Technical Assistance Charter Schools
# ALSDE Federal Programs Staff

<table>
<thead>
<tr>
<th>Federal Programs Director</th>
<th>Education Administrators</th>
<th>Education Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Molly Killingsworth</td>
<td>Beth Joseph</td>
<td>Amanda Gann</td>
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<tr>
<td></td>
<td>Dr. Milanda Dean</td>
<td>Julie Harrington</td>
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<td></td>
<td>Cyndi Townley</td>
<td>Dr. Calandra Hawkins</td>
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<td>Administrative Support Assistants</td>
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<td>Sherlisa Barnes</td>
<td>Sally Meek</td>
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<td>Arlanda Perkins</td>
<td>Kristen Dial</td>
<td>Jina Rudolph</td>
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<td>Amanda Rylant</td>
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<tr>
<td></td>
<td></td>
<td>Stacy Williams</td>
</tr>
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</table>
## Federal Programs Specialists Assignments/eGAP

<table>
<thead>
<tr>
<th>Mandy Gann</th>
<th>Angela Larchevaux</th>
<th>Amanda Rylant</th>
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<td><strong>Team 1</strong></td>
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<th>Kristen Dial</th>
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<td><strong>Team 7</strong></td>
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<td>Talladega County</td>
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<td>LEAD Charter</td>
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</tbody>
</table>

Note: The table lists the assigned cities for each team under the Federal Programs Specialists Assignments/eGAP.
Areas of Technical Support

**eGAP**
Your Regional Specialist is your primary contact for eGAP
Call 334-694-4516 and someone will be available to help you.

**Resources**
- https://egrant.alsde.edu/

**ACIP**
Contacts:
Technical Assistance for ePROVE website
Jean Scott
jscott@alsde.edu
334-649-4715

Technical Assistance for ACIP as it relates to Title I
Dr. Milanda Dean
mdean@alsde.edu
334-694-4524

**Resources**
- https://myjourney.advanc-ed.org/login
- https://alsde.onlinehelp.cognia.org/
- https://extranet.cognia.org/
  - Log-in using your My Journey/eProve password.

**Compliance Monitoring**
Your Regional Specialist is your primary contact for Compliance Monitoring
Call 334-694-4516 and someone will be available to help you

Or contact:
Paul Gay
pgay@ALSDE.edu
334-694-4870

**Resources**
- https://myjourney.advanc-ed.org/login
- https://alsde.onlinehelp.cognia.org/
  - Click on the Compliance Monitoring Tab and Recorded Webinars for additional eProve Compliance Monitoring resources.
Dictate:
- ✔ How funds are generated
- ✔ How funds must be allocated
- ✔ Who is eligible to be served
- ✔ How the program must be designed
- ✔ What uses of funds are permissible
- ✔ What types of reports or evaluations are required

Examples:
- ✔ ESEA - Elementary and Secondary Education Act now Every Student Succeeds Act (ESSA)
- ✔ IDEA - Individuals with Disabilities Education Act
Regulations

- Education Department General Administrative Regulations (EDGAR)

- The Uniform Guidance (2 CFR § 200) streamlines and consolidates government requirements for receiving and using federal awards.
Non-Regulatory Guidance

- Non-Regulatory Guidance is used by the U.S. Education Department to provide informal advice to grantees and sub-grantees regarding education requirements.

- Guidance does not carry the “force of law.”
Letters and Press Releases Issued by the U.S. Department of Education (USDOE)

- The USDOE issues “Dear Colleague” letters and press releases to notify states and districts about policy changes or clarifications regarding federal law.

Federal Programs — Title I, Part A

Education Specialist

Targeted Assistance (Section 1115), Schoolwide (Section 1114), and Parent and Family Engagement:
Mandy Gann - agann@alsde.edu

ESSA and Early Learning Preschool Program:
Jina Rudolph - jina.rudolph@alsde.edu

Foster Care: Sally Meek - sally.meek@alsde.edu

The purpose of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
Federal Programs

**Title I, Part C - Migrant Education**

Education Specialist: Sally Meek  
sally.meek@alsde.edu

The purpose of Title I, Part C is to provide support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

**Title I, Part D, Subparts I and II Neglected, Delinquent, or At-Risk**

Education Specialist: Jina Rudolph  
Jina.Rudolph@alsde.edu

The purpose of Title I, Part D is to improve educational services for neglected, delinquent, and at-risk children so they have the opportunity to meet challenging State academic content and achievement standards.
Federal Programs

**Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders**

Education Specialist: Stacey Williams  
Stacey.williams@alsde.edu

The purpose of Title II, Part A is to
Increase student achievement consistent with the challenging State academic standards;
Improve the quality and effectiveness of teachers, principals, and other school leaders;
Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

**Title III, Part A – English Language Acquisition and Language Enhancement**

Education Specialist: Elainer Jones  
Ejones@alsde.edu

The purpose of Title III funds is to support the EL goals developed under Title I.
Federal Programs

Title IV, Part B - 21st Century Community Learning Centers

Education Specialist: Yolonda Averett
yaverett@alsde.edu

The Alabama 21st Century Community Learning Centers (21st CCLC) Competitive Grant is an opportunity for schools, community-based and faith-based organizations, universities, for-profit agencies, and other eligible entities to establish and expand community learning centers that provide students, particularly those who attend high-poverty and low-performing schools, with academic enrichment opportunities during non-school hours.

Title V- Rural Education and Achievement Program

Education Specialist: Angela Larcheveaux
Angela.Larcheveaux@alsde.edu

The purpose of the Rural Education and Achievement Program (REAP) grant program is to provide rural districts with financial assistance for initiatives aimed at improving student achievement.
Federal Programs

Title VI, Part A – Indian Education

Education Specialist: Angela Larcheveaux
Angela.Larcheveaux@alsde.edu

The purpose of Title VI, Part A is to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging state student academic achievement standards as all other students are expected to meet.

Title IX, Part A - McKinney-Vento Homeless Assistance Act

Education Specialist: Kristen Dial
Kristen.dial@alsde.edu

The purpose of the Education for Homeless Children and Youth Program is to ensure that each child of a homeless individual and each homeless youth have equal access to the same free and appropriate public education (FAPE) that is provided to other children and youth.
Federal Programs Timeline

Mark your Calendar
eGAP

Electronic Grant Application Process
eGAP

- Electronic application for expenditures related to federal funding
- 2-way communication between LEA & ALSDE
- Public record of activities
- Reviewed by State Examiners
- Archived and retrievable as necessary (back to 2007)
Select Schools & Systems

Pop-Up Menu Allows You to Click on eGAP Application
Welcome to eGap!

Forgotten your password? Want to reset your password? Click here.

AMNOUNCES
No Announcements
No announcements exist in the system at this time.

REMINDERS
No Reminders
No reminders exist in the system at this time.
eGAP Account Setup

- New Superintendent account is set up by ALSDE
- Email Leah Johnston in LEA Accounting at ljohnston@alsde.edu. Include the following
  - Email address
  - Phone number
  - Role
- Superintendent sets up any additional accounts
- Note: If user has username, only change personal information and roles – do not create new user
Click to Search for any LEA

60 minutes before timeout.
You must select a “side” to continue in eGAP
Two sides in eGAP — Planning Side

Goals

2.0) Challenging Curricula

Goal Details

Description:
All students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

Evidence Based Strategies

2.1.) Procedures to Improve Results

Strategy Details

Description:
Develop procedures that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.

Action Step | Performance Measures | Grant Relationships

(must have at least one for each line on the budget grid)

2.1.1.) Instruction: Purchased Services, Materials & Supplies

Action Step Details

Description:
Purchase evidence-based, supplemental, instructional and educational materials/resources/technology to support the district’s curriculum. Based on needs assessments, schools have allocated funds as follows: $115,204.40 for classroom supplies; $35,676.00 for other instructional supplies; $454,282.21 for instructional equipment (iPads, Chromebooks, projectors, SMART Boards, SMART Podiums); $53,360.00 for computers (desktops, laptops); $15,000.00 for instructional/purchased services; and $60,275.00 for instructional software (Brainpop, Reflex, Project Wisdom). A district set-asides of $36,376.29 will support: 1) STEM integration and makerspaces: $2,500 will be used to purchase robotics kits, IPADS with listening centers and STEM kits that correlate with CCRS. 2) Multi-sensory instruction: $2,500 will be used for multi-sensory training/materials. 2) Effective writing strategies and utilizing rubrics to grade writing prompts: $2,000 will be used for instructional supplies such as vocabulary resources and effective writing prompts. 4) Reading intervention: $24,000.00 used to purchase Lexia for schools with grades k-3; $5,421.29 will be used on curricular/supplemental materials and technology (computers/iPads/headphones) needed to support Read 180 and System 44 materials. (At-risk students will utilize these programs as needed.)

Performance Measures

The percent of students in the aggregate for each subgroup who are at or above the proficient level in academic areas will improve by 2% from the previous school year.

Estimated Costs

$803,343.47

Grant Relationships

(funding source – Title I, Title II, etc.)

<table>
<thead>
<tr>
<th>GRANT</th>
<th>NOTES</th>
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<tr>
<td>Title I-A, Schoolwide</td>
<td>100(360-300) = $41,510.00, (400-499) = $761,823.47 (The budget matrix shows a total of $767,373.47; however, $5,550 is for homeless students and can be found in Action Step 1.1.4.)</td>
</tr>
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Two sides in eGAP — Funding Side

- Allocations
- Budget grids
- Budget detailed page
- Set asides
- PPA Page (Per Pupil Allocation)
- Plans (consolidated application, EL, etc.)
- Evaluation
- Errors and warnings

MESSAGES

Title I-A, Schoolwide
- Budget Grid
- Budget Details
- Related Documents
- Checklist

Title I-A, Supporting Effective Instruction
- Budget Grid
- Budget Details
- Private School Service
- Related Documents
- Checklist

Improvement Planning
- LEA Consolidated Plan
- EL Plan
- Foster Care Plan
- Related Documents
- Checklist
eGAP Resources

- Document Library
  - SDE Web Site (www.alsde.edu)
  - Select eGAP
  - Select Document Library
- Title I Fiscal Issues Guidance
  - Located in the eGAP Library
- eGAP application - https://egrant.alsde.edu/
Sample eGAP Planning Application

![Plan Items Table]

### 1.1. Federal Programs
- **Goal Details**
  - **Description**: All students will reach high standards at a minimum increasing proficiency in reading and math and, where applicable, in other academic and technical areas.
  - **Performance Measures**
    - Performance measures include both proficiency and growth for all grades. The percent of students in the aggregate for each subgroup who are at or above the proficient level, or show growth in academic areas will improve from the previous school year.

- **Estimated Costs**: $352,178.00

- **Grant Notes**
  - **Title IA, Schoolwide**
    - Notes: $352,178
  - **2021**
    - **Total**: $352,178.00
    - **Grand Total**: $352,178.00

### 1.3. Procedures to Improve Results
- **Strategy Details**
  - **Description**: Develop procedures that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.
  - **Performance Measures**
    - Provide additional staff, professional development, materials, supplies, and equipment. Complete certification of employment forms (hourly per year) and/or personnel actions for provided staff.
    - Provide signs in print, contracts, requisitions, invoices, and agendas.

- **Estimated Costs**: $352,178

### 1.3.1 Instruction - Salaries and Benefits for Instructional Personnel
- **Action Step Details**
  - **Description**: Based on the results of a school-wide needs assessment, SMART Academy will hire additional staff to facilitate, SMARTh Academy Title I, special education, and LEA Development Project. Provide staff with a working knowledge of skills and strategies to provide supplemental support to students academically at risk.
  - **Performance Measures**
    - Provide additional staff. Complete Certification of Employment forms (hourly per year) and/or personnel actions for provided staff. Administer formative assessments in reading and math and analyze data to drive instructional practices and professional development activities.
    - Increase the percent of students who are at or above the proficient level in academic areas.

- **Estimated Costs**: $122,557

- **Grant Relationships**
## Sample eGAP Funding Application

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<th>Subcategory</th>
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<td>Employee Benefits (200 - 299)</td>
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<td>OTHER FUND USES</td>
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<td>TOTAL</td>
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### Instruction (1100)

- ATTENDANCE SERVICES (2110)
  - 0.00
- GUIDANCE AND COUNSELING SERVICES (2120)
  - 0.00
- TESTING SERVICES (2130)
  - 0.00
- HEALTH SERVICES (2140)
  - 0.00
- SOCIAL SERVICES (2190)
  - 0.00
- WORK STUDY SERVICES (2150)
  - 0.00
- PSYCHOLOGICAL SERVICES (2210)
  - 0.00
- SPEECH PATHOLOGY AND AUDILOGY SERVICES (2220)
  - 0.00
- OTHER STUDENT SUPPORT SERVICES (2190)
  - 0.00
- INSTRUCTIONAL IMPROVEMENT AND CURRICULUM DEVELOPMENT
  - 0.00
- INSTRUCTIONAL STAFF DEVELOPMENT SERVICES (2155)
  - 154,265.00
- EDUCATIONAL MEDIA SERVICES (2330)
  - 0.00
- OTHER INSTRUCTIONAL STAFF SERVICES (2190)
  - 0.00
- SCHOOL ADMINISTRATIVE (2300 - 2399)
  - 0.00
ACIP

The Alabama Continuous Improvement Plan
Where do you find the website for CIP plans?

https://myjourney.cognia.org/login

Enter username and password
ACIP Assistance

Technical Assistance for ePROVE website contact:
Jean Scott
jscott@alsde.edu
334-649-4715

Technical Assistance for ACIP as it relates to Title I
Dr. Milanda Dean
mdean@alsde.edu
334-694-4524
# REQUIRED ACIP COMPONENTS

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<th>Title I Schools ACIP Checklist</th>
<th>Non-Title Schools ACIP Checklist</th>
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<tr>
<td>_____ Administer Title I Parent Surveys (Spring or Fall)</td>
<td>_____ Administer Parent Surveys (Spring or Fall)</td>
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<tr>
<td>_____ Administer Staff and Student Surveys (Spring or Fall)</td>
<td>_____ Administer Staff and Student Surveys (Spring or Fall)</td>
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<tr>
<td>_____ Complete the applicable Title I Diagnostic (Schoolwide or Targeted Assistance)</td>
<td>_____ Complete plan in eProve Strategies</td>
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<tr>
<td>_____ Complete plan in eProve Strategies</td>
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Getting Started with your ACIP

Step 1: Go to strategies

Step 2: Select Target Dates

Step 3: New Plan

Step 4: Determine Current Reality

The Determine Current Reality subphase provides an important snapshot of the institution's everyday experiences through the lens of learners and other key stakeholders in its community. This subphase is an organizer that allows you to collect and analyze information about the learners, institution, and community.

In the Determine Current Reality subphase, decide what information is most relevant and accessible for review for each stakeholder group. Then, analyze the information sets to determine what was learned for each stakeholder group. Finally, pinpoint connections from the analysis to identify topics or themes about your institution’s current reality.

Download the guide to learn more about Determine Current Reality.
Four Phases

1. ENVISIONING

Expands an institution’s view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning.

2. PLANNING

Work toward the development of your institution’s long and short term continuous improvement plan.

3. IMPLEMENTING

Create an Annual Implementation Plan that provides a detailed explanation of the activities associated with each Critical Initiative to address for the coming year.

4. EVALUATING

Leverages the theories of action created to determine the effectiveness of each Critical Initiative. These inform discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.
ACIP Team

- Principal/Administrators
- Teachers/Coaches
- Other appropriate school staff
- Students (secondary school)
- Other appropriate community members
## Data Sources to Consider...

### Local Demographic
- School location and size
- Student Characteristics
- Poverty, IEPs migrant, race, ethnicity, mobility
- Staff Characteristics (Experience, Attendance, Turnover)
- Feeder pattern

### Perception Data
- Teaching and Learning Surveys
- Perception Survey Data (e.g., parents, students, teachers, community, school leaders) Self-Assessment Tools

### School Processes
- Instruction
- Curriculum and Instructional Materials
- Services and/or Programs (Title, Special Ed)
- Interventions
- Family/Community Involvement
- Evaluations of School
- Discipline Referrals and Suspension Rates

### Student Learning
- Interim Assessments
- Student Work Samples
- Classroom Assessments (Type and Frequency)
How to Complete the ACIP

✗ Alabama Continuous Improvement Plan Webinar
  - https://www.screencast.com/t/lnCv5Mbk8YQt

✗ Resource Page
  - https://alsde.onlinehelp.cognia.org/
Compliance Monitoring
## Compliance Monitoring 5 Year On-site Schedule

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Anniston City</td>
<td>Alabaster City</td>
<td>Attalla City</td>
<td>Arab City</td>
<td>Barbour County</td>
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<td>Albertville City</td>
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<td>Scottsboro City</td>
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<td>Talladega City</td>
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<td>Opeika City</td>
<td>Cullman County</td>
<td>Saraland City</td>
<td>Midfield City</td>
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<td>Shelby County</td>
<td>Russelville City</td>
<td>Chilton County</td>
<td>Talladega County</td>
<td>Morgan County</td>
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<tr>
<td>Satsuma City</td>
<td>St. Clair County</td>
<td>Linden City</td>
<td>Tallapoosa County</td>
<td>Muscle Shoals City</td>
</tr>
<tr>
<td>Tarrant City</td>
<td>Sylacauga City</td>
<td>Montgomery Co</td>
<td>Thomasville City</td>
<td>Pickens County</td>
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<tr>
<td>Tuscaloosa Co</td>
<td>Tallassee City</td>
<td>Mobile County</td>
<td>Pike County</td>
<td>Randolph County</td>
</tr>
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<td>Tuscumbia City</td>
<td>Troy City</td>
<td>Dothan City</td>
<td>Washington County</td>
<td>Walker County</td>
</tr>
<tr>
<td>Wilcox City</td>
<td>Trussville City</td>
<td>Bessemer City</td>
<td>Winfield City</td>
<td>University Charter</td>
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<tr>
<td>University Charter</td>
<td>Tuscaloosa City</td>
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<td>Winston County</td>
<td>ACCEL Academy</td>
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<tr>
<td>ACCEL Academy</td>
<td>Vestavia Hills City</td>
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<tr>
<td>Lead Academy</td>
<td>Gulf Shores City</td>
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<tr>
<td>Legacy Prep</td>
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</tbody>
</table>
Why Monitoring?

✗ Every district is placed on a 5-year monitoring cycle

✗ The Risk Assessment score for your district was in the top 15%

✗ The Risk Assessment is a Federal Mandate
Compliance Monitoring Process

- Self-Assess
- Review
- Evaluate
- Improve

Monitor Progress
### Compliance Monitoring Process Roles and Responsibilities

<table>
<thead>
<tr>
<th>State</th>
<th>Institutions (Districts)</th>
<th>Review Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oversees the development and management of compliance monitoring assurances</td>
<td>Conducts self-assessment and provides evidence to support compliance monitoring</td>
<td>Reviews the district/institution self-assessment and evidence.</td>
</tr>
<tr>
<td>Builds criteria for selecting district/institution and schedule reviews</td>
<td>Makes available the completed self-assessment for the review team</td>
<td>Completes review team assessment and creates findings, for compliance monitoring review.</td>
</tr>
<tr>
<td>Review reports on the outcome of the review and outlines areas for continuous improvement</td>
<td>Provides additional evidence and supportive feedback in communication with review team</td>
<td>Provides ongoing feedback and monitors district/institution responses</td>
</tr>
</tbody>
</table>
## Comprehensive Monitoring Visit Protocol

<table>
<thead>
<tr>
<th>Pre-Monitoring Activities</th>
<th>Onsite Visit</th>
<th>Post-Visit/Corrective Action Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical Assistance</strong></td>
<td>• Entrance Conference</td>
<td>• if “No findings”, then monitoring visit process is completed for the Federal Programs Section</td>
</tr>
<tr>
<td>• On Site per request by LEA 2-3 months before scheduled monitoring visit</td>
<td>• School Visits</td>
<td>• If there are “findings”, then Program Coordinator is guided through the Corrective Action Process by the Monitoring Team Leader</td>
</tr>
<tr>
<td><strong>Document Request Email</strong></td>
<td>• Parent interviews</td>
<td></td>
</tr>
<tr>
<td>• Budget Analysis Report by Cost Center (YTD)</td>
<td>• Program Coordinator Interviews</td>
<td></td>
</tr>
<tr>
<td>• List of New Hire Teachers</td>
<td>• Exit Conference with Federal Programs Coordinator and other staff as desired by the district</td>
<td></td>
</tr>
<tr>
<td>• Gross Employee Salary Report by Cost Center - Current Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teachers paid with Federal Funds-Class Size Reduction or Additional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• List of all instructional paraprofessionals in Title I schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• LEA Planning Template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• List of schools with high EL populations and number of EL students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Desk Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review: Documentation submitted in eProve</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The onsite visit may last from 1-3 days depending on evidence revealed through the desk review, interviews, school visits and whether the district has submitted all requested information in a timely manner.

1. Findings and timeline explained on site
2. Technical Assistance related to follow up actions or documents required to clear the findings explained with timeline for submission in eProve as requested or needed by District
3. Monitoring Team Leader directs/reviews/approves documentation submitted in eProve or via email

• Compliance Monitoring Coordinator closes the monitoring process once all documentation from all participating sections has been submitted and cleared.
Planning for the upcoming session...
Next Meeting
Date: April 08, 2021
Time: 10:00 A.M.
Link: TBA
Next Meeting
Date: May 13, 2021
Time: 10:00 A.M.
Link: TBA
Next Meeting
Date: June 03, 2021
Time: 10:00 A.M.
Link: TBA

Compliance Monitoring 101
Next Steps

✘ Order the EDGAR book
✘ Complete the Envisioning Phase of your ACIP
✘ Prepare for the Planning Phase of your ACIP
  - View the video from this presentation (slide 36)
  - Have the following outlined for the ACIP 101 meeting on May 13th:
    - 2-4 Themes,
    - 1-3 Objectives in Each Theme,
    - 2-5 Critical Initiatives in Each Objective
Thanks!

Any questions?

You can reach us at:

Calandra Hawkins – Magic City Acceptance Academy
Calandra.Hawkins@alsde.edu

Jason Isaacs – Ivy Classical
Jason.Isaacs@alsde.edu

Angela Larcheveaux – Breakthrough Academy
Angela.larcheveaux@alsde.edu
## Federal Programs Planning Timeline 2020-2021

### August 2020

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• LEA Consolidated I Plan revised/updated (e.g. Data, Enrollment Procedures for individuals such as Immigrant, Migrant, Homeless, EL)</td>
<td>• Distribute Title I Parents Right-to-Know letters</td>
</tr>
<tr>
<td>• Remind/advise principals and faculty leadership teams of all Title I procedures (e.g. Parents Right-to-Know Provisions; Title I Parents’ Meeting)</td>
<td>• Send ACIP Parent and Family Engagement section home to parents</td>
</tr>
<tr>
<td>• Complete &amp; post other Annual Evaluations, (e.g. How the LEA used Title funds from the previous year in the e-GAP application in “Related Documents”)</td>
<td>• Send LEA Parent Involvement Plan home to parents</td>
</tr>
<tr>
<td>• Review information and begin the process to prepare for submitting comparability report in Dec. (Begin collaborating with people that prepare LEAPs Report.) Collaborate with CSFO, other program coordinators, and SDE Regional Specialists (if necessary) to develop a strong e-GAP application; Submission date has been first week of September</td>
<td>• Ensure homeroom teachers retain copies of signed/dated School-Parent Compacts</td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified</td>
<td>• Conduct Annual Title I Parents’ meeting in August or September using the PowerPoint template. (This meeting cannot be combined with any other meeting).</td>
</tr>
<tr>
<td>• Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal.</td>
<td>• Incorporate any new assessment data into Action Steps in ACIPs*</td>
</tr>
<tr>
<td>• Conduct Federal Programs Advisory Meeting as a follow-up to Spring meetings; assessment data &amp; dollar figures are available</td>
<td>• Ensure all students have at least one completed Home Language Survey in their Permanent Record Folders.</td>
</tr>
<tr>
<td>• Complete and post competitive McKinney-Vento grant application by the beginning of the month</td>
<td>• Ensure that all Employment Surveys from new or kindergarten students returned to the school are (printed if electronic) bundled and ready to be given to the Central Office.</td>
</tr>
<tr>
<td>• Complete relevant WORKSHEETS and post in e-GAP Document Library</td>
<td></td>
</tr>
<tr>
<td>• Complete private schools Equitable Services Implementation Plans if applicable and post in e-GAP Document Library</td>
<td></td>
</tr>
<tr>
<td>• Distribute and make available LEA Parent Involvement Policy</td>
<td></td>
</tr>
<tr>
<td>• Implement Parents Right-to-Know provisions</td>
<td></td>
</tr>
<tr>
<td>• Submit a copy of the Indian Education Grant to ALSDE</td>
<td></td>
</tr>
<tr>
<td>• Evaluate EL Core Language Acquisition Program; post in document library</td>
<td></td>
</tr>
<tr>
<td>• LEA Agreement between Head Start and Other Preschool Programs uploaded into eGAP document library before submitting consolidated application</td>
<td></td>
</tr>
</tbody>
</table>

*All Title I schools must be operating under an approved Title I school plan. Plans should be revised/adjusted to reflect current year needs and actions.
### September 2020

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct the LEA Self-Assessment</td>
<td>• Remind staff to check on any unreturned signed copies of School-Parent Compacts.</td>
</tr>
<tr>
<td>• Return the LEA Assurance and Technical Assistance Forms to the ALSDE Compliance Monitoring Section</td>
<td>• Revise/complete ACIP revision process</td>
</tr>
<tr>
<td>• Complete Equitable Services Plan for Private Schools (if applicable)</td>
<td>• Conduct Annual Title I Parents’ meeting in August or September using the PowerPoint template. Be sure to provide information to English as Second Language parents/caregivers in languages they understand. (This meeting cannot be combined with any other meeting).</td>
</tr>
<tr>
<td>• Complete comparability reports (adjust personnel as needed)</td>
<td>• Attend EL Training sessions as offered</td>
</tr>
<tr>
<td>• Revise the EL Plan, determine related professional learning opportunities for all staff in district, and post updated plan</td>
<td></td>
</tr>
<tr>
<td>• Send District and School Site File to DRC</td>
<td></td>
</tr>
<tr>
<td>• Revisit/revise/complete any program evaluations not previously posted</td>
<td></td>
</tr>
<tr>
<td>• Complete e-GAP application and submit in a timely fashion to the Regional Specialist at the SDE</td>
<td></td>
</tr>
<tr>
<td>• All portals should be available/open</td>
<td></td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N &amp; D, and SW/TA on the Student Data Portal on AIMS)</td>
<td></td>
</tr>
<tr>
<td>• Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal.</td>
<td></td>
</tr>
<tr>
<td>• Notify schools of additional funding or allocation shifts as the information is made available</td>
<td></td>
</tr>
<tr>
<td>• Plan to attend the Federal Programs Fall Conference</td>
<td></td>
</tr>
<tr>
<td>• Attend EL trainings sessions as offered</td>
<td></td>
</tr>
<tr>
<td>• Collect Migrant Employment Surveys from schools for pick-up by SDE contract staff</td>
<td></td>
</tr>
<tr>
<td>• Select Annual Count Dates (must include one day in Oct.) – State Agencies and Systems with Neglected and Delinquent Grants.</td>
<td></td>
</tr>
<tr>
<td>• LEA Agreement between Head Start and Other Preschool Programs uploaded into eGAP document library before submitting consolidated application</td>
<td></td>
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</tbody>
</table>
October 2020

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Confirm school allocation amounts with the Report Manager Cost Center Reports to verify that budgets and expenditures match budget pages in ACIPs*</td>
<td>• Confirm school allocation amounts with Central Office reports to verify that budgets and expenditures match</td>
</tr>
<tr>
<td>• LEA Agreement between Head Start and Other Preschool Programs uploaded into eGAP document library before submitting consolidated application</td>
<td>• Plan to use school level Title I allocation and other funds expeditiously and effectively</td>
</tr>
<tr>
<td>• Watch for notices of any SDE Federal Programs Webinars and/or meetings</td>
<td></td>
</tr>
<tr>
<td>• Advise/remind schools to use Title funds expeditiously and effectively</td>
<td></td>
</tr>
<tr>
<td>• Notify schools of additional funding or allocation shifts as the information is made available</td>
<td></td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N &amp; D, and SW/TA on the Student Data Portal on AIMS)</td>
<td></td>
</tr>
<tr>
<td>• All portals should be available/certified</td>
<td></td>
</tr>
<tr>
<td>• Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal.</td>
<td></td>
</tr>
<tr>
<td>• Select Annual Count Dates (must include one day in Oct.) – State Agencies and Systems with Neglected and Delinquent Grants.</td>
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</tbody>
</table>

*(Cross check ACIP Budgets to eGAP and Cost Center Reports)*

November 2020

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match</td>
<td>• Use school level Title I allocation and other funds so that funds are spent expeditiously and effectively</td>
</tr>
<tr>
<td>• Suggestion: Attend the Alabama Association of Federal Education Program Administrators (AAFEPA) Conference (<a href="http://www.aafepa.org">http://www.aafepa.org</a>)</td>
<td></td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N &amp; D, and SW/TA) on the Student Data Portal on AIMS</td>
<td></td>
</tr>
<tr>
<td>• Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal. Portals should be verified and submitted to ALSDE for approval (SW/TA, EL &amp; Homeless) for previous school year’s data</td>
<td></td>
</tr>
<tr>
<td>• Submit Neglected and Delinquent Annual Counts to ALSDE</td>
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</table>
### December 2020

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond to CSPR Data Collection of EL, Migrant, Immigrant, Homeless, N &amp; D, and SW/TA</td>
<td>• Use school level Title I allocation and other funds so that funds are spent expeditiously and effectively</td>
</tr>
<tr>
<td>• Respond to SDE requests for reports: (e.g. Submit Comparability Reports if applicable)</td>
<td></td>
</tr>
<tr>
<td>• Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match</td>
<td></td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N &amp; D, and SW/TA on the Student Data Portal on AIMS)</td>
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<td>• Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal.</td>
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### January 2021

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<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match</td>
<td>• Complete midyear update of ACIPs</td>
</tr>
<tr>
<td>• Check monthly for Budget Revisions (making sure e-GAP matches electronic media reporting required by SDE LEA Accounting)</td>
<td>• Use school level Title I allocation and other funds expeditiously and effectively</td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N &amp; D, and SW/TA on the Student Data Portal on AIMS)</td>
<td></td>
</tr>
<tr>
<td>• Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal.</td>
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</table>

Begin making any corrections to students’ records in INOW for current school year. Check Student Data Portal for corrections after 24 hours.
### February 2021

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete and submit Non–Public School surveys to SDE</td>
<td>• Use school level Title I allocation and other funds expeditiously and effectively</td>
</tr>
<tr>
<td>• Confirm school allocation amounts match with the Report Manager Cost Center Reports to verify budget and expenditures match</td>
<td>• Attend EL trainings sessions offered</td>
</tr>
<tr>
<td>• Verify INOW Data for all portions relevant to Federal Programs</td>
<td></td>
</tr>
<tr>
<td>• Facilitate any discussions in the Central Office regarding Budget Revisions</td>
<td></td>
</tr>
<tr>
<td>• Plan and hold Federal Programs Advisory Meeting</td>
<td></td>
</tr>
<tr>
<td>• ACCESS for ELLs 2.0® testing window - available to Testing Coordinators</td>
<td></td>
</tr>
<tr>
<td>• Alternate ACCESS for ELLs® dates - available to Testing Coordinators</td>
<td></td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N &amp; D, SW/TA on the Student Data Portal on AIMS for current year.)</td>
<td></td>
</tr>
<tr>
<td>• Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal.</td>
<td></td>
</tr>
<tr>
<td>• Mail “Intent to Participate” letter/form to Private schools</td>
<td></td>
</tr>
<tr>
<td>• Attend EL training sessions offered</td>
<td></td>
</tr>
<tr>
<td>• Use current year data to complete Private School Enrollment Survey. Submit to ALSDE.</td>
<td></td>
</tr>
</tbody>
</table>

### March 2021

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaborative planning meeting for e-GAP with appropriate LEA personnel for planning for coming year</td>
<td>• Collaboratively review components for school ACIPs</td>
</tr>
<tr>
<td>• School allocation amounts confirmed with the Report Manager Cost Center Reports to verify budget and expenditures match</td>
<td>• Meet with faculties and parent committees to discuss any updates/changes to next year’s School-Parent Compacts</td>
</tr>
<tr>
<td>• Mail “Intent to Participate” letters to Private schools</td>
<td>• Use school Title I allocation and other funds expeditiously and effectively</td>
</tr>
<tr>
<td>• Set a date to meet in consultation with interested Non–Public schools</td>
<td>Attend EL trainings sessions offered</td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N &amp; D, and SW/TA on the Student Data Portal on AIMS for current year.)</td>
<td></td>
</tr>
<tr>
<td>• Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal.</td>
<td></td>
</tr>
</tbody>
</table>

**Begin making any corrections to students’ records in INOW for current school year. Check Student Data Portal for corrections after 24 hours**
### April 2021

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide timely and meaningful consultation to Private Schools wishing to participate in equitable services; keep copies of responses /certified letter documentation and notes/sign in sheets of meetings</td>
<td>• Involve faculties in revising/updating ACIP based on data collections to begin the new school year</td>
</tr>
<tr>
<td>• Hold Federal Programs (Title I) Advisory Committee meeting and document</td>
<td>• Use school Title I allocation and other funds expeditiously and effectively</td>
</tr>
<tr>
<td>• Revise the current year LEA Parent and Family Engagement Plan based on required Annual Evaluation from previous year</td>
<td>• In conjunction with parents, revise the Parent and Family Engagement Plan (district policy/plan) and include dated copy in the school’s student handbook.</td>
</tr>
<tr>
<td>• Facilitate revisions to the LEA Parent and Family Engagement Policy/Plan after meeting with LEA Parent Advisory Committee</td>
<td>• Jointly develop the School-Parent Compact with school, parents, and students for the upcoming school year.</td>
</tr>
<tr>
<td>• Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match</td>
<td></td>
</tr>
<tr>
<td>• Collect Employment Surveys from schools - pick-up by SDE contract staff (new students)</td>
<td></td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N &amp; D, and SW/TA on the Student Data Portal on AIMS for current year.)</td>
<td></td>
</tr>
<tr>
<td>• Verify inaccuracies in the Student Data Portal have been corrected BEFORE school closes in May</td>
<td></td>
</tr>
</tbody>
</table>

### May 2021

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Refresh relevant staff with updated e-GAP Training, if necessary</td>
<td>• Finalize any changes to the School-Parent Compact.</td>
</tr>
<tr>
<td>• Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match</td>
<td>• Be aware of any unspent Title I or other federal funds previously allocated to the school. Unspent school level funds are not available to the school after a certain point in time. Check with the Central Office.</td>
</tr>
<tr>
<td>• Conduct Private School Consultation meetings</td>
<td>• Assemble notes from ACIP Action Steps/Activities; evaluate/summarize effectiveness of different strategies in narrative form for stakeholders; propose new strategies for the coming year</td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N &amp; D, and SW/TA on the Student Data Portal on AIMS for current year.)</td>
<td></td>
</tr>
<tr>
<td>• Verify inaccuracies in the Student Data Portal have been corrected BEFORE school closes</td>
<td></td>
</tr>
<tr>
<td>• Homeless Coordinators required to attend City and County Liaison Training</td>
<td></td>
</tr>
</tbody>
</table>

Begin making any corrections to students’ records in INOW for current school year. Check Student Data Portal for corrections after 24 hours.
## June 2021

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin evaluations of all federal programs (revisit after state assessment data received – be prepared to post in “Related Documents” in e-GAP when next year’s application becomes available)</td>
<td></td>
</tr>
<tr>
<td>• Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match</td>
<td></td>
</tr>
<tr>
<td>• Plan for summer professional learning opportunities for staff including CLAS Conference, MEGA, etc.</td>
<td></td>
</tr>
<tr>
<td>• Complete 21st CCLC Revisions in eGAP</td>
<td></td>
</tr>
<tr>
<td>• Intent to participate in CEP is due by June 30 for eligible systems/schools</td>
<td></td>
</tr>
</tbody>
</table>

## July 2021

<table>
<thead>
<tr>
<th>LEA Plans, Reports, Meetings, Requirements</th>
<th>School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attend the SDE MEGA Conference.</td>
<td>• Attend SDE MEGA Conference</td>
</tr>
<tr>
<td>• Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match</td>
<td>• Facilitate planning for required Annual Meeting of Title I Parents using State Guidance (Meetings to be held at the beginning of the school year).</td>
</tr>
<tr>
<td>• Participate in LEA review of data</td>
<td></td>
</tr>
<tr>
<td>• Receive preliminary allocations and begin preparation for the e-GAP application; collaborate with CSFO and other program coordinators to ensure coordination of budget</td>
<td></td>
</tr>
<tr>
<td>• Be aware that, while any electronic media budgets are usually submitted to SDE LEA Accounting by mid-July date (e.g. the Report Manager), both the electronic media budgets and e-GAP should match.</td>
<td></td>
</tr>
<tr>
<td>• Announcement for McKinney-Vento Grant Competition</td>
<td></td>
</tr>
<tr>
<td>• Complete 21st CCLC Revisions in eGAP</td>
<td></td>
</tr>
</tbody>
</table>

## On-Going Periodic Oversight

<table>
<thead>
<tr>
<th>Central Office</th>
<th>School Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review and monitor ACIP budget expenditures</td>
<td>• Remind staff to secure signed/dated School-Parents Compacts for entering students throughout the year.</td>
</tr>
<tr>
<td>• Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N &amp; D, and SW/TA on the Student Data Portal on AIMS)</td>
<td>• Verify time and effort documentation is correct and up to date</td>
</tr>
<tr>
<td>• Support building principals with hiring certified staff</td>
<td>• Verify inventory of Title I equipment, and report any irregularities to the Central Office</td>
</tr>
</tbody>
</table>
# Title I, Part A

**Improving Basic Programs Operated by Local Education Agencies (LEAs)**

## Overview/Purpose

Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

## Important Facts

There are 2 types of programs:

**Schoolwide Programs:** Title I, Part A funds can be used to upgrade the entire educational program in a school so that all students may benefit from the use of these funds.

**Targeted Assistance Programs:** Title I, Part A funds may only be used to meet the needs of children identified as being in the greatest need of academic services.

## Allowable Uses of Funds

**Use of funds in a Schoolwide Program**

_Based on the Needs Assessment_

- Certified Teacher Salaries and Benefits
- Extended Day Programs
- Technology
- Academic Intervention Programs
- Parent & Family Engagement
- Professional Development

_NOTE: Must be aligned to ACIP._

## Timeline

**Beginning of School Year:**

- Update LEA Consolidated Plan
- Complete Title I Evaluation
- Conduct Advisory Meeting
- Complete eGAP Application
- Distribute LEA Parent Engagement Plan
- Distribute School-Parent Compacts

_NOTE: For a more comprehensive list, see the Federal Programs Timeline in the Document Library in eGAP._

## Other Resources

- U.S. Department of Education – Title I, Part A
- Every Student Succeeds Act (ESSA)
- ALSDE – Title I Guidance – eGAP Documents

## Contact Information

If you have any questions about Title I, Part A contact:

Mandy Gann  
Education Specialist  
(334) 694-4516  
agann@alsde.edu
**Overview/Purpose**
The purpose of Title I, Part C is to provide and support high-quality and comprehensive educational programs for migratory children to reduce educational disruptions and other problems that result from repeated moves.

**Important Facts**
Migrant students usually account for only a small percentage of the total student population. Each LEA has the flexibility to determine the activities to be provided with funds made available under this part. The migrant program provides assistance with enrollment, school engagement for students and parents, English language acquisition, interpreting, access and referrals to health and community services, as well as educational support.

---

**Allowable Uses of Funds**
Possible uses of Title I, Part C funds:
- Identification and recruitment of migratory children (ages 3-21)
- Instructional and support services
- Identification and Recruitment (ID & R) training
- Interstate and intrastate coordination
- Advocacy
- Family Engagement
- Migrant Student Records Exchange (MSIX)

**Timeline**

**Beginning of School Year:**
- Collect Employment Surveys
- Follow up Employment Surveys with Recruitment
- Conduct LEA Parent Advisory Meeting
- Identify Priority for Serving Student

**Spring:**
- Collect Employment Surveys
- Develop plans for summer school

NOTE: For a more comprehensive list, see the Federal Programs Timeline in the Document Library in eGap.

**Other Resources**
- U.S. Department of Education – Title I, Part C
- Every Student Succeeds Act (ESSA)
- Non-Regulatory Guidance for Title I, Part C
- Instructional Services for Out-of-State and Secondary Youth (iSOSY)

**Contact Information**
If you have any questions about Title I, Part C contact:

Sally Meek
Education Specialist
(334) 694-4516
sally.meek@alsde.edu
## Title I, Part D

**Education of Neglected & Delinquent Children**

<table>
<thead>
<tr>
<th>Overview/Purpose</th>
<th>Important Facts</th>
</tr>
</thead>
</table>
| Title I, Part D also known as the Neglected and Delinquent (N and D) program, is designed to improve educational services for neglected, delinquent, and at-risk children so they have the opportunity to meet challenging State academic content and achievement standards. | **State Agency Program (SEA)**  
Part D, Subpart 1 provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youth in State-run institutions for juveniles and adult institutions, to help these youth make successful transitions to school or employment once released.  
**Local Educational Agency Program (LEA)**  
Subpart 2, the LEA program requires each SEA to reserve, from its Title I allocation, funds generated by the number of children in locally operated institutions for delinquent youth. Funds are awarded to LEAs with high proportions of youth in local correctional facilities for drop-out prevention programs for at-risk youth. |

<table>
<thead>
<tr>
<th>Allowable Uses of Funds</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Title I, Part D supports supplemental instruction in core subject areas, such as reading, mathematics, tutoring, counseling, and transition services including: providing professional development, hiring teachers and support staff, purchasing instructional materials, providing vocational training.  
Funds are awarded to LEAs with high proportions of youth in local correctional facilities for drop-out prevention programs for at-risk youth.  
**Note:** Must be aligned with ACIP | **Beginning of School Year:**  
Complete the Annual Count Survey  
Complete a Comprehensive Needs Assessment  
Update LEA Consolidated Plan  
Complete eGAP Application  
Consolidated State Performance Report (CSPR)  
**NOTE:** For a more comprehensive list, see the Federal Programs Timeline in the Document Library in eGAP. |

<table>
<thead>
<tr>
<th>Other Resources</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| U.S. Department of Education – Title I, Part D  
Every Student Succeeds Act (ESSA)  
National Technical Assistance and Evaluation Center (NTAEC)  
ALSDE – Title I, Part D Guidance – eGAP Document | If you have any questions about Title I, Part D contact:  
Jina Rudolph  
Education Specialist  
(334) 694-4516  
jina.rudolph@alsde.edu |
**Overview/Purpose**

Title II, Part A provides grants to (LEAs) Local Educational Agencies, to —

1. increase student academic achievement consistent with the challenging State academic standards;

2. increase the number of highly qualified teachers, principals, and other school leaders who will effectively improve student academic achievement in schools;

3. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

**Important Facts**

Providing Equitable Access to Effective Educators

States and districts are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers, principals and other school leaders, provided that it does so in a manner that is consistent with the allowable activities outlined in the Every Student Succeeds Act (ESSA). Such activities should support building capacity and sustainability by providing resources that focus on delivering high-quality professional learning to educators across the state.

**Allowable Uses of Funds**

Funds may be used by LEAs to:

- Recruit, hire and retain highly qualified teachers, specialists and principals.
- Providing personalized professional development
- Develop initiatives to promote retention of highly qualified teachers and principals, particularly within elementary and secondary schools with a high percentage of low-achieving students.

Class Size Reduction

NOTE: Must be aligned to ACIP.

**Timeline**

**Beginning of School Year:**

Update LEA Consolidated Plan
Conduct Advisory Meeting
Complete eGAP Application

NOTE: For a more comprehensive list, see the Federal Programs Timeline in the Document Library in eGAP

**Other Resources**

- U.S Department of Education - Title II, Part A
- Every Student Succeeds Act (ESSA)
- ALSDE – Title II Guidance – eGAP Documents

**Contact Information**

If you have any questions about Title II, Part A contact:

Stacy Williams
Education Specialist
(334) 694-4516
stacy.williams@alsde.edu
### Overview/Purpose

Title III, Part A is used to support the acquisition of the English language in academic settings for students, children and youth, who speak a home or native language other than English. The purpose is to supplement the success in increasing English language proficiency and student achievement in addition to other state, local, or federal funds. Title III is also used to promote parental and community participation in educational programs in communities of English Learners (ELs).

### Important Facts

Title III includes two types of subgrants to LEAs: EL formulas subgrants (See ESEA section 3111 and 3114 (a)), and immigrant children and youth subgrants (ESEA section 3114 (d)). ELs are important members of the state’s educational communities. Over 60% speak Spanish while there may be at times over 100 other languages represented.

### Allowable Uses of Funds

Title III funds are used to provide supplemental services that improve the English language proficiency and academic achievement of ELs, including through the provision of language instruction educational programs (LIEPs), and activities that increase the knowledge and skills of teachers who serve ELs. All services must supplement, and not supplant, the services must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State and local laws. Strategies and professional learning must be effective, evidence-based, and support program objectives.

**Note:** Must be aligned with ACIP

### Timeline

- **July/Aug:** 1. Update iNow codes to identify ELs in Student Data/AIMS Portal
  2. Intent to apply for EL funding individually or as a consortium
- **July-Oct:** WIDA assessments Phase I (K-1)
- **August:** Identify EL Advisory Committee
- **Sept:** Notify parents, families and community of EL Plan. And identification/assessment and placement of ELs
- **Jan/Mar:** WIDA assessments Phase II (K-1)

### Ongoing Activities

Plan, prepare, and attend professional learning for staff, Update Consolidated EL Plan in eGAP, Development, staffing, implementation, grading and retention procedures of EL Plan, Annual assessment and accountability of EL program

### Other Resources

- U.S. Department of Education – Title III, Part A
- Non-Regulatory Guidance: ELs and Title III
- ALSDE – Title I Guidance – eGAP Documents
- National Clearinghouse for English Language Acquisition

### Contact Information

If you have any questions about Title III, Part A, contact:

Elainer Jones  
English Learners (ELs) Specialist  
(334) 694-4516  
ejones@alsde.edu
### Overview/Purpose

The Alabama 21st Century Community Learning Centers (21st CCLC) Competitive Grant is an opportunity for schools, community-based and faith-based organizations, universities, for-profit agencies, and other eligible entities to establish and expand community learning centers that provide students, particularly those who attend high-poverty and low-performing schools, with academic enrichment opportunities during non-school hours.

Successful programs must demonstrate collaboration and cooperation with regular school academic programs and assist students in meeting state and local college and career ready curriculum standards through the provision of enrichment opportunities.

### Important Facts

ALSDE manages statewide competitions and awards grants to eligible entities, giving priority to applications that are jointly submitted by a local educational agency and a community-based organization or other public or private entity.

Programmatic efforts must afford students and families a broad array of activities that complement learning, positively impact youth development, and promote parent and family engagement.

### Allowable Uses of Funds

Each eligible entity receiving an award from the state must use the funds to carry out and implement a broad array of activities that advance student achievement. All 21st CCLC activities must be based on four Measures of Effectiveness as identified in the USDOE guidelines, (ESSA, Title IV, Part B, Section 4205).

For a complete list of allowable projects:

[Complete List of Allowable Projects](#)

### Timeline

A State Educational Agency (SEA) may submit its application for 21st CCLC funds in either of two ways. The State may request 21st CCLC funds as part of a consolidated ESEA application (under Section 9302), or it may submit a separate 21st CCLC program application. The Outlying Areas have their own consolidated application to which different guidelines apply. The consolidated application allows the State to submit one application for up to 12 formula grant programs under ESEA. The Department has 120 days to approve the State application or request additional information as needed.

### Other Resources

- U.S. Department of Education – Title IV, Part B
- Every Student Succeeds Act (ESSA)
- Non-Regulatory Guidance for the 21st CCLC
- Alabama’s Nita M. Lowey 21st CCLC Competitive Grants

### Contact Information

If you have any questions about Title IV, Part B contact:

Yolonda Averett  
Education Specialist  
(334) 694-4516  
yaverett@alsde.edu
### Overview/Purpose

Title V, Part B the Rural Education Achievement Program (REAP) addresses the needs of rural districts that lack the personnel and resources needed to compete effectively for Federal competitive grants; and receive formula grants allocations in amounts too small to be effective in meeting their intended purposes.

### Important Facts

Dual eligibility occurs when a Local Education Agency (LEA) meets the eligibility requirements for both the Subpart 1: Small Rural School Achievement (SRSA) program and; Subpart 2: the Rural and Low Income School (RLIS) program. Dual-eligible LEAs must choose one grant under which to receive funds each fiscal year.

### Allowable Uses of Funds

The use of funds must coincide with the LEA’s Consolidated Plan and align with the purposes and allowable activities in one of the following:
- Parental involvement activities
- Title I-A (Improving Basic Programs Operated by local education agencies)
- Title II-A (Supporting Effective Instruction)
- Title III (Language Instruction for English Learners and Immigrant Students)
- Title IV-A (Student Support and Academic Enrichment)

NOTE: Must be aligned to ACIP

### Timeline

- Beginning of School Year:
- Complete a Comprehensive Needs Assessment
- Update LEA Consolidated Plan
- Conduct Advisory Meeting
- Complete eGAP Application

NOTE: For a more comprehensive list, see the Federal Programs Timeline in the Document Library in eGAP.

### Other Resources

- U.S. Department of Education – Title V, Part B
- U.S. Department of Education – ESSA
- ALSDE – eGAP Documents

### Contact Information

If you have questions about Title V, Part B contact:

Angela Larcheveaux  
Education Specialist  
(334) 694-4516  
angela.larcheveaux@alsde.edu
### Overview/Purpose
Title VI, Part A establishes policies and provides financial and technical assistance for supporting LEAs, Indian tribes and organizations, post-secondary institutions and other entities in meeting the special educational and cultural related academic needs of American Indians and Alaska Natives. The Office of Indian Education (OIE) administers the Indian Education Program of the Elementary and Secondary Education Association (ESEA).

### Important Facts
The Indian Education Formula Grant program provides grants to support LEAs in their efforts to reform elementary and secondary school programs that serve Indian students. Annually each applicant develops and submits a comprehensive plan for meeting the needs of Indian children. This plan is developed in collaboration with a local committee comprised of parents and family members of Indian children and must include student performance goals, a description of professional development activities, and an explanation of how it will assess students’ progress.

### Allowable Uses of Funds
Supplement the regular school program by meeting the culturally related academic needs of Indian children. Fund projects to help Indian children sharpen their academic skills, to assist students in becoming proficient in core content areas. Provide Indian students the opportunity to participate in enrichment programs. Support culturally responsive after-school programs, Native language classes, early childhood education, tutoring, and dropout prevention.

NOTE: Must be aligned to ACIP.

### Timeline
- **Beginning of School Year:**
  - Update LEA Consolidated Plan
  - Complete Title I Evaluation
  - Conduct Advisory Meeting
  - Complete eGAP Application
  - Distribute LEA Parent Engagement Plan
  - Distribute School-Parent Compacts

NOTE: For a more comprehensive list, see the Federal Programs Timeline in the Document Library in eGAP.

### Other Resources
- U.S. Department of Education – Title VI, Part A
- Office of Indian Education
- U.S. Department of Education – ESSA
- ALSDE – eGAP Documents

### Contact Information
If you have any questions about Title VI, Part A contact:

Angela Larcheveau
Education Specialist
(334) 694-4516
angela.larcheveau@alsde.edu
### Overview/Purpose

The purpose of the Education for Homeless Children and Youth Program is to ensure that each child of a homeless individual and each homeless youth have equal access to the same free and appropriate public education (FAPE) that is provided to other children and youth.

ALSDE makes competitive subgrants available to LEAs to facilitate the enrollment, attendance, and success of homeless children and youths. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues.

### Important Facts

The term “homeless children and youth”—

Means individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or who are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

### Allowable Uses of Funds

McKinney-Vento grant funds may be used to carry out educational programs for homeless children and youth.

Two principles govern the usage of homeless set-aside funds:

1. The services must be reasonable and necessary to assist students experiencing homelessness to take advantage of educational opportunities.
2. The funds must be used only as a last resort when funds or services are not available from other public or private sources.

### Timeline

The Education for Homeless Children and Youth Program Subgrant for the state of Alabama is approved in eGAP, read by reviewers and awarded each fiscal year. Applications must be received in early August to be considered for funding. There are no exceptions to this submission requirement since this is a competitive application process.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application opens</td>
<td>July</td>
</tr>
<tr>
<td>Readers review applications</td>
<td>August</td>
</tr>
<tr>
<td>Awards Announced</td>
<td>September</td>
</tr>
<tr>
<td>Funds available</td>
<td>October 1</td>
</tr>
<tr>
<td>Project Period</td>
<td>October 1 – September 30</td>
</tr>
</tbody>
</table>

### Other Resources

- U.S. Department of Education – Title IX, Part A
- National Center for Homeless Education
- U.S. Department of Education – ESSA
- Serving Students Experiencing Homelessness under Title IX, Part A

### Contact Information

If you have any questions about Title IX, Part A please contact:

Kristen Dial  
Education Specialist  
(334) 694-4516  
kristen.dial@alsde.edu
1.) Federal Programs

Goal Details
Description:

All students will reach high standards, at a minimum increasing proficiency in reading and math; and, where applicable, in other academic and technical areas.

Performance Measures
Performance measures include both proficiency and growth for all grades. The percent of students in the aggregate for each subgroup who are at or above the proficient level, or show growth, in academic areas will improve from the previous school year.

Estimated Costs
$352,178.00

Fiscal Resources

GRANT NOTES 2021

Consolidated
Title I-A, Schoolwide
Notes

Total:
$352,178.00

Grand Total:
$352,178.00

1.1.) Procedures to Improve Results

Strategy Details
Description:

Develop procedures that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.

Performance Measures

Provide additional staff, professional development, materials, supplies, and equipment. Complete certification of employment forms (twice per year) and/or personnel actions for provided staff. Provide sign-in sheets, contracts, requisitions, invoices, and agendas.

Estimated Costs
$352,178

1.1.1.) Instruction - Salaries and Benefits for Instructional Personnel

Action Step Details
Description:

Based on the results of a school-wide needs assessment, SMART Academy will hire additional staff as follows: 1.96 teacher FTEs (and applicable substitutes) and 1.0 Paraprofessional FTE. The paraprofessional will work under the direct supervision of certified teachers to provide supplemental support to students academically at-risk.

Performance Measures

Provide additional staff. Complete Certification of Employment forms (twice per year) and/or personnel actions for provided staff. Administer formative assessments in reading and match and analyze data to drive instructional practices and professional development activities. Increase the percent of students who are at or above the proficient level in academic areas from the previous year.

Estimated Costs
$122,557
1.1.2.) Instruction: Materials & Supplies

Action Step Details
Description:
Incorporate evidence based research strategies. Purchase supplemental instructional and educational materials/resources/technology that support the evidenced-based research curriculum of the district.

Performance Measures
Performance measures include both proficiency and growth in all grades. The percent of students in the aggregate for each subgroup when are at or above the proficient level in academic areas will improve.

Estimated Costs
$133,947

Grant Relationships

1.1.3.) Guidance and Counseling Services: Salaries and Benefits

Action Step Details
Description:
Provide quality guidance counseling services to assist with identifying and addressing both academic and non-academic needs of students. 0.50 Counselor FTE

Performance Measures
Positive student growth on state assessments

Estimated Costs
$34,079

Grant Relationships

1.1.4.) Guidance and Counseling Services: Purchased Services

Action Step Details
Description:
To provide travel to and from conferences, workshops, trainings, and meetings.

Performance Measures
Agendas/MapQuest

Estimated Costs
$2,000

Grant Relationships
1.1.5.) Guidance and Counseling Services: Materials & Supplies

Action Step Details
Description:
Purchase of materials, supplies, resources, and equipment for the office of the counselor.
Performance Measures
Requisitions/Invoices
Estimated Costs
$1,500
Grant Relationships

<table>
<thead>
<tr>
<th>GRANT</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidated</td>
<td></td>
</tr>
<tr>
<td>Title I-A, Schoolwide</td>
<td>Notes $1,500 2120 (400-499)</td>
</tr>
</tbody>
</table>

1.1.6.) Guidance and Counseling Services: Other Objects

Action Step Details
Description:
To purchase memberships and registration fees for the Counselor to attend conferences, trainings, and meetings applicable to the area of work.
Performance Measures
Requisitions, Invoices, Agendas
Estimated Costs
$1,000
Grant Relationships

<table>
<thead>
<tr>
<th>GRANT</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Title I-A, Schoolwide</td>
<td>Notes 2120 (600-699) $1,000</td>
</tr>
</tbody>
</table>

1.1.7.) Social Services: Salaries and Benefits

Action Step Details
Description:
Provide a 0.42 FTE Mental Health Services Coordinator to meet the social and emotional needs of the students to impact student behavior, attendance, and success.
Performance Measures
The position will be evaluated through summative and formative observations.
Estimated Costs
$28,724
Grant Relationships

<table>
<thead>
<tr>
<th>GRANT</th>
<th>NOTES</th>
</tr>
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<tbody>
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<td>Title I-A, Schoolwide</td>
<td>Notes $21,714 2150 (010-199); $7,010 (200-299) = $28,724</td>
</tr>
</tbody>
</table>

1.1.8.) Social Services: Purchased Services

Action Step Details
Description:
To provide travel to and from conferences, workshops, trainings, and meetings.
Performance Measures
1.1.9.) Social Services: Homeless

Action Step Details
Description:
A set-aside of $348 will be used to support the instructional and non-instructional needs of homeless students as outlined by the McKinney-Vento Act. Funds may be used for materials, supplies, school fees, educational field trips, medical/dental services, counseling services, and transportation.

Performance Measures
By providing homeless students with the services and resources needed to be successful in the academic setting, the percent of homeless students scoring at or above benchmark levels on state assessments will increase. Support for homeless students will also decrease the likelihood of the students dropping out of school and increase their overall attendance.

Estimated Costs
$348

Grant Relationships

<table>
<thead>
<tr>
<th>GRANT</th>
<th>NOTES</th>
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<tbody>
<tr>
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<tr>
<td>$348</td>
<td>2150 (300-399) = $1,500</td>
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</table>

1.1.10.) Social Services: Materials & Supplies

Action Step Details
Description:
To purchase materials, supplies, resources, and equipment for the office of the Mental Health Services Coordinator.

Performance Measures
Requisitions and invoices

Estimated Costs
$2,500

Grant Relationships

<table>
<thead>
<tr>
<th>GRANT</th>
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<td>$348</td>
<td>2150 (400-499) = $2,500</td>
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1.1.11.) Social Services: Other Objects

Action Step Details
Description:
To purchase memberships and registration fees for the Mental Health Services Coordinator to attend conferences, trainings, and meetings applicable to the area of work.

Performance Measures
Requisitions, Invoices, Agendas

Estimated Costs

1.1.12.) Instructional Staff Development Services

Action Step Details
Description:
Provide ongoing, high quality, professional development for teachers and other instructional staff. Stipends will be paid to instructional staff to attend after-hours professional development. Registration and travel will be paid for some instructional staff members to attend outside professional development.

Performance Measures
Sign-in Sheets; Formal and informal evaluations to determine if knowledge is being transferred to the classroom; Agendas/MapQuest

Estimated Costs
$5,122

1.1.13.) General Administrative: Salaries & Benefits

Action Step Details
Description:
Salaries and benefits for those administering the Title I Program include 0.25 Bookkeeper to assist with the federal programs bookkeeping services.

Performance Measures
Time and effort sheets will be maintained. Positions will be evaluated based on district procedures. Personnel will attend conferences, workshops, and meeting to support their work.

Estimated Costs
$14,107

1.1.14.) General Administrative Services: Purchased Services

Action Step Details
Description:
Contracted services for retired federal programs administrator to assist with transition to new Federal Programs Director.

Performance Measures
Contract/Invoices

Estimated Costs
$500
## 1.1.15.) General Administrative: Materials & Supplies

**Action Step Details**

**Description:**
Funds to support materials and supplies for the business office administering the Title I program.

**Performance Measures**
- Requisitions and invoices

**Estimated Costs**
$500

**Grant Relationships**

### GRANT

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<th>Notes</th>
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<tbody>
<tr>
<td>Title I-A, Schoolwide</td>
<td>$500 6220-329</td>
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</table>

## 1.1.16.) General Administrative: Indirect Cost

**Action Step Details**

**Description:**
Title I Indirect Cost = $2,794

**Performance Measures**
- Funds will be allocated for Title I indirect costs according to federal regulations. Budgets will be monitored to ensure compliance.

**Estimated Costs**
$2,794

**Grant Relationships**

### GRANT

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## 2.) IDEA Challenging Curricula

**Goal Details**

**Description:**
All students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

**Performance Measures**
- Teachers and paraprofessionals will work with students with special needs to help them master their IEP goals.

**Estimated Costs**
$70,029

**Fiscal Resources**

### GRANT

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<td><strong>Total:</strong></td>
<td><strong>$70,029.00</strong></td>
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Page 6 of 13
2.1.) Personnel: Contracted, Certified, & Non-Certified

**Strategy Details**

**Description:**
IDEA funds will be used to pay for contracted services at a rate of pay based on board approved contract, as needed based on student IEP's.

**Performance Measures:**
Records will be maintained via timesheet for accuracy of payment for services rendered.

**Estimated Costs:**
$59,961

2.1.1.) Personnel: Contracted

**Action Step Details**

**Description:**
IDEA funds will be used to pay for contracted services with an Occupational Therapist (OT) at a rate of pay based on board approved contract, as needed based on student IEP's.

**Performance Measures:**
Records will be maintained via timesheet for accuracy of payment for services rendered.

**Estimated Costs:**
$5,854

2.1.2.) Personnel: Certified & Non-Certified

**Strategy Details**

**Description:**
IDEA funds will be used to provide .50 Special Education Teacher and 1.0 Paraprofessional -- Salary $42,128 & Benefits $11,979. Funds will be used to assist students and provide services under IDEA. Teacher positions will be coded to 1100/011 for salaries and 1100/219-240 for benefits and paraprofessional positions will be coded to 1100/011 for salaries and 1100/219-240 for benefits.

**Performance Measures:**
Teachers and paraprofessionals will work with students with special needs to help them master their IEP goals.

**Estimated Costs:**
$54,107

2.2.) Materials and Supplies

**Strategy Details**

**Grand Total:** $70,029.00
Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Purchase testing and remedial materials and supplies to implement goals for students with disabilities. Funds will be used for supplies to test and assist students and provide appropriate services. $3542. 1100: (400-499) $300; 2170: (400-499) $1242; 2190: (400-499) $2,000

Performance Measures
Students will show progression in achievement based on IEP goals.

Estimated Costs
$3542

2.2.1.) Materials and Supplies

Action Step Details
Description:
Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Purchase testing and remedial materials and supplies to implement goals for students with disabilities. Purchase computer hardware as needed to assist students with disabilities. Funds will be used for supplies to test and assist students and provide appropriate services. $3542. 1100: (400-499) $300; 2170: (400-499) $1242; 2190: (400-499) $2,000

Performance Measures
Improved achievement of IEP goals.

Estimated Costs
$3542

Grant Relationships

<table>
<thead>
<tr>
<th>GRANT</th>
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<tbody>
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<tr>
<td>Special Education, Part B-IDEA</td>
<td>Notes $3542</td>
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2.3.) Professional Development

Strategy Details
Description:
IDEA funds will be used to pay for membership dues, registration fees, and travel and professional development related to working with students with disabilities. This PD will be attended by the Special Education Coordinator and the Special Education Teacher. $5,750; (2215/300-399) $1,000; (2215/600-699) $1,000; (6220/300-399) $2,500; (6220/600-699) $1,250

Performance Measures
Employee evaluations will be used to measure improvement and overall effectiveness of staff. Those attending will obtain applicable certificates.

Estimated Costs
$5,750

2.3.1.) Professional Development

Action Step Details
Description:
IDEA funds will be used to pay for membership dues, registration fees, and travel and professional development related to working with students with disabilities. This PD will be attended by the Special Education Coordinator and the Special Education Teacher.

Performance Measures
Employee evaluations will be used to measure improvement and overall effectiveness of staff. Those attending will obtain applicable certificates.

Estimated Costs
$5,750

Grant Relationships

<table>
<thead>
<tr>
<th>GRANT</th>
<th>NOTES</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Special Education,</td>
<td>Notes</td>
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</tbody>
</table>
2.4.) Administrative Services

Strategy Details
Description:
Administrative costs for indirect cost at a rate of 1.13% is an allowable activity. $776 (6910-020).

Performance Measures
Evaluations will be used to measure program effectiveness. Administrative costs, including indirect costs, is an allowable activity.

Estimated Costs
$776

2.4.1.) Administrative Services

Action Step Details
Description:
Administrative costs for indirect cost at a rate of 1.13% is an allowable activity. $776 (6910:920)

Performance Measures
Evaluations will be used to measure program effectiveness. Administrative costs, including indirect cost, is an allowable activity.

Estimated Costs
$776

Grant Relationships

<table>
<thead>
<tr>
<th>GRANT</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Notes $776</td>
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</tbody>
</table>

3.) IDEA Preschool Challenging Curricula

Goal Details
Description:
All students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

Performance Measures
Improved achievement of IEP goals.

Estimated Costs
1468.00

Fiscal Resources

<table>
<thead>
<tr>
<th>GRANT</th>
<th>NOTES</th>
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</thead>
<tbody>
<tr>
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<td>Notes $1,468.00</td>
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</tbody>
</table>

Total: $1,468.00
Grand Total: $1,468.00

3.1.) Instructional and Educational Materials

Strategy Details
Description:
Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. IDEA Preschool funds will be used to purchase supplement instructional education materials and supplies that support the scientifically research-based curriculum of the district. Funds will be used to purchase remediation materials for kindergarten readiness of students with disabilities. $1,468 (1100/400-499).

Performance Measures
SMART Academy participates in Project SMART THE WAY (PL TW) which creates vertically aligned pathways for engineering, biomedicial science, and computer science. Equipment that supports the scientifically research-based curriculum of the district will be used to purchase remediation materials for kindergarten readiness of students with disabilities. Funds will be used to purchase remediation materials that support the scientifically research based curriculum of the district.

**Performance Measures**
- Increased knowledge of math and science through robotics.
- Research based curriculum of the district.
- Purchase supplemental instructional and educational materials that support the scientifically research-based curriculum of the district.

**Description:**
Purchase supplemental instructional and educational materials that support the scientifically research-based curriculum of the district. IDEA Preschool funds will be used to purchase supplemental instructional and educational materials and supplies that support the scientifically research based curriculum of the district.

**Estimated Costs:**
$1,468

**Notes**
(1100:400-499)

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**CTE Challenging Curricula**

### 4.1.1.) Instructional and Educational Materials

**Action Step Details**
SMART Academy participates in Project SMART THE WAY (PL TW) which creates vertically aligned pathways for engineering, biomedicial science, and computer science. Equipment that supports the scientifically research-based curriculum of the district will be used to purchase remediation materials for kindergarten readiness of students with disabilities. Funds will be used to purchase remediation materials that support the scientifically research-based curriculum of the district.

**Performance Measures**
- Increased knowledge of math and science through robotics.
- Research based curriculum of the district.
- Purchase supplemental instructional and educational materials that support the scientifically research-based curriculum of the district.

**Description:**
Purchase supplemental instructional and educational materials that support the scientifically research-based curriculum of the district. IDEA Preschool funds will be used to purchase remediation materials for kindergarten readiness of students with disabilities. Funds will be used to purchase remediation materials that support the scientifically research based curriculum of the district.

**Estimated Costs:**
$1,468

**Notes**
(1100:400-499)

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**IDEA Preschool**

### 4.) CTE Challenging Curricula

**Goal Details**
Purchase supplemental instructional and educational materials that support the scientifically research-based curriculum of the district. All students will reach high standards, at a minimum attaining proficiency in math and science; and, where applicable, in other academic and technical areas. Funds will be used to purchase robotics and other materials and equipment for Project SMART THE WAY.

**Performance Measures**
- Increased knowledge of math and science through robotics.
- Research based curriculum of the district.
- Purchase supplemental instructional and educational materials that support the scientifically research-based curriculum of the district.

**Description:**
Purchase supplemental instructional and educational materials that support the scientifically research-based curriculum of the district. IDEA Preschool funds will be used to purchase remediation materials for kindergarten readiness of students with disabilities. Funds will be used to purchase remediation materials that support the scientifically research-based curriculum of the district.

**Estimated Costs:**
$7,232.00

---

**Career-Technical Education**

### 4.1.) Instructional and Educational Materials

**Strategy Details**
SMART Academy participates in Project SMART THE WAY (PL TW) which creates vertically aligned pathways for engineering, biomedicial science, and computer science. Equipment that supports the scientifically research-based curriculum of the district will be used to purchase remediation materials for kindergarten readiness of students with disabilities. Funds will be used to purchase remediation materials that support the scientifically research-based curriculum of the district.

**Performance Measures**
- Increased knowledge of math and science through robotics.
- Research based curriculum of the district.
- Purchase supplemental instructional and educational materials that support the scientifically research-based curriculum of the district.

**Description:**
Purchase supplemental instructional and educational materials that support the scientifically research-based curriculum of the district. IDEA Preschool funds will be used to purchase remediation materials for kindergarten readiness of students with disabilities. Funds will be used to purchase remediation materials that support the scientifically research-based curriculum of the district.

**Estimated Costs:**
$7,232.00

**Notes**
(1100:400-499)

---

**Grand Total:**
$7,232.00
the scientifically research based curriculum of the district will be purchased for PLTW Performance Measures

Increased knowledge of math and science through robotics.

Estimated Costs
$7,232.00

Grant Relationships

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<td>Carl D. Perkins Secondary</td>
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Plan Initiatives

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<th>INITIATIVE</th>
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<tbody>
<tr>
<td>Carl D. Perkins</td>
<td>Students who are members of special populations will be provided appropriate accommodations.</td>
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<tr>
<td>Secondary</td>
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</tbody>
</table>
Every grant program and the school improvement process require that LEAs evaluate student and/or staff performance and needs in determining the success of current programs and in setting future goals and planning programs. For each area below, check the appropriate grade level to indicate the current needs the LEA has identified.

**Student Academic Needs**

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<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>Closing the achievement gap</td>
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<tr>
<td>Reading</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language arts/English</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>✔️</td>
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<td></td>
</tr>
<tr>
<td>Social sciences</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine arts</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical development and health</td>
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<tr>
<td>English as a second language</td>
<td>✔️</td>
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<tr>
<td>Foreign language</td>
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<tr>
<td>Using technology as a learning tool</td>
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**Professional Development and Staff Needs**

<table>
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<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
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<tbody>
<tr>
<td>Hiring and Retaining Highly Qualified Teachers and Principals</td>
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<td></td>
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<tr>
<td>Incentives to recruit highly qualified teachers and/or principals</td>
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<tr>
<td>Incentives to retain highly qualified teachers and/or principals</td>
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<tr>
<td>Implementing options to meet highly qualified teacher requirements</td>
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<tr>
<td>Implementing options to meet paraprofessional requirements</td>
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<td>Teachers to reduce class size (particularly in the early grades)</td>
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<tr>
<td>High quality professional development in:</td>
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</tr>
<tr>
<td>Reading</td>
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<td>English as a second language</td>
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<td>Effective classroom use of technology</td>
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<td>Mentoring</td>
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<td>Using data and assessments, including standards-based assessments, to improve learning</td>
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<td>EMPLOYEE BENEFITS (200 - 299)</td>
<td>PURCHASED SERVICES (300 - 399)</td>
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<td>STUDENT TRANSPORTATION (4100-4199)</td>
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<td>FOOD SERVICES (4200-4299)</td>
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<td>4,003.00</td>
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<td>CAPITAL OUTLAY - REAL PROPERTY (7000-7999)</td>
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<td>DEBT SERVICE - LONG TERM (8000-8999)</td>
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<td>COMMUNITY EDUCATION (9120)</td>
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<td>COMMUNITY SERVICES (9300-9399)</td>
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<td><strong>TOTAL</strong></td>
<td>166,460.00</td>
<td>36,129.00</td>
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ADJUSTED ALLOCATION: 352,178.00
REMAINING: 0.00
**PERSONNEL**

<table>
<thead>
<tr>
<th>Personnel Paid with Title I-SWP Funds</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Clerical</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Instructional Paraprofessionals</td>
</tr>
<tr>
<td>Non-Instructional Paraprofessionals</td>
</tr>
<tr>
<td>Media Specialists</td>
</tr>
<tr>
<td>Reading Coaches</td>
</tr>
<tr>
<td>Counselors</td>
</tr>
<tr>
<td>Nurses</td>
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<tr>
<td>Parent Involvement Resource</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Mental Health Services</td>
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<table>
<thead>
<tr>
<th>FTEs Paid with Title I-SWP Funds</th>
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<tbody>
<tr>
<td>Administration</td>
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</tr>
<tr>
<td>Teachers</td>
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<tr>
<td>Instructional Paraprofessionals</td>
</tr>
<tr>
<td>Non-Instructional Paraprofessionals</td>
</tr>
<tr>
<td>Media Specialists</td>
</tr>
<tr>
<td>Reading Coaches</td>
</tr>
<tr>
<td>Counselors</td>
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<tr>
<td>Nurses</td>
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<tr>
<td>Parent Involvement Resource</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Mental Health Services</td>
</tr>
</tbody>
</table>

**Part-Time Personnel**

<table>
<thead>
<tr>
<th>Part-Time Personnel Paid with Title I-A, Schoolwide Funds</th>
</tr>
</thead>
</table>
| Job Title(s) (tutors, teachers, summer school, extended day, etc.)

**PUBLIC**

<table>
<thead>
<tr>
<th>Subject Areas</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Grade Grouping Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
</tr>
<tr>
<td>Elementary</td>
</tr>
</tbody>
</table>
## DELIVERY METHODS

- **In-Class**
- **Pull-Out**
- **Replacement**
- **Extended Learning (Summer School)**
- **Extended Learning (After School)**
- **Reduced Class Size**
- **Other**

### District Parent and Family Engagement Activities (10% of the 1%)

#### REQUIRED DISTRICT ACTIVITIES FOR LEAS RECEIVING AN ALLOCATION OF MORE THAN $500,000

**SELECT AT LEAST ONE AND INCLUDE APPROPRIATE COST**

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>EST COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.</td>
<td>0.00</td>
</tr>
<tr>
<td>Supporting programs that reach parents and family members at home, in the community, and at school.</td>
<td>0.00</td>
</tr>
<tr>
<td>Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.</td>
<td>0.00</td>
</tr>
<tr>
<td>Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</td>
<td>0.00</td>
</tr>
<tr>
<td>Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
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</table>

**Average Daily Number Participants Served**

348

### SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

#### 1.) Federal Programs

**Goal Details**

- **Description:**
  
  All students will reach high standards, at a minimum increasing proficiency in reading and math; and, where applicable, in other academic and technical areas.

- **Performance Measures**
  
  Performance measures include both proficiency and growth for all grades. The percent of students in the aggregate for each subgroup who are at or above the proficient level, or show growth, in academic areas will improve from the previous school year.

**Estimated Costs**

- $252,178.00

#### Fiscal Resources

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>NOTES</th>
<th>2021</th>
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<tbody>
<tr>
<td><strong>Title I-A, Schoolwide</strong></td>
<td>Notes</td>
<td>$352,178</td>
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<tr>
<td><strong>Total:</strong></td>
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<td><strong>$352,178.00</strong></td>
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<tr>
<td><strong>Grand Total:</strong></td>
<td></td>
<td><strong>$352,178.00</strong></td>
</tr>
</tbody>
</table>

**1.1.) Procedures to Improve Results**
Strategy Details

Description:
Develop procedures that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.

Performance Measures
Provide additional staff, professional development, materials, supplies, and equipment. Complete certification of employment forms (twice per year) and/or personnel actions for provided staff.
Provide sign-in sheets, contracts, requisitions, invoices, and agendas.

Estimated Costs
$252,178

1.1.1.) Instruction - Salaries and Benefits for Instructional Personnel

Action Step Details

Description:
Based on the results of a school-wide needs assessment, SMART Academy will hire additional staff as follows: 1.96 teacher FTEs (and applicable substitutes) and 1.0 Paraprofessional FTE. The paraprofessional will work under the direct supervision of certified teachers to provide supplemental support to students academically at-risk.

Performance Measures
Provide additional staff. Complete Certification of Employment forms (twice per year) and/or personnel actions for provided staff. Administer formative assessments in reading and match and analyze data to drive instructional practices and professional development activities.
Increase the percent of students who are at or above the proficient level in academic areas from the previous year.

Estimated Costs
$122,557

Grant Relationships
Title I-A, Schoolwide Notes
$101,441 1100 (010-199); $21,116 1100 (200-299) = $122,557

1.1.2.) Instruction: Materials & Supplies

Action Step Details

Description:
Incorporate evidence based research strategies. Purchase supplemental instructional and educational materials/resources/technology that support the evidenced-based research curriculum of the district.

Performance Measures
Performance measures include both proficiency and growth in all grades. The percent of students in the aggregate for each subgroup when are at or above the proficient level in academic areas will improve.

Estimated Costs
$133,947

Grant Relationships
Title I-A, Schoolwide Notes
$133,947 1100 (400-499)

1.1.3.) Guidance and Counseling Services: Salaries and Benefits

Action Step Details

Description:
Provide quality guidance counseling services to assist with identifying and addressing both academic and non-academic needs of students. 0.50 Counselor FTE

Performance Measures
Positive student growth on state assessments

Estimated Costs
$34,079

Grant Relationships
Title I-A, Schoolwide Notes
$30,301 2120 (010-199); $3,778 2120 (200-299) = $34,079

1.1.4.) Guidance and Counseling Services: Purchased Services

Action Step Details

Description:
To provide travel to and from conferences, workshops, trainings, and meetings.

Performance Measures
1.1.5.) Guidance and Counseling Services: Materials & Supplies

- **Action Step Details**
  - **Description:** Purchase of materials, supplies, resources, and equipment for the office of the counselor.
  - **Performance Measures**
    - Requisitions/Invoices
  - **Estimated Costs**
    - $1,500

1.1.6.) Guidance and Counseling Services: Other Objects

- **Action Step Details**
  - **Description:** To purchase memberships and registration fees for the Counselor to attend conferences, trainings, and meetings applicable to the area of work.
  - **Performance Measures**
    - Requisitions, Invoices, Agendas
  - **Estimated Costs**
    - $1,000

1.1.7.) Social Services: Salaries and Benefits

- **Action Step Details**
  - **Description:** Provide a 0.42 FTE Mental Health Services Coordinator to meet the social and emotional needs of the students to impact student behavior, attendance, and success.
  - **Performance Measures**
    - The position will be evaluated through summative and formative observations.
  - **Estimated Costs**
    - $28,724

1.1.8.) Social Services: Purchased Services

- **Action Step Details**
  - **Description:** To provide travel to and from conferences, workshops, trainings, and meetings.
  - **Performance Measures**
    - Agendas/MapQuest
  - **Estimated Costs**
    - 1,500

1.1.9.) Social Services: Homeless

- **Action Step Details**
  - **Description:**
A set-aside of $348 will be used to support the instructional and non-instructional needs of homeless students as outlined by the McKinney-Vento Act. Funds may be used for materials, supplies, school fees, educational field trips, medical/dental services, counseling services, and transportation.

**Performance Measures**

By providing homeless students with the services and resources needed to be successful in the academic setting, the percent of homeless students scoring at or above benchmark levels on state assessments will increase. Support for homeless students will also decrease the likelihood of the students dropping out of school and increase their overall attendance.

**Estimated Costs**

$348

**Grant Relationships**

Title I-A, Schoolwide

Notes

$348 2150 (400-499)

**1.1.10.) Social Services: Materials & Supplies**

**Action Step Details**

**Description:**

To purchase materials, supplies, resources, and equipment for the office of the Mental Health Services Coordinator.

**Performance Measures**

Requisitions and invoices

**Estimated Costs**

$2,500

**Grant Relationships**

Title I-A, Schoolwide

Notes

2150 (400-499) = $2,500

**1.1.11.) Social Services: Other Objects**

**Action Step Details**

**Description:**

To purchase memberships and registration fees for the Mental Health Services Coordinator to attend conferences, trainings, and meetings applicable to the area of work.

**Performance Measures**

Requisitions, Invoices, Agendas

**Estimated Costs**

$1,000

**Grant Relationships**

Title I-A, Schoolwide

Notes

2150 (600-699) $1,000

**1.1.12.) Instructional Staff Development Services**

**Action Step Details**

**Description:**

Provide ongoing, high quality, professional development for teachers and other instructional staff. Stipends will be paid to instructional staff to attend after-hours professional development. Registration and travel will be paid for some instructional staff members to attend outside professional development.

**Performance Measures**

Sign-in Sheets; Formal and informal evaluations to determine if knowledge is being transferred to the classroom; Agendas/MapQuest

**Estimated Costs**

$5,122

**Grant Relationships**

Title I-A, Schoolwide

Notes

$2,900 2215 (010-199); $222 2215 (200-299); $1,000 2215 (300-399); $1,000 2215 (600-699) = $5,122

**1.1.13.) General Administrative: Salaries & Benefits**

**Action Step Details**

**Description:**

Salaries and benefits for those administering the Title I Program include 0.25 Bookkeeper to assist with the federal programs bookkeeping services.
**Performance Measures**

Time and effort sheets will be maintained. Positions will be evaluated based on district procedures. Personnel will attend conferences, workshops, and meetings to support their work.

**Estimated Costs**

$14,107

Grant Relationships

Title I-A, Schoolwide: Notes

$10,104 6310 (010-199); $4,003 6310 (200-299) = $14,107

---

**1.1.14.) General Administrative Services: Purchased Services**

Action Step Details

**Description:**

Contracted services for retired federal programs administrator to assist with transition to new Federal Programs Director.

**Performance Measures**

Contract/Invoices

**Estimated Costs**

$500

Grant Relationships

Title I-A, Schoolwide: Notes

$500 6220-329

---

**1.1.15.) General Administrative: Materials & Supplies**

Action Step Details

**Description:**

Funds to support materials and supplies for the business office administering the Title I program.

**Performance Measures**

Requisitions and invoices

**Estimated Costs**

$500

Grant Relationships

Title I-A, Schoolwide: Notes

$500 6310 (400-499)

---

**1.1.16.) General Administrative: Indirect Cost**

Action Step Details

**Description:**

Title I Indirect Cost = $2,794

**Performance Measures**

Funds will be allocated for Title I indirect costs according to federal regulations. Budgets will be monitored to ensure compliance.

**Estimated Costs**

$2,794

Grant Relationships

Title I-A, Schoolwide: Notes

$2,794 6910 (910)
### RELATED DOCUMENTS

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DOCUMENT</th>
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</thead>
<tbody>
<tr>
<td>*Program Evaluation Results</td>
<td>FY20 Evaluation</td>
</tr>
<tr>
<td>*Program Evaluation Current Plans</td>
<td>FY 2021 Title I Evaluation</td>
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* = Required
## CHECKLIST DESCRIPTION (COLLAPSE ALL  EXPAND ALL)

### 1. Budget

1. Do the expenditures in the budget match the activities listed in the System Improvement Plan?
2. Do the expenditures appear reasonable and necessary? NOTE: SW budget will include all SW expenditures on the PPA Page and set-aside/admin funds (except LEAs only serving TA programs and all expenditures will be on the TA budget in this case).

### 2. Budget Details

1. Are subject areas served related to the areas checked on the Needs Assessment?
2. Are grades served related to the areas checked on the Needs Assessment?
3. Are delivery methods checked and consistent with vocabulary in the System Improvement Plan?
4. Does the System Improvement Plan clearly describe how Title I-A SW funds are being used?
5. Are personnel listed in the Budget Detail clearly described in the System Improvement Plan and reflected in Grant Relationships?
6. Are the positions listed related to the Needs Assessment?
7. Are current job descriptions posted in the Document Library?
8. Is at least one box checked under the District Parent and Family Engagement Activities sections?
9. Is the Neglected or Delinquent Transition Plan posted related documents under Improvement Planning?