

Special Revenue Funds

This section describes programs that operate solely on external funding sources such as grants, federal funds or fees.

Special Revenue Funds.....	1
3000 - FOOD SERVICES.....	3
3002 - SUMMER FEEDING PROGRAM.....	5
3101 - TITLE I.....	7
3103 - MIGRANT.....	9
3104 - Misc. School Grants.....	11
3116 - ECON DISLOCATED WORKERS.....	13
3142 - ALTERNATIVE EDUCATION.....	15
3145 - AIMR- SUMMER RENTAL.....	17
3151 - TEACHER MENTORING PROGRAM.....	19
3152 - ALGEBRA READINESS.....	21
3173 - MIGRANT CONSORT INC GRANT.....	23
3201 - C.B.I.P. PROGRAM.....	25
3202 - E.D. PROGRAM.....	27
3203 - TITLE II.....	29
3205 - PRE-SCHOOL SPECIAL ED.....	31
3207 - CARL PERKINS GRANT.....	33
3212 - SPECIAL EDUCATION JAIL PROGRAM.....	35
3215 - TITLE III.....	37
3221 - EL CIVICS PARTNERSHIP PROJECT.....	39
3225 - INVESTING IN INNOVATION.....	41
3300 - COMMUNITY EDUCATION.....	43
3304 - FAMILIES IN CRISIS GRANT.....	45
3305 - DRIVERS SAFETY FUND.....	47
3306 - OPEN DOORS FUND.....	49
3310 - SUMMER SCHOOL FUND.....	51
3501 - McINTIRE TRUST FUND.....	53
3502 - FOUNDATION FOR EXCELLENCE.....	55
3907 - COMPUTER EQUIPMENT REPLACEMENT.....	57
3909 - TEXTBOOK REPLACEMENT.....	59
3910 - INTERNAL SERVICE- VEH. MAINT.....	61
Summary of Special Revenue Funds.....	63

Special Revenue Funds

The Special Revenue Funds contain programs that typically require separate accounting and reporting of revenues and expenses. Many of these funds/programs are funded via Federal, state, fees, or other funding sources such as foundations. While the accounting for these programs is maintained separately via this accounting mechanism, the provision of services to students is integrated with the overall operations of the School Division.

There are 5 general grouping of programs maintained separately within:

Federal Entitlement Programs – These are funded by the Federal government and have very specific program requirements for the expenditure and tracking of monies. Examples of these programs are Title 1, Carl Perkins, etc.

Fee Based Services – These are typically services provided on a fee basis to students, parents, or other governmental entities. A hallmark of these fee based services is that the operation of the program is fully met by fees collected or other external funding sources. Examples of these programs are Community Education (After School Program), Drivers Safety, Food Services, adult education, etc.

State and Federal Grants – These are funded via external funding sources and typically have specific requirements defined by their funding source. Examples of these include Migrant Education, Misc. Grants, etc.

Jointly Operated Programs – These are maintained for the operation of joint programs with other school divisions in the community. Examples of these include programs operated under the Piedmont Regional Education Program (PREP) and the Investing in Innovation (i3).

Internal Service Funds – These are locally funded, however it provides a means by which to account for intergovernmental operations and multi-year replacement holding accounts. Examples of these include Vehicle Maintenance, Textbook Replacement, Computer Equipment Replacement, etc.

This page is intentionally left blank.

3000 - FOOD SERVICES

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$2,355,494	\$2,767,929	\$2,609,860	47.18%			(\$158,069)	-5.71%
State Revenues	\$84,019	\$55,350	\$56,700	1.03%			\$1,350	2.44%
Federal Revenues	\$2,547,894	\$2,704,691	\$2,865,000	51.79%			\$160,309	5.93%
Revenues Total	\$4,987,407	\$5,527,970	\$5,531,560	100.00%			\$3,590	0.06%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$1,776,673	\$1,833,488	84.36	\$1,870,990	84.70	33.82%	\$37,502	2.05%
Other Wages	\$31,860	\$53,553	0.00	\$37,551	0.00	0.68%	(\$16,002)	-29.88%
Benefits	\$784,283	\$852,747	0.00	\$916,745	0.00	16.57%	\$63,998	7.50%
Operations	\$2,397,184	\$2,788,182	0.00	\$2,706,274	0.00	48.92%	(\$81,908)	-2.94%
Total	\$4,990,000	\$5,527,970	84.36	\$5,531,560	84.70	100.00%	\$3,590	0.06%

State Categorical Summary								
Food Services and Other Non-Instructional Services								
Food	\$4,877,500	\$5,415,470	84.36	\$5,419,060	84.70	97.97%	\$3,590	0.07%
Transfers								
Transfers	\$112,500	\$112,500	0.00	\$112,500	0.00	2.03%	\$0	0.00%
State Cat. Total	\$4,990,000	\$5,527,970	84.36	\$5,531,560	84.70	100.00%	\$3,590	0.06%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Food Services and Other Non-Instructional Services		
Other Management	3.00	3.00
Clerical	1.50	1.00
Food Service	79.86	80.70
Food Services and Other Non-Instructional Services Total	84.36	84.70
Total	84.36	84.70

3000 - FOOD SERVICES

Mission

The mission of the Department of Food Services is to provide high quality, nutritious student meals in a cost-effective manner, offering excellent service and promoting nutrition and wellness among students and team members.

Description

The Department of Food Services is responsible for the following major programs and/or services:

- National School Breakfast Program
- National School Lunch Program
- Contract services
- Nutrition education to customers

The Child Nutrition Program (CNP) continues to support the School Board's goals with initiatives focused on nutrition and wellness for both students and team members. The CNP provides a variety of promotions throughout the school year, including National School Lunch Week, Farm-to-School Week, and National Nutrition Month.

During the 2015-16 school year, the CNP had several equipment replacements. Stone Robinson and Stony Point elementary schools received walk-in cooler and freezer replacements. Walton Middle School replaced a dish machine and added a wash sink. Murray High School added a satellite kitchen, which enables the CNP to serve breakfast and lunch to Murray HS, Enterprise and Charter Middle School students and staff. The National School Breakfast program is now available at Broadus-Wood Elementary School, and all Albemarle County schools have breakfast available for students. All students at Mary Greer Elementary School are enjoying a fresh fruit or vegetable snack at least 4 times per week, with funds awarded in a USDA Fresh Fruit and Vegetable Grant for the 2015-16 school year.

Quality assurance is monitored regularly through: cafeteria visits, a review of standard operational procedures, and an analysis of data such as expenses, meal participation, and customer service feedback. The CNP continues to move forward with initiatives while ensuring the financial integrity of the program. The Equity in School Lunch Price mandates the minimum pricing structure for full paid meal prices.

Resource Allocation

The 2016-17 Food Services budget is prepared with an increase in the lunch price. In order to operate as a financially sound, self-sustaining program, and to continue to provide well-balanced, nutritious meals, a periodic meal increase must occur. In addition, according to the paid lunch equity provision of the federal Healthy, Hunger Free-Kids Act, a meal price is required. The meal price structure prepared in 2016-17 budget is as follows:

	<u>Current</u>	<u>Proposed</u>
Student breakfast	\$1.40	\$1.40
Student lunch primary grades	\$2.40	\$2.50
Student lunch secondary grades	\$2.65	\$2.75
Adult breakfast	\$1.70	\$1.70
Adult lunch	\$3.25	\$3.35

Challenges

The Child Nutrition Program prepares nutritious and healthy menus meeting the Dietary Guidelines for Americans. Menus are also planned considering student preference and choices. Students may not always prefer or choose the healthier options, which pose the challenge of balancing these two drivers of the menu planning process. The Child Nutrition Program continues to work toward solutions by offering a variety of choices, seeking student feedback, customer taste tests, and nutrition education. Factors which impact food service revenue and expenses are reviewed regularly in order to maintain an adequate fund balance.

Metric(s)

- Meals served: during the 2014-15 school year, the CNP served over 310,000 breakfasts and 1,076,000 lunches.
- Over 2000 free and reduced meal applications are processed each school year, with an average of 28-29% free and reduced students within Albemarle County Schools. An online meal application at heartlandapps.com was made available to Albemarle county families this school year.

3002 - SUMMER FEEDING PROGRAM

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Local Revenues	\$277,433	\$300,200	\$300,705		100.00%		\$505	0.17%

Expenditures								
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	<u>Adopted vs. Requested</u>	
							Increase	% lcr.
Other Wages	\$74,503	\$81,916	0.00	\$88,658	0.00	29.48%	\$6,742	8.23%
Benefits	\$5,700	\$6,267	0.00	\$6,782	0.00	2.26%	\$515	8.22%
Operations	\$214,278	\$212,017	0.00	\$205,265	0.00	68.26%	(\$6,752)	-3.18%
Total	\$294,481	\$300,200	0.00	\$300,705	0.00	100.00%	\$505	0.17%

State Categorical Summary								
Food Services and Other Non-Instructional Services								
Food	\$194,481	\$300,200	0.00	\$300,705	0.00	100.00%	\$505	0.17%
Transfers								
Transfers	\$100,000	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
State Cat. Total	\$294,481	\$300,200	0.00	\$300,705	0.00	100.00%	\$505	0.17%

3002 - SUMMER FEEDING PROGRAM

Mission

The mission of the Summer Feeding Program is to generate revenue for the Department of Food Services, while providing summer employment opportunities for food service personnel.

Description

The Summer Feeding Program is responsible for the following major programs and/or services:

- Catering CFA event.

This fund provides opportunities for summer employment to staff, and it generates revenues for use by the department.

Resource Allocation

Food: The CNP provides catering service to CFA during a 2-3 week period, serving breakfast, lunch, and snack items. The budget is driven by the menu and service requested each year, as well as the number of customers served.

Challenges

There are no state/federal mandates, funding reductions, cost increases, Board direction, or other challenges that may impact future work/success in meeting strategic goals.

Metric(s)

- There are over 30 CNP employees providing service during this food catering event at Monticello High School. The menu offers a wide variety of options at breakfast, lunch, and snack, serving 700 customers per day, on average.

3101 - TITLE I

Revenues							Adopted vs. Requested	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Federal Revenues	\$1,299,834	\$1,500,000	\$1,750,000		100.00%		\$250,000	16.67%

Expenditures								
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Adopted vs. Requested	
							Increase	% lcr.
Salary	\$872,971	\$991,755	15.65	\$1,053,661	16.95	60.21%	\$61,906	6.24%
Other Wages	\$18,971	\$50,786	0.00	\$45,602	0.00	2.61%	(\$5,184)	-10.21%
Benefits	\$316,460	\$327,568	0.00	\$386,655	0.00	22.09%	\$59,087	18.04%
Operations	\$91,527	\$129,891	0.00	\$264,082	0.00	15.09%	\$134,191	103.31%
Total	\$1,299,929	\$1,500,000	15.65	\$1,750,000	16.95	100.00%	\$250,000	16.67%

State Categorical Summary								
Building Services								
Bldg. Svs - Maint	\$317	\$275	0.00	\$300	0.00	0.02%	\$25	9.09%
Instruction								
Regular Education	\$1,299,612	\$1,499,725	15.65	\$1,749,700	16.95	99.98%	\$249,975	16.67%
State Cat. Total	\$1,299,929	\$1,500,000	15.65	\$1,750,000	16.95	100.00%	\$250,000	16.67%

Staffing Information

	16 FTE	17 FTE
Instruction		
Teacher	12.65	13.85
Teaching Assistant	1.50	1.50
Other Management	1.00	1.10
Clerical	0.50	0.50
Instruction Total	15.65	16.95
Total	15.65	16.95

3101 - TITLE I

Mission

The mission of the Title I Fund is to support reading/language arts and math instruction for students with achievement levels that do not meet expected standards in the eight elementary schools with free- and reduced-lunch program participation percentages above the county average.

Description

The Title I Fund is responsible for the following major programs and/or services:

- Reading/language arts instruction; math instruction
- Support for homeless students
- Parental involvement

Title I is funded through the No Child Left Behind (NCLB) Act, and requires specific rules, regulations, and requirements be met. NCLB legislation requires states to demonstrate progress from year to year in raising the percentage of students who are proficient in reading and math, and in narrowing the achievement gap between advantaged and disadvantaged students. The Title I goal remains helping children to read and to perform on grade level in math, which means more than a year's growth in nine months, and for students in grades 3-5 to pass their Standards of Learning (SOL) tests. Title I continues to coordinate with other early childhood preschool programs such as Head Start and Bright Stars.

Resource Allocation

Building Services-Maintenance: A percentage of the county's local telephone service is charged to this fund.

Regular Education: Salaries for teachers providing direct service to identified students is the first priority.

Challenges

A critical challenge for the Title I Program is to hire and retain highly- motivated and -qualified teachers who are certified in reading, as well as paraprofessionals who have completed at least two years of higher education, as mandated by NCLB requirements. The county continues to look for ways to increase parent participation in student achievement, and at school and county events as part of its Title I initiatives.

Metric(s)

Approximately 350 students received Title I services last school year.

3103 - MIGRANT

Revenues							Adopted vs. Requested	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$300	\$600	\$300	0.23%			(\$300)	-50.00%
Federal Revenues	\$93,655	\$125,000	\$130,600	99.77%			\$5,600	4.48%
Revenues Total	\$93,955	\$125,600	\$130,900	100.00%			\$5,300	4.22%

Expenditures							Adopted vs. Requested	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$38,747	\$49,256	0.75	\$31,118	0.55	23.77%	(\$18,138)	-36.82%
Other Wages	\$31,793	\$41,000	0.00	\$62,000	0.00	47.36%	\$21,000	51.22%
Benefits	\$16,917	\$21,600	0.00	\$17,927	0.00	13.70%	(\$3,673)	-17.00%
Operations	\$6,219	\$13,744	0.00	\$19,855	0.00	15.17%	\$6,111	44.46%
Total	\$93,676	\$125,600	0.75	\$130,900	0.55	100.00%	\$5,300	4.22%

State Categorical Summary								
Instruction								
Regular Education	\$93,676	\$125,600	0.75	\$130,900	0.55	100.00%	\$5,300	4.22%
State Cat. Total	\$93,676	\$125,600	0.75	\$130,900	0.55	100.00%	\$5,300	4.22%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Instruction		
Teacher	0.35	0.35
Other Management	0.30	0.10
Clerical	0.10	0.10
Instruction Total	0.75	0.55
Total	0.75	0.55

3103 - MIGRANT

Mission

The mission of the Migrant Fund is to identify all eligible migrant students residing within the regional district (Albemarle, Alleghany, Augusta, Charlottesville, Chesterfield, Culpeper, Fluvanna, Greene, Louisa, Madison, Nelson, Orange, Rockbridge, Staunton, and Waynesboro), evaluate their individual educational needs, and offer necessary support services.

Description

The Migrant Fund is responsible for the following major programs and/or services:

- Identification of all migrant students
- After-school instruction
- Extended instruction in summer
- Evening ESOL classes in migrant camps
- In-school tutoring

The Migrant Fund offers supplemental in-school tutoring, English Language Learner services, counseling, home-school coordination, and alternative educational opportunities for eligible migrant students. It is challenging to provide services within a region covering 15 school divisions to a decreasing number of eligible migrant students.

The Migrant Fund continues to restructure the organization, develop and strengthen partnerships, attract more interns and volunteers, and write supplemental grants in an effort to maintain the quality and quantity of services provided for migrant students.

Resource Allocation

Regular Education: Salaries for staff to provide direct service for the students is the first priority.

Challenges

The Virginia Standards of Learning (SOL) and graduation requirements present ever-increasing challenges for migrant students to graduate from high school. Migrant education is funded through the No Child Left Behind (NCLB) Act, and requires specific rules, regulations, and requirements must be met.

Metric(s)

One hundred percent of eligible migrant students are offered direct educational and/or support services. Ninety-four percent of the in-school students receive individual tutoring and extended learning time.

3104 - MISC. SCHOOL GRANTS

Revenues							Adopted vs. Requested	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$116,699	\$0	\$170,000	100.00%			\$170,000	#Div/0!
State Revenues	\$34,187	\$0	\$0	0.00%			\$0	#Num!
Revenues Total	\$150,886	\$0	\$170,000	100.00%			\$170,000	#Div/0!

Expenditures							Adopted vs. Requested	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Other Wages	\$14,712	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
Benefits	\$1,125	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
Operations	\$152,859	\$0	0.00	\$170,000	0.00	100.00%	\$170,000	#Div/0!
Total	\$168,696	\$0	0.00	\$170,000	0.00	100.00%	\$170,000	#Div/0!

State Categorical Summary								
Instruction								
Regular Education	\$10,476	\$0	0.00	\$170,000	0.00	100.00%	\$170,000	#Div/0!
UNASSIGNED TEACH CLASS	\$158,220	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
Instruction Total	\$168,696	\$0	0.00	\$170,000	0.00	100.00%	\$170,000	#Div/0!
State Cat. Total	\$168,696	\$0	0.00	\$170,000	0.00	100.00%	\$170,000	#Div/0!

3104 – MISCELLANEOUS GRANTS

Mission

The mission of the Miscellaneous Grants fund is to provide a means by which to receive, process, account, and report upon various small grants received by the Division.

Description

These grants typically are under \$5,000, with the majority of them between \$500 to \$1,000. Grants received may be for a very wide variety of area including the arts, field trips, classroom specific projects, school-wide projects, etc. The primary criteria for inclusion in this fund is non-recurring and under \$25,000.

Resource Allocation

Regular Education: The Miscellaneous Grant fund supports classroom activities across the division.

Challenges

There are mandates for each grant received. Tracking the requirements of each can be difficult as this fund contains approximately 40+ separate and distinct grants.

Metric(s)

Accounting is provided for each grant received by the division. If reporting is required, reports are prepared and provided to grantors.

3116 - ECON DISLOCATED WORKERS

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Local Revenues	\$38,758	\$35,000	\$55,000		100.00%		\$20,000	57.14%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Other Wages	\$34,980	\$26,960	0.00	\$43,500	0.00	79.09%	\$16,540	61.35%
Benefits	\$2,676	\$2,062	0.00	\$3,328	0.00	6.05%	\$1,266	61.40%
Operations	\$6,330	\$5,978	0.00	\$8,172	0.00	14.86%	\$2,194	36.70%
Total	\$43,986	\$35,000	0.00	\$55,000	0.00	100.00%	\$20,000	57.14%

State Categorical Summary								
Instruction								
Adult Education	\$43,986	\$35,000	0.00	\$55,000	0.00	100.00%	\$20,000	57.14%
State Cat. Total	\$43,986	\$35,000	0.00	\$55,000	0.00	100.00%	\$20,000	57.14%

3116 - ECON DISLOCATED WORKERS

Mission

The mission of the Economically Dislocated Worker's Fund is to collaborate with institutions, agencies, and businesses, when requested, to provide tutoring and classes tailored to the individualized needs of particular students.

Description

The Economically Dislocated Worker's Fund is responsible for the following major programs and/or services:

- Tutoring for high school students
- Instruction in basic math and reading
- Workplace, family literature, and ESOL classes

Registration or tuition fees are charged for many of the English for Speakers of Other Languages (ESOL) classes. These courses allow the division to expand offerings to interested adults, and, in turn, support parental involvement with their children's education. Goodwill of the Valleys pays for tutoring and instruction for their clients in a collaborative effort with Albemarle County Public Schools. Businesses provide classes for their employees on-site.

Resource Allocation

Adult Education: Salaries for staff to provide individualized instruction is the priority.

Challenges

The United States Department of Education established new policies and guidelines relating to student data, assessments, and performance targets for adult learners. New requirements necessitate enhanced record-keeping procedures at the local level, while expecting improved student performance. Because of these guidelines, fewer students receive service through the Basic Adult Education funds, and additional classes are needed.

Metric(s)

Over \$35,000 earned to provide individualized educational services for the community, our parents, and high school students.

3142 - ALTERNATIVE EDUCATION

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
State Revenues	\$23,576	\$23,576	\$23,576		100.00%		\$0	0.00%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$21,740	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
Benefits	\$1,845	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
Operations	\$0	\$23,576	0.00	\$23,576	0.00	100.00%	\$0	0.00%
Total	\$23,585	\$23,576	0.00	\$23,576	0.00	100.00%	\$0	0.00%

State Categorical Summary								
Instruction								
Voc. Education	\$23,585	\$23,576	0.00	\$23,576	0.00	100.00%	\$0	0.00%
State Cat. Total	\$23,585	\$23,576	0.00	\$23,576	0.00	100.00%	\$0	0.00%

3142 - ALTERNATIVE EDUCATION

Mission

The mission of the Alternative Education Fund (ISAEP, or Individual Student Alternative Education Plan) is to supplement existing General Equivalency Diploma (GED) services by developing specialized occupational training and employment necessary for students 16 years of age or older to become productive and contributing citizens.

Description

The Alternative Education Fund is responsible for the following major programs and/or services:

- Academic services
- Occupational services
- Counseling

Resource Allocation

Vocational Education: Salary for the director is required by the grant.

Challenges

None

Metric(s)

Thirty-four students received services through this fund during 2014-15. Twenty-one qualified and enrolled in the State ISAEP program, and seven passed their GED exam.

3145 - CFA INSTITUTE - SUMMER RENTAL

Revenues								
							Adopted vs. Requested	
	Actual 15	Adopted 16	Proposed 17			% of Total	Increase	% lcr.
Local Revenues	\$529,157	\$604,750	\$479,750			100.00%	(\$125,000)	-20.67%
Expenditures								
							Adopted vs. Requested	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$26,660	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
Other Wages	\$5,699	\$27,103	0.00	\$27,103	0.00	5.65%	\$0	0.00%
Benefits	\$488	\$2,073	0.00	\$2,073	0.00	0.43%	\$0	0.00%
Operations	\$593,478	\$575,574	0.00	\$450,574	0.00	93.92%	(\$125,000)	-21.72%
Total	\$626,325	\$604,750	0.00	\$479,750	0.00	100.00%	(\$125,000)	-20.67%
State Categorical Summary								
Building Services								
Bldg. Svs - Maint	\$139,198	\$395,950	0.00	\$270,950	0.00	56.48%	(\$125,000)	-31.57%
Instruction								
Regular Education	\$12,127	\$8,800	0.00	\$8,800	0.00	1.83%	\$0	0.00%
Transfers								
Transfers	\$475,000	\$200,000	0.00	\$200,000	0.00	41.69%	\$0	0.00%
State Cat. Total	\$626,325	\$604,750	0.00	\$479,750	0.00	100.00%	(\$125,000)	-20.67%

3145 - CFA INSTITUTE - SUMMER RENTAL

Mission

The mission of the CFA Institute Summer Rental Fund is to maintain a separate account of all revenues and expenses associated with the summer rental of Monticello High School. A transfer of \$200,000 is made to the division from this fund.

Description

This fund contains the direct expenses associated with the operation of the summer CFA rental. Residual funds are transferred from this fund to support the division's operational budget.

- Summer rental of Monticello High School.

Resource Allocation

Bldg. Svs-Maint: The CFA contract requires substantial resources to reconfigure the building and support their rental. Due to the annual movement of all furniture, equipment, and materials in Monticello High School, periodic replacement of the carpet and furniture in affected areas is required and included in this fund.

Transfers: Residual funds are transferred directly to the school fund budget to assist in the operation of the division as a whole.

Challenges

A new multi-year contract is in effect. It is often challenging to meet the terms of the contract when the school year is extended due to snow days.

Metric(s)

- This contract has provided the division with substantial funds since its inception.

3151 - TEACHER MENTORING PROGRAM

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
State Revenues	\$5,647	\$10,000	\$10,000		100.00%		\$0	0.00%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Other Wages	\$3,565	\$3,650	0.00	\$3,800	0.00	38.00%	\$150	4.11%
Benefits	\$273	\$279	0.00	\$291	0.00	2.91%	\$12	4.30%
Operations	\$1,810	\$6,071	0.00	\$5,909	0.00	59.09%	(\$162)	-2.67%
Total	\$5,648	\$10,000	0.00	\$10,000	0.00	100.00%	\$0	0.00%

State Categorical Summary								
Instruction								
Regular Education	\$5,648	\$10,000	0.00	\$10,000	0.00	100.00%	\$0	0.00%
State Cat. Total	\$5,648	\$10,000	0.00	\$10,000	0.00	100.00%	\$0	0.00%

3151 - TEACHER MENTORING PROGRAM

Mission

The mission of the Teacher Mentoring Program is to support novice teachers in their first or second year of teaching by appointing mentors/coaches and providing professional development.

Description

The Teacher Mentoring Program is responsible for the following major programs and/or services:

- Mentor support for novice teachers in their first or second year of teaching in Albemarle County
- Professional development and resources for novice teachers in their first or second year of teaching

Resource Allocation

Regular Education: The Teacher Mentoring Program supports the New Teacher Academy held each August, as well as 3-5 Novice Teacher Forums throughout the year. Funds may cover lunch, stipends, substitutes, and professional development resources.

Challenges

There are no state/federal mandates, funding reductions, cost increases, board direction, or other challenges that may impact future work/success in meeting strategic goals.

Metric(s)

- Eighty novice teachers are working with 23 Instructional Coaches.
- Three Novice Teacher Forums have been held so far this school year.
- One additional Novice Teacher Forum is scheduled during the remainder of this year.

3152 - ALGEBRA READINESS

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
State Revenues	\$49,969	\$49,000	\$50,000		100.00%		\$1,000	2.04%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Other Wages	\$46,415	\$45,518	0.00	\$46,447	0.00	92.89%	\$929	2.04%
Benefits	\$3,554	\$3,482	0.00	\$3,553	0.00	7.11%	\$71	2.04%
Total	\$49,969	\$49,000	0.00	\$50,000	0.00	100.00%	\$1,000	2.04%

State Categorical Summary								
Instruction								
Regular Education	\$49,969	\$49,000	0.00	\$50,000	0.00	100.00%	\$1,000	2.04%
State Cat. Total	\$49,969	\$49,000	0.00	\$50,000	0.00	100.00%	\$1,000	2.04%

3152 - ALGEBRA READINESS

Mission

The mission of the Algebra Readiness Fund is to provide mathematics intervention services to middle school students who are at risk of failing the Algebra I end-of-course test.

Description

The Algebra Readiness Fund is responsible for the following major programs and/or services:

- Math tutoring in middle schools.

Resource Allocation

Regular Education: Algebra Readiness Funds are distributed based on the free and reduced lunch status of students per school.

Challenges

Math remediation is critical to middle school students who are in danger of failing the Standards of Learning (SOL) mathematics assessment tests. Each school has established before-, during-, and after-school programs to support students beyond their allotted time in math class, and the RTI process is used to establish student need. School-Based Intervention Teams (SBIT) analyze student performance data on classroom assessments and SOL's.

Transportation complexities require providing various remediation time choices.

Metric(s)

- Each school will schedule teachers to provide remediation for students based on SBIT recommendation as below.

School

Jouett	10
Sutherland	4
Burley	7
Henley	3
Walton	5
CPCS	1

3173 - MIGRNT CONSORT INCNTV GRT

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Federal Revenues	\$11,174	\$13,000	\$13,000		100.00%		\$0	0.00%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Other Wages	\$10,380	\$12,076	0.00	\$12,076	0.00	92.89%	\$0	0.00%
Benefits	\$794	\$924	0.00	\$924	0.00	7.11%	\$0	0.00%
Total	\$11,174	\$13,000	0.00	\$13,000	0.00	100.00%	\$0	0.00%

State Categorical Summary								
Instruction								
Regular Education	\$11,174	\$13,000	0.00	\$13,000	0.00	100.00%	\$0	0.00%
State Cat. Total	\$11,174	\$13,000	0.00	\$13,000	0.00	100.00%	\$0	0.00%

3173 - MIGRNT CONSORT INCNTV GRT

Mission

The mission of the Migrant Consortium Incentive Grant is to provide teachers with tools to quickly assess and provide supplemental research-based lessons to migrant students in order to improve their foundational literacy skills. Educators use the website to quickly identify individual student literacy needs, and access instructional lessons designed to improve specific literacy skills.

Description

The Migrant Consortium Incentive Grant is responsible for the following major programs and/or services:

- Assessing literacy skill needs
- Providing supplemental tutoring

The Migrant Consortium Incentive Grant is a collaborative effort among sixteen state Migrant Education Programs to provide high-quality, research-based instruction with low administrative costs.

Resource Allocation

Regular Education: Teachers are paid to provide direct service to students in their homes during the summer, utilizing the national website provided. They also pilot new lessons and increase the functionality of the website for migrant students throughout the country.

Challenges

The Migrant Consortium Incentive Grant is funded under the United States Department of Education (USED) Migrant Literacy Comprehensive Online Reading Education (MLCORE) Consortium Incentive Grant (CIG), which requires State Educational Agencies (SEAs) to make consortium arrangements with other states to apply for the funds. Specific rules, regulations, and requirements must be met.

Metric(s)

- All State goals were met.

3201 - C.B.I.P. PROGRAM

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Local Revenues	\$990,660	\$1,093,788	\$1,263,128		100.00%		\$169,340	15.48%

Expenditures								
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	<u>Adopted vs. Requested</u>	
							Increase	% lcr.
Salary	\$674,671	\$717,699	21.82	\$803,554	24.60	63.62%	\$85,855	11.96%
Other Wages	\$0	\$2,315	0.00	\$3,546	0.00	0.28%	\$1,231	53.17%
Benefits	\$294,647	\$345,312	0.00	\$425,555	0.00	33.69%	\$80,243	23.24%
Operations	\$51,421	\$28,462	0.00	\$30,473	0.00	2.41%	\$2,011	7.07%
Total	\$1,020,739	\$1,093,788	21.82	\$1,263,128	24.60	100.00%	\$169,340	15.48%

State Categorical Summary								
Instruction								
SPED	\$970,739	\$1,093,788	21.82	\$1,263,128	24.60	100.00%	\$169,340	15.48%
Transfers								
Transfers	\$50,000	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
State Cat. Total	\$1,020,739	\$1,093,788	21.82	\$1,263,128	24.60	100.00%	\$169,340	15.48%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Instruction		
Teacher	7.10	7.10
Teaching Assistant	14.22	17.00
Other Management	0.50	0.50
Instruction Total	21.82	24.60
Total	21.82	24.60

3201 - C.B.I.P. PROGRAM

Mission

The mission of the Community Based Instructional Program is to assist local school divisions in providing a free and appropriate educational program for students with disabilities. Albemarle County participates with nine neighboring school systems in the Piedmont Regional Education Program (PREP). The regional approach seeks to provide high-quality services in a cost-effective manner.

Description

The CBIP Program is responsible for the following major programs and/or services:

- Special Education services for students with autism who require a significant level of support
- Special Education services for students with multiple disabilities who require a significant level of support

Aside from the incremental increase related to salary and tuition costs, no major initiatives have been implemented in the last two years with financial cost to the division, though an increase is requested in this fund to cover increases in salary and tuition/program costs.

Resource Allocation

SPED: The primary driver to this budget is the cost of the staffing associated with the program. As salaries and benefits increase, this cost of this program also grows.

Transfers: There are no anticipated transfers this year.

Challenges

The process for funding the Community Based Instruction Program (CBIP) requires that Albemarle County pay tuition to the Piedmont Regional Education Program (PREP) for each student who is served. Albemarle County provides the services to the students and then requests reimbursement for the program costs. Albemarle County loses the Average Daily Membership (ADM) state reimbursement for the 38 students served in this program, but receives a reimbursement for program costs and a tuition reimbursement from the state, based on the current composite index. As Virginia supports regional programming at a more favorable rate, participation in this program remains more affordable than providing our own services. This remains a cost-effective approach to providing federal- and state-mandated services to students with autism and multiple disabilities.

Metric(s)

- The CBIP Program maximized the utilization of resources provided by the Virginia Department of Education through the regional rate package by successfully providing a free and appropriate educational program for 38 students with significant disabilities (students with autism or multiple disabilities that receive special education for more than 50% of their school week).

3202 - E.D. PROGRAM

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Local Revenues	\$684,082	\$717,643	\$816,716		100.00%		\$99,073	13.81%

Expenditures								
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	<u>Adopted vs. Requested</u>	
							Increase	% lcr.
Salary	\$465,395	\$496,200	11.66	\$536,711	13.66	65.72%	\$40,511	8.16%
Other Wages	\$0	\$1,893	0.00	\$4,649	0.00	0.57%	\$2,756	145.59%
Benefits	\$194,908	\$194,318	0.00	\$248,810	0.00	30.46%	\$54,492	28.04%
Operations	\$50,000	\$25,232	0.00	\$26,546	0.00	3.25%	\$1,314	5.21%
Total	\$710,303	\$717,643	11.66	\$816,716	13.66	100.00%	\$99,073	13.81%

State Categorical Summary								
Instruction								
SPED	\$660,303	\$717,643	11.66	\$816,716	13.66	100.00%	\$99,073	13.81%
Transfers								
Transfers	\$50,000	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
State Cat. Total	\$710,303	\$717,643	11.66	\$816,716	13.66	100.00%	\$99,073	13.81%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Instruction		
Teacher	5.00	5.00
Psychologist	2.60	2.60
Teaching Assistant	4.06	6.06
Instruction Total	11.66	13.66
Total	11.66	13.66

3202 - E.D. PROGRAM

Mission

The mission of the Emotional Disabilities (ED) Program is to assist local school divisions in providing a free and appropriate educational program for students with emotional disabilities. Albemarle County participates with nine neighboring school systems in the Piedmont Regional Education Program (PREP). The regional approach seeks to provide high quality services in a cost-effective manner.

Description

The ED Program is responsible for the following major programs and/or services:

- Provision of special education services for students with emotional disabilities

Aside from the incremental increase related to salary and tuition costs, no major initiatives have been implemented that had a financial cost to the division in the last two years, though an increase is requested in this fund to cover increases in salary, tuition, and program costs.

Resource Allocation

SPED: The primary driver to this budget is the cost of the staffing associated with the program. As salaries and benefits increase, this cost of this program also grows.

Transfers: There are no anticipated transfers.

Challenges

The process for funding this program requires that Albemarle County pay tuition to the Piedmont Regional Education Program (PREP) for each student who is served. Albemarle County provides the services to the students and then requests reimbursement for the program costs. Albemarle County loses the Average Daily Membership (ADM) state reimbursement for the 32 students served in this program, but receives a reimbursement for program costs and a tuition reimbursement from the state based on the current composite index. As Virginia supports regional programming at a more favorable rate, participation in this program remains more affordable than providing our own services. This remains a cost-effective approach to providing federal- and state-mandated services to students with emotional disabilities that present with significant needs.

Metric(s)

- The ED Program maximized the utilization of resources provided by the Virginia Department of Education through the regional rate package by successfully providing a free and appropriate educational program for 32 students with significant disabilities (students with emotional disabilities that receive special education for more than 50% of their school week).

3203 - TITLE II

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Federal Revenues	\$301,820	\$350,000	\$375,000		100.00%		\$25,000	7.14%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$203,723	\$202,536	4.00	\$214,199	4.00	57.12%	\$11,663	5.76%
Other Wages	\$0	\$20,151	0.00	\$20,036	0.00	5.34%	(\$115)	-0.57%
Benefits	\$73,365	\$76,937	0.00	\$84,382	0.00	22.50%	\$7,445	9.68%
Operations	\$24,733	\$50,376	0.00	\$56,383	0.00	15.04%	\$6,007	11.92%
Total	\$301,821	\$350,000	4.00	\$375,000	4.00	100.00%	\$25,000	7.14%

State Categorical Summary								
Instruction								
Regular Education	\$301,821	\$350,000	4.00	\$375,000	4.00	100.00%	\$25,000	7.14%
State Cat. Total	\$301,821	\$350,000	4.00	\$375,000	4.00	100.00%	\$25,000	7.14%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Instruction		
Teacher	4.00	4.00
Total	4.00	4.00

3203 - TITLE II

Mission

The mission of the Title II Fund is to prepare, train, and recruit highly-qualified teachers, principals, and paraprofessionals through professional development in best practices in curriculum, assessment, and instruction.

Description

The Title II Fund is responsible for the following major programs and/or services:

- Professional development reimbursement
- Private school PD funds
- Instructional Coaches

Professional development for staff requiring highly qualified status is conducted so that all students, including No Child Left Behind (NCLB) subgroups, will be taught by highly qualified teachers, and as a result, will reach high standards in all content areas. Professional development funds are also available for teachers and administrators of participating private schools.

The division-wide, high-yield instructional framework funded by Title II includes essential curriculum, authentic assessment, and strategies for engaging instruction that provides a best practices model that will help all students achieve beyond the mastery of the standards-based curriculum as assessed on the SOL's. By working with instructional coaches, core subject teachers will incorporate student performance data to inform instruction by using appropriate curriculum integration.

Resource Allocation

Regular Education: The four Instructional Coaches funded under this grant are assigned to one high, three middle, and nine elementary schools where student poverty percentages average 38% (county average is 29%), student minority percentages average 37%, and the inexperienced teacher percentage averages 12%. The Coaches serve as instructional resources for mathematics, reading/language arts, science, and social studies curricula, instruction, and assessment.

Challenges

Title II is funded through the NCLB Act which requires that specific rules, regulations, and requirements be met.

Metric(s)

An instructional coach is assigned to each novice teacher for a two-year period to provide mentoring, which may include assistance with planning and delivery of instruction, classroom management, assessment, and parent communication. Participating private schools have used their funding for Responsive Classroom and Singapore Math trainings, as well as NSTA and NCTM conferences.

3205 - PRE-SCHOOL SPECIAL ED.

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Federal Revenues	\$50,879	\$64,233	\$64,233		100.00%		\$0	0.00%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$32,684	\$44,334	2.00	\$35,419	2.00	55.14%	(\$8,915)	-20.11%
Other Wages	\$0	\$424	0.00	\$0	0.00	0.00%	(\$424)	-100.00%
Benefits	\$18,195	\$19,475	0.00	\$28,814	0.00	44.86%	\$9,339	47.95%
Total	\$50,879	\$64,233	2.00	\$64,233	2.00	100.00%	\$0	0.00%

State Categorical Summary								
Instruction								
Preschool	\$50,879	\$64,233	2.00	\$64,233	2.00	100.00%	\$0	0.00%
State Cat. Total	\$50,879	\$64,233	2.00	\$64,233	2.00	100.00%	\$0	0.00%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Instruction		
Teaching Assistant	2.00	2.00
Total	2.00	2.00

3205 - PRE-SCHOOL SPECIAL ED.

Mission

The mission of the Pre-School Special Education Fund is to provide supplemental support for the existing pre-school programs that serve students eligible for special education services. The Pre-School Special Education Grant is a 15-month federal grant that runs from July 1 through September 30. This grant supports educational programming for pre-school special education students between the ages of two and five. Special education services provided through this grant include funding for part-time teaching assistants to serve pre-school students during the regular school year.

Description

The Pre-School Special Education Fund is responsible for the following major programs and/or services:

- Pre-school specialized instruction for children with disabilities

Resource Allocation

Preschool: The drivers are available resources allocated to us by the Virginia Department of Education, and the small amount of staffing we utilize to support out preschool program.

Challenges

Although federal and state leaders have all agreed that early childhood education is critical, the funding received through this grant has not increased over the last several years, while costs have risen. As funding has not increased commensurate with those cost increases, the support that is actually provided to the program through this funding stream has lessened over the years.

Metric(s)

- 100% of the students that require preschool special education services have been served through existing programs that have been supported through this funding stream.

3207 - CARL PERKINS GRANT

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Federal Revenues	\$143,434	\$152,000	\$161,025		100.00%		\$9,025	5.94%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$11,126	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
Other Wages	\$600	\$800	0.00	\$800	0.00	0.50%	\$0	0.00%
Benefits	\$897	\$61	0.00	\$61	0.00	0.04%	\$0	0.00%
Operations	\$140,021	\$151,139	0.00	\$160,164	0.00	99.47%	\$9,025	5.97%
Total	\$152,644	\$152,000	0.00	\$161,025	0.00	100.00%	\$9,025	5.94%

State Categorical Summary								
Instruction								
UNASSIGNED TEACH CLASS	\$4,674	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
Voc. Education	\$147,970	\$152,000	0.00	\$161,025	0.00	100.00%	\$9,025	5.94%
State Cat. Total	\$152,644	\$152,000	0.00	\$161,025	0.00	100.00%	\$9,025	5.94%

3207 - CARL PERKINS GRANT

Mission

The mission of the Carl Perkins Grant is support relevant, challenging academic and technical education (CTE) courses where students acquire knowledge and learn relevant technical applications of current and emerging careers while preparing for postsecondary studies and employment. The CTE curricula are focused around six program-specific areas: business and information technology, family and consumer sciences, health and medical sciences, marketing, technology education and engineering, and trade and industrial. Standard CTE course offerings are available in all middle and high schools. Advanced coursework and programs are also available through the three high school academies and dual enrollment coursework.

Description

The Carl Perkins Grant provides support for the following major programs and services:

- Business and Information Technology
- Marketing Education
- Technology Education
- Health and Medical Sciences
- Family and Consumer Science
- Trade and Industrial Education
- Career Connections
- Career Pathways

The Vocational Education department implements outreach strategies designed to give students and teachers experiences in the field, as well as bring professionals into the classroom, through events like StartupWeekend EDU, Charlottesville Maker Faire, and the Tom Tom Founders Festival. The department also forms partnerships with UVA, PVCC, MIT, Battelle, and local businesses. This fund also provides supplemental support to the Carl D. Perkins grant to modernize equipment and learning spaces to reflect workplace environments, professional development opportunities for teachers, and curriculum development and assessment that represents growth along course and program competencies.

Another function of this program is to provide secondary CTE teacher and student outreach to elementary schools to facilitate design-engineer-build experiences using the tools and skills of career and technical education programs. Vocational Education collaborates with DART and the Department of Instruction for integrated support that will enhance Science, Technology, Engineering, Math (STEM) learning, through extracurricular robotics programs, advanced manufacturing technologies across content areas, and more. Vocational Education also supports the division's strategic plan through CTE components of the new Environmental Studies Academy (ESA) and ongoing support for existing academies, SPED, and ESOL programs, and ensures program compliance through mandated state and federal monitoring and reporting.

Resource Allocation

Vocational Education: This budget includes no FTEs, however it does include a small stipend account to collect end-of-year mandated state data and operational funds to support resources needed by staff for CTE activities. The activities include Professional Development, teaching resources, equipment modernization for CTE programs in all secondary schools

Challenges

There is a critical shortage of teachers certified to teach career and technical education courses. This creates a challenge to offer mandated CTE in middle and high schools. Further reductions have made it difficult to offer all CTE program areas at the middle and high schools. Due to double-blocking core content classes at the middle school level, the exploratory CTE experience is only available to a limited number of students. Funding reductions make it difficult to purchase updated software and support the industry certification/credentialing exams. Grant funds may only be used for certain portions of the CTE program, challenging the county to fund the remainder. Perkins Grant funds are also being reduced year to year and must be shared among other community organizations such as CATEC.

Metric(s)

- 4,822 middle and high school students were enrolled in a CTE course during the 2014-2015 school year, up from 4,285 in 2013-2014 and 3,687 in 2012-2013

3212 - SPECIAL EDUCATION JAIL PROGRAM

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
State Revenues	\$102,803	\$156,970	\$167,541		100.00%		\$10,571	6.73%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$75,546	\$113,345	1.80	\$117,684	1.80	70.24%	\$4,339	3.83%
Other Wages	\$0	\$0	0.00	\$18	0.00	0.01%	\$18	#Div/0!
Benefits	\$26,237	\$43,625	0.00	\$47,045	0.00	28.08%	\$3,420	7.84%
Operations	\$1,147	\$0	0.00	\$2,794	0.00	1.67%	\$2,794	#Div/0!
Total	\$102,930	\$156,970	1.80	\$167,541	1.80	100.00%	\$10,571	6.73%

State Categorical Summary								
Instruction								
SPED	\$102,930	\$156,970	1.80	\$167,541	1.80	100.00%	\$10,571	6.73%
State Cat. Total	\$102,930	\$156,970	1.80	\$167,541	1.80	100.00%	\$10,571	6.73%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Instruction		
Teacher	1.80	1.80
Total	1.80	1.80

3212 - SPECIAL EDUCATION JAIL PROGRAM

Mission

The mission of the Special Education Jail Program is to provide special education and related services to all eligible students incarcerated in the Charlottesville-Albemarle Regional Jail. The Individuals with Disabilities Education Act mandates that special education and related services be provided to all eligible students, including those who are incarcerated. Albemarle County Public Schools will provide special education services to eligible inmates housed in the Albemarle-Charlottesville Regional Jail. The Virginia Department of Education will reimburse the division for the costs associated with these services. This grant provides special education services to all eligible students aged 18 through 21.

Description

The Special Education Jail Program is responsible for the following major programs and/or services:

- Provision of special education services to all eligible inmates

Resource Allocation

SPED: An increase is requested in this fund to cover increases in salary and benefits for staff.

Challenges

It is critical that the state maintain its commitment to funding this program. If this grant was not available, the locality would be responsible for these services. Continued support of the program by the Virginia Department of Education is expected.

Metric(s)

- All eligible inmates are provided a free and appropriate public education in the jail setting.

3215 - TITLE III

Revenues							Adopted vs. Requested	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Federal Revenues	\$84,878	\$130,000	\$135,000		100.00%		\$5,000	3.85%

Expenditures								
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Adopted vs. Requested	
							Increase	% lcr.
Salary	\$58,381	\$73,678	1.50	\$53,269	1.10	39.46%	(\$20,409)	-27.70%
Other Wages	\$2,463	\$23,000	0.00	\$42,009	0.00	31.12%	\$19,009	82.65%
Benefits	\$24,034	\$32,702	0.00	\$27,373	0.00	20.28%	(\$5,329)	-16.30%
Operations	\$0	\$620	0.00	\$12,349	0.00	9.15%	\$11,729	#####
Total	\$84,878	\$130,000	1.50	\$135,000	1.10	100.00%	\$5,000	3.85%

State Categorical Summary								
Instruction								
ESOL	\$28,801	\$29,878	0.50	\$31,530	0.50	23.36%	\$1,652	5.53%
Regular Education	\$56,077	\$100,122	1.00	\$103,470	0.60	76.64%	\$3,348	3.34%
Instruction Total	\$84,878	\$130,000	1.50	\$135,000	1.10	100.00%	\$5,000	3.85%
State Cat. Total	\$84,878	\$130,000	1.50	\$135,000	1.10	100.00%	\$5,000	3.85%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Instruction		
Teacher	0.70	0.30
Social Worker	0.50	0.50
Clerical	0.30	0.30
Instruction Total	1.50	1.10
Total	1.50	1.10

3215 - TITLE III

Mission

The mission of the Title III Fund is to develop the rich cultural, economic, and intellectual resources our emergent bilingual students bring to the community. The program fulfills this mission by providing a rigorous curriculum, engaging pedagogy, and family partnerships to facilitate students' academic, civic, and economic success.

Description

The Title III Fund is responsible for the following major programs and/or services:

- Parent Engagement Program
- Data analysis on LEP student achievement
- Professional development for teachers
- ESOL Family Liaisons
- Tutors for ESOL students

Title III is funded through the No Child Left Behind (NCLB) Act and requires that specific rules, regulations, and requirements be met. The legislation requires that all LEP students become proficient in English and reach high academic standards, including, at a minimum, attaining proficiency in reading/language.

Resource Allocation

ESOL: Title III resources support the maintenance of a data system for ESOL students that allows for proper placement of students in instructional programs and analysis of student achievement. These funds also support 30% of a coaching position at elementary schools with high numbers of emergent bilingual students, as well as 50% of a position for improving parent engagement among linguistically diverse families in the division. Finally, the Title III fund provides tutoring for ESOL students and professional development for classroom and ESOL teachers working with linguistically diverse students.

Challenges

Albemarle County must achieve equity in educational opportunity for emergent bilingual students and meet the state's Annual Measurable Objectives (AMOs) for English proficiency and progress, as well as proficiency in reading and math for students who continue to learn English as an additional language.

Metric(s)

- Last year the ESOL program met its federal annual measurable objective for graduation of ESOL students, with 80% graduating on time, compared to the state average of 67%.
- The ESOL program also met its annual measurable objective for progress in English language proficiency, with 87% of students making minimum growth targets.
- Last year the ESOL program exited nearly 160 students from additional ESOL support based on these students' high proficiency in English and academic success in the classroom.

3221 - EL CIVICS PARTNERSHIP PROJECT

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$23,210	\$28,500	\$28,500	23.36%			\$0	0.00%
Federal Revenues	\$94,152	\$94,152	\$93,500	76.64%			(\$652)	-0.69%
Revenues Total	\$117,362	\$122,652	\$122,000	100.00%			(\$652)	-0.53%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$33,489	\$29,022	0.50	\$29,135	0.50	23.88%	\$113	0.39%
Other Wages	\$72,689	\$72,000	0.00	\$77,009	0.00	63.12%	\$5,009	6.96%
Benefits	\$14,365	\$11,999	0.00	\$8,120	0.00	6.66%	(\$3,879)	-32.33%
Operations	\$6,765	\$9,631	0.00	\$7,736	0.00	6.34%	(\$1,895)	-19.68%
Total	\$127,308	\$122,652	0.50	\$122,000	0.50	100.00%	(\$652)	-0.53%

State Categorical Summary								
Instruction								
Regular Education	\$127,308	\$122,652	0.50	\$122,000	0.50	100.00%	(\$652)	-0.53%
State Cat. Total	\$127,308	\$122,652	0.50	\$122,000	0.50	100.00%	(\$652)	-0.53%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Instruction		
Teacher	0.50	0.50
Total	0.50	0.50

3221 - EL CIVICS PARTNERSHIP PROJECT

Mission

The mission of the EL Civics Partnership Project is to incorporate civics education into adult English for Speakers of Other Languages (ESOL) classes where many participants are parents of Albemarle County students. Parents participating in their own educational pursuits, especially within a family literacy setting, positively affect their children's learning.

Description

The EL Civics Partnership Project is responsible for the following major programs and/or services:

- Intensive civics education units
- Academic skills classes
- Citizenship preparation
- Technology training for ESOL students
- Distance learning modules
- Civics for Adult ESOL learners DVDs

The State requires a 15 percent local match on this grant. To reach the match, in-kind funds will be required in addition to the transfer of \$16,500 from Federal Programs Fund 2113.

Resource Allocation

Regular Education: Salaries for teachers providing direct service is paramount.

Challenges

New federal mandates requiring stricter recordkeeping at the local level may impact the number of students served in order to maintain high quality and performance.

Metric(s)

The EL Civics grant met four of the six goals for 2014-2015 and is on target to meet all the goals for 2015-2016. Approximately 170 students were served.

3225 - INVESTING IN INNOVATION

Revenues							Adopted vs. Requested	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Federal Revenues	\$125,333	\$0	\$948,248		100.00%		\$948,248	#Div/0!

Expenditures							Adopted vs. Requested	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$0	\$0	0.00	\$110,900	1.70	11.70%	\$110,900	#Div/0!
Other Wages	\$280	\$0	0.00	\$3,484	0.00	0.37%	\$3,484	#Div/0!
Benefits	\$21	\$0	0.00	\$45,140	0.00	4.76%	\$45,140	#Div/0!
Operations	\$124,871	\$0	0.00	\$788,724	0.00	83.18%	\$788,724	#Div/0!
Total	\$125,172	\$0	0.00	\$948,248	1.70	100.00%	\$948,248	#Div/0!

State Categorical Summary								
Instruction								
Voc. Education	\$125,172	\$0	0.00	\$948,248	1.70	100.00%	\$948,248	#Div/0!
State Cat. Total	\$125,172	\$0	0.00	\$948,248	1.70	100.00%	\$948,248	#Div/0!

Staffing Information

	16 FTE	17 FTE
Instruction		
Teacher	0.00	1.20
Other Management	0.00	0.50
Total	0.00	1.70

3225 – INVESTING IN INNOVATION

Mission

The mission of the Investing in Innovation Grant is to provide a test bed for the reconceptualization of science and engineering education through emergent advanced manufacturing technologies. It is a natural progression from the growing emphasis in education on the “maker curriculum” in elementary, middle, and high schools.

Description

The Investing in Innovation Grant has the following objectives:

- Develop Smithsonian Invention Kits and pilot the Laboratory School for Advanced Manufacturing. Replicate use in other school districts prior to national dissemination
- Develop methods for assessing learning outcomes corresponding to science and engineering instructional objectives
- Create a regional professional development network
- Create an engineering/advanced manufacturing/design curricular pathway for high school students that is aligned with college and career readiness

This approach emphasizes project-based learning, in which students develop their creativity and critical analysis skills, as well as their ability to work in teams and communicate their findings. Albemarle County Public Schools is the lead agency in a consortium that received a \$3 million Investing in Innovation (i3) grant from the U.S. Department of Education: "Advanced Manufacturing as a Driver of Cross-Curricular Change." Other members of team include Charlottesville City and Fluvanna County Public Schools, the University of Virginia, Princeton University, and the Smithsonian Institute.

Resource Allocation

Vocational Education

Challenges

Resources to scale the work across ACPS schools not listed in the grant will be a significant challenge. Professional development, tools and equipment, materials, and fabrication lab facility upgrades will come from other sources. As fiscal agent, administration of a multi-partner project is also a challenge.

Metric(s)

Per i3 requirements, American Institutes for Research (AIR) will conduct a rigorous external evaluation of the project. This evaluation will assess (a) the fidelity of implementation, as well as the facilitating factors and challenges to implementation, and (b) the impact of the program on student academic outcomes.

3300 - COMMUNITY EDUCATION

Revenues							Adopted vs. Requested	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$1,653,589	\$1,824,522	\$1,873,129	100.00%			\$48,607	2.66%
State Revenues	\$129,616	\$0	\$0	0.00%			\$0	#Num!
Revenues Total	\$1,783,205	\$1,824,522	\$1,873,129	100.00%			\$48,607	2.66%

Expenditures								
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Adopted vs. Requested	
							Increase	% lcr.
Salary	\$1,042,527	\$1,122,824	45.63	\$1,114,588	45.63	59.50%	(\$8,236)	-0.73%
Other Wages	\$45,496	\$25,317	0.00	\$40,700	0.00	2.17%	\$15,383	60.76%
Benefits	\$368,872	\$395,944	0.00	\$436,445	0.00	23.30%	\$40,501	10.23%
Operations	\$260,761	\$280,437	0.00	\$281,396	0.00	15.02%	\$959	0.34%
Total	\$1,717,656	\$1,824,522	45.63	\$1,873,129	45.63	100.00%	\$48,607	2.66%

State Categorical Summary								
Building Services								
EDEP	\$9,150	\$0	0.00	\$8,736	0.00	0.47%	\$8,736	#Div/0!
Food Services and Other Non-Instructional Services								
EDEP	\$1,621,006	\$1,737,022	45.63	\$1,776,893	45.63	94.86%	\$39,871	2.30%
Transfers								
Transfers	\$87,500	\$87,500	0.00	\$87,500	0.00	4.67%	\$0	0.00%
State Cat. Total	\$1,717,656	\$1,824,522	45.63	\$1,873,129	45.63	100.00%	\$48,607	2.66%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Food Services and Other Non-Instructional Services		
Other Management	1.00	1.00
Clerical	2.38	2.38
ASEP Special Needs	0.34	1.92
ASEP Teacher Aides	6.76	6.94
ASEP Head Teacher	13.16	12.57
After School Teacher	21.99	20.82
Food Services and Other Non-Instructional Services Total	45.63	45.63
Total	45.63	45.63

3300 - COMMUNITY EDUCATION

Mission

The mission of the Community Education Fund is to provide quality attention, thoughtful guidance, authentic experiences, and engaging activities to enhance and expand the learning of Albemarle County students in an extended-day learning program.

Description

The Community Education Fund is responsible for the following major programs and/or services:

- After-school Enrichment Program
- Student holiday/Spring Break programs

In an effort to engage and challenge our students, we maintain a focus on utilizing the Framework for Quality Learning (FQL) and 21st century skills in the creation and implementation of quality enrichment programs. The Smart Campaign remains at the core of EDEP learning opportunities, with an ongoing focus on what it means to have a rich, full life. Programs participate in county-wide units and regional events, in addition to maintaining individual school autonomy, which allows the staff to share their individual interests, and to encourage students to explore personal interests.

Staff development emphasizes guiding, engaging, and exciting our students in energizing, unique, and relevant ways with a specific focus on STEAM--Science, Technology, Engineering, Art, and Math—in addition to equity and diversity and technology offerings. A full week EDEP teacher training and orientation is provided in addition to ongoing professional development opportunities for new and veteran staff.

In alignment with the County of Albemarle Department of Finance, a 3% convenience fee is applied to all credit and debit card payments. The full-time Site Facilitator positions were decreased to two (2) by the elimination of the dual-school positions (3 total) and retaining a single site facilitator for each of the 15 sites. This adjustment remains critical to our efforts to implement concept-centered units and instruction in a substantive manner, and to operate in a fiscally-responsible manner.

Resource Allocation

EDEP: The majority of EDEP funds are allocated to personnel expenses, in addition to providing resources and materials (including educational and recreational supplies, and daily snacks), and professional development.

Challenges

The ability to attract and retain quality staff remains the greatest challenge. As more is required of EDEP teachers to provide genuine enrichment and additional instructional support, compensation must be adjusted to remain competitive with other job markets seeking employees with similar skills. Likewise, the ability to secure qualified substitutes is even more challenging. The rising costs of materials and supplies, the significant increase in the costs of snacks, additional Virginia Department of Education-mandated staff development hours, and rising personnel costs make it increasingly difficult to maintain a cost-effective, fiscally responsible program while concurrently remaining parent-friendly. As parents are challenged to balance their own family budgets, the EDEP program is affected as program usage fluctuates significantly.

Metric(s)

- There are currently 1,300 elementary students from 15 elementary schools registered for the EDEP. Average daily attendance ranges from 14 students per day in our smallest program to 120 per day in our largest, for a division total average daily of attendance of 720 students.
- At present, 80%, twelve (12) of fifteen (15) programs, are capped to new enrollment as a result of staffing or capacity issues.
- In an effort to meet the diverse needs of our community, qualifying families may receive a 25% or 50% reduction in tuition. At present, nineteen (19) students have reduced tuition. Additionally, we work in collaboration with the Department of Social Services to provide EDEP services to thirty-two (32) children.

3304 - FAMILIES IN CRISIS GRANT

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$33,708	\$23,500	\$40,000	40.00%			\$16,500	70.21%
Federal Revenues	\$45,000	\$45,000	\$60,000	60.00%			\$15,000	33.33%
Revenues Total	\$78,708	\$68,500	\$100,000	100.00%			\$31,500	45.99%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$20,287	\$15,739	0.25	\$17,247	0.25	17.25%	\$1,508	9.58%
Other Wages	\$41,069	\$34,000	0.00	\$55,000	0.00	55.00%	\$21,000	61.76%
Benefits	\$10,430	\$8,590	0.00	\$10,964	0.00	10.96%	\$2,374	27.64%
Operations	\$7,921	\$10,171	0.00	\$16,789	0.00	16.79%	\$6,618	65.07%
Total	\$79,707	\$68,500	0.25	\$100,000	0.25	100.00%	\$31,500	45.99%

State Categorical Summary								
Instruction								
Regular Education	\$79,707	\$68,500	0.25	\$100,000	0.25	100.00%	\$31,500	45.99%
State Cat. Total	\$79,707	\$68,500	0.25	\$100,000	0.25	100.00%	\$31,500	45.99%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Instruction		
Teacher	0.15	0.15
Other Management	0.10	0.10
Instruction Total	0.25	0.25
Total	0.25	0.25

3304 - FAMILIES IN CRISIS GRANT

Mission

The mission of the Families in Crisis Grant is to provide an effective structure to meet the needs of homeless students whose families are in crisis, ensuring they receive equitable access to division services.

Description

The Families in Crisis Grant is responsible for the following major programs and/or services:

- Tutoring
- Assistance with school registration
- Transportation to the school of origin
- Collaboration with service agencies
- Counseling
- Home/School coordination

This grant is funded under the McKinney-Vento Homeless Education Assistance Improvement Act, Title X, and Part C of the No Child Left Behind (NCLB) Act of 2001. Eligible students are identified and served through a systematic program of training and awareness of the rights and needs of homeless students. Transportation is quickly arranged when needed.

Resource Allocation

Regular Education: Salaries for direct service to students and families is paramount.

Challenges

The number of children in Albemarle County experiencing homelessness is growing each year due to the rising cost of living in our area. More and more families are losing their homes to eviction and foreclosure, and single parent families struggle to afford rent and basic necessities. Families struggle to make temporary plans and often move from place to place, or the families are forced to split up among friends and relatives. Collaboration with existing resources and a comprehensive referral service assure that students and their families know about, and are able to take advantage of, the available services, but funding is being stretched to the limit. Private and non-educational federal funds must be continually raised to meet even the basic growing needs of our homeless students so that they might succeed in school during times of extreme stress in their families' lives.

Metric(s)

- 485 homeless children were identified and served during the 2014-15 school year. 310 of these children were enrolled in Albemarle County Schools.
- 100% of our homeless 12th graders graduated at the end of the year.
- HUD funding was secured to provide additional services for the third year in a row.

3305 - DRIVERS SAFETY FUND

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$145,618	\$193,500	\$174,000	79.16%			(\$19,500)	-10.08%
State Revenues	\$57,736	\$70,000	\$45,800	20.84%			(\$24,200)	-34.57%
Revenues Total	\$203,354	\$263,500	\$219,800	100.00%			(\$43,700)	-16.58%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$28,632	\$27,044	0.80	\$28,018	0.80	12.75%	\$974	3.60%
Other Wages	\$108,787	\$128,170	0.00	\$115,700	0.00	52.64%	(\$12,470)	-9.73%
Benefits	\$21,916	\$23,355	0.00	\$23,782	0.00	10.82%	\$427	1.83%
Operations	\$46,469	\$84,931	0.00	\$52,300	0.00	23.79%	(\$32,631)	-38.42%
Total	\$205,804	\$263,500	0.80	\$219,800	0.80	100.00%	(\$43,700)	-16.58%

State Categorical Summary								
Instruction								
Regular Education	\$205,804	\$263,500	0.80	\$219,800	0.80	100.00%	(\$43,700)	-16.58%
State Cat. Total	\$205,804	\$263,500	0.80	\$219,800	0.80	100.00%	(\$43,700)	-16.58%

Staffing Information

	<u>16 FTE</u>	<u>17 FTE</u>
Instruction		
Clerical	0.80	0.80
Total	0.80	0.80

3305 - DRIVERS SAFETY FUND

Mission

The mission of the Drivers Safety Fund is to offer drivers education behind-the-wheel and motorcycle safety programs operating on a fee-for-service basis.

Description

The Drivers Safety Fund is responsible for the following major programs and/or services:

- Drivers Ed at Albemarle High
- Drivers Ed at Western Albemarle High
- Drivers Ed at Monticello High
- Motorcycle Rider Training course

To assure student safety, older vehicle inventory must be replaced by newer models as is cost-effective and within budgetary constraints.

Resource Allocation

Intervention Prevention: We have reduced office staffing this fiscal year.

Challenges

Funding reductions have taken place at the State level for both the Motorcycle Safety and Driver Education Programs. Our Motorcycle Grant has been reduced from \$36,000 to \$34,000, and our per pupil reimbursement for Driver Education has been reduced from \$60 to \$35.

Metric(s)

- First year driver crash rates in 2013-14 were equal to the state average—4%
- 406 students received behind the wheel instruction, with 476 parents attending Parent Seminar for Teen Drivers.
- 35 Motorcycle Safety classes were held with 285 participants.

3306 - OPEN DOORS FUND

Revenues							Adopted vs. Requested	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$56,653	\$97,000	\$69,200	100.00%			(\$27,800)	-28.66%

Expenditures							Adopted vs. Requested	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Salary	\$5,036	\$6,761	0.20	\$7,004	0.20	10.12%	\$243	3.59%
Other Wages	\$2,500	\$25,000	0.00	\$7,000	0.00	10.12%	(\$18,000)	-72.00%
Benefits	\$2,618	\$5,299	0.00	\$4,270	0.00	6.17%	(\$1,029)	-19.42%
Operations	\$28,791	\$59,940	0.00	\$50,926	0.00	73.59%	(\$9,014)	-15.04%
Total	\$38,945	\$97,000	0.20	\$69,200	0.20	100.00%	(\$27,800)	-28.66%

State Categorical Summary								
Instruction								
Regular Education	\$38,945	\$97,000	0.20	\$69,200	0.20	100.00%	(\$27,800)	-28.66%
State Cat. Total	\$38,945	\$97,000	0.20	\$69,200	0.20	100.00%	(\$27,800)	-28.66%

Staffing Information

	16 FTE	17 FTE
Instruction		
Clerical	0.20	0.20
Total	0.20	0.20

3306 - OPEN DOORS FUND

Mission

The mission of the Open Doors Fund is to provide continuing education for approximately 3,000 community participants through a diverse range of tuition courses offered throughout the year, designed to foster lifelong learning skills.

Description

The Open Doors Fund is responsible for the following major programs and/or services:

- Continuing Education courses
- Coordination with Adult Ed Program to provide support for ESOL/GED classes
- Coordination of building use for Albemarle High School

The Open Doors fund, managed by the Coordinator of Community Education under the Community Engagement department, allows course offerings to be aligned with other community outreach efforts to leverage effectiveness.

The Open Doors publication schedule is coordinated with the Charlottesville-Albemarle Technical Education Center (CATEC) and the Albemarle County Parks and Recreation Department.

Resource Allocation

Regular Education: Retirement of a long-time staffer, increased utilization of online resources for advertising, and a new credit card processing vendor have led to a reduction of costs associated with this program, while allowing us to continue to offer a wide range of classes with excellent instructors.

Challenges

There are no state/federal mandates, funding reductions, cost increases, Board direction, or other challenges that may impact future work/success in meeting strategic goals.

Metric(s)

- 309 Classes were held in FY 15, and attended by 2,095 students. This excludes 8 classrooms of ESOL/GED classes attended by students of TJACE and Albemarle Adult Education.

3310 - SUMMER SCHOOL FUND

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$193,923	\$195,086	\$303,648	62.34%			\$108,562	55.65%
State Revenues	\$183,442	\$130,000	\$183,442	37.66%			\$53,442	41.11%
Revenues Total	\$377,365	\$325,086	\$487,090	100.00%			\$162,004	49.83%

Expenditures								
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	<u>Adopted vs. Requested</u>	
							Increase	% lcr.
Salary	\$75,373	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
Other Wages	\$244,440	\$264,750	0.00	\$395,748	0.00	81.25%	\$130,998	49.48%
Benefits	\$24,468	\$20,254	0.00	\$30,276	0.00	6.22%	\$10,022	49.48%
Operations	\$37,420	\$40,082	0.00	\$61,066	0.00	12.54%	\$20,984	52.35%
Total	\$381,701	\$325,086	0.00	\$487,090	0.00	100.00%	\$162,004	49.83%

State Categorical Summary								
Instruction								
Regular Education	\$309,905	\$319,212	0.00	\$478,409	0.00	98.22%	\$159,197	49.87%
SPED	\$71,796	\$5,874	0.00	\$8,681	0.00	1.78%	\$2,807	47.79%
Instruction Total	\$381,701	\$325,086	0.00	\$487,090	0.00	100.00%	\$162,004	49.83%
State Cat. Total	\$381,701	\$325,086	0.00	\$487,090	0.00	100.00%	\$162,004	49.83%

3310 - SUMMER SCHOOL FUND

Mission

The mission of the Summer School Fund is to offer summer programs to students in grades K-8 who fail to meet academic standards in the areas of language arts or mathematics, and to high school students in grades 9-12 (with payment of fees) who either want to replace a grade earned during the regular school session or earn required credits for graduation.

Description

The Summer School Fund is responsible for the following major programs and/or services:

- Elementary remedial summer school
- Summer enrichment programs
- Middle remedial summer school
- High school summer school
- SOL retake

Partial funding for academic remediation programs comes through state reimbursement per eligible student, and designated school division funds for summer programs. These combined state and division funds provide for teacher salaries, materials, and transportation to summer program sites.

Resource Allocation

Regular Education: Salaries for teachers providing direct service to identified students is the first priority.

SPED: Salaries for teachers providing direct service to identified students is paramount.

Challenges

State money is dependent on the number of students enrolled across the state and is reimbursed only after the service is provided. The state may reimburse the full allotted amount or a lesser amount. State funding is formula-driven, with Albemarle County receiving approximately \$130 per student for participants last year. The division has been able to provide the necessary programs, however, if the state significantly reduces the percentage of reimbursement, other programs will be reduced during the school year to recapture the lost funding from the state. With a loss of funding, all aspects of summer school will need to be reviewed and evaluated to determine priorities.

Metric(s)

- Approximately 1,025 elementary and middle school students received reading and/or math instruction in summer school last year.
- Approximately 240 high school students participated in summer school courses.

3501 - McINTIRE TRUST FUND

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	(\$6,599)	\$10,000	\$10,000	100.00%			\$0	0.00%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Operations	\$3,702	\$10,000	0.00	\$10,000	0.00	100.00%	\$0	0.00%
Total	\$3,702	\$10,000	0.00	\$10,000	0.00	100.00%	\$0	0.00%

State Categorical Summary								
Food Services and Other Non-Instructional Services								
Regular Education	\$3,702	\$10,000	0.00	\$10,000	0.00	100.00%	\$0	0.00%
State Cat. Total	\$3,702	\$10,000	0.00	\$10,000	0.00	100.00%	\$0	0.00%

3501 - McINTIRE TRUST FUND

Mission

The mission of the McIntire Trust Fund is to award two county high school graduates at each of the comprehensive high schools, one male and one female, based upon their outstanding character and scholarship, with a medal and cash award, and to also award middle and high schools for the social and cultural development of their students.

Description

The McIntire Trust Fund is responsible for the following major programs and/or services:

- Medal and cash award to two students
- Income allotted to middle/high schools

Resource Allocation

Regular Education: These resources are defined in state code and are required to be delivered.

Challenges

There are no state/federal mandates, funding reductions, cost increases, Board direction, or other challenges that may impact future work/success in meeting strategic goals.

Metric(s)

- Two middle school students receive cash awards each school year.
- Middle and high schools receive operational funds with the support of this program as required by the bequest.

3502 - FOUNDATION FOR EXCELLENCE

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17		% of Total		Increase	% lcr.
Local Revenues	\$17,152	\$18,000	\$10,000		100.00%		(\$8,000)	-44.44%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Operations	\$19,198	\$18,000	0.00	\$10,000	0.00	100.00%	(\$8,000)	-44.44%
Total	\$19,198	\$18,000	0.00	\$10,000	0.00	100.00%	(\$8,000)	-44.44%

State Categorical Summary								
Instruction								
Regular Education	\$19,198	\$18,000	0.00	\$10,000	0.00	100.00%	(\$8,000)	-44.44%
State Cat. Total	\$19,198	\$18,000	0.00	\$10,000	0.00	100.00%	(\$8,000)	-44.44%

3502 - FOUNDATION FOR EXCELLENCE

Mission

The mission of the Foundation for Excellence Fund is to award teachers of all grade levels and subject areas with funds to support individual projects through an annual grant process.

Description

The Foundation for Excellence Fund is responsible for the following major programs and/or services:

- Individual teacher projects.

Teachers at all schools can submit grant proposals to the Edgar and Eleanor Shannon Foundation for Excellence in Public Education.

Resource Allocation

Regular Education: Individual plans for grants are submitted by teachers for innovative work in the classroom.

Challenges

There are no state/federal mandates, funding reductions, cost increases, Board direction, or other challenges that may impact future work/success in meeting strategic goals.

Metric(s)

- 17 teachers across the division received Shannon grant funds to be used in the 2015-16 school year.

3907 - COMPUTER EQUIPMENT REPLACEMENT

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$1,269,384	\$1,000,000	\$1,000,000	100.00%			\$0	0.00%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Operations	\$1,266,555	\$1,000,000	0.00	\$1,000,000	0.00	100.00%	\$0	0.00%
Total	\$1,266,555	\$1,000,000	0.00	\$1,000,000	0.00	100.00%	\$0	0.00%

State Categorical Summary								
Admin, Attend & Health								
Administration	\$43,890	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
Instruction								
Regular Education	\$1,221,733	\$1,000,000	0.00	\$1,000,000	0.00	100.00%	\$0	0.00%
Technology								
Technology	\$932	\$0	0.00	\$0	0.00	0.00%	\$0	#Num!
State Cat. Total	\$1,266,555	\$1,000,000	0.00	\$1,000,000	0.00	100.00%	\$0	0.00%

3907 - COMPUTER EQUIPMENT REPLACEMENT

Mission

The mission of the Computer Equipment Replacement Fund is to provide students and staff reliable access to technology, and to support its use in meaningful ways.

Description

The Computer Equipment Replacement Fund is responsible for the following major programs and/or

- Computer replacements for teachers and staff
- Classroom technologies
- Specialty computers and labs
- Hardware repair and maintenance on school based systems
- Audio/visual systems

Teachers are energetically developing engaging, technology-rich instructional lessons, communicating electronically with staff, students and parents, utilizing information systems, maintaining digital-grade books, developing and utilizing electronic assessment systems, and using a variety of web-based application tools to enhance student achievement. This budget initiative supports the ability for the department to meet the needs identified in the division's Technology Plan.

The Department of Accountability, Research, and Technology is dedicated to supporting the use of technology as a powerful instructional tool to enable students and staff to become life-long learners and productive members of our global community.

Resource Allocation

Regular Education: A fixed allocation of funds is annually transferred into this fund to provide for the regular replacement and repair of equipment and tools utilized in our schools.

Challenges

Albemarle County Public Schools must provide access and education in the use of the emerging technologies of the Information Age. Schools in Albemarle County should be places where technology is integrated into all aspects of curriculum, instruction, assessment, and school management. Technology should be used to extend and enrich learning opportunities for all students, and to meet the needs of staff for timely and efficient access to information management and transfer.

As the division implements new technologies for improving teaching and learning systems, as well as instructional management systems, increased funding will be required to meet growing expectations of computer access and replacement.

Metric(s)

- Teachers attended 4,474 technology sessions this year. All 1,250 teachers participated. All elementary teachers attended one or more, while all secondary teachers attended at least two or more sessions that promoted the integration of technology.
- The total number of drive documents created since August 1 (this includes sheets, documents, presentations, etc.) is 153,298.

3909 - TEXTBOOK REPLACEMENT FUND

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$500,000	\$500,000	\$500,000	100.00%			\$0	0.00%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Operations	\$262,583	\$500,000	0.00	\$500,000	0.00	100.00%	\$0	0.00%
Total	\$262,583	\$500,000	0.00	\$500,000	0.00	100.00%	\$0	0.00%

State Categorical Summary								
Instruction								
Regular Education	\$262,583	\$500,000	0.00	\$500,000	0.00	100.00%	\$0	0.00%
State Cat. Total	\$262,583	\$500,000	0.00	\$500,000	0.00	100.00%	\$0	0.00%

3909 - TEXTBOOK REPLACEMENT

Mission

The mission of the Textbook Replacement Fund is to provide teaching staff with necessary and contemporary learning resources that support the implementation of the Curriculum Framework, planning, instruction, and assessment systems that promote student learning and close the achievement gap, as well as to prepare all students to be college and workforce ready when they graduate. Funds that remain at the end of the fiscal year will be used to purchase learning resources and textbooks for students and teachers.

Description

The Textbook Replacement Fund is responsible for the following major programs and/or services:

- Learning resources/textbooks for school needs
- Digital learning resources
- Learning resources/textbook adoptions in core content
- Online database subscriptions

This funding also supports the textbook replacement cycle and school-based textbook learning resources allocations. As more curriculum and learning resources become available through the internet, teachers will need the tools necessary to fully access this material.

As a self-sustaining fund, Learning Resources/Textbook fund provides efficient and effective fiscal planning consistent with the Learning Resources/Textbook adoption cycle. A comprehensive adoption cycle has been planned based on the state's SOL Curriculum revision cycle and previous Learning Resources/Textbook adoption cycles. During a year in which an adoption is light, remaining monies move forward to the next fiscal year to accommodate a more demanding adoption

Resource Allocation

Regular Education: A specific amount is provided to this fund to meet the material needs for learning resource replacement and maintenance.

Challenges

The first challenge of this fund is to find the balance and begin the transition between traditional textbook resources and electronic and on-line resources. While these traditional materials are, in most cases, well designed and support literacy across content areas and instructional strategies, the electronic resources create opportunities for students to access enormous amounts of information and have access to the world.

The second challenge is identifying quality resources that are engaging and will support division standards and goals.

A final challenge is providing access to all students. We must ensure that any move to electronic resources provides that all students will have adequate access.

Metrics

- Number of new resources approved or adopted at the Division-level:
 - 2012-13: 10
 - 2013-14: 17
 - 2014-15 (to date): 6
- Number of digital subscriptions funded by TEXTBOOK FUND:
 - 2012-13: 37
 - 2013-14: 35
 - 2014-15: 30

The decrease is due to increases in cost and discontinuation of specific resources based on usage.

3910 - INTERNAL SERVICE- VEH. MAINT.

Revenues							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Proposed 17	% of Total			Increase	% lcr.
Local Revenues	\$845,456	\$1,109,702	\$1,109,702	100.00%			\$0	0.00%

Expenditures							<u>Adopted vs. Requested</u>	
	Actual 15	Adopted 16	Adopted 16 FTE	Proposed 17	Proposed 17 FTE	% of Total	Increase	% lcr.
Operations	\$845,456	\$1,109,702	0.00	\$1,109,702	0.00	100.00%	\$0	0.00%
Total	\$845,456	\$1,109,702	0.00	\$1,109,702	0.00	100.00%	\$0	0.00%

State Categorical Summary								
Transportation								
Trans. - Veh. Maint.	\$845,456	\$1,109,702	0.00	\$1,109,702	0.00	100.00%	\$0	0.00%
State Cat. Total	\$845,456	\$1,109,702	0.00	\$1,109,702	0.00	100.00%	\$0	0.00%

3910 - INTERNAL SERVICE- VEH. MAINT.

Mission

The mission of the Internal Service - Vehicle Maintenance Fund is to reflect the cost of repairing vehicles not operated by the school division, and to provide the school division with some revenue stream associated with these repairs.

Description

The Internal Service - Vehicle Maintenance Fund is responsible for the following major programs and/or services:

- Government vehicle repair
- Fuel purchasing

This fund is used as a means to capture costs that are not associated with the operation of our bus operations and facilities fleets. Local fire, rescue, police, and other qualifying organizations utilize these resources.

Resource Allocation

Transportation Vehicle Maintenance: Funding is provided by users of these services to compensate for parts, fuel, and utilized lubricants. Substantial variation in expenses are possible due to the volatility of fuel prices, however all fuel used from this account is offset by payments from non-school transportation sources.

Challenges

In the long term, fees associated with this operation will need to increase to reflect actual costs.

Metric(s)

- 204 local government vehicles received repairs or service by this fund last year.
- 433 preventative maintenance and general repair work orders were fulfilled during the last year.

Summary of Special Revenue Funds

Special Revenue Fund	Actual 15	Adopted 16	Proposed 17	Increase	% Increase
63000-FOOD SERVICES	\$4,990,000	\$5,527,970	\$5,531,560	\$3,590	0.06%
63002-SUMMER FEEDING PROGRAM	\$294,481	\$300,200	\$300,705	\$505	0.17%
63101-TITLE I	\$1,299,929	\$1,500,000	\$1,750,000	\$250,000	16.67%
63103-MIGRANT	\$93,676	\$125,600	\$130,900	\$5,300	4.22%
63104-MISC. SCHOOL GRANTS	\$168,696	\$0	\$170,000	\$170,000	0.00%
63116-ECON DISLOCATED WORKERS	\$43,986	\$35,000	\$55,000	\$20,000	57.14%
63142-ALTERNATIVE EDUCATION	\$23,585	\$23,576	\$23,576	\$0	0.00%
63145-CFA INSTITUTE - SUMMER RENTAL	\$626,325	\$604,750	\$479,750	(\$125,000)	-20.67%
63151-TEACHER MENTORING PROGRAM	\$5,648	\$10,000	\$10,000	\$0	0.00%
63152-ALGEBRA READINESS	\$49,969	\$49,000	\$50,000	\$1,000	2.04%
63156-TNE PARTNERSHIP GRANT	\$10,193	\$0	\$0	\$0	0.00%
63157-CLUB YANCEY	\$41,251	\$0	\$0	\$0	0.00%
63159-KOVAR CORP GRANT - SPEC ED	\$19,676	\$0	\$0	\$0	0.00%
63173-MIGRNT CONSORT INCNTV GRT	\$11,174	\$13,000	\$13,000	\$0	0.00%
63201-C.B.I.P. PROGRAM	\$1,020,739	\$1,093,788	\$1,263,128	\$169,340	15.48%
63202-E.D. PROGRAM	\$710,303	\$717,643	\$816,716	\$99,073	13.81%
63203-TITLE II	\$301,821	\$350,000	\$375,000	\$25,000	7.14%
63205-PRE-SCHOOL SPECIAL ED.	\$50,879	\$64,233	\$64,233	\$0	0.00%
63207-CARL PERKINS GRANT	\$152,644	\$152,000	\$161,025	\$9,025	5.94%
63211-SPECIAL ED. SLIVER GRANT	\$1,701	\$0	\$0	\$0	0.00%
63212-SPECIAL EDUCATION JAIL PROGRAM	\$102,930	\$156,970	\$167,541	\$10,571	6.73%
63215-TITLE III	\$84,878	\$130,000	\$135,000	\$5,000	3.85%
63217-PROJECT GRADUATION	\$8,018	\$0	\$0	\$0	0.00%
63219-21st CENTURY GRANT - YANCEY	\$123,743	\$0	\$0	\$0	0.00%
63221-EL CIVICS PARTNERSHIP PROJECT	\$127,308	\$122,652	\$122,000	(\$652)	-0.53%
63225-INVESTING IN INNOVATION	\$125,172	\$0	\$948,248	\$948,248	0.00%
63300-COMMUNITY EDUCATION	\$1,717,656	\$1,824,522	\$1,873,129	\$48,607	2.66%
63304-FAMILIES IN CRISIS GRANT	\$79,707	\$68,500	\$100,000	\$31,500	45.99%
63305-DRIVERS SAFETY FUND	\$205,804	\$263,500	\$219,800	(\$43,700)	-16.58%
63306-OPEN DOORS FUND	\$38,945	\$97,000	\$69,200	(\$27,800)	-28.66%
63310-SUMMER SCHOOL FUND	\$381,701	\$325,086	\$487,090	\$162,004	49.83%
63380-COMMUNITY CHARTER SCHOOL GRAN	\$106,566	\$0	\$0	\$0	0.00%
63501-McINTIRE TRUST FUND	\$3,702	\$10,000	\$10,000	\$0	0.00%
63502-FOUNDATION FOR EXCELLENCE	\$19,198	\$18,000	\$10,000	(\$8,000)	-44.44%
63907-COMPUTER EQUIPMENT REPLACEMEN	\$1,266,555	\$1,000,000	\$1,000,000	\$0	0.00%
63909-TEXTBOOK REPLACEMENT FUND	\$262,583	\$500,000	\$500,000	\$0	0.00%
63910-INTERNAL SERVICE- VEH. MAINT.	\$845,456	\$1,109,702	\$1,109,702	\$0	0.00%
Special Revenue Fund Totals	\$15,416,598	\$16,192,692	\$17,946,303	\$1,753,611	10.83%