

Chief Ivan Blunka School TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,
December 2015

2024-25



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Contact Information

School Information

Name of School: Chief Ivan Blunka Name of Principal: Rick Mauderer

Address (Street, City, State, Zip): PO Box 29, New Stuyahok, AK 99636

Phone: 907 693 3144 Fax: 907 693 3163 Email: rmauderer@swrsd.org

District Information

Name of District: Southwest Region School District Name of Superintendent: Audra Finkenbinder

Address (Street, City, State, Zip): PO Box 90, Dillingham, AK 99576

Phone: 907 842 5287 Fax: 907 842 5428 Email: afinkenbinder@swrsd.org

Schoolwide Enactment Information

Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If poverty rate is below 40%, does the school have an approved waiver on file with DEED?
100%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

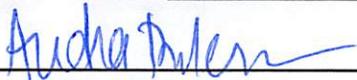
Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	08/01/2014	04/02/2024

Assurance Agreement for Schoolwide Plan

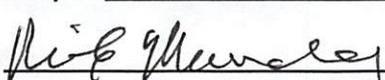
Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Audra Finkenbinder

Signature: 

Date: 4/8/2024

Name of Principal: Rick Mauderer

Signature: 

Date: 4-2-2024

Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
 - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
 - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
 - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
 - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal: <i>(required)</i>	<ul style="list-style-type: none"> ● Rick Mauderer 	Development and implementation
Teachers: <i>(required)</i>	<ul style="list-style-type: none"> ● Magdaline Kapatak ● Isaac Twombly 	Development and implementation
Paraprofessionals: <i>(required)</i>	<ul style="list-style-type: none"> ● Pauline Askoak ● Lisa Andrew ● Nick Gust 	Development and implementation
Parents & Community: <i>(required)</i>	<ul style="list-style-type: none"> ● Dorothy Wonhola ● Natalia Andrew ● Gabe Andrew ● Nattie Andrew ● Erick Hanson 	Development and implementation
School Staff <i>(required)</i>	<ul style="list-style-type: none"> ● Mary Andrew 	Development and implementation
Technical Assistance Providers: <i>(as appropriate)</i>	<ul style="list-style-type: none"> ● Mickia Walcott 	Technology planning and implementation
Administrators: <i>(as appropriate)</i>	<ul style="list-style-type: none"> ● Candace Hall 	Instructional program implementation and support
*Title Programs:	<ul style="list-style-type: none"> ● Jon Clouse 	Monitoring and support
*CTE:	<ul style="list-style-type: none"> ● Jon Clouse 	Development and implementation
*Head Start:	<ul style="list-style-type: none"> ● Erick Hanson ● LeEsia O'Sullivan 	Development and implementation
Specialized Instructional Support: <i>(as appropriate)</i>	<ul style="list-style-type: none"> ● Paul Lomax 	Development and implementation
Tribes & Tribal Organizations: <i>(as applicable)</i>	<ul style="list-style-type: none"> ● New Stuyahok Tribal Council 	Development
Students: <i>(if plan relates to secondary school)</i>	<ul style="list-style-type: none"> ● Wassillie Chunak ● Hunter Gumlickpuk 	Development
Other: <i>(as needed)</i>	<ul style="list-style-type: none"> ● 	

*Administrators of programs that are to be consolidated in the schoolwide plan.

B. Describe the process used to develop the schoolwide plan.

There will be one small team consisting of school staff and a larger team consisting of school staff, parent(s), Tribal representative, community member(s), and district staff as needed.

1. Staff team meets to perform an initial needs assessment based on available data (statistical and anecdotal).
2. Initial needs assessment is brought to the whole team to determine additional areas of need; prioritize the needs; and develop goals to address between one and three need areas. The timeline of the goals may be several years in the future to allow for full implementation of a plan.
3. Staff team meets to develop an actionable plan to address the identified needs areas.
4. The initial actionable plan is brought to the whole team for review and revisions are made as necessary.
5. The Title IA plan is presented to the community at the annual Title IA meeting in the fall of the following year.
6. Recruitment of stakeholders to be a part of the planning team occurs during the fall Title IA meeting.

C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
11/14/202	Title IA Budget	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
11/14/2023	Parent/Family Engagement Plan Development	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
11/14/2023	Educational Overview	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
8/23/2023	Open House	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
3/26/2024	Needs Assessment	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.

The planning process, data collection, plan development, and plan approval communication plan is as follows:

- September - a letter is sent home to all parents.
- September – process explained during annual Title IA meeting with community
- September – process is presented at a local CSC meeting
- September – recruitment of stakeholders for the planning team
- February – needs assessment is completed
- March – schoolwide plan updated
- April – revised schoolwide plan presented at a local CSC meeting or parent/community meeting
- April – letter sent home about revised plan and explaining how to access the Title IA Schoolwide Plan

Comprehensive Needs Assessment

A. Provide a brief description of the school, attendance area, and community.

Chief Ivan Blunka School is a K-12 school located in the community of New Stuyahok and has a student population between 130-145 students. Chief Ivan Blunka School is part of the Southwest Region School District which is a regional education attendance area within the Dillingham Census Area. The community of New Stuyahok has a population of about 510 residents.

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

The comprehensive needs assessment is comprised of several steps that include, but are not limited, to the following activities:

1. A profile review that consists of an analysis of student achievement (AK Star, MAP, local assessments) attendance, enrollment trends, graduation rates, and behavioral data. This data is broken down by sub-group when possible.
2. A profile review that consists of an analysis of instructional staff retention rates, attendance, qualifications, and other information (teachers and paraprofessionals)
3. A program review of site specific programs including a fidelity review, cost analysis, and desired outcomes.
4. A practice review that includes an assessment on a multitude of indicators in the areas of leadership, recruitment/retainment of staff, instructional transformation, and the culture of learning.
5. A community review was completed to engage the community in identifying areas of need and strengths.

The needs assessment is outlined in the schoolwide plan which is shared with staff and community through the district website, at the annual Title IA meeting, during a CSC meeting, and available by hard copy by request.

C. Summarize the areas the school’s current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	2021-22 AK STAR proficiency rate was 5% or fewer 2022-23 AK STAR data is not available yet Winter 2023-24 MAP Reading data indicates 5% of students are above the 41st percentile (7 of 130)
	Mathematics instruction for all students	High	2021-22 AK STAR proficiency rate was 5% or fewer 2022-23 AK STAR data is not available yet Winter 2023-24 MAP Math data indicates 6% of students are above the 41st percentile (8 of 127)
	Science instruction for all students	High	2022-23 Alaska Science Assessment proficiency rate was less than 10% Winter 2023-24 MAP Science data indicates 11% of students are above the 41st percentile (9 of 85)
	Other content instruction for all students	N/A	N/A
	Support for students with disabilities	High	2021-22 AK STAR ELA proficiency rate was 20% or fewer 2021-22 AK STAR Math proficiency rate was 20% or fewer 2022-23 AK STAR data is not available yet 2022-23 attendance rate was 91.6%
	Support for migrant students	Medium	2021-22 AK STAR ELA proficiency rate was 10% or fewer 2021-22 AK STAR Math proficiency rate was 10% or fewer 2022-23 AK STAR data is not available yet 2022-23 attendance rate was 86.3%
	Economically disadvantaged or low achieving students	High	2021-22 AK STAR ELA proficiency rate was 20% or fewer 2021-22 AK STAR Math proficiency rate was 20% or fewer 2022-23 AK STAR data is not available yet 2021-22 attendance rate was 86.3%
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	No EL students
Graduation & dropout rate	Ensure students will graduate from high school	Low	2022-23 graduation rate was 100% 2022-23 drop out rate was 0%

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Medium	2022-23 attendance rate was 86.6% 2022-23 chronic absenteeism was 66%
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Medium	Foster Care Students - 2022-23 attendance rate was 91.9% No identified homeless children There are policies and procedures in place to ensure students in these demographics have the opportunity for an education including the removal of school enrollment barriers.
Curriculum	Core curriculum aligned vertically and with state standards	Low	The adopted curricula went through a review process by a curriculum committee to ensure alignment to state standards
Instruction	Effective instructional strategies and tiered interventions	Medium	Professional development is offered at site and district level to enhance teaching strategies. Our elementary school has 30 minutes of intervention time 4 times a week.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	We use NWEA MAP and Dibels to monitor progress in reading, LA, math, and science 3 times a year.
Supportive Learning Environment	Safe, orderly learning environment	Medium	There were a few incidences this year that set us back in improving our learning environment. We've been implementing PBIS strategies and discipline tracking to improve our safety and behavior.
Family Engagement	Family & community engagement	Low	Once a month we do an awards assembly and invite the community. We also do a Christmas program each year along with Quyana night to feed the community.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Medium	Professional development is held every Monday. We have centered our PD around Yuuyaraq, DIBELS and MAP testing, and analyzing data to guide instruction.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	We focus on behavioral strategies. Using the PBIS model and Yuuyaraq.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	The hiring process is initiated at the district level

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Leadership	Recruiting, training & retaining qualified principals	Low	The hiring process is initiated at the district level
Other:			
Other:			
Other:			

D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Academic Growth Reading K-12	Based on the 2023-2024 Winter MAP Reading Scores, 83% of our students are at risk and in the 1-20th percentile. This increased by 11 percent from the previous year.	By the end of the 2024-2025 school year, students' at risk for ELA will decrease by 10%.	2024-2025 Winter MAPS reading assessment
Academic Growth Math K-12	Based on the 2023-2024 Winter MAP Math Scores, 83% of our students are at risk and in the 1-20th percentile. This increased by 16% from the previous year..	By the end of the 2024-2025 school year, students' at risk for math will decrease by 10%.	2024-2025 Winter MAPS math assessment
Family Engagement	Based on qualitative observational data this year, the participation rate of families in non-athletic events was 20%.	By the end of the 2024-2025 school year, school will host a minimum of 15 family engagement activities with a minimum of 25% (14 families) of families in attendance (<i>Examples: Open Houses, Quyana Night, Fall/Spring Kids Carnivals, Literacy Nights, P/T Conferences, Awards Assemblies, & Holiday Program</i>).	Count of family engagement activities with minimum percentage of families in attendance at the end of the 2023-2024 school year. SWRS Parent Survey Results

Schoolwide Plan Strategies

A. Describe the strategies that the school will be implementing to address the identified school needs.

For the areas of need in math and reading, we will offer K-12 after-school tutoring, scheduled elementary intervention time four days a week, and family nights. These family nights will focus on literacy, allowing parents to accompany their children and visit various stations aimed at promoting reading. Light snacks and door prizes will be provided as incentives for families to participate. To encourage more reading, we intend to introduce challenges such as the Million Word Club and utilize Accelerated Reader as a tracking tool.

B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

We will offer after-school tutoring for all students, whether they need help with homework or strategies and activities to enhance their reading skills. Additionally, we will allocate 30 minutes of intervention time four days a week for students in grades K-5. This intervention time will focus on stations designed to improve language comprehension and word recognition skills, ultimately enhancing reading comprehension. Administrators will ensure that teachers are following the district's adopted curriculum, and we will provide professional development to enhance effective instruction.

C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

We will utilize Exact Path during intervention time to differentiate instruction for students who are well below the benchmark. Additionally, we will offer clubs such as esports, chess, and fab lab. Yuuyaraq meetings will be held once a week for parents and students to participate in restorative circles, Native dancing, and crafts to strengthen their cultural heritage. Moreover, we will offer a dual-credit option for students who qualify. Finally, we will provide various professional development opportunities for teachers centered around effective instruction, behavioral management, and teaching styles.

D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Students who are at risk or not meeting state academic standards will receive one-on-one instruction and intervention time to strengthen word recognition and language comprehension. DIBELS and MAP assessments will determine the areas of need for these students. Additionally, after-school tutoring will be available to provide extra help in math and reading.

Annual Evaluation & Review Process

A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.

The schoolwide plan will be evaluated twice a month: once at the CSC monthly meeting and once during our Monday professional development sessions. It will be monitored and adjusted until full implementation is achieved.

B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.

During the academic year, we will provide parents with MAP and DIBELS assessment scores. Growth will be assessed based on each evaluation, and the results will be communicated to parents and the CSC. Additionally, when state standard tests become available, we will distribute them to families.

C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.

We will assess the effectiveness of the plan by analyzing and comparing fall, winter, and spring MAP and DIBELS scores, making adjustments as needed. Our focus will be on maintaining successful strategies while offering additional support to students who are not making progress.

D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.

After analyzing and reflecting on the data, successful strategies that meet the Needs Assessment goals will be sustained, while strategies and goals not meeting expectations will prompt collaboration for revision. Specific changes will be identified, and a timeline for implementation will be developed. Progress will be continuously monitored post-revision, including tracking progress towards Needs Assessment goals. This process aims to address the needs of all students effectively.

Financial Requirements

A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>	\$196,750	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input checked="" type="checkbox"/>	\$6,000	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input checked="" type="checkbox"/>	\$3,085,000	State Funds
<input type="checkbox"/>		Local Funds
<input checked="" type="checkbox"/>	\$33,500	Other: Head Start
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

**The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.