

Southwest Region School District

Federal & State Grant Synopsis

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 sources to create a schoolwide program of increased achievement. These funds are used to employ various personnel including instructional aides and district specialists, 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.

Category	School Year 2018-19	School Year 2019-20
Certified Staff Salaries	\$240,998	\$152,434
Instructional Aide Salaries	\$173,713	\$173,816
Benefits	\$102,428	\$84,810
Professional & Technical Services	\$0	\$23,800
Student Travel	\$7,500	\$7,500
Staff Travel	\$82,975	\$138,113
Other Purchased Services	\$16,950	\$12,000
Supplies	\$45,430	\$84,125
Other Expenses (Dues & Fees)	\$9,370	\$10,370
Indirect	\$38,588	\$34,692
Total	\$717,952	\$721,659

Title I, Part A – School Improvement

Purpose: The School Improvement grant is designed for districts schools that have been identified as needing comprehensive support and interventions (CSI) or targeted support and interventions (TSI). CSI schools are identified either by a graduation rate of less than 66.7% or are 5% of the lowest performing schools in the state based on the annual accountability measures. TSI schools are identified based on the growth of consistently underperforming subgroups based on the annual accountability measures. The goals of the grant are to provide additional support in the areas of greatest need as determined by a needs assessment. Based on 2018-19 data, Togiak School has been identified as a CSI based on graduation rate only, while Twin Hills and William Sonny Nelson schools have been identified as CSI schools under the 5% lowest performing Title I schools.

Information: The local school improvement team consisting of a variety of stakeholders, 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.

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.

Funding was \$25,000 for Togiak and \$47,500 for Twin Hills and \$47,500 for William Sonny Nelson. This grant started last spring and runs through the 2019-20 school year. The amount in the column title School Year 2019-20 is what is left from last year, not a new award.

Category	School Year 2018-19	School Year 2019-20
Certified Staff Salaries	\$10,150	\$11,650
Classified Staff Salaries	\$3,000	\$4,500
Benefits	\$2,450	\$2,850
Professional Services	\$15,000	\$7,765
Student Travel	\$0	\$6,000
Staff Travel	\$19,000	\$13,838
Other Purchased Services	\$2,000	\$0
Supplies	\$16,900	\$16,051
Indirect	\$0	\$3,485
Total	\$72,500	\$66,139

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 2018, 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.

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.

Category	School Year 2018-19	School Year 2019-20
Certified Staff Salaries	\$121,083	\$34,265
Classified Salaries	\$8,500	\$45,500
Benefits	\$48,230	\$29,225
Professional & Technical	\$7,650	\$7,650
Staff Travel	\$9112	\$18,200
Student Travel	\$75,050	\$26,000
Utility Services	\$3,446	\$4,000
Other Purchased Services	\$0	\$2,800
Supplies	\$90,130	\$55,432
Indirect	\$20,630	\$11,265
Tuition & Stipends (Students)	\$2,705	\$2,000
Unallocated	\$0	\$0
Total	\$386,536	\$236,338

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.

*The allocation from Title II-A was moved into Title I-A, resulting in an increase if funding in Title IA. The reason that the allocation from Title I-A was moved to Title I-A was increase efficiency of program management. The amount moved to Title I-A was \$97,718.

Title IV, Part A– Student Support & Academic Enrichment

Purpose: Improve students’ academic achievement by increasing the capacity of states, districts, schools ,and local communities to:

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning, and
- Improve use of technology to improve the academic achievement and digital literacy of all students.

Information: The allocation from Title IV-A was moved into Title I-A, resulting in an increase if funding in Title I-A. The reason that the allocation was moved to Title IA was increase efficiency of program management. The amount moved to Title I-A was \$71,578.

Consolidated Admin Pool – Administration of Title Programs

Purpose: The consolidated admin pool (CAP) allows for funds to be moved from various Title grants to a central fund for the administration of grant programs. Basically, this makes the administration of the grants more efficient and it meets audit requirements more easily.

Information: The following amount of funds were moved from each grant to the CAP fund:

- \$112,180 from Title IA
- \$141,535 from Title IC

Category	School Year 2018-2019	School Year 2019-20
Certified Staff Salaries	\$0	\$174,953
Benefits	\$0	\$63,138
Staff Travel	\$0	\$1,000
Supplies	\$0	\$2,380
Indirect	\$0	\$12,195
Total	\$0	\$253,665

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.

Category	School Year 2018-2019	School Year 2019-20
Certified Staff Salaries	\$152,496	\$151,680
Instructional Aide Salaries	\$0	\$16,000
Benefits	\$59,511	\$53,844
Staff Travel	\$1478	\$0
Supplies	\$0	\$0
Indirect	\$10,674	\$11,937
Total	\$224,161	\$233,843

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 professional development, and the enhancement of CTE and counseling programs. Recent efforts have resulted in a the expansion of CTE programs at many of our schools and the opportunity for students to apply to the Bristol Bay Regional CTE program.

Category	School Year 2018-2019	School Year 2019-20
Staff Travel	\$11,441	\$15,695
Student Travel	\$25,547	\$15,688
Supplies	\$0	\$0
Indirect	\$1,849	\$1,569
Student Tuition	\$5,634	\$0
Total	\$44,471	\$32,953

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.

Category	School Year 2018-2019	School Year 2019-20
Teacher Salaries	\$8,250	\$10,367
Benefits	\$1,404	\$1,659
Professional & Technical	\$0	\$0
Staff Travel	\$0	\$0
Student Travel	\$0	\$835
Supplies	\$2,306	\$0
Dues & Fees	\$0	\$0
Indirect	\$0	\$632
Student Tuition	\$0	\$0
Total	\$11,960	\$12,659

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.

Category	School Year 2018-2019	School Year 2019-20
Teacher Salaries	\$0	\$0
Benefits	\$0	\$0
Professional & Technical	\$0	\$0
Staff Travel	\$0	\$0
Student Travel	\$0	\$0
Supplies	\$11,960	\$9,750
Dues & Fees	\$0	\$0
Indirect	\$0	\$0
Student Tuition	\$0	\$0
Total	\$11,960	\$9,750

Title IC PAC

Purpose: Migrant funding for a Southwest Alaska migrant Parent Advisory Committee Member.

Information: This funding is used to provide travel for a migrant parent from southwest Alaska (all of SW Alaska not just SWRSD) to participate in migrant Parent Advisory Committee meetings. Diana Gamechuk, from Manokotak, was selected by the state Migrant Program as the representative from southwest Alaska.

Category	School Year 2018-2019	School Year 2019-20
Teacher Salaries	\$0	\$0
Benefits	\$0	\$0
Professional & Technical	\$0	\$0
Staff Travel	\$0	\$0
Student Travel	\$0	\$0
Supplies	\$5,000	\$5,000
Dues & Fees	\$0	\$0
Indirect	\$0	\$0
Student Tuition	\$0	\$0
Total	\$5,000	\$5,000

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.