

Technical Assistance Charter Schools





Angela Larchevaux –
Angela.larchevaux@alsde.edu
Breakthrough Academy

Calandra Hawkins
Calandra.Hawkins@alsde.edu
Magic City Acceptance Academy
Jason Isaacs –
Jason.Isaacs@alsde.edu
Ivy Classical

ALSDE Federal Programs Staff

Federal Programs Director

Dr. Molly Killingsworth

Administrative Support Assistants

Brittney Buchanon

Jannique Ellis

Arlanda Perkins

Education Administrators

Beth Joseph

Dr. Milanda Dean

Cyndi Townley

Education Specialists

Yolonda Averett

Sherlisa Barnes

Kristen Dial

Camille Finley

Education Specialists

Amanda Gann

Julie Harrington

Dr. Calandra Hawkins

Jason Isaacs

Elainer Jones

Angela Larcheveaux

Sally Meek

Jina Rudolph

Amanda Rylant

Stacy Williams



Regional Specialist

TECHNICAL ASSISTANCE GROUPS (TAG) AUGUST 2020

Federal Programs Specialists Assignments/eGAP

Mandy Gann Team 1	Angela Larcheveaux Team 2	Amanda Rylant Team 3	Elainer Jones Team 4	Yolonda Averett Team 5	Jina Rudolph Team 6
Alabaster City Colbert County Franklin County Haleyville City Homewood Jasper City Marion County Muscle Shoals City Russellville City Sheffield City Tuscumbia City Walker County Winfield City Winston County	Athens City Blount Co. Cullman City Cullman County Decatur City Florence City Hartselle City Lauderdale Co Lawrence County Limestone Co Morgan County Oneonta City	Albertville City Arab City Boaz City DeKalb County Fort Payne City Guntersville City Huntsville City Jackson County Madison City Madison County Marshall County Scottsboro City	Choctaw County Demopolis City Greene County Hale County Linden City Marengo County Pickens County Sumter County Tuscaloosa City Tuscaloosa County University Charter Fayette County Lamar County	Birmingham City Fairfield City Jefferson County Leeds City Midfield City Trussville City Mountain Brook Vestavia Hills City	Anniston City Attalla City Calhoun County Cherokee County Clay County Cleburne County Etowah County Gadsden City Jacksonville City Oxford City Piedmont City Randolph County Roanoke City
Kristen Dial Team 7	Stacy Williams Team 8	Sally Meek Team 9	Sherlisa Barnes Team 10	Julie Harrington Team 11	Camille Finley Team 12
Alexander City Hoover City Bibb County Chilton County Coosa County Shelby County Sylacauga City Talladega City Talladega County Tallapoosa County Pelham City	Autauga County Butler County Crenshaw County Dallas County Elmore County Lowndes County Montgomery County Perry County Pike County Pike Road City Selma City Tallassee City Troy City Wilcox County LEAD Charter	Auburn City Barbour County Bullock County Chambers County Dale County Eufaula City Lanett City Lee County Macon County Opelika City Ozark City Phenix City Russell County	Baldwin County Brewton City Chickasaw City Clarke County Conecuh County Escambia County Mobile County Monroe County Saraland City Satsuma City Thomasville City Washington County Gulf Shores ACCEL Academy	Andalusia City Coffee County Daleville City Dothan City Enterprise City Geneva City Geneva County Henry County Houston County	Bessemer City (Y) Covington Co Elba City i3 Academy (Y) LEGACY Charter (Y) Opp City Pell City (Y) St. Clair City (Y) Tarrant City



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

- X <https://egrant.alsde.edu/>
- X <https://egrant.alsde.edu/DocumentLibrary/Default.aspx?t=637473677642017808>

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

- X <https://myjourney.advanc-ed.org/login>
- X <https://alsde.onlinehelp.cognia.org/>
- X <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

- X <https://myjourney.advanc-ed.org/login>
- X <https://alsde.onlinehelp.cognia.org/>
 - Click on the Compliance Monitoring Tab and Recorded Webinars for additional eProve Compliance Monitoring resources.



The House of Federal Rules



Statutes

Dictate:

- X How funds are generated
- X How funds must be allocated
- X Who is eligible to be served
- X How the program must be designed
- X What uses of funds are permissible
- X What types of reports or evaluations are required

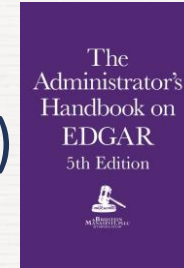
Examples:

- X **ESEA** -Elementary and Secondary Education Act now Every Student Succeeds Act (ESSA)
- X **IDEA**- Individuals with Disabilities Education Act



Regulations

- x Education Department General Administrative Regulations (EDGAR)
- x The Uniform Guidance ([2 CFR § 200](#)) streamlines and consolidates government requirements for receiving and using federal awards.



Non-Regulatory Guidance

- x Non-Regulatory Guidance is used by the U.S. Education Department to provide informal advice to grantees and sub-grantees regarding education requirements.
- x Guidance does not carry the “force of law.”



Federal Programs – Title I, Part A

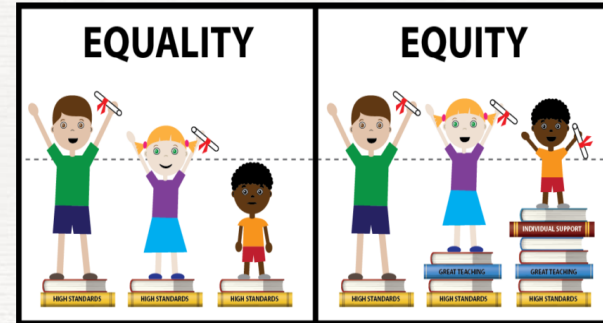
Education Specialist

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

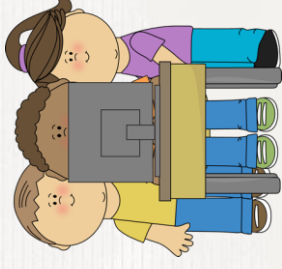
Education Specialist: Sally Meek
sally.meek@alsde.edu

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





eGAP

Electronic Grant Application Process





eGAP

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

ALSDE Home Page

Alabama State Department of Education

Application Login

Department Offices | Learners & Parents | Support Systems | Education Professionals | Schools & Systems | Data Center | Communications | Calendar

Every Child a Graduate. Every Graduate Prepared

Every Child. Every Chance. Every Day.

Break for a Plate, Alabama's summer food service program!
<http://www.breakforaplate.com/>

ALACHIEVES
ALABAMA STATE DEPARTMENT OF EDUCATION

ROADMAP TO REOPENING SCHOOLS

Students in need of breakfast and lunch can receive **FREE MEALS** during the short-term school closure

Learners & Parents
Schools & Systems
Education Professionals

Select Schools & Systems

...for College/Work/Adulthood in the 21st Century

Act Information Document Center


DU for ALSDE
e-Verify
on Law
Paid by ALSDE
Law and Guidance

School Innovation and Accreditation Resources
Cognia Alabama Program Help and Support
Innovation Zone Information

Financial Information
AL K-12 Joint Purchasing
[eGAP Application](#)
E-Rate Program
LEA Accounting
SDE Accounting
SDE Grant Opportunities
SIG - School Improvement Grants

Pop-Up Menu Allows You to Click on [eGAP Application](#)

eGAP Log-In Page



Alabama State Department of Education

[Login]

eGAP
Alabama's eLearning Resource

Home

Search

Document Library

Contact ALSDE

Help

Welcome to eGAP !

Username:

Password:

Login

Forgotten your password? Want to reset your password? [Click here.](#)

ANNOUNCEMENTS

No Announcements

No announcements exist in the system at this time.

REMINDERS

No Reminders

No reminders exist in the system at this time.

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Alabama.gov links: [Alabama.gov](#) [Alabama Directory](#) [Alabama Newstroom](#) [Online Services](#) [Governor's Site](#)



eGAP Account Setup

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



eGAP Home Page



Alabama State Department of Education

eGAP
GRANT APPLICATION PROCESS

- Home
- Administration
- Search
- Inbox
- Document Library
- Reports
- Contact ALSDE
- My Profile
- Help

Session Timeout in 00:58:31

Home

Home

Important Announcements

ANNOUNCEMENTS

No Announcements

No announcements exist in the system at this time.

REMINDERS

No Reminders

No reminders exist in the system at this time.

Click to Search for any LEA

60 minutes before timeout.



Two sides in eGAP

- Home
- Administration
- Search
- Funding Application
- Improvement Planning
- Inbox
- Address Book
- Document Library
- Reports
- Contact ALSDE
- My Profile
- Help

Funding Side

Planning Side

Home > Search

Search

Search Organizations ▾

Organization Type: System ▾

Name: Begins With ▾ New Charter School

Number:

County:

Search

There are 1 matching record(s). Displaying 1 through 1.

ORG CODE	ORGANIZATION NAME	COUNTY	PLANNING	FUNDING
XXX	New Charter School	Jefferson County		

Funding Side

Planning Side

You must select a “side” to continue in eGAP

Two sides in eGAP – Planning Side

X Goals

2.) 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.

X 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.

X Action Step | Performance Measures | Grant Relationships

2.1.1.) Instruction: Purchased Services, Materials & Supplies

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

☐ 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: \$113,204.40 for classroom supplies; \$36,676.50 for other instructional supplies; \$454,282.21 for instructional equipment (IPads, Chromebooks, projectors, SMART Boards, SMART Podiums); \$53,000.00 for computers (desktops, laptops); \$15,000.00 for instructional/purchased services; and \$68,275.00 for instructional software (BrainPop, Reflex, Project Wisdom). A district set-aside 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. 3) 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.)

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	☐ Notes 1100(300-300) = \$41,520.00, (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.)



Two sides in eGAP – Funding Side

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



Home > [Funding Applications](#) > Funding Application Sections

Funding Application Sections

Application Status: ALSDE Consolidated Federal Programs I
Change Status To: Revision Started
 Or
 Pending Post-FER Allocation Adjustment

[View Status/Comments History Log](#)
[View Agency Comments Log](#)
[View Change Log](#)

ALLOCATIONS

[Allocations](#)

SUPPLEMENTAL INFORMATION

[Allocation Transfers](#)
[Assurances](#)
[Capitalized Equipment](#)
[Checklist](#)
[Consolidated Administration](#)
[LEA Superintendent Assurances Confirmation](#)
[Substantially Approved Dates](#)

DESCRIPTION (CLICK HERE TO SHOW SECTIONS ONLY)

Building Information, Title I-A

[Building Eligibility](#)
[Set Asides](#)
[School Allocation PPA List](#)
[Private School Service - Title I-A](#)
[Related Documents](#)
[Checklist](#)

Title I-A, Schoolwide

- [Budget Grid](#)
- [Budget Details](#)
- [Related Documents](#)
- [Checklist](#)

Title II-A, Supporting Effective Instruction

- [Budget Grid](#)
- [Budget Details](#)
- [Private School Service](#)
- [Related Documents](#)
- [Checklist](#)

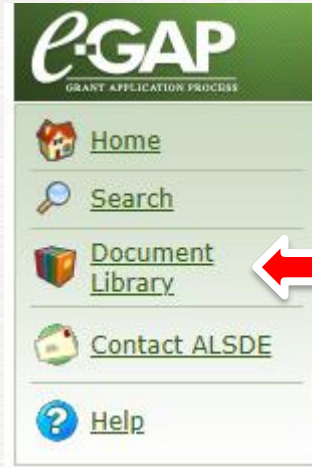
Improvement Planning

- [LEA Consolidated Plan](#)
- [EL Plan](#)
- [Foster Care Plan](#)
- [Related Documents](#)
- [Checklist](#)



eGAP Resources

- X Document Library
 - SDE Web Site (www.alsde.edu)
 - Select eGAP
 - Select Document Library
- X Title I Fiscal Issues Guidance
 - Located in the eGAP Library
- X Annual Timeline - <https://egrant.alsde.edu/DocumentLibrary/Default.aspx?t=637473677642017808>
- X eGAP application - <https://egrant.alsde.edu/>



Sample eGAP Planning Application

SMART Academy
Wednesday, January 27, 2021 3:00 PM
System Plan Overview

PLAN ITEMS	COMPLETE
System Plan Needs Assessment	<input checked="" type="checkbox"/>
Goals - Strategies - Action Steps	<input type="checkbox"/>
Expand All Collapse All	
<input checked="" type="checkbox"/> 1.) Federal Programs	
<input checked="" type="checkbox"/> 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	
<input checked="" type="checkbox"/> Fiscal Resources	
GRANT	2021
Consolidated	
Title I-A, Schoolwide	<input checked="" type="checkbox"/> Notes \$352,178.00
Total:	\$352,178.0
Grand Total:	0
<input checked="" type="checkbox"/> 1.1.) Procedures to Improve Results	\$352,178.00
<input checked="" type="checkbox"/> 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	
<input checked="" type="checkbox"/> 1.1.1.) Instruction - Salaries and Benefits for Instructional Personnel	
<input checked="" type="checkbox"/> 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 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 from the previous year.	
Estimated Costs \$122,557	
<input checked="" type="checkbox"/> Grant Relationships	

Sample eGAP Funding Application

	SALARIES (010 - 199)	EMPLOYEE BENEFITS (200 - 299)	PURCHASED SERVICES (300 - 399)	MATERIALS + SUPPLIES (400 - 499)	CAPITAL OUTLAY (500 - 599)	OTHER OBJECTS (600 - 899)	INDIRECT COSTS (910)	FUND TRANSFERS (920 - 929)	OTHER FUND USES (931 - 999)	TOTAL	
INSTRUCTION (1100)	840,724.00	295,108.00	16,751.00	509,001.00		0.00		0.00	0.00	1,661,584.00	INSTRUCTION (1100)
ATTENDANCE SERVICES (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	ATTENDANCE SERVICES (2110)
GUIDANCE AND COUNSELING SERVICES (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	GUIDANCE AND COUNSELING SERVICES (2120)
TESTING SERVICES (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	TESTING SERVICES (2130)
HEALTH SERVICES (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	HEALTH SERVICES (2140)
SOCIAL SERVICES (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	SOCIAL SERVICES (2150)
WORK STUDY SERVICES (2160)										0.00	WORK STUDY SERVICES (2160)
PSYCHOLOGICAL SERVICES (2170)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	PSYCHOLOGICAL SERVICES (2170)
SPEECH PATHOLOGY AND AUDIOLOGY SERVICES (2180)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	SPEECH PATHOLOGY AND AUDIOLOGY SERVICES (2180)
OTHER STUDENT SUPPORT SERVICES (2190)	59,639.00	22,367.00	0.00	29,297.00	0.00	0.00	0.00	0.00	0.00	111,303.00	OTHER STUDENT SUPPORT SERVICES (2190)
INSTRUCTIONAL IMPROVEMENT AND CURRICULUM DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	INSTRUCTIONAL IMPROVEMENT AND CURRICULUM DEVELOPMENT
INSTRUCTIONAL STAFF DEVELOPMENT SERVICES (2215)	154,305.00	28,221.00	124,292.00	9,000.00	0.00	0.00	0.00	0.00	0.00	315,818.00	INSTRUCTIONAL STAFF DEVELOPMENT SERVICES (2215)
EDUCATIONAL MEDIA SERVICES (2220)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	EDUCATIONAL MEDIA SERVICES (2220)
OTHER INSTRUCTIONAL STAFF SERVICES (2290)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	OTHER INSTRUCTIONAL STAFF SERVICES (2290)
SCHOOL ADMINISTRATIVE (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	SCHOOL ADMINISTRATIVE (2300-2399)





ACIP

The Alabama Continuous Improvement Plan



ACIP

Where do you find the website for CIP plans?



<https://myjourney.cognia.org/login>



Enter username and password

Login

Email Address

Password

Login

[Request Password](#) [Contact us for login help](#)

or log in to
ASSIST™



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



eProve

Administrations

Surveys

All (83) 30 Days (8) School Comparison (83)

	Administrations Completed	Administrations In Progress
Climate & Culture Surveys	4	17
Student Engagement Surveys	3	3
Inventories	6	8
Perception Surveys	5	23
Evaluation Surveys	0	0
Other	5	9
Total:	23	60



eProve surveys

Go to surveys

Administrations

All (27) 30 Days (0) 2020-21 SY (14)

	Diagnostics Completed	Diagnostics In Progress	Assurances Completed	Assurances In Progress
Elementary Schools	0	0	0	0
Middle Schools	0	0	0	0
High Schools	0	0	0	0
District	0	0	0	0
Total:	0	0	0	0



eProve diagnostics

Go to diagnostics



Plans

Plans

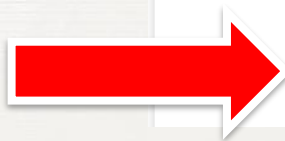
All (24)

	Strategies
Elementary Schools	12
Middle Schools	4
High Schools	6
District	2
Total:	24



eProve strategies


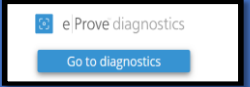
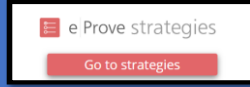
Go to strategies



REQUIRED ACIP COMPONENTS

ACIP Components for Title I

- X eProve Surveys
- X eProve Diagnostics
- X eProve Strategies

		
<p>Data from survey results assist with developing a school's needs assessment.</p>	<p>The Title I Diagnostic can be found under the ALSDE Content Tab in eProve Diagnostics. The Title I Diagnostic is for Title I Schools ONLY.</p>	<p>Both Title I and Non-Title Schools must complete an ACIP in eProve Strategies.</p>
<p>Parent Surveys</p> <ul style="list-style-type: none"> Title I Schools must use the required Title I Parent Survey that can be found under the ALSDE Content Tab in both English and Spanish Non-Title Schools may use any parent survey/inventory found under the AdvancED/Cognia Certified Content Tab or utilize another survey of their choice. 	<p>Title I Schools Only</p> <ul style="list-style-type: none"> Schoolwide or Targeted Assistance Title I Comprehensive Needs Assessment 	<p>Title I Schools and Non-Title Schools</p> <ul style="list-style-type: none"> This is an annual plan that contains strategic themes, objectives, critical initiatives, activities, financial resources, etc.
<p>Teacher Surveys or Inventories Title I Schools and Non-Title Schools</p> <ul style="list-style-type: none"> Schools may use any teacher survey/inventory found under the AdvancED/Cognia Certified Content Tab or utilize another survey of their choice. 	<p>Title I Schools Only</p> <ul style="list-style-type: none"> Schoolwide or Targeted Assistance Title I ACIP Assurances 	<p>Title I Schools and Non-Title Schools</p> <ul style="list-style-type: none"> The <i>Annual Implementation Plan</i> within eProve Strategies will function as your school's yearly ACIP.
<p>Student Surveys or Inventories Title I Schools and Non-Title Schools</p> <ul style="list-style-type: none"> Schools may use any student survey/inventory found under the AdvancED/Cognia Certified Content Tab or utilize another survey of their choice. 	<p>Title I Schools Only</p> <ul style="list-style-type: none"> Schoolwide or Targeted Assistance Title I Parent and Family Engagement Plan 	<p>Title I Schools and Non-Title Schools</p> <ul style="list-style-type: none"> If a Title I School, be sure to include all federal dollars used in the financial resources section of the plan.
	<p>Title I Schools Only</p> <ul style="list-style-type: none"> Schoolwide or Targeted Assistance Title I Coordination of Resources- Comprehensive Budget 	
Title I Schools ACIP Checklist		Non-Title Schools ACIP Checklist
<p>_____ Administer Title I Parent Surveys (Spring or Fall)</p>	<p>_____ Administer Parent Surveys (Spring or Fall)</p>	
<p>_____ Administer Staff and Student Surveys (Spring or Fall)</p>	<p>_____ Administer Staff and Student Surveys (Spring or Fall)</p>	
<p>_____ Complete the applicable Title I Diagnostic (Schoolwide or Targeted Assistance)</p>	<p>_____ Complete plan in eProve Strategies</p>	
<p>_____ Complete plan in eProve Strategies</p>		



Getting Started with your ACIP



Plans Plans

All (24) Download

	Strategies
Elementary Schools	12
Middle Schools	4
High Schools	6
District	2
Total:	24

e Prove strategies

Go to strategies



Strategies Welcome, Calandra

New Plan

Include Associated Institutions Info

Date End Date Status Download



New Plan

Name

Name of plan

Remaining: 80

Select Target Dates

Start Date End Date

Cancel Save



Strategies Welcome, Calandra

Envisioning Phase

Determine Current Reality

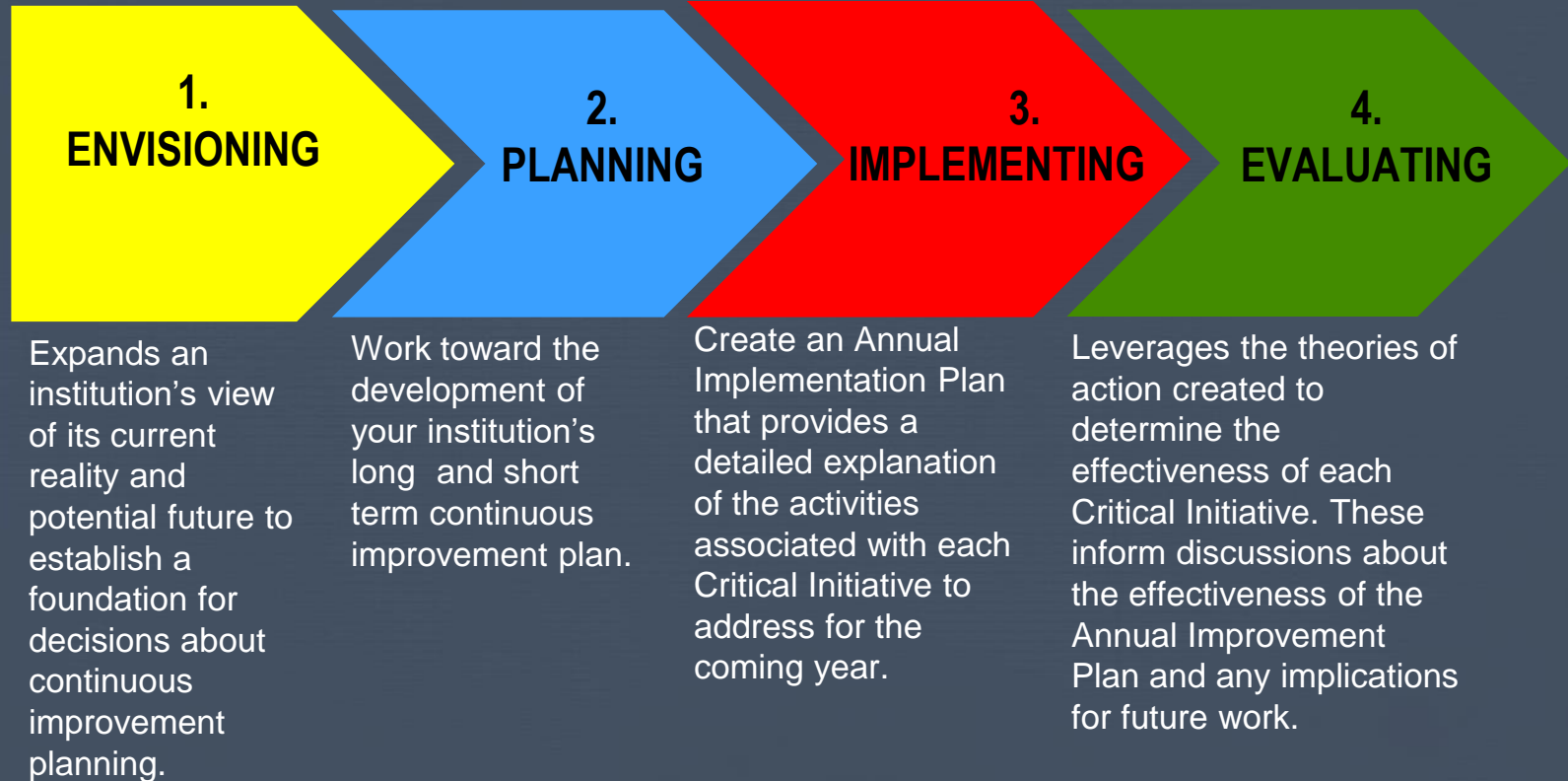
The Envisioning Phase expands an institution's view of its current reality and potential future to establish a foundation for decision-making around goals and strategies for the institution. The Determine Current Reality subphase provides an important snapshot of the institution's everyday experiences 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**.

Learn More

Four Phases



ACIP Team

- X Principal /Administrators
- X Teachers/Coaches
- X Other appropriate school staff
- X Students (secondary school)
- X Other appropriate community members



Data Sources to Consider...

Local Demographic

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

Perception Data

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

School Processes

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

Student Learning

- X Interim Assessments
- X Student Work Samples
- X Classroom Assessments (Type and Frequency)



How to Complete the ACIP

- X Alabama Continuous Improvement Plan Webinar
 - <https://www.screenCAST.com/t/lnCv5Mbk8YQt>
- X Resource Page
 - <https://alsde.onlinehelp.cognia.org/>





Compliance Monitoring



Compliance Monitoring 5 Year On-site Schedule

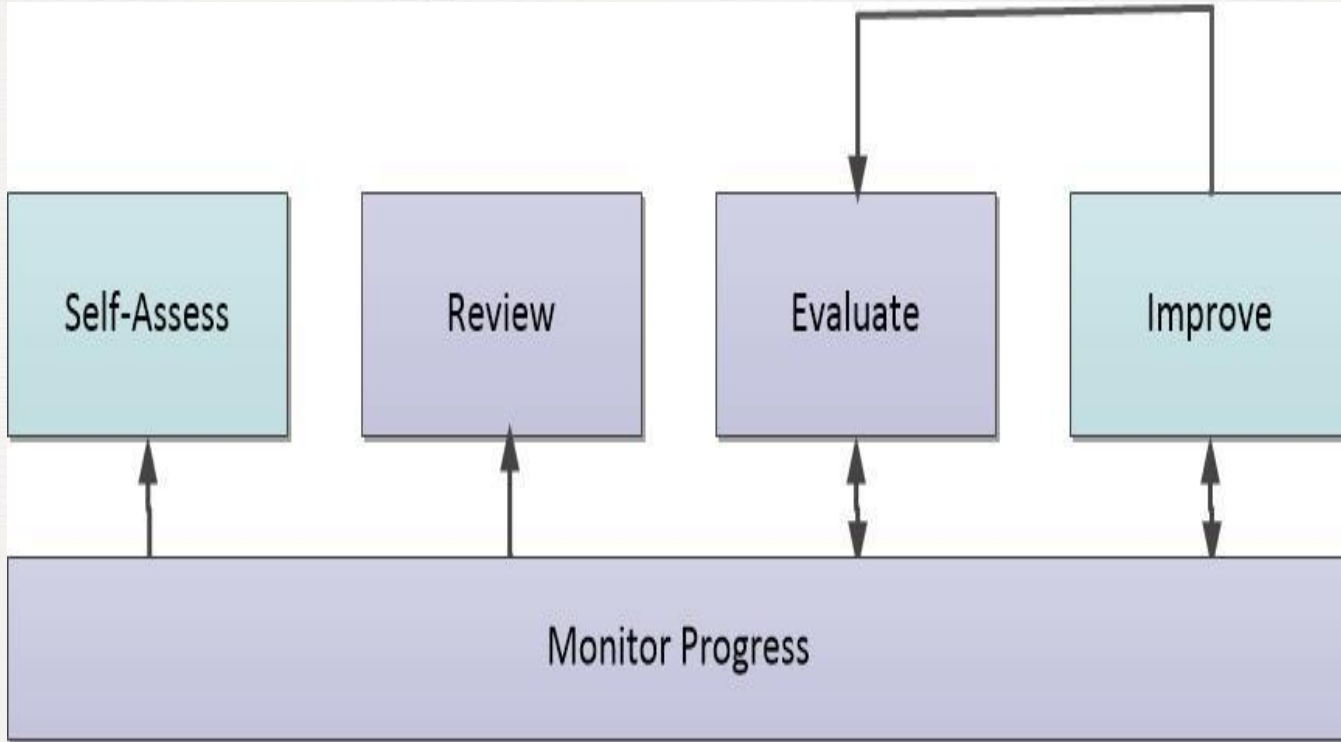
FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024
Anniston City	Alabaster City	Attalla City	Arab City	Barbour County
Dallas County	Albertville City	Blount County	Auburn City	Bullock County
Enterprise City	Alexander City	Coffee County	Autauga County	Calhoun County
Fairfield City	Andalusia City	Colbert County	Bibb County	Chambers County
Geneva City	Athens City	Covington County	Boaz City	Chickasaw City
Geneva County	Baldwin County	Elba City	Butler County	Choctaw County
Haleyville City	Brewton City	Franklin County	Birmingham City	Clay County
Hoover City	Clarke County	Hale County	Daleville City	Conecuh County
Houston County	Cleburne County	Jefferson County	Decatur City	Coosa County
Jackson County	Cherokee County	Lauderdale County	Elmore County	Dale County
Jasper City	Crenshaw County	Madison County	Escambia County	Demopolis City
Lanett City	Cullman City	Oxford City	Ft. Payne City	Eufaula City
Lawrence County	DeKalb County	Oneonta City	Gadsden City	Fayette County
Marshall County	Etowah County	Opp City	Huntsville City	Florence City
Pell City	Hartselle City	Pelham City	Jacksonville City	Greene County
Perry County	Henry County	Pike Road City	Lee County	Guntersville City
Phenix City	Lamar County	Russell County	Limestone County	Homewood City
Piedmont City	Lowndes County	Selma City	Marion County	Leeds City
Roanoke City	Marengo County	Sumter County	Monroe County	Macon County
Scottsboro City	Mt. Brook City	Talladega City	Ozark City	Madison City
Sheffield City	Opelika City	Cullman County	Saraland City	Midfield City
Shelby County	Russellville City	Chilton County	Talladega County	Morgan County
Satsuma City	St. Clair County	Linden City	Tallapoosa County	Muscle Shoals City
Tarrant City	Sylacauga City	Montgomery Co	Thomasville City	Pickens County
Tuscaloosa Co	Tallassee City	Mobile County	Pike County	Randolph County
Tuscumbia City	Troy City	Dothan City	Washington County	Walker County
Wilcox City	Trussville City	Bessemer City	Winfield City	University Charter
University Charter	Tuscaloosa City		Winston County	ACCEL Academy
ACCEL Academy	Vestavia Hills City			
Lead Academy	Gulf Shores City			
Legacy Prep				

Why Monitoring?

- X Every district is placed on a 5-year monitoring cycle
- X The Risk Assessment score for your district was in the top 15%
- X The Risk Assessment is a Federal Mandate



Compliance Monitoring Process



Compliance Monitoring Process Roles and Responsibilities

State	Institutions (Districts)	Review Team
Oversees the development and management of compliance monitoring assurances	Conducts self-assessment and provides evidence to support compliance monitoring	Reviews the district/institution self-assessment and evidences.
Builds criteria for selecting district/institution and schedule reviews	Makes available the completed self-assessment for the review team	Completes review team assessment and create Findings, for compliance monitoring review.
Review reports on the outcome of the review and outlines areas for continuous improvement	Provides additional evidence and supportive feedback in communication with review team	Provides ongoing feedback and monitors district/institution responses



Comprehensive Monitoring Visit Protocol



Pre-Monitoring Activities	Onsite Visit	Post-Visit/Corrective Action Support
<p><u>Technical Assistance</u></p> <ul style="list-style-type: none"> On Site per request by LEA 2-3 months before scheduled monitoring visit <p><u>Document Request Email</u></p> <ul style="list-style-type: none"> Budget Analysis Report by Cost Center (YTD) List of New Hire Teachers Gross Employee Salary Report by Cost Center- Current Year Teachers paid with Federal Funds-Class Size Reduction or Additional List of all instructional paraprofessionals in Title I schools LEA Planning Template List of schools with high EL populations and number of EL students <p><u>Desk Review</u></p> <ul style="list-style-type: none"> Review Documentation submitted in <u>eProve</u> 	<ul style="list-style-type: none"> Entrance Conference School Visits Parent Interviews Program Coordinator Interviews Exit Conference with Federal Programs Coordinator and other staff as desired by the district <p>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.</p>	<ul style="list-style-type: none"> If “No findings”, then monitoring visit process is completed for the Federal Programs Section If there are “findings”, then Program Coordinator is guided through the Corrective Action Process by the Monitoring Team Leader <ol style="list-style-type: none"> Findings and timeline explained on site Technical Assistance related to <u>follow</u> up actions or documents required to clear the findings explained with timeline for submission in <u>eProve</u> as requested or needed by District Monitoring Team Leader directs/reviews/ approves documentation submitted in <u>eProve</u> or via email <ul style="list-style-type: none"> Compliance Monitoring Coordinator closes the monitoring process once all documentation from all participating sections has been submitted and cleared

What's Next

Planning for the upcoming session...





Next Meeting

Date: April 08, 2021

Time: 10:00 A.M.

Link: TBA

A stylized illustration of a laptop with a black frame and a blue base. The screen is dark blue and displays the text 'eGAP 101' in white, sans-serif font. The text is centered on the screen.

eGAP
101

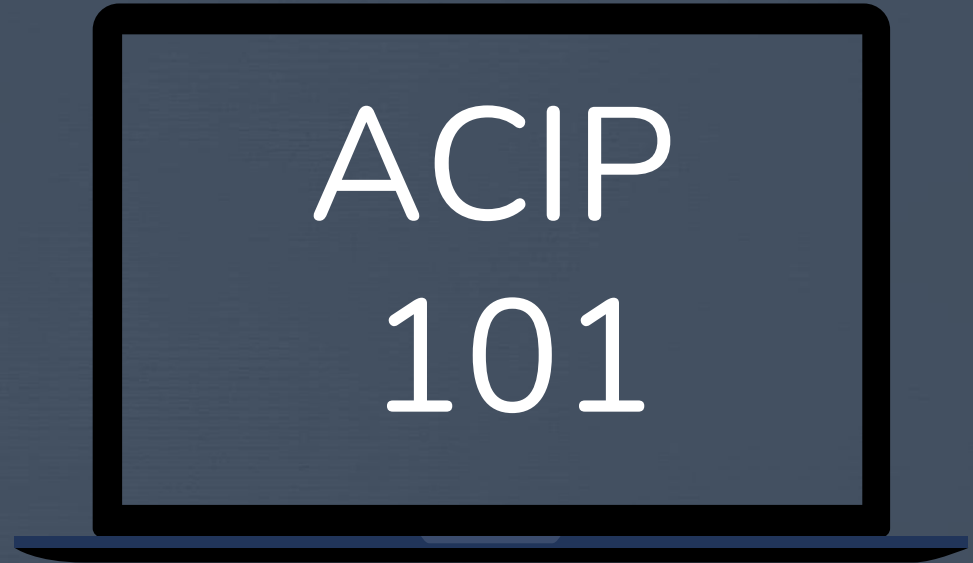


Next Meeting

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

- x Order the EDGAR book
- x Complete the Envisioning Phase of your ACIP
- x 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

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • LEA Consolidated I Plan revised/updated (e.g. Data, Enrollment Procedures for individuals such as Immigrant, Migrant, Homeless, EL) • Remind/advise principals and faculty leadership teams of all Title I procedures (e.g. Parents Right-to-Know Provisions; Title I Parents' Meeting) • Complete & post other Annual Evaluations, (e.g. How the LEA used Title funds from the previous year in the e-GAP application in "Related Documents") • 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 • Verify and update INOW codes and information for all programs each month making sure all students are identified • Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal. • Conduct Federal Programs Advisory Meeting as a follow-up to Spring meetings; assessment data & dollar figures are available • Complete and post competitive McKinney-Vento grant application by the beginning of the month • Complete relevant WORKSHEETS and post in e-GAP Document Library • Complete private schools <u>Equitable Services Implementation Plans</u> if applicable and post in e-GAP Document Library • Distribute and make available LEA Parent Involvement Policy • Implement Parents Right-to-Know provisions • Submit a copy of the Indian Education Grant to ALSDE • Evaluate EL Core Language Acquisition Program; post in document library • LEA Agreement between Head Start and Other Preschool Programs uploaded into eGAP document library before submitting consolidated application 	<ul style="list-style-type: none"> • Distribute Title I Parents Right-to-Know letters • Send ACIP Parent and Family Engagement section home to parents • Send LEA Parent Involvement Plan home to parents • Ensure homeroom teachers retain copies of signed/dated School-Parent Compacts • Conduct Annual Title I Parents' meeting in August or September using the PowerPoint template. (This meeting cannot be combined with any other meeting). • Incorporate any new assessment data into Action Steps in ACIPs* • Ensure all students have at least one completed Home Language Survey in their Permanent Record Folders. • 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. <p>*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.</p>

September 2020

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • Conduct the LEA Self-Assessment • Return the LEA Assurance and Technical Assistance Forms to the ALSDE Compliance Monitoring Section • Complete Equitable Services Plan for Private Schools (if applicable) • Complete comparability reports (adjust personnel as needed) • Revise the EL Plan, determine related professional learning opportunities for all staff in district, and post updated plan • Send District and School Site File to DRC • Revisit/revise/complete any program evaluations not previously posted • Complete e-GAP application and submit in a timely fashion to the Regional Specialist at the SDE • All portals should be available/open • Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N & D, and SW/TA on the Student Data Portal on AIMS) • Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal. • Notify schools of additional funding or allocation shifts as the information is made available • Plan to attend the Federal Programs Fall Conference • Attend EL trainings sessions as offered • Collect Migrant Employment Surveys from schools for pick-up by SDE contract staff • Select Annual Count Dates (must include one day in Oct.) – State Agencies and Systems with Neglected and Delinquent Grants. • LEA Agreement between Head Start and Other Preschool Programs uploaded into eGAP document library before submitting consolidated application 	<ul style="list-style-type: none"> • Remind staff to check on any unreturned signed copies of School-Parent Compacts. • Revise/complete ACIP revision process • 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). • Attend EL Training sessions as offered

October 2020

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • Confirm school allocation amounts with the Report Manager Cost Center Reports to verify that budgets and expenditures match budget pages in ACIPs* • LEA Agreement between Head Start and Other Preschool Programs uploaded into eGAP document library before submitting consolidated application • Watch for notices of any SDE Federal Programs Webinars and/or meetings • Advise/remind schools to use Title funds expeditiously and effectively • Notify schools of additional funding or allocation shifts as the information is made available • Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N & D, and SW/TA on the Student Data Portal on AIMS) • All portals should be available/certified • Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal. • Select Annual Count Dates (must include one day in Oct.) – State Agencies and Systems with Neglected and Delinquent Grants. 	<ul style="list-style-type: none"> • Confirm school allocation amounts with Central Office reports to verify that budgets and expenditures match • Plan to use school level Title I allocation and other funds expeditiously and effectively

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

November 2020

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match • Suggestion: Attend the Alabama Association of Federal Education Program Administrators (AAFEPa) Conference (http://www.aafepa.org) • Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N & D, and SW/TA) on the Student Data Portal on AIMS) • 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 & Homeless) for previous school year's data • Submit Neglected and Delinquent Annual Counts to ALSDE 	<ul style="list-style-type: none"> • Use school level Title I allocation and other funds so that funds are spent expeditiously and effectively

December 2020

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • Respond to CSPR Data Collection of EL, Migrant, Immigrant, Homeless, N & D, and SW/TA • Respond to SDE requests for reports: (e.g. Submit Comparability Reports if applicable) • Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match • Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N & D, and SW/TA on the Student Data Portal on AIMS) • Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal. 	<ul style="list-style-type: none"> • Use school level Title I allocation and other funds so that funds are spent expeditiously and effectively

January 2021

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match • Check monthly for Budget Revisions (making sure e-GAP matches electronic media reporting required by SDE LEA Accounting) • Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N & D, and SW/TA on the Student Data Portal on AIMS) • Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal. 	<ul style="list-style-type: none"> • Complete midyear update of ACIPs • Use school level Title I allocation and other funds expeditiously and effectively

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

February 2021

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • Complete and submit Non –Public School surveys to SDE • Confirm school allocation amounts match with the Report Manager Cost Center Reports to verify budget and expenditures match • Verify INOW Data for all portions relevant to Federal Programs • Facilitate any discussions in the Central Office regarding Budget Revisions • Plan and hold Federal Programs Advisory Meeting • ACCESS for ELLs 2.0® testing window - available to Testing Coordinators • Alternate ACCESS for ELLs® dates - available to Testing Coordinators • Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N & D, SW/TA on the Student Data Portal on AIMS for current year.) • Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal. • Mail “Intent to Participate” letter/form to Private schools • Attend EL training sessions offered • Use current year data to complete Private School Enrollment Survey. Submit to ALSDE. 	<ul style="list-style-type: none"> • Use school level Title I allocation and other funds expeditiously and effectively • Attend EL trainings sessions offered

March 2021

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • Collaborative planning meeting for e-GAP with appropriate LEA personnel for planning for coming year • School allocation amounts confirmed with the Report Manager Cost Center Reports to verify budget and expenditures match • Mail “Intent to Participate” letters to Private schools • Set a date to meet in consultation with interested Non-Public schools • Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N & D, and SW/TA on the Student Data Portal on AIMS for current year.) • Verify student data for school year (especially 20 days after Labor Day) in the Student Data Portal. 	<ul style="list-style-type: none"> • Collaboratively review components for school ACIPs • Meet with faculties and parent committees to discuss any updates/changes to next year’s School-Parent Compacts • Use school Title I allocation and other funds expeditiously and effectively Attend EL trainings sessions offered

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

April 2021

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • 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 • Hold Federal Programs (Title I) Advisory Committee meeting and document • Revise the current year LEA Parent and Family Engagement Plan based on required Annual Evaluation from previous year • Facilitate revisions to the LEA Parent and Family Engagement Policy/Plan after meeting with LEA Parent Advisory Committee • Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match • Collect Employment Surveys from schools - pick-up by SDE contract staff (new students) • Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N & D, and SW/TA on the Student Data Portal on AIMS for current year.) • Verify inaccuracies in the Student Data Portal have been corrected BEFORE school closes in May 	<ul style="list-style-type: none"> • Involve faculties in revising/updating ACIP based on data collections to begin the new school year • Use school Title I allocation and other funds expeditiously and effectively • In conjunction with parents, revise the Parent and Family Engagement Plan (district policy/plan) and include dated copy in the school's student handbook. • Jointly develop the School-Parent Compact with school, parents, and students for the upcoming school year.

May 2021

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • Refresh relevant staff with updated e-GAP Training, if necessary • Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match • Conduct Private School Consultation meetings • Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N & D, and SW/TA on the Student Data Portal on AIMS for current year) • Verify inaccuracies in the Student Data Portal have been corrected BEFORE school closes • Homeless Coordinators required to attend City and County Liaison Training 	<ul style="list-style-type: none"> • Finalize any changes to the School-Parent Compact. • 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. • 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

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

June 2021

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • 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) • Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match • Plan for summer professional learning opportunities for staff including CLAS Conference, MEGA, etc. • Complete 21st CCLC Revisions in eGAP • Intent to participate in CEP is due by June 30 for eligible systems/schools 	

July 2021

LEA Plans, Reports, Meetings, Requirements	School Requirements
<ul style="list-style-type: none"> • Attend the SDE MEGA Conference. • Confirm school allocation amounts with the Report Manager Cost Center Reports to verify budget and expenditures match • Participate in LEA review of data • Receive preliminary allocations and begin preparation for the e-GAP application; collaborate with CSFO and other program coordinators to ensure coordination of budget • 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. • Announcement for McKinney-Vento Grant Competition • Complete 21st CCLC Revisions in eGAP 	<ul style="list-style-type: none"> • Attend SDE MEGA Conference • Facilitate planning for required Annual Meeting of Title I Parents using State Guidance (Meetings to be held at the beginning of the school year).

On-Going Periodic Oversight	
Central Office	School Level
<ul style="list-style-type: none"> • Review and monitor ACIP budget expenditures • Verify and update INOW codes and information for all programs each month making sure all students are identified. (Review EL, Migrant, Immigrant, Homeless, N & D, and SW/TA on the Student Data Portal on AIMS) • Support building principals with hiring certified staff 	<ul style="list-style-type: none"> • Remind staff to secure signed/dated School-Parents Compacts for entering students throughout the year. • Verify time and effort documentation is correct and up to date • Verify inventory of Title I equipment, and report any irregularities to the Central Office



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



Title I, Part C

Education of Migratory Children



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)

NOTE: Must be aligned to ACIP.

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 \(iSOSY\)](#)

[ALSDE – Title I, Part C Guidance – eGAP Documents](#)

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



Overview/Purpose

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.

Important Facts

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.

Allowable Uses of Funds

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

Timeline

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.

Other Resources

[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](#)

Contact Information

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

Jina Rudolph
Education Specialist
(334) 694-4516

jina.rudolph@alsde.edu



Title II, Part A

Supporting Effective Instruction



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

Timeline for Title II, Part A:

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



Title III, Part A

English Learners



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 1 (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



Title IV, Part B

21st Century Community Learning Centers



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



Title V, Part B

Rural and Low Income School Program



Overview/Purpose	Important Facts
<p>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.</p>	<p>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.</p>
Allowable Uses of Funds	Timeline
<p>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:</p> <ul style="list-style-type: none"> 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) <p>NOTE: Must be aligned to ACIP</p>	<p>Beginning of School Year:</p> <ul style="list-style-type: none"> Complete a Comprehensive Needs Assessment Update LEA Consolidated Plan Conduct Advisory Meeting Complete eGAP Application <p>NOTE: For a more comprehensive list, see the Federal Programs Timeline in the Document Library in eGAP.</p>
Other Resources	Contact Information
<ul style="list-style-type: none"> U.S. Department of Education – Title V, Part B U.S. Department of Education – ESSA ALSDE – eGAP Documents 	<p>If you have questions about Title V, Part B contact:</p> <p>Angela Larcheveaux Education Specialist (334) 694-4516 angela.larcheveaux@alsde.edu</p>



Title VI, Part A

Indian Education



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 Larcheveaux
Education Specialist
(334) 694-4516
angela.larcheveaux@alsde.edu



Title IX, Part A

McKinney-Vento

Homeless Assistance Act



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.

Application opens	July
Readers review applications	August
Awards Announced	September
Funds available	October 1
Project Period	October 1 – September 30

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

PLAN ITEMS

COMPLETE

[System Plan Needs Assessment](#)

Goals - Strategies - Action Steps

[Expand All](#) [Collapse All](#)

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	<input type="checkbox"/> Notes	\$352,178.00
	\$352,178	
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 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 from the previous year.

Estimated Costs

\$122,557

Grant Relationships

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	<input type="checkbox"/> 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

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	<input type="checkbox"/> 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

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	<input type="checkbox"/> 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

Agendas/MapQuest

Estimated Costs

\$2,000

Grant Relationships

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	<input type="checkbox"/> Notes

1.1.5.) Guidance and Counseling Services: Materials & Supplies

Action Step Details

Description:

Purchase of materials, supplies, resources, and equipment for the officed of the counselor.

Performance Measures

Requisitions/Invoices

Estimated Costs

\$1,500

Grant Relationships

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	Notes \$1,500 2120 (400-499)

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

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	Notes 2120 (600-699) \$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

Grant Relationships

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	Notes \$21,714 2150 (010-199); \$7,010 (200-299) = \$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

Grant Relationships

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	<input type="checkbox"/> Notes 2150 (300-399) = \$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

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	<input type="checkbox"/> 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

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	<input type="checkbox"/> 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

	GRANT	NOTES
Consolidated		
	Title I-A, Schoolwide	<input type="checkbox"/> 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

	GRANT	NOTES
Consolidated		
	Title I-A, Schoolwide	<input type="checkbox"/> 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 meeting to support their work.

Estimated Costs

\$14,107

Grant Relationships

	GRANT	NOTES
Consolidated		
	Title I-A, Schoolwide	<input type="checkbox"/> 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

GRANT	NOTES
Consolidated	
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

GRANT	NOTES
Consolidated	
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

GRANT	NOTES
Consolidated	
Title I-A, Schoolwide	Notes \$2,794 6910 (910)

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 thier IEP goals.

Estimated Costs

\$70,029

Fiscal Resources

GRANT	NOTES	2021
Special Education		
Special Education, Part B-IDEA	Notes \$70,029	\$70,029.00
Total:		\$70,029.00

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

The contract with individuals who are funded through IDEA will follow IEP implementation including how student data is provided. Records will be maintained via timesheet for accuracy of payment for

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 a board approved contract, as needed based on student IEPs as applicable. \$5,854 (2190-329)

Performance Measures

The contract with individuals who are funded through IDEA will follow IEP implementation, including how student data is provided. Records will be maintained via timesheet for accuracy of payment for services rendered.

Estimated Costs

\$5,854

Grant Relationships

Special Education

Special Education, Part B-IDEA

Notes

\$5,854

2.1.2.) Personnel: Certified & Non-Certified

Action Step 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 1100/101 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

Grant Relationships

Special Education

Special Education, Part B-IDEA

Notes

\$54,107

2.2.) Materials and Supplies

Strategy Details

Description:

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

GRANT	NOTES
Special Education	
Special Education, Part B-IDEA	<input type="checkbox"/> Notes \$3542

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

GRANT	NOTES
Special Education	
Special Education,	<input type="checkbox"/> Notes

Part B-IDEA

(2215/300-399) \$1,000; (2215/600-699) \$1,000;
(6220/300-399) \$2,500; (6220/600-699) \$1,250

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

GRANT	NOTES
Special Education	
Special Education, Part B-IDEA	<input type="checkbox"/> Notes \$776

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

GRANT	NOTES	2021
Special Education		
IDEA Preschool	<input type="checkbox"/> Notes 1468.00	\$1,468.00
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 supplemental instructional and educational 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

Improved IEP goals

Estimated Costs

\$1,468

3.1.1.1.) Instructional and Educational Materials

Action Step Details

Description:

Purchase supplemental instructional and educational materials that support the scientifically based curriculum of the district. IDEA Preschool funds will be used to purchase supplemental 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

Improved IEP Goals

Estimated Costs

\$1,468

Grant Relationships

Special Education

IDEA Preschool

Notes

(1100:400-499) \$1,468

4.) CTE Challenging Curricula

Goal Details

Description:

Purchase supplemental instructional and educational materials that support the scientifically based curriculum of the district. All students will reach high standards, at a minimum attaining proficiency or better 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.

Estimated Costs

\$7232.00

Fiscal Resources

Career-Technical Education

Carl D. Perkins Secondary

Notes

\$7232.00

Total:

\$7,232.00

Grand Total:

\$7,232.00

4.1.) Instructional and Educational Materials

Strategy Details

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

Performance Measures

Increased knowledge of math and science through robotics.

Estimated Costs

\$7,232.00

4.1.1.) Equipment

Action Step Details

Description:

SMART Academy participates in Project SMART The Way (PTW) which creates vertically aligned pathways for engineering, biomedical science, and computer science. Equipment that

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

GRANT	NOTES
Career-Technical Education Carl D. Perkins Secondary	

Plan Initiatives

GRANT	INITIATIVE
Carl D. Perkins Secondary	Students who are members of special populations will be provided appropriate accommodations.

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

Elementary Middle High

Closing the achievement gap	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language arts/English	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical development and health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a second language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using technology as a learning tool	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development and Staff Needs

Elementary Middle High

Hiring and Retaining Highly Qualified Teachers and Principals			
Incentives to recruit highly qualified teachers and/or principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incentives to retain highly qualified teachers and/or principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing options to meet highly qualified teacher requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing options to meet paraprofessional requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers to reduce class size (particularly in the early grades)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High quality professional development in:			
Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language arts/English	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical development and health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a second language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective classroom use of technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing content standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogical skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using data and assessments, including standards-based assessments, to improve learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inservice activities for paraprofessionals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cancel

SMART Academy Consolidated 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
 Wednesday, January 27, 2021 3:06 PM
 Title I-A, Schoolwide - Budget

	SALARIES (010 - 199)	EMPLOYEE BENEFITS (200 - 299)	PURCHASED SERVICES (300 - 399)	MATERIALS + SUPPLIES (400 - 499)	CAPITAL OUTLAY (500 - 599)	OTHER OBJECTS (600 - 899)	INDIRECT COSTS (910)	FUND TRANSFERS (920 - 929)	OTHER FUND USES (931 - 999)	TOTAL	
INSTRUCTION (1100)	101,441.00	21,116.00	0.00	133,947.00		0.00		0.00	0.00	256,504.00	INSTRUCTION (1100)
ATTENDANCE SERVICES (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	ATTENDANCE SERVICES (2110)
GUIDANCE AND COUNSELING SERVICES (2120)	30,301.00	3,778.00	2,000.00	1,500.00		1,000.00		0.00	0.00	38,579.00	GUIDANCE AND COUNSELING SERVICES (2120)
TESTING SERVICES (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	TESTING SERVICES (2130)
HEALTH SERVICES (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	HEALTH SERVICES (2140)
SOCIAL SERVICES (2150)	21,714.00	7,010.00	1,500.00	2,848.00		1,000.00		0.00	0.00	34,072.00	SOCIAL SERVICES (2150)
WORK STUDY SERVICES (2160)										0.00	WORK STUDY SERVICES (2160)
PSYCHOLOGICAL SERVICES (2170)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	PSYCHOLOGICAL SERVICES (2170)
SPEECH PATHOLOGY AND AUDIOLOGY SERVICES (2180)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	SPEECH PATHOLOGY AND AUDIOLOGY SERVICES (2180)
OTHER STUDENT SUPPORT SERVICES (2190)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	OTHER STUDENT SUPPORT SERVICES (2190)
INSTRUCTIONAL IMPROVEMENT AND CURRICULUM DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	INSTRUCTIONAL IMPROVEMENT AND CURRICULUM DEVELOPMENT
INSTRUCTIONAL STAFF DEVELOPMENT SERVICES (2215)	2,900.00	222.00	1,000.00	0.00	0.00	1,000.00	0.00	0.00	0.00	5,122.00	INSTRUCTIONAL STAFF DEVELOPMENT SERVICES (2215)
EDUCATIONAL MEDIA SERVICES (2220)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	EDUCATIONAL MEDIA SERVICES (2220)
OTHER INSTRUCTIONAL STAFF SERVICES (2290)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	OTHER INSTRUCTIONAL STAFF SERVICES (2290)
SCHOOL ADMINISTRATIVE (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	SCHOOL ADMINISTRATIVE (2300-2399)
	SALARIES (010 - 199)	EMPLOYEE BENEFITS (200 - 299)	PURCHASED SERVICES (300 - 399)	MATERIALS + SUPPLIES (400 - 499)	CAPITAL OUTLAY (500 - 599)	OTHER OBJECTS (600 - 899)	INDIRECT COSTS (910)	FUND TRANSFERS (920 - 929)	OTHER FUND USES (931 - 999)	TOTAL	
SECURITY SERVICES (3100)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	SECURITY SERVICES (3100)
OPERATIONS AND MAINTENANCE (3200-3900)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	OPERATIONS AND MAINTENANCE (3200-3900)

STUDENT TRANSPORTATION (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	STUDENT TRANSPORTATION (4100-4199)
FOOD SERVICES (4200-4299)										0.00	FOOD SERVICES (4200-4299)
GENERAL ADMINISTRATIVE (6000-6999)	10,104.00	4,003.00	500.00	500.00	0.00	0.00	2,794.00	0.00	0.00	17,901.00	GENERAL ADMINISTRATIVE (6000-6999)
CAPITAL OUTLAY - REAL PROPERTY (7000-7999)										0.00	CAPITAL OUTLAY - REAL PROPERTY (7000-7999)
DEBT SERVICE - LONG TERM (8000-8999)										0.00	DEBT SERVICE - LONG TERM (8000-8999)
ADULT EDUCATION (9110)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	ADULT EDUCATION (9110)
COMMUNITY EDUCATION (9120)								0.00		0.00	COMMUNITY EDUCATION (9120)
EXTENDED DAY/DEPENDENT CARE (9130)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	EXTENDED DAY/DEPENDENT CARE (9130)
PRESCHOOL (9140)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	PRESCHOOL (9140)
OTHER ADULT/CONTINUING EDUCATION PROGRAMS (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	OTHER ADULT/CONTINUING EDUCATION PROGRAMS (9150-9199)
NONPUBLIC SCHOOL PROGRAMS (9200)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	NONPUBLIC SCHOOL PROGRAMS (9200)
COMMUNITY SERVICES (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	COMMUNITY SERVICES (9300-9399)
TOTAL	166,460.00	36,129.00	5,000.00	38,795.00	0.00	3,000.00	2,794.00	0.00	0.00	352,178.00	TOTAL
ADJUSTED ALLOCATION										352,178.00	
REMAINING										0.00	

PERSONNEL

PERSONNEL PAID WITH TITLE I-SWP FUNDS

<input type="text" value=""/>	Administration	<input type="text" value="1"/>	Clerical
<input type="text" value="2"/>	Teachers	<input type="text" value="1"/>	Instructional Paraprofessionals
<input type="text" value=""/>	Non-Instructional Paraprofessionals	<input type="text" value=""/>	Media Specialists
<input type="text" value=""/>	Reading Coaches	<input type="text" value="1"/>	Counselors
<input type="text" value=""/>	Nurses	<input type="text" value=""/>	Parent Involvement Resource
<input type="text" value="1"/>	Other Mental Health Servic	<input type="text" value=""/>	Other

FTEs

FTEs PAID WITH TITLE I-SWP FUNDS

<input type="text" value=""/>	Administration	<input type="text" value="0.25"/>	Clerical
<input type="text" value="1.96"/>	Teachers	<input type="text" value="1.00"/>	Instructional Paraprofessionals
<input type="text" value=""/>	Non-Instructional Paraprofessionals	<input type="text" value=""/>	Media Specialists
<input type="text" value=""/>	Reading Coaches	<input type="text" value="0.50"/>	Counselors
<input type="text" value=""/>	Nurses	<input type="text" value=""/>	Parent Involvement Resource
<input type="text" value="0.42"/>	Other Mental Health Servic	<input type="text" value=""/>	Other

Part-Time Personnel

PART-TIME PERSONNEL PAID WITH TITLE I-A, SCHOOLWIDE FUNDS

Part-Time Personnel Count

Job Title(s) (tutors, teachers, summer school, extended day, etc.)

PUBLIC

SUBJECT AREAS

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Language Arts/English
<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Science
<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> English Language Instruction

GRADE GROUPING SERVED

<input type="checkbox"/> Preschool	<input checked="" type="checkbox"/> Kindergarten
<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> Secondary

Middle

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)	EST COST
<input type="checkbox"/> 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.	<input type="text" value="0.00"/>
<input type="checkbox"/> Supporting programs that reach parents and family members at home, in the community, and at school.	<input type="text" value="0.00"/>
<input type="checkbox"/> 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.	<input type="text" value="0.00"/>
<input type="checkbox"/> 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.	<input type="text" value="0.00"/>
<input type="checkbox"/> 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.	<input type="text" value="0.00"/>
Total Cost	<input type="text" value="0.00"/>

Average Daily Number Participants Served

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

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

PROGRAM	NOTES	2021
Consolidated		
Title I-A, Schoolwide	<input type="checkbox"/> Notes \$352,178	\$352,178.00
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

\$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 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 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

Agendas/MapQuest

Estimated Costs

\$2,000

Grant Relationships

Title I-A, Schoolwide Notes
2120 (300-399) \$2,000

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

Title I-A, Schoolwide Notes
\$1,500 2120 (400-499)

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

Title I-A, Schoolwide Notes
2120 (600-699) \$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

Grant Relationships

Title I-A, Schoolwide Notes
\$21,714 2150 (010-199); \$7,010 (200-299) = \$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

Grant Relationships

Title I-A, Schoolwide Notes
2150 (300-399) = \$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 meeting 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)

* = Required

RELATED DOCUMENTS		
	TYPE	DOCUMENT
 	*Program Evaluation Results	FY20 Evaluation
 	*Program Evaluation Current Plans	FY 2021 Title I Evaluation

CHECKLIST DESCRIPTION ([COLLAPSE ALL](#) [EXPAND ALL](#))

1. Budget

OK ▼

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

OK ▼

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 the related documents under Improvement Planning?