

# Southwest Region School District

## Federal & State Grant Synopsis 2017-2018

### **Title I, Part A – Improving Basic Programs\***

Purpose: To increase the achievement of all students, particular those who are economically disadvantaged.

Information: Schools with at least 40% poverty are eligible to operate as schoolwide, which requires a schoolwide plan for improving achievement. A Title I Schoolwide school is allowed to consolidate funds from other No Child Left Behind Act (NCLB) sources to create a schoolwide program of increased achievement. These funds are used to employ various personnel including instructional aides and district office support people, purchase and implement supplemental curriculum, enhance lines of communication with parents and staff, provide professional development, and afford the opportunity for after school programs and parent involvement activities.

<b>Category</b>	<b>School Year 2016-2017</b>	<b>School Year 2017-2018</b>
Certified Staff Salaries	\$114,905	\$187,031
Instructional Aide Salaries	\$139,891	\$150,967
Benefits	\$70,428	\$93,141
Professional & Technical Services	\$23,000	\$0
Staff Travel	\$47,610	\$74,639
Other Purchased Services	\$30,950	\$14,300
Supplies	\$13,723	\$14,799
Other Expenses (Dues & Fees)	\$0	\$4,103
Indirect	\$26,316	\$44,466
<b>Total</b>	<b>\$466,723</b>	<b>\$583,446</b>

The allocation from Title IIA was moved into Title IA, resulting in an increase if funding in Title IA. The activities funding by Title IIA continue to be funded under Title IA. The reason that the allocation from Title IIA was moved to Title IA was increase efficiency of program management.

**Title I, Part A – School Improvement 1003(a)**

*Purpose:* The School Improvement 1003(a) grant is designed for districts schools that have been identified as priority or focus schools. Priority schools are 5% of the lowest performing schools in the state. Focus schools are the next 10% of the lowest performing schools in the state. The goals of the grant are to provide educational services to students to increase achievement based upon the 7 principles of the turn-around model developed by the US Department of Education. Togiak School has been identified as a Focus.

*Information:* The school improvement grant requires priority or focus schools, in conjunction with parents to plan for and implement an improvement plan that will promote increased student achievement. A school improvement plan is required to be developed by the stakeholders of the school. This process is a continuous effort throughout the year. These funds are typically used for curriculum resources, professional development, and parent involvement activities.

Staff travel funds are restricted to three specific professional development opportunities for staff at Togiak School. Classified staff salaries used to bring in an outside expert to help implement school improvement initiatives. Other purchased services are for bus runs to get community members to parent involvement activities. Certified salaries are so that staff can receive the necessary training to effectively implement school improvement initiatives.

The other categories are restricted to implementing school improvement activities as outlined in the Togiak AK STEPP plan (school improvement plan).

Funding was \$25,000 that crossed fiscal years in order to allow schools to implement improvement initiatives continuously.

<b>Category</b>	<b>School Year 2016-2017</b>	<b>School Year 2017-2018</b>
Certified Staff Salaries	\$5,500	\$15,800
Classified Staff Salaries	\$8,100	\$1,800
Benefits	\$2,000	\$5,200
Professional Services	\$14,000	\$14,500
Staff Travel	\$14,700	\$2,350
Other Purchased Services	\$0	\$350
Supplies	\$5,700	\$0
Total	\$50,00	\$40,000

## **Title I, Part C – Migrant Education**

### Purpose:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment;
- Ensure that migratory children benefit from State and local systemic reforms.

Information: Finding and enrolling eligible migrant children is a cornerstone of the Migrant Education Program (MEP) and its importance cannot be overemphasized. The majority of migrant children would not fully benefit from the educational services to which they are entitled and, in some cases, would not attend school at all if districts did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children, who are the most difficult to locate. Migrant education recruiters contact families in each village to determine the eligibility of children for the migrant education grant.

The term “migratory child” for Alaska means a child who has not graduated and is under 20 years of age who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain (or seek), or accompany such parent or spouse, in order to obtain (or seek), temporary or seasonal employment in agricultural or fishing work —has moved from one school district to another; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

The Alaska Migrant Education Program completed a Comprehensive Needs Assessment (CNA) in 2007. Needs were identified in the following six areas:

- Academic support
- Student support services
- Family literacy
- High school graduation
- English language acquisition for LEP students
- And school readiness.

In 2009, Alaska completed a Service Delivery Plan for the Migrant Education Program. This plan outlines strategies for meeting the needs of migrant students identified in the Comprehensive Needs Assessment (CNA). It also sets Measurable Program Outcomes (MPOs) on which the migrant education program will be evaluated. The Comprehensive Needs Assessment, the Service Delivery Plan, and the Measurable Program outcomes may be found at [http://www.eed.state.ak.us/tls/migt1/pdf/I-C\\_CNA\\_Final\\_Report.pdf](http://www.eed.state.ak.us/tls/migt1/pdf/I-C_CNA_Final_Report.pdf),

These funds are used to employ personnel, provide educational services for migratory children, and promote the migrant education recruitment process. Southwest's Migrant Education Program provides several services to our migrant students. These activities typically focus on literacy and are based upon the results of parent surveys. Southwest's Literacy in the Home Program provides a number of opportunities for students to build a personal library. Other services include family nights based on educational activities, summer school opportunities where available, college credit classes, enrichment activities (ANSEP and Student Conservation Association), career preparation, tutoring, behavioral health counseling, and other community specific services.

<b>Category</b>	<b>School Year 2016-2017</b>	<b>School Year 2017-2018</b>
Certified Staff Salaries	\$53,400	\$58,100
Migrant Recruiter Salaries	\$5,000	\$11,350
Benefits	\$20,780	\$22,709
Professional & Technical	\$7,800	\$14,000
Staff Travel	\$4,500	\$3,000
Student Travel	\$7,000	\$24,500
Utility Services	\$3,500	\$3,500
Other Purchased Services	\$2,400	\$2,400
Supplies	\$32,198	\$35,500
Indirect	\$6,388	\$15,796
Tuition & Stipends (Students)	\$4,000	\$1,000
Unallocated	\$0	\$67,485
<b>Total</b>	<b>\$146,966</b>	<b>\$191,905</b>

## **Title II, Part A – Teacher & Principal Training & Recruiting Fund\***

### Purpose:

- To provide professional development for teacher and principals, as well as, actively recruit and retain staff. As required by NCLB, every professional development activity:
- Must be aligned with challenging state academic content standards and student academic achievement standards, and State assessments;
- Must be based on a review of scientifically based research;
- Must have a substantial, measurable, and positive impact on student academic achievement, and must be used in the broader strategy to eliminate the achievement gap that separates low-income and minority students from other students;
- If the activity involves the integration of technology into curriculum and instruction to improve teaching, learning, and technology literacy.

Information: A district-wide needs assessment of professional development and hiring is a yearly requirement. Required training for teachers includes how to:

- Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
- Improve student behavior in the classroom and identify early and appropriate interventions to help students described in the bullet above;
- Involve parents in their child’s education; and understand and use data and assessments to improve classroom practice and student learning.

These funds are used to recruit and retain highly effective teachers and principals, providing professional development, and improve the quality of teaching.

<b>Category</b>	<b>School Year 2016-2017</b>	<b>School Year 2017-2018</b>
Certified Staff Salaries	\$46,555	\$0
Benefits	\$19,764	\$0
Staff Travel	\$43,100	\$0
Supplies	2,000	\$0
Other Expenses (Dues & Fees)	\$3,114	\$0
Indirect	\$6,813	\$0
Total	\$121,346	\$0

\*The allocation from Title IIA was moved into Title IA, resulting in an increase if funding in Title IA. The activities funding by Title IIA continue to be funded under Title IA. The reason that the allocation from Title IIA was moved to Title IA was increase efficiency of program management.

## **Title VI – Indian Education**

*Purpose:* The Indian Education program supports the efforts of school districts, 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 they can meet the same challenging state academic achievement standards as all other students.

*Information:* Southwest Region School District is developing a Yup'ik Studies curriculum that incorporates the rigorous state and district academic standards. The funds are used for professional development, and personnel including instructional aides, two teachers teacher, and part of the Yup'ik Studies director.

<b>Category</b>	<b>School Year 2016-2017</b>	<b>School Year 2017-2018</b>
Certified Staff Salaries	\$79,859	\$4,084
Instructional Aide Salaries	\$82,744	\$91,634
Benefits	\$58,546	\$60,396
Staff Travel	\$5,451	\$0
Supplies	\$0	\$0
Indirect	\$11,500	\$11,900
Total	\$232,140	\$238,015

## Carl Perkins

*Purpose:* To provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Perkins supports career and technical education that prepares its students both for postsecondary education and the careers of their choice. Career and technical education is about helping students, workers and lifelong learners of all ages fulfill their working potential. First and foremost it's about high school and college education that provides students with:

- Academic subject matter taught with relevance to the real world, often called contextual learning.
- Employability skills, from job-related skills to workplace ethics.
- Education pathways that help students explore interests and careers in the process of progressing through school.

*Information:* The funds can only be used for programs serving students in grades 9-12. The funds are used for curriculum development, professional development, and the enhancement of CTE and counseling programs. Recent efforts have resulted in a newly adopted curriculum for industrial arts courses including the use of industry recognized assessments that lead to nationally recognized certifications.

Category	School Year 2016-2017	School Year 2017-2018
Teacher Salaries	\$0	\$0
Benefits	\$0	\$0
Professional & Technical	\$0	\$1,750
Staff Travel	\$12,534	\$14,600
Student Travel	\$7,800	\$7,200
Supplies	\$0	\$0
Indirect	\$1,092	\$1,583
Student Tuition	\$0	\$2,923
Total	\$22,927	\$28,056

## **Title VII – Impact Aid**

*Purpose:* Impact Aid provides financial assistance to school districts affected by federal activities. Because federal property is exempt from local property taxes, Impact Aid helps to replace the lost revenue that would otherwise be available to pay for educating children who live on federal property or whose parents work on federal property.

*Information:* The district receives funding for each child that lives on Indian lands. Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts. Impact Aid funds are in the unrestricted class, meaning that the funds may be used for any number of activities but in accordance with their local and State requirements. The State of Alaska applies 90% of the Impact Aid revenue towards our basic state foundation funding. This means that the majority of Impact Aid is not additional funding but in fact replaces the foundation funds that the state would have paid based on student count.

Southwest Region School District uses Impact Aid for a wide variety of expenses, including the salaries of teachers and instructional aides; fringe benefits for teachers and instructional aides; development of curriculum and purchasing curriculum resources; providing technology in the schools; instructional supplies and equipment, computers, and other equipment.

This funding varies from year to year but is usually somewhere between \$4.5 million and \$4.9 million. This funding goes into the general operating budget.



## **Rural & Low-Income School Grant**

*Purpose:* This funding is new to eligible school districts through the Small & Rural School Achievement program direct from the US Department of Education. The funds are designed to support local academic needs under the purview of Title II-A or Title IV-A.

*Information:* The district received this funding in order to support the implementation of math and reading instructional strategies through the professional development of elementary teachers in the concepts of math daily review and language arts instruction.

<b>Category</b>	<b>School Year 2016-2017</b>	<b>School Year 2017-2018</b>
Teacher Salaries	\$0	\$4,900
Benefits	\$0	\$750
Professional & Technical	\$0	\$0
Staff Travel	\$0	\$0
Student Travel	\$0	\$0
Supplies	\$0	\$0
Dues & Fees	\$0	\$6,125
Indirect	\$0	\$0
Student Tuition	\$0	\$0
Total	\$0	11,775

## **Title IC Migrant Book Program**

Purpose: Migrant funding for providing literature to migrant students.

Information: This funding is used to provide a variety of books to migrant children. Migrant children get to choose age-appropriate books at each school. In addition, the SWRSD Migrant Program mails Alaska-themed/culturally relevant books to migrant children. Both activities are part of the Literacy in the Home initiative through the migrant program.

<b>Category</b>	<b>School Year 2016-2017</b>	<b>School Year 2017-2018</b>
Teacher Salaries	\$0	\$0
Benefits	\$0	\$0
Professional & Technical	\$0	\$0
Staff Travel	\$0	\$0
Student Travel	\$0	\$0
Supplies	\$8,950	\$12,480
Dues & Fees	\$0	\$0
Indirect	\$0	\$0
Student Tuition	\$0	\$0
Total	\$0	11,775

## **Johnson O'Malley**

Purpose: Johnson O'Malley (JOM) programs offered to American Indian and Alaska Native students vary and may include such programs as culture, language, academics and dropout prevention. Eligible applicants are tribal organizations, Indian corporations, school districts or States with eligible American Indian and Alaska Native children attending their schools or public school districts that have established Indian Education Committees to approve supplementary support programs that benefit American Indian and Alaska Native students. Eligible American Indian and Alaska Native students are enrolled members of a federally recognized tribe or at least one-fourth or more degree of Indian blood descendant of a member of a federally recognized Indian tribal government eligible for services from the Bureau.

Information: Local Tribal Councils/Organizations can manage and expend JOM funds or work with the local school to manage and expend JOM funding. If the funding goes through the school, a resolution and budget proposal is required to be approved by the local Tribal Council/Organization. The primary use of JOM funds has been to support cultural programs such as Native Youth Olympics. The funding levels vary between Tribal Organizations.