,556,393.67
Total for all Account Codes:	$4,381,971.00
Adjusted Allocation:	$4,381,971.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

5560 - Indirect - $129,531.02

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	IDEA 611 Indirect Costs
Quantity:	1.00	
Cost:	$129,531.02	
Line Item Total:	$129,531.02	
Item Key	202158	

Total for 5560 - Indirect:	$129,531.02
Total for all other Account Codes:	$4,252,439.98
Total for all Account Codes:	$4,381,971.00
Adjusted Allocation:	$4,381,971.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

5600 - Supplies - $49,500.00

Budget Detail		Narrative Description
Account Code:	5600 - Supplies	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		School Psychologist Testing Protocols & Materials for evaluation for IDEA eligibility ($1000/school x 30 schools/special programs) 1000 budgeted per school site for evaluation materials/testing kits such as Woodcock- Johnson, DAS, SEL Rating Scales (e.g., EDDT, MASC), Pearson Digital Assessment Library - per kit/pupil costs vary depending on the number ordered
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Item Key	202164	
Account Code:	5600 - Supplies	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	611 - IDEA 611	
Uses of Funds:		Speech Language Therapist Testing Protocols & materials for evaluation for IDEA eligibility ($650/school x 30 schools/special programs) $650 budgeted per school site for evaluation materials/testing kits such as CELF-5, CASL- 2, OWLS-II, Pearson Digital Assessment Library - per kit/pupil costs vary depending on the number ordered
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$19,500.00	
Line Item Total:	$19,500.00	
Item Key	202163	

Total for 5600 - Supplies:	$49,500.00
Total for all other Account Codes:	$4,332,471.00
Total for all Account Codes:	$4,381,971.00
Adjusted Allocation:	$4,381,971.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	$4,252,439.98
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$129,694.43

Filter by Location: All - $4,381,971.00

Funding Description Account Code	611 - IDEA 611	611PK - IDEA 611 PK	ES - Equitable Services	CEIS - Coordinated Early Intervening Services	Total
5100 - Salaries	1,336,906.55	322,084.89	114,906.43	468,000.39	2,241,898.26
5120 - OECs	679,834.77	193,978.04	54,826.66	206,824.92	1,135,464.39
5500 - Contractual	815,166.59	0.00	6,950.00	3,460.74	825,577.33
5560 - Indirect	129,531.02			0.00	129,531.02
5600 - Supplies	49,500.00	0.00	0.00	0.00	49,500.00
Total	3,010,938.93	516,062.93	176,683.09	678,286.05	4,381,971.00
				Adjusted Allocation	4,381,971.00
				Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

Indirect Cost	
Total Contributing to Indirect Cost	$4,252,439.98
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$129,694.43

Filter by Location: All - $4,381,971.00

Funding Description Account Code	611 - IDEA 611	611PK - IDEA 611 PK	ES - Equitable Services	CEIS - Coordinated Early Intervening Services	Total
5100 - Salaries	1,336,906.55	322,084.89	114,906.43	468,000.39	2,241,898.26
5120 - OECs	679,834.77	193,978.04	54,826.66	206,824.92	1,135,464.39
5500 - Contractual	815,166.59	0.00	6,950.00	3,460.74	825,577.33
5560 - Indirect	129,531.02			0.00	129,531.02
5600 - Supplies	49,500.00	0.00	0.00	0.00	49,500.00
Total	3,010,938.93	516,062.93	176,683.09	678,286.05	4,381,971.00
				Adjusted Allocation	4,381,971.00
				Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

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

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

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

Number of eligible children with disabilities in public schools in the LEA	3,547.00
Number of parentally placed private school and homeschooled children with disabilities found eligible to receive special education and/or related services in the LEA.	149.00
IDEA, Part B allocation	4,521,907.00
Average per-child allocation	1,223.46
Amount to be expended for parentally placed private school and home schooled children with disabilities.	182,295.54

1) Describe the LEA's process for notifying the following groups about eligibility to participate in IDEA:

* 1A Nonprofit private schools
- How the LEA informs private schools about available IDEA services and consultation opportunities

Red Clay Consolidated School District notifies private school representatives within our boundaries at the start of the school year regarding information about Child Find (evaluation process) as well as the consultation process to determine services to be provided. In addition to written notification, consultation meetings are held to provide additional information on IDEA services and receive input from private schools representatives regarding student needs in the fall and spring each year. Private school representatives also complete an annual survey to provide input on their school and student needs for consideration during the consultation meetings.

* 1B Parents of parentally placed private school children
- How the LEA notifies parents that their children may be eligible for IDEA special education and/or related services.

Red Clay Consolidated School District notifies parents of parentally placed private school (PPPS) students at the start of each school year regarding information about Child Find (evaluation process) as well as the consultation process to determine services to be provided. In addition to written notification, consultation meetings are held to provide additional information on IDEA services and receive input from parentally private school families regarding student needs a minimum of two times per year. To ensure that private school families have an opportunity to participate, outreach is conducted via mail and email based on the list of students registered with private schools within the district. Additionally, notification of consultation meetings is provided on the district website and through district and department social media accounts.

* 1C Parents of homeschooled children. How the LEA notifies parents that homeschooled children may be eligible for IDEA special education and/or related

services.

Red Clay Consolidated School District notifies registered homeschool families at the start of each school year regarding information about Child Find (evaluation process) as well as the consultation process to determine services to be provided. In addition to written notification, consultation meetings are held to provide additional information on IDEA services and receive input from homeschool families regarding student needs a minimum of two times per year. To ensure that homeschool families have an opportunity to participate, outreach is conducted via mail and email based on the list of registered homeschools within the district. Additionally, notification of consultation meetings is provided on the district website and through district and department social media accounts.

* 2) Describe the LEA's process for ongoing, timely and meaningful consultation throughout the year with non-profit private school officials and parent representatives (parents of parentally placed private and homeschooled children with disabilities) regarding child find, the proportionate share of funds, equitable participation, and the design and delivery of services (including the types, location, and providers of services).

Red Clay's Office of Federal Programs in conjunction with the Student Services' Child Find Office conducts a minimum of two meetings per year to discuss equitable share and the design and development of special education and related services. In the fall meeting, discussion focuses on the Child Find process including psychoeducational and related service evaluation as well as consultation on the types of services that may be provided after feedback. During meetings later in the school year, the Student Services' Child Find Office follows up with private schools representatives as well as private and homeschool families to discuss questions and gather feedback regarding the types of services needed for the coming school year. In addition to the consultation meetings, feedback is collected from the private school representatives and private and homeschool families regarding the services that they are requesting and any questions and concerns they have around Child Find and equitable services.

* 3) Describe how the LEA uses the results of timely and meaningful consultation with non-profit private school officials and parent representatives (parents of parentally placed private and homeschooled children with disabilities) to determine how the proportionate share of IDEA funds will be used, including how the LEA considers their views in deciding which children will receive services and the types, location, and providers of those services.

Feedback from the consultation meetings and annual survey with private school representatives and private and homeschool families is used to determine the areas of focus for equitable services. In the 25-26 school year, direct services focused on speech-language therapy based on the number of students in need of services and the feedback provided. Additionally, our survey results indicated that the private schools wanted additional professional learning opportunities, and in response, Red Clay provided workshops related to executive functioning and sensory needs, fine motor skill development as well as social-emotional learning and mental health supports. The topics selected were based on the input from both private school representatives and private/homeschool families. Topics are identified annually based on the consultative process - prior year topics have included training and technical assistance on identified topics such as developmental norms, speech-language progression and accommodations in the classroom.

* 4) Describe how the LEA ensures that services are provided equitably, in a timely manner, and are secular, neutral, and non-ideological, consistent with IDEA requirements.

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

* 5) Describe how the LEA will monitor the provision of services to eligible, parentally placed private school students, home schooled students, and their families for IDEA.

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

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

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

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

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

1. (Required for identification of Significant Disproportionality) Under 34 CFR §300.646(b)(2), if a State identifies significant disproportionality, the LEA must use the maximum amount (15%) of the total of IDEA 3-5 and IDEA 6-21 funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were "significantly over identified" and/or "disproportionality suspended/expelled." LEAs with significant disproportionality must reserve funds for such services.

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

IDEA funds are being used for CEIS in targeted areas identified by the district as high need in our strategic plan. Targeted areas include development of Multi- tiered Systems of Support for academic and social/emotional needs to support students in their Least Restrictive Environment as well as implementation of MTSS to support decreased disproportionality of identification for special education and school removals (out of school suspension) of students with disabilities.

To support CEIS, the district is using IDEA funds to employ three Student Services staff members (1 Supervisor & 2 District Coordinators) in development of MTSS with the following focus areas:

1. Tier 1 School-wide Supports including Behavioral Matrices, Major/Minor Flow Charts, Restorative Practices & Universal Screening for Social, Emotional & Behavioral (SEB) Needs
2. Tier 2 SEB Interventions including Evidence-based Interventions, Data-based Decision-making (Use of screening data) & Support for School Counselors and Social Workers
3. Tier 3 SEB Interventions as well as liaison to Outside Agency Placements including transition of students into the Least Restrictive Environment at their feeder/choice school
4. LRE decision-making for students with disabilities to include increasing behavioral supports and implementation of Functional Behavior Assessment & Behavior Support Plans in order to support students in the general education environment before consideration of transition to a more restrictive placement

All three Student Services staff provide professional learning and coaching to the Tier 1 and Tier 2/3 (Problem Solving Team) leaders and specialists (e.g., school psychologists, school counselors, social workers, special education coordinators) as well as supporting in-service sessions for classroom teachers and paraprofessionals. LRE decision-making professional learning is provided to special education coordinators, school psychologists and other related service providers as well as special educators. IDEA funds are also used to support stipends for the Problem Solving Team (PST) building leaders and EPER for PST team meetings members. The Student Services team is also directly involved in the DE SDIP planning with schools identified for disproportionate disciplinary activities.

2. (Voluntary) LEAs without significant disproportionality can choose to set aside funds and may reserve up to 15% of their IDEA, Part B grant to provide coordinated early intervening services to struggling students who are not yet identified for special education.

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

N/A

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

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

OMB Control Number 1894-0005
Expiration 2/28/2026

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

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

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

Please respond to the following requests for information:

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

Red Clay's strategic plan mission is to nurture a passion for learning by providing an inclusive and innovative educational environment. Our vision is to provide equitable experiences and meaningful opportunities for tomorrow's leaders. We accomplish our mission and vision through four objectives:

1. Student Growth Towards Equitable Outcomes - Action items related to this goal include a focus on expanding evidence-based interventions for specially designed instruction as well evidence-based interventions, related services and supports for students with disabilities.

2. Early Literacy - Action items related to this goal include a focus on foundational skills benchmarks in PreK-3 expanding evidence-based interventions for specially designed instruction for students with disabilities.

3. Equitable College & Career Programming For All Secondary Schools - Action items related to this goal include expansion of CTE opportunities and vocational training programming for successful transition of our secondary students including students with disabilities transitioning to college, career or 18-22 vocational programming.

4. Systems of Support And Intervention - Action items related to this goal include a focus on academic and social/emotional interventions through MTSS to support the growth of all students as well as support for multilingual learners and specially designed instruction for students with disabilities..

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

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

We have also seen increased concern with attendance challenges for students related to mental health needs and other truancy concerns -- lack of attendance is impacting students' access to both Tier 1 curricula and needed interventions and supports.

* 3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

To address implementation of MTSS interventions, our three Student Services staff focused on CEIS are working with their liaison buildings on MTSS systems development to address scheduling barriers. Many of the barriers exist at secondary schools, and we have made changes to the middle school schedule to include a specific time block for interventions.

To address family understanding of the special education process, the Student Services Parent Council and Red Clay Parent University will continue to expand outreach and family resources. We will also partner with the Parent Information Center to provide additional information to our community related to Child Find and special education services.

Lastly, attendance challenges are impacting equitable access - attendance will be addressed both holistically through school-based data monitoring and support as well as individually through partnerships with visiting teachers and community-based services. In spring 2025, each school developed an attendance plan focused on prevention activities.

* 4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Each of the three barriers identified will be addressed beginning in summer 2025 through school-based action planning (school continuous improvement plans) and district level planning for professional learning and family outreach. Progress toward the steps to address each barrier will be monitored three times per year through school-based continuous improvement plan (CIP) meetings during the 25-26 school year.

Notes:

1.	Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2.	Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3.	Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information.

The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

Required Documents		
Type	**Document Template/Example**	**Document/Link**
IDEA MOE Budget Chart [Upload 1 document(s)]	N/A	FY27 MOE

Optional Documents		
Type	**Document Template/Example**	**Document/Link**
Policies, Procedures, and Practices	N/A	
Root Cause Analysis	N/A	
Additional Documentation, If Needed	N/A	
Equitable Services Timely and Meaningful consultation: Advertisement: Sample Letters to Private schools, Parents (Private school and Homeschool), Social Media Announcements, Newspaper etc.	N/A	Fall 2025 Private School Consult Meeting Invite Fall 2025 Private & Home School Parent Consult Meeting Fall 2025 Parent Invite - Request for Distribution Spring 2026 Private School Consult Survey 25-26 Parent Survey Results Spring 2026 Survey Results
Equitable Services Timely and Meaningful Consultation Meeting Evidence: PowerPoints, Agenda, Sign-in sheets, and Virtual Meeting Attendance	N/A	Equitable Services Consultation Presentation - Private Schools Equitable Services Consultation Presentation - Parents 25-26 Private & Home School Flyer 25-26 Virtual Meeting Flyer 25-26 Virtual Meeting Flyer 2 Child Find Private & Home School Brochure

		Consult Workshop - EF, Fine Motor Private School Behavior Workshop Behavior Workshop Email Executive Functioning Workshop Email
Equitable Service Written Affirmations	Equitable Service Written Affirmations	Fall 2025 Email with Affirmation Statement RCCSD Affirmation Statement

IDEA Assurances

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 611

The applicant makes the following assurances that it meets each of the conditions required by Part B of the Individuals with Disabilities Education Act ("IDEA-B"). (34 CFR §§ 300.201-300.213)

1.	The LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under the IDEA Part B regulations at 34 CFR §§300.101 through 300.163, and §§300.165 through 300.174. (20 U.S.C. 1413(a)(1); 34 CFR § 300.201)
2.	Amounts provided to the LEA under IDEA-B - (1) Will be expended in accordance with the applicable provisions of IDEA-B; (2) Will be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with 34 CFR § 300.202(b); and (3) Will be used to supplement State, local, and other Federal funds and not to supplant those funds. (20 U.S.C. 1413(a)(2)(A); 34 CFR § 300.202)
3.	Except as provided in 34 CFR §§ 300.204 and 300.205, funds provided to the LEA under IDEA-B will not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year. (20 U.S.C. 1413(a)(2)(A); 34 CFR § 300.203)
4.	To the extent the LEA uses IDEA-B funds to carry out a schoolwide program under section 1114 of the Elementary and Secondary Education Act, the LEA will use those funds consistent with 34 CFR § 300.206, and the LEA will meet all other requirements of IDEA-B, including ensuring that children with disabilities in schoolwide program schools - (1) Receive services in accordance with a properly developed IEP; and (2) Are afforded all of the rights and services guaranteed to children with disabilities under IDEA-B. (20 U.S.C. 1412(a)(2)(D); 34 CFR § 300.206)
5.	The LEA will ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 34 CFR §300.156 (related to personnel qualifications) and section 2122 of the ESEA. (20 U.S.C. 1413(a)(3); 34 CFR § 300.207)
6.	To the extent the LEA uses IDEA-B funds to carry out any of the permissive uses described in 34 CFR § 300.208, such funds will be used consistent with 34 CFR § 300.208. (20 U.S.C. § 1413(a)(4); 34 CFR § 300.208)
7.	The LEA will provide Accessible Instructional Materials (AIMS) to students with visual impairment or other students with print disabilities in a timely manner. The LEA will provide AIMS through the DOE-sponsored AIM Center and the Division for the Visually Impaired (DVI) Materials Center and may also provide electronic materials through their own textbook agreements if applicable. (20 U.S.C. 1413(a)(6); 34 CFR § 300.210)
8.	The LEA will provide the SEA with information necessary to enable the SEA to carry out its duties under IDEA-B, including, with respect to 34 CFR §§ 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under IDEA-B. (20 U.S.C. 1413(a)(7); 34 CFR § 300.211)
9.	The LEA will make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under IDEA-B. (20 U.S.C. 1413(a)(8); 34 CFR § 300.212)
10.	The LEA will cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the states, health and educational information regarding those children. (20 U.S.C. 1413(a)(9); 34 CFR § 300.213)

11.	If a charter school is applying for IDEA B funding under 34 CFR § 300.705, the charter school will be responsible for ensuring that the IDEA B requirements are met, unless State law has assigned that responsibility to some other entity. (20 U.S.C. 1413 (a)(5); 34 CFR § 300.209)
12.	If a charter school is applying for IDEA B funding under 34 CFR § 300.705, the LEA will ensure that children with disabilities who attend the charter school and their parents retain all rights under IDEA [34 CFR § 300.209(a)].
13.	The LEA assures that when purchasing instructional materials from publishers/developers they are requiring digital accessible materials that: Are aligned with accessibility standards: - Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d), and its implementing regulations (36 C.F.R. § 1194) - Web Content Accessibility Guidelines (WCAG) 2.1 (minimum level AA compliance)

Budget

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 619

Account Code		Total
5100 - Salaries		$76,200.14
5120 - OECs		$48,042.19
5400 - Travel		$0.00
5500 - Contractual		$11,557.17
5500 - Audit Fees		$0.00
5560 - Indirect		$4,136.50
5600 - Supplies		$0.00
5700 - Capital Outlay		$0.00
	Total	$139,936.00
	Adjusted Allocation	$139,936.00
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 619

5100 - Salaries - $76,200.14

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	619 - IDEA 619 Preschool	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE (100%) - EYP Special Education Teacher - A. Mancini EYP Special Education Teacher, Ms. Mancini, provides preschool special education services to students with IEPs in the Early Years Program including specially designed instruction and carryover support for skills targeted by related services.
Quantity:	1.00	
Cost:	$76,200.14	
Line Item Total:	$76,200.14	
Item Key	202102	

Total for 5100 - Salaries:	$76,200.14
Total for all other Account Codes:	$63,735.86
Total for all Account Codes:	$139,936.00
Adjusted Allocation:	$139,936.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 619

5120 - OECs - $48,042.19

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	619 - IDEA 619 Preschool	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	1 FTE (100%) - EYP Special Education Teacher - A. Mancini EYP Special Education Teacher, Ms. Mancini, provides preschool special education services to students with IEPs in the Early Years Program including specially designed instruction and carryover support for skills targeted by related services.
Quantity:	1.00	
Cost:	$48,042.19	
Line Item Total:	$48,042.19	
Item Key	202103	

Total for 5120 - OECs:	$48,042.19
Total for all other Account Codes:	$91,893.81
Total for all Account Codes:	$139,936.00
Adjusted Allocation:	$139,936.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 619

5500 - Contractual - $11,557.17

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	619 - IDEA 619 Preschool	
Uses of Funds:		Contracted Speech-Language Therapy Services for Early Years Program Contracted Services for Speech-Language Therapy & Assistive Technology for Early Years Program students (ages 3 & 4, special education related services) Services will be provided through The Speech Clinic. Speech-language therapy & Assistive Technology services will be provided as outlined in students' IEPs. Hourly Rates for The Speech Clinic based on 25-26 SY: SLT $79, SLT (Autism) $81, Bilingual SLT $90, AT $90
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	
Cost:	$11,557.17	
Line Item Total:	$11,557.17	
Item Key	202104	

Total for 5500 - Contractual:	$11,557.17
Total for all other Account Codes:	$128,378.83
Total for all Account Codes:	$139,936.00
Adjusted Allocation:	$139,936.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 619

5560 - Indirect - $4,136.50

Budget Detail		Narrative Description
Account Code:	5560 - Indirect	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	619 - IDEA 619 Preschool	
Uses of Funds:		
Location Code:	Red Clay Consolidated School District (953200)	Indirect Costs for IDEA 619
Quantity:	1.00	
Cost:	$4,136.50	
Line Item Total:	$4,136.50	
Item Key	202105	

Total for 5560 - Indirect:	$4,136.50
Total for all other Account Codes:	$135,799.50
Total for all Account Codes:	$139,936.00
Adjusted Allocation:	$139,936.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	$135,799.50
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$4,141.72

Filter by Location: All - $139,936.00

Funding Description Account Code	619 - IDEA 619 Preschool	Total
5100 - Salaries	76,200.14	76,200.14
5120 - OECs	48,042.19	48,042.19
5500 - Contractual	11,557.17	11,557.17
5560 - Indirect	4,136.50	4,136.50
Total	139,936.00	139,936.00
	Adjusted Allocation	139,936.00
	Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 619

Indirect Cost	
Total Contributing to Indirect Cost	$135,799.50
Indirect Cost Rate	3.05%
Maximum Allowed for Indirect Cost	$4,141.72

Filter by Location: All - $139,936.00

Funding Description	619 - IDEA 619 Preschool	Total
Account Code		
5100 - Salaries	76,200.14	76,200.14
5120 - OECs	48,042.19	48,042.19
5500 - Contractual	11,557.17	11,557.17
5560 - Indirect	4,136.50	4,136.50
Total	139,936.00	139,936.00
	Adjusted Allocation	139,936.00
	Remaining	0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - IDEA 619

Required Documents

This page is currently not accepting Related Documents.

Budget

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - State Curriculum and Professional Development

Account Code		Total
5100 - Salaries		$70,752.00
5120 - OECs		$23,588.72
5400 - Travel		$9,504.28
5500 - Contractual		$73,578.00
5500 - Audit Fees		$0.00
5600 - Supplies		$0.00
5700 - Capital Outlay		$0.00
	Total	$177,423.00
	Adjusted Allocation	$177,423.00
	Remaining	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - State Curriculum and Professional Development

5100 - Salaries - $70,752.00

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	EPER for summer and after school PD: Estimating 134 Teachers @ 2 hours per month @ $33.00 @ 8 Months
Cost:	$70,752.00	
Line Item Total:	$70,752.00	
Item Key	203276	

Total for 5100 - Salaries:	$70,752.00
Total for all other Account Codes:	$106,671.00
Total for all Account Codes:	$177,423.00
Adjusted Allocation:	$177,423.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - State Curriculum and Professional Development

5120 - OECs - $23,588.72

Budget Detail		Narrative Description
Account Code:	5120 - OECs	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	EPER for summer and after school PD: Estimating 134 Teachers @ 2 hours per month @ $33.00 @ 8 Months
Cost:	$23,588.72	
Line Item Total:	$23,588.72	
Item Key	203277	

Total for 5120 - OECs:	$23,588.72
Total for all other Account Codes:	$153,834.28
Total for all Account Codes:	$177,423.00
Adjusted Allocation:	$177,423.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - State Curriculum and Professional Development

5400 - Travel - $9,504.28

Budget Detail		Narrative Description
Account Code:	5400 - Travel	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	This includes mileage and tolls for in-state travel reimbursement for professional learning. It can be used for District office administrators, teachers, principals (.50 per mile covering about 66 square miles across our district and other in-state travel for PD for approximately 60 staff members (.50 miles x 60 staff x 315 miles = 9510))
Cost:	$9,504.28	
Line Item Total:	$9,504.28	
Item Key	203278	

Total for 5400 - Travel:	$9,504.28
Total for all other Account Codes:	$167,918.72
Total for all Account Codes:	$177,423.00
Adjusted Allocation:	$177,423.00
Remaining:	$0.00

Budget Detail

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - State Curriculum and Professional Development

5500 - Contractual - $73,578.00

Budget Detail		Narrative Description
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	Estimating 350 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, Utilizing a contractor (ESS) for substitutes.
Cost:	$48,578.00	
Line Item Total:	$48,578.00	
Item Key	203279	
Account Code:	5500 - Contractual	The Narrative Description for each budget item must include all of the required components that are modeled in the CGA Budget Detail Guidance Document. Budget items that do not include all of the required details will not be approved by DOE Program Managers. Please feel free to reach out with any questions. Thank you.
Funding Description:	CPD - Curriculum & PD	
Location Code:	Red Clay Consolidated School District (953200)	
Quantity:	1.00	Contract with Melissa Auger Consulting, LLC for instructional coaching focused on individual teacher modeling, planning and peer observations. 20 days * 6 hours daily servicing year 1 and year 2 novice teachers.
Cost:	$25,000.00	
Line Item Total:	$25,000.00	
Item Key	203280	

Total for 5500 - Contractual:	$73,578.00
Total for all other Account Codes:	$103,845.00
Total for all Account Codes:	$177,423.00

Adjusted Allocation:	$177,423.00
Remaining:	$0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - State Curriculum and Professional Development

Filter by Location: All - $177,423.00

Account Code	Funding Description	CPD - Curriculum & PD	Total
5100 - Salaries		70,752.00	70,752.00
5120 - OECs		23,588.72	23,588.72
5400 - Travel		9,504.28	9,504.28
5500 - Contractual		73,578.00	73,578.00
Total		177,423.00	177,423.00
		Adjusted Allocation	177,423.00
		Remaining	0.00

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - State Curriculum and Professional Development

Filter by Location: All - $177,423.00

Account Code	Funding Description	CPD - Curriculum & PD	Total
5100 - Salaries		70,752.00	70,752.00
5120 - OECs		23,588.72	23,588.72
5400 - Travel		9,504.28	9,504.28
5500 - Contractual		73,578.00	73,578.00
Total		177,423.00	177,423.00
		Adjusted Allocation	177,423.00
		Remaining	0.00

Related Documents

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - State Curriculum and Professional Development

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

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - 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.

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Assurances

General Education Provisions Act (GEPA)

1.	The LEA will comply with the General Education Provisions Act (GEPA), 20 U.S.C. chapter 31, including the privacy rules in 20 U.S.C. § 1232 f-j.
2.	The LEA assures it consulted with appropriate stakeholders in developing this Consolidated Grant Application such as teachers, principals, other appropriate school staff, and parents.
3.	The local education agency will remove any barriers that can impede equitable access or participation in your programming to include the following six types of barriers: gender, race, national origin, color, disability or age group (Section 427 of GEPA)

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Assurances

Education Department General Administrative Regulations (EDGAR) and Uniform Grant Guidance (UGG)

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 equipment requirements as outlined in 2 CFR § 200.313 and 2 CFR § 200.1
4.	The LEA will comply with the time and effort requirements listed at: www.doe.k12.de.us/domain/314

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Assurances

General ESSA Assurances

1.	Each ESSA program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2.	The control of funds provided under each ESSA 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 ESSA 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 ESSA 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 ESSA 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 ESSA 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 ESSA 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 Every Student Succeeds Act (ESSA) as a federal program funded under the specific title.
11.	The LEA will provide for the educational stability of children in foster care by designating a foster care liaison and adhering to the guidelines, policies and procedures set forth in 14 Del. C, §202A, 14 Del. Admin. C. §903, 14 Del. Admin. C. §505 and the MOU Between the DOE, LEAs and DSCYF which expand upon the Title I provisions related to foster care including, but not limited to best interest decisions and transportation. (Title I [Section 1112(c)(1-70)])

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - 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.

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - 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.
3.	The LEA has reviewed and will comply with all school district requirements as outlined in Delaware Administrative Code, Title 14, 200 Administration and Operations, 220 Diversity.

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Assurances

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

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

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

* 3. In the narrative box below, please explain how the narrative answers, budgets, and other information entered into the CGA have been developed in ways that intentionally promote a culturally responsive educational environment at the school and LEA level. Please provide some specific examples of CGA budget items as evidence. Thank you.

The District promotes a culturally responsive educational environment at the school and district level within our CGA by effectively planning and assessing each budgetary item with data-driven research and development to ensure the effectiveness of each expenditure and that it supports the district mission in promoting a safe and healthy space for all students and staff. The District creates opportunities by focusing on being culturally responsive and allowing for stakeholder input while planning the CGA.
Over the last few years our staff and leadership has engaged in scaffolded professional learning to keep culturally repsonsiveness at the forefront of continuous school improvement planning. These have included District Leadership professional learning on "Intercepting Bias In Our Classrooms" and District Teachers participating in systemic PD around Self-Reflection, Creating an Anti-Bias Classroom Environment, Structuring Courageous Conversations and Lesson Plans. Cohorts of teachers K-12 also participated in Summer Deep Dives into Culturally Responsive Teaching Pedagogy to rethink lesson planning and delivery with a culturally responsive lens.

CGA resources (such as Title I and Title IV) fund high-quality professional learning and common assessment systems specifically evaluated for cultural representation.

Gun-Free Schools Act Assurances

Red Clay Consolidated School District (953200) Public District - FY 2027 - Consolidated - Rev 1 - Assurances

1. The LEA will comply with the state law requiring the one-year expulsion for a student who is determined to have brought a firearm to school, or to have possessed a firearm at school.

2. The LEA will comply with the requirement in Section 4141(h) to implement a policy requiring referral to the criminal justice or delinquency system for any student who brings a firearm to school, or who possesses a firearm at school.

3. The Gun-Free Schools Act (GFSA) requires LEAs to provide descriptive information annually to the state education agency concerning the circumstances surrounding any expulsions imposed under the state law.

☐ Check if applicable to your LEA - please describe any GFSA violations from the prior school year by listing the name of the school, number of students expelled from the school, and the type of firearms involved (e.g., X School, 2 students, Handguns). Please list all incidents separately.