



**Virginia Department of Education
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, Virginia 23218-2120**

Check One:

Original

(Revision :
Revision # _____
Date: _____)

(Amendment:
Amendment # _____
Date: _____)

A. COVER PAGE

2006-2007 Local Consolidated Application

Under the *No Child Left Behind Act of 2001*, Public Law 107-110

To be Completed by School Division

Applicant (Legal Name of Agency) Charlottesville City Public Schools		Division Number 104	Coordinator of Consolidated Application Harley Miles	
Mailing Address (Street, City or Town, Zip Code) 1562 Dairy Road Charlottesville VA 22903		Mailing Address if different 1400 Melbourne Road Charlottesville VA 22901		
Phone (ext):	434.245.2500	Fax:	434.245.2603	
Phone (ext):		Fax:	434.245.2669	434.245.2657
		E-mail: harley.miles@ccs.k12.va.us		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under the *No Child Left Behind Act of 2001*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on scientifically-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance. Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document located on the Department of Education's website at <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>.

Assurances: The local educational agency assures that the programs identified in this application will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" packet. The assurances and signed cover page are to be retained at the division level.**

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on July 6, 2006.

Superintendent's Signature
Rosa S. Atkins

Superintendent's Name
July 6, 2006

Date

Board Chairperson's Signature

Board Chairperson's Name
July 6, 2006

Date

Application Submission, Approval, and LEA Expenditure of Funds: In order for the funds to be expendable by July 1, 2006, the electronic application must be received at the Department of Education by July 1, 2006, using the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

An Award Notification is issued by the Department of Education through OMEGA once an application is fully approved and the allocation is available.

PROGRAMS INCLUDED IN THE CONSOLIDATED APPLICATION

2005 - 2006 Allocation	2005 - 2006 Consolidated Yes or No	ELIGIBLE PROGRAMS			2006- 2007 Consoli- dated Yes or No	2006 - 2007 ALLOCATION TOTAL
1,393,079.00	Yes	Title I, Part A, Improving Basic Programs Operated by the LEAs			Yes	1,393,079.00
		Title I, Part C, Education of Migratory Children: Total of: only a: or only b.			No	0.00
		a. Division Allocation	Subtotal			
		b. Consortium - Total allowances for all divisions in the consortium	Subtotal			
	Yes	Title I, Part D, Neglected, Delinquent, or At-Risk			No	0.00
329,148.18	Yes	Title II, Part A, Teacher Quality			Yes	329,148.18
26,522.89	Yes	Title II, Part D, Enhancing Education Through Technology			Yes	26,522.89
34,383.09	Yes	Title III, Part A, Limited English Proficient: Total of: a +c; b + c; only a; or only c.			Yes	34,383.09
		a. LEP Subgrant: Not part of a consortium	Subtotal	28,630.21		
		b. LEP Subgrant: Consortium Lead Total of all consortium member allocations	Subtotal			
		c. Immigrant and Youth Subgrant	Subtotal	5,752.88		
33,877.00	Yes	Title IV, Part A, Safe and Drug-Free Schools and Communities			Yes	26,316.00
22,252.00	Yes	Title V, Part A, Innovative Programs			Yes	22,252.00
		Title VI, Part B, Subpart 2, Rural and Low –Income School Program			No	
TOTAL						1,831,701.16

B. LOCAL CONTACT BY PROGRAM AREA**Title I, Part A, Improving Basic Programs Operated by the LEAs**

Name of Contact:	Vada Fallica	Title:	Division Literacy Coordinator
Mailing Address:	Charlottesville City Schools 1400 Melbourne Road		
Phone:	434.245.2674	Ext:	Fax: 434.245.2604
		E-mail: Vada.Fallica@ccs.k12.va.us	

Title I, Part C, Education of Migratory Children

Name of Contact:		Title:	
Mailing Address:			
Phone:		Ext:	Fax:
		E-mail:	

Title I, Part D, Neglected, Delinquent, or At-Risk

Name of Contact:	Dianna Poe	Title:	Educational Advocate to Group Homes and Institutions
Mailing Address:	1420 Grove Road Charlottesville VA 22901		
Phone:	434.760.0071	Ext:	Fax: 434.245.2657
		E-mail: Dianna.Poe@ccs.k12.va.us	

Title II, Part A, Teacher Quality

Name of Contact:	Dr. Michael Heard	Title:	Director of Human Resources
Mailing Address:	Charlottesville City Schools 1562 Dairy Road		
Phone:		Ext:	Fax: 434.245.2603
		E-mail: Michael.Heard@ccs.k12.va.us	

Title II, Part D, Enhancing Education Through Technology

Name of Contact:	Maria Lewis	Title:	Coordinator of Technology Integration
Mailing Address:	Charlottesville City Schools 1400 Melbourne Road		
Phone:	434.245.2673	Ext:	Fax: 434.245.2604
		E-mail: Maria.Lewis@ccs.k12.va.us	

Title III, Part A, Limited English Proficient

Name of Contact:	Beverly Catlin	Title:	Coordinator of Instruction
Mailing Address:	Charlottesville City Schools 1400 Melbourne Road		
Phone:	434.245.2421	Ext:	Fax: 434.245.2604
		E-mail: Beverly.Catlin@ccs.k12.va.us	

B. LOCAL CONTACT BY PROGRAM AREA**Title IV, Part A, Safe and Drug-Free Schools and Communities**

Name of Contact:	Lee Davis	Title:	Vocational Planner/Safe and Drug Free Coordinator				
Mailing Address:	Charlottesville High School 1400 Melbourne Road						
Phone:	434.245.2634	Ext:		Fax:	434.245.2610	E-mail:	Lee.Davis@ccs.k12.va.us

Title V, Part A, Innovative Programs

Name of Contact:	Beverly Catlin	Title:	Coordinator of Instruction				
Mailing Address:	Charlottesville City Schools 1400 Melbourne Road						
Phone:	434.245.2421	Ext:		Fax:	434.245.2604	E-mail:	Beverly.Catlin@ccs.k12.va.us

Title VI, Part B, Subpart 2, Rural and Low-Income School Program

Name of Contact:		Title:					
Mailing Address:							
Phone:		Ext:		Fax:		E-mail:	

C. PROGRAM OVERVIEW (2 PAGES)

In narrative format:

1. Describe the instructional program or program of services to be developed with the requested federal funds.
2. Include the targeted population(s). (Examples are: NCLB subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Discuss how the division's program will contribute to the attainment of the NCLB goals below.
 - All students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
 - All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
 - By the end of the 2005-2006 school year, all students will be taught by highly qualified teachers.
 - All students will be educated in learning environments that are safe, drug free, and conducive to learning.
 - All students will graduate from high school.

Charlottesville City Schools strives to ensure that all its schools meet and maintain Adequate Yearly Progress. It is obvious that such an endeavor must address closing the identified achievement gap and must be founded on the assumption that increased student achievement of all students, but especially minority, low-income, and other groups of children identified as NCLB subgroups, requires a focus on: 1) Virginia's rigorous state standards, 2) challenging curricula, 3) adequate support for struggling students, and 4) enhanced teacher quality.

Several components of the division plan address these areas of focus and facilitate attainment of the five NCLB goals. Concomitantly, these elements are incorporated within and aligned with the Charlottesville City Schools Strategic Plan.

NCLB Goal 1: Proficiency or better in reading/language arts and mathematics

In order to improve reading and mathematics achievement for all students defined in NCLB legislation, Charlottesville City Schools will continue to utilize research-based instructional programs. A contributing factor to the success of these programs is strong professional development, offered in the form of workshops, coaching, modeling, and services of trained consultants. Division and building-level leaders will provide support that assures the implementation of instructional best practices, as well as data-driven decision-making. Schools will use SOL and division-developed benchmark assessments to inform appropriate intervention services for students. Experienced consultants and division specialists will provide coaching to teachers in the areas of reading and math instruction.

In addition, funds will be used to provide in-school and after-school tutorials and SOL test prep sessions for secondary ESL and talent development students who need additional academic support.

NCLB Goal 2: LEP student proficiency in English and proficiency or better in reading/language arts and mathematics

English language learners will receive ESL instruction that is geared to students' individual needs. In addition, intervention services will be provided by Title I teachers, reading specialists, math specialists, and ESL teachers. In the elementary grades, ESL and classroom teachers will use Open Court and Direct Instruction, research-based language arts programs, for the core reading curriculum. Beginning-level ESL students at the secondary level will use High Point and Shining Star as their literacy program. The high school also will offer ESL

sheltered content classes in English, history, mathematics, and science for students needing specialized services beyond the beginning level. Highly qualified content area teachers will teach these classes. In all grade levels, ESL and classroom teachers will use nonfiction text and supplementary materials that support math, science, and history content related to grade-specific Standards of Learning. To support teachers working with LEP students, funds will be used to provide professional development on differentiating instruction for English language learners.

NCLB Goal 3: Highly qualified staff

Efforts will focus on professional growth, attaining and maintaining required credentials, and teacher recruitment and retention. On-going professional development for teachers and paraprofessionals will address identified needs of the instructional program and areas highlighted through use of the newly adopted teacher and administrative evaluation processes. Training will be offered to ensure that special education teachers are highly qualified in their placements. Recruitment efforts will be aimed at underrepresented or nontraditional groups. An exit interview process will be implemented to identify reasons teachers leave the division.

C. PROGRAM OVERVIEW (CONTINUED)

NCLB Goal 4: Environments that are safe, drug free, and conducive to learning

Violence prevention is addressed through evidenced-based prevention programs implemented by school counselors, school resource officers, and peer mediation. The Second Steps program will continue to be implemented. The School Health Advisory Board will continue to evaluate the effectiveness of our safe and drug free schools programs and activities. Charlottesville City Schools will continue to participate in the local Prevention Coalition and maintain a close working relationship with community agencies including juvenile justice and area health resources/facilities. Schools will offer Service Learning programs that emphasize development of leadership and life skills.

GOAL 5: Successful high school graduation

Charlottesville High School has identified key leaders who will focus on increasing graduation rates. The guidance department and instructional staff will review student records and identify areas of omission and concern to ensure plans for graduation. Students in the high school will be provided many opportunities to demonstrate proficiency in reading, writing, and math. Academic support for students will be available in many forms: before, during, and after-school remedial assistance; summer school classes and support; and structured tutorials. A student services support team at Charlottesville High School will review on a quarterly basis the progress of all special education students.

Schools will offer early and frequent interventions that will be designed to help students remain successful and productive academically and socially. The Talent Development program will provide upper elementary, middle, and high school students and their parents programs that support and nurture students who may need encouragement to reach and maintain high academic success. Talent development students will participate in extra curricular activities such as tutoring, homework assistance, peer mediation training, community service, college visits, and problem-solving workshops.

D. COORDINATION OF SERVICES (1 PAGE)

Describe the partnerships within your division between the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

To facilitate communication, provide a comprehensive approach to improving achievement, and address issues related to school process, services are coordinated through a variety of approaches including meetings, workshops, and conferences for parents and the community, division-wide instructional staff, and educational leadership.

Services for preschool children are provided through Title I funds, the Virginia Preschool Initiative, special education, and local dollars.

A comprehensive career and technical educational program including career planning, placement and adult education is provided through federal funding (Carl Perkins), state Standard of Quality funds, and local dollars.

Violence prevention is addressed through evidenced based programs implemented by school counselors, school resource officers, and community agencies as funded by safe and drug free school dollars.

The director of Special Education and Student Services, SPED coordinators, and SPED instructors collaborate with building administrators, instructional coordinators, and teachers to increase inclusion opportunities and improve effectiveness of instructional supports for students with disabilities.

Professional development is coordinated to include time for cross-school conversations, collaboration, and continuity of curriculum and classroom implementation support.

Services for limited English proficient students and their parents are provided through NCLB funds, Refugee School Impact Grant funds, grants obtained by the Adult Learning Center and other local dollars.

The division partners with the University of Virginia and Albemarle County Public Schools to support new teachers through use of the Carnegie Foundation grant for the "Novice Teacher Network".

E. MEASURABLE OBJECTIVES

1. State up to ten measurable objectives that will guide the development of the program to be funded with the requested federal funds. Indicate all programs to be included in each objective.
2. Then, describe the scientifically-based research services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Measurable Objective 1:	Federal program(s) funds used:	IA, ID, A201IID, IIIA, VA
-------------------------	--------------------------------	---------------------------

By June 2007 and continuing thereafter, the division and each of its schools will make Adequate Yearly Progress as defined in NCLB.

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

- 1) The division will support the data analysis process through the allocation of people, resources, data warehouse access, and professional development activities focused on measuring and monitoring outcomes, program effectiveness, policies, and practices.
- 2) There will be a shared focus on student learning to improve student achievement through revised curricular documents that promote equal access for all children to the division and state curricula in the content areas of mathematics, language arts, science, and social sciences. Training and support for implementation of the new curriculum documents will be provided.
- 3) Charlottesville High School will offer ESL sheltered content classes in English, history, mathematics, and science for beginning level LEP students.
- 4) The division will provide in-school and after-school tutorials and SOL test prep sessions at the secondary level for ESL and talent development students who need additional academic support.
- 5) Division and school administrators will support and sustain approaches that focus on closing the achievement gap. Efforts will be made to connect schools with parents and the community through building-level activities, partnerships with the Attention Home, and joint ventures with the community.

Measurable Objective 2:	Federal program(s) funds used:	IA, IIA, IID, IIIA
-------------------------	--------------------------------	--------------------

By September 2007, 100% of the professional and paraprofessional staff will participate in professional development programs designed to improve student achievement.

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

- 1) The division will train teachers and staff on key areas: monitoring student learning through the use of data, curriculum content and rigor, and differentiation of instruction.
- 2) The division will provide professional development in reading in the form of workshops, coaching, modeling, and services of trained consultants. The content will consist of core reading and English programs, vocabulary development, comprehension, literacy components, and the writing process.
- 3) The division will provide professional development in mathematics in the form of workshops and coursework provided collaboratively with the University of Virginia, including: unit study sessions on reform-based curriculum for grades K-5 (Investigations in Data, Number, and Space®), and classes with instruction on student-centered math learning and how children understand mathematics.
- 4) The division will establish a support cohort for secondary teachers offering sheltered content courses to LEP students.
- 5) The division will provide opportunities for ESL, ITRT, and content area teachers to attend local, state, and national conferences and workshops.
- 6) The division will target professional development that supports the initiatives outlined in the division's strategic plan.

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:	Federal program(s) funds used:	IA, IIA, IIIA
-------------------------	--------------------------------	---------------

Beginning in June 2007, at least 73% of all students, and at least 73% of students in the identified sub-groups, will attain proficiency or better in reading as identified in NCLB.

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

1) K-6 teachers and instructional assistants will receive training in Open Court, a research based core language arts program. A cohort of trained teachers and administrators will provide staff support and coaching to all schools. Other strategies include publisher sponsored workshops, grade level and vertical meetings, and interactive CD trainings. 2) A cohort of trained teachers will provide support for LETRS: Language Essentials for Teachers of Reading and Spelling to K-6, ESL, and SPED staff. 3) All Title I reading, SPED, and ESL teachers and administrators will receive support in Direct Instruction (Reading Mastery and Corrective Reading). 4) Analysis of data will occur to inform sound instructional and intervention practices. 5) The Literacy Coordinator will provide leadership in the implementation of research-based reading instruction and practices. 6) One representative from each K-4 school will receive training in the Six Trait Writing System. 7) All staff will receive professional development to enhance reading comprehension and vocabulary development. 8) Content specialists will provide professional development on newly aligned curriculum documents. 9) All schools will use division developed, SOL-based assessments to determine appropriate intervention services. 10) ESL teachers will provide to identified students small group reading and writing instruction. 11) Elementary teachers will use Open Court, Reading Mastery, and/or Corrective Reading with LEP students. Secondary teachers will use the High Point and Shining Star literacy programs. 12) ESL teachers will work collaboratively with classroom teachers for effective reading instruction.

Measurable Objective 4:	Federal program(s) funds used:	IA, IIA, IIIA
-------------------------	--------------------------------	---------------

Beginning in June 2007, 71% of all students, and 71% of students in identified subgroups, will attain proficiency or better in math as defined in NCLB.

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

1) K-6 teachers and instructional assistants will receive training in the implementation of Investigations/SFAW, a research based mathematics program from the state adoption list. A cohort of teachers and administrators trained as trainers will provide staff support and coaching to all schools. Strategies will include unit studies, team and grade-level meetings, and math specialists' support. 2) Math specialists will be employed to improve instruction in math and provide intervention and enrichment services. 3) Identified staff will receive coursework to become K-8 math specialists and/or to increase their individual understanding of elementary mathematics teaching and learning. 4) All schools will use division developed, SOL-based assessments to determine appropriate intervention services for students. 5) The mathematics coordinator will provide support and leadership to assure the implementation of research-based instruction and practices, as well as data driven decision-making. 6) Content specialists will provide professional development on newly aligned curriculum documents to all staff. 7) ESL and classroom teachers will use supplementary materials that support grade-level SOL mathematics content. 8) ESL teachers will work collaboratively with classroom teachers to understand effective strategies for teaching mathematics to English language learners.

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:	Federal program(s) funds used:	IA, IIA
-------------------------	--------------------------------	---------

Beginning in July 2006, 100% of professional and paraprofessional staff will attain full licensure requisite status in the area of endorsement and meet the NCLB definition of highly-qualified.

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

1) The licensure status of all professional staff and the certification status of all paraprofessional staff will continue to be monitored. 2) Reimbursement for required coursework for teachers with licensure or endorsement needs will continue to be offered. 3) The division will partner with local universities and divisions to offer convenient and cost-efficient courses leading to full licensure. 4) A professional development model that supports the initiatives outlined in the division's strategic plan will be implemented 5) Staff members will be reimbursed for associated costs of coursework for paraprofessionals working toward an associate degree or higher. 6) Building level administrators will be provided professional development on appropriate placement and assignment of licensed staff.

Measurable Objective 6:	Federal program(s) funds used:	IID
-------------------------	--------------------------------	-----

During 2006–2007, schools will implement strategies contained within the Charlottesville Technology Plan to expand technology applications and curricula to increase student achievement.

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

1) Schools will create a building-level technology committee that reflects staff demographics and technology ability levels and that will recommend technology decisions based on staff input. 2) Technology Integration staff will organize division-wide and school-level technology professional development. 3) Instructional Technology Resource Teachers (ITRTs) and technology leaders will continue to work collaboratively with staff as new innovative strategies are implemented. The focus is to increase student achievement by utilizing computers, laptops, hand-helds, and other technologies. 4) ITRTs and technology leaders will work with teachers and administrators to utilize database systems to analyze data and inform instructional practices.

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:	Federal program(s) funds used:	IA, IIIA
-------------------------	--------------------------------	----------

By the end of the 2006–2007 school year, 35% of LEP students will demonstrate progress in acquiring English language proficiency as demonstrated by moving from one English language proficiency level to the next, and 25% of LEP students will be re-classified as non-LEP.

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

1) The division will utilize a new assessment tool for determining the English language proficiency level of newly enrolled LEP students. 2) ESL and classroom teachers will use supplementary materials that support grade-level SOL math, science, and history content. 3) Charlottesville High School will offer four ESL sheltered content classes for beginning-level LEP students. Highly qualified teachers in the areas of English, history, mathematics, and science will teach the classes. 4) An ESL teacher will manage a resource phone line for Spanish-speaking parents. 5) As needed, interpreters will be provided for parents attending division, school, and teacher conferences and meetings and will translate print communication that goes home to parents. 6) Schools will host family events that promote the involvement of the parents of English language learners.

Measurable Objective 8:	Federal program(s) funds used:	IVA
-------------------------	--------------------------------	-----

By June 2007, 1) students in grades K-4 will successfully complete at least one evidenced-based substance abuse/violence prevention program (Second Steps), as evidenced by a 75% completion rate on pre- and post-test scores and 5% reduction in student suspensions and referrals for classroom disruption; 2) students in grades 5-6 and those enrolled in the 9th grade Freshman Academy transition program will participate in service learning classroom and after-school programs as coordinated by Teens GIVE (Service Learning), with 80% successfully completing the program as indicated by attendance records and completion of assigned work.

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

1) Second Steps, a research-based social skills program to reduce impulsive, high-risk behavior of students ages 4 to 14, will continue to be implemented and supported by school guidance counselors Pre-K-grade 5. 2) The School Health Advisory Board (SHAB) comprised of parents, students, school board members and community health professionals, will continue to evaluate the effectiveness of our SDFS programs and activities. Data from the PRIDE survey will be shared with schools and the community and will be used to determine the direction for future programs. 3) Active participation will continue in the local Prevention Coalition and a close working relationship will be maintained with community agencies including juvenile justice, community service boards, and area health resources/facilities. 4) Service Learning programs will be offered through a contract with Community Attention, a division of the Department of Social Services. Options emphasizing the development of leadership and life skills will be implemented in grades 5-8. 5) Classroom Service Learning supporting the development of character education, life skills and civic awareness, will be integrated into the curriculum of the Freshmen Academy Team which serves ninth graders transitioning to Charlottesville High School. 6) Schools will continue to participate in numerous parent and community workshops and educational/information sharing events that promote school safety and a drug free educational environment.

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 9:	Federal program(s) funds used:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 10:	Federal program(s) funds used:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

F. LOCAL EDUCATIONAL AGENCY BUDGET SUMMARY

AMOUNT BUDGETED							
	Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title II, Part D	Title III, Part A	
Allocation from Page 2	1,393,079.00	0.00	0.00	329,148.18	26,522.89	34	
AMOUNT BUDGETED							
OBJECT CODE - EXPENDITURE TYPE						LEP	I/Y
1000 - Personal Services							
Administration	14,351.00	0.00	0.00	0.00		0.00	
Teachers	796,187.00	0.00	0.00	232,257.00		20,085.00	
Paraprofessionals	69,122.00	0.00	0.00	0.00		0.00	
Division Improvement/School Improvement, if required	0.00						
Parental Involvement	0.00						
Other	56,715.00	0.00	0.00	0.00		0.00	
Total Personal Services	936,375.00	0.00	0.00	232,257.00		20,085.00	
2000 - Employee Benefits							
Fixed Charges (Administrative and Instruction)	262,834.00	0.00	0.00	76,364.00		6,411.00	
Fixed Charges (Division Improvement/School Improvement, if required)	0.00						
Fixed Charges (Parental Involvement)	0.00						
Total Employee Benefits	262,834.00	0.00	0.00	76,364.00		6,411.00	
3000 - Purchased/Contracted Services							
Supportive Services (Med., Dental)	0.00	0.00	0.00				
Evaluation Services	0.00	0.00	0.00	0.00	4,000.00	0.00	
Division Improvement/School Improvement, if required							
Parental Involvement	0.00						
Professional Development	125,002.00	0.00	0.00	12,527.00	6,631.61	0.00	
Teacher Quality	0.00	0.00	0.00	3,000.18		0.00	
Supplemental Educational Services	0.00	0.00	0.00	0.00		0.00	
Other	0.00	0.00	0.00	0.00		0.00	1
Total Purchased/Contracted Services	125,002.00	0.00	0.00	15,527.18	10,631.61	0.00	1
4000 - Internal Services							
Public School Choice Transportation	0.00	0.00	0.00			0.00	
Pupil Transportation	0.00	0.00	0.00	0.00		0.00	
Food Services	0.00	0.00	0.00	0.00		0.00	
Division Improvement/School Improvement, if required	0.00						
Professional Development	0.00				0.00		
Parental Involvement	0.00						
Other	0.00	0.00	0.00	0.00	0.00	0.00	
Total Internal Services	0.00	0.00	0.00	0.00	0.00	0.00	
5000 - Other Charges							
Travel (Staff/Administrative)	0.00	0.00	0.00	0.00		0.00	
Maintenance/Operation of Plant	0.00	0.00	0.00				
Indirect Cost	50,634.00	0.00	0.00	0.00		0.00	
Division Improvement/School Improvement, if required	0.00						
Professional Development	0.00				0.00		
Parental Involvement	0.00						
Other	0.00	0.00	0.00	0.00	0.00	0.00	
Total Other Charges	50,634.00	0.00	0.00	0.00	0.00	0.00	

	Title IV, Part A	Title V, Part A	Title VI, Part B, Subpart 2
1,383.09	26,316.00	22,252.00	0.00
Y			
0.00	0.00	0.00	0.00
0.00	0.00	7,000.00	0.00
0.00		0.00	0.00
0.00	0.00	0.00	0.00
0.00	0.00	7,000.00	0.00
0.00	0.00	626.00	0.00
0.00	0.00	626.00	0.00
0.00	0.00	0.00	0.00
500.00	0.00	2,700.00	0.00
0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00
1,100.00	23,000.00	8,000.00	0.00
1,600.00	23,000.00	10,700.00	0.00
0.00	0.00	0.00	0.00
0.00	2,000.00	0.00	0.00
0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00
0.00	2,000.00	0.00	0.00
500.00	566.00	0.00	0.00
0.00		0.00	0.00
0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00
500.00	566.00	0.00	0.00

6000 - Materials and Supplies							
Administrative	1,000.00	0.00	0.00	5,000.00		2,134.21	3
Instructional	3,303.00	0.00	0.00	0.00	15,891.28	0.00	
Division Improvement/School Improvement, if required	0.00						
Professional Development	0.00				0.00		
Parental Involvement	13,931.00						
Other	0.00		0.00				
Total Materials and Supplies	18,234.00	0.00	0.00	5,000.00	15,891.28	2,134.21	3
8000 - Capital Outlay							
Equipment for Instruction	0.00	0.00	0.00	0.00	0.00	0.00	
Buildings	0.00	0.00	0.00				
Remodeling	0.00	0.00	0.00				
Division Improvement/School Improvement, if required	0.00						
Professional Development	0.00				0.00		
Parental Involvement	0.00						
All Other Equipment	0.00	0.00	0.00			0.00	
Total Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BUDGET	1,393,079.00	0.00	0.00	329,148.18	26,522.89	28,630.21	5

DOES BUDGET EQUAL ALLOCATION?	Yes	Yes	Yes	Yes	Yes	Yes
--------------------------------------	------------	------------	------------	------------	------------	------------

3,652.88	0.00	0.00	0.00
0.00	750.00	3,926.00	0.00
3,652.88	750.00	3,926.00	0.00
0.00	0.00	0.00	0.00
			0.00
			0.00
0.00			0.00
0.00	0.00	0.00	0.00
5,752.88	26,316.00	22,252.00	0.00

	Yes	Yes	Yes
--	------------	------------	------------

BREAKDOWN OF STAFF POSITIONS

OBJECT CODE 1000

Required if staff positions are to be funded by federal funds.

TYPES OF STAFF POSITIONS Administrative, Teacher, Paraprofessionals, Reading Specialists, Home School Coordinator, Other (please specify)	If in Division Improve- ment, place an X in the column	If Parental Involve- ment, place an X in the column	FEDERAL PROGRAM FUNDING SOURCES	FUNDING AMOUNTS	FTEs
Teacher			Title I, Part A	796,187.00	17.1
Paraprofessional			Title I, Part A	69,122.00	4.0
Administration			Title I, Part A	14,351.00	0.3
Other: Secretary			Title I, Part A	22,270.00	0.5
Other: Teacher			Title I, Part A	34,445.00	Stipends
Teacher			Title II, Part A	232,257.00	5.0
Teacher			Title III, Part A (LEP)	20,085.00	Stipends
Teacher			Title V, Part A	7,000.00	Stipends
			Total:	1,195,717.00	

DETAILED BUDGET BREAKDOWN

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on page 13.

Do your totals equal the budget summary indicated on page 13? **Yes**

NARRATIVE DESCRIPTION OF OBJECT CODE 1000

Title I, Part A: Funds 17.1 teachers, 4 paraprofessionals, 0.25 coordinator, 0.5 secretary, supplemental pay (\$2000.00) for tutors for homeless students, hourly pay for professional development activities outside of contract hours, hourly pay for professional development related to school improvement, and substitute costs.

Title II, Part A: Funds will pay salaries for 5 highly qualified teachers to reduce class size in K-4 schools.

Title III, Part A: Funds will support 3 teachers who will each teach a sheltered content class at Charlottesville High School (LEP).

Title V, Part A: Funds will support a teacher to manage the division's Spanish Phone Line and to teach in the ESL Summer Program 2007

s

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

Title I, Part A: Funds will cover fringe benefits for federally funded staff and hourly workers who serve children in need.

Title II, Part A: Funds will cover fringe benefits for federally funded staff who serve children in need.

Title III, Part A: Funds will cover fringe benefits for federally funded hourly workers who serve children in need . (LEP)

Title V, Part A: Funds will cover fringe benefits for federally funded hourly workers who serve children in need.

Item Description	Federal Program Funding Source	Total Cost
Fringe Benefits	Title I, Part A	262,834.00
Fringe Benefits	Title II, Part A	76,364.00
Fringe Benefits	Title III, Part A (LEP)	6,411.00
Fringe Benefits	Title V, Part A	626.00
Total for Object Code:		346,235.00

JUSTIFICATION FOR SUPPORTIVE SERVICES OBJECT CODE 3000

If program funds are expended for supportive services, justify such expenditures as they relate to the identified programs and activities to achieve the measurable objective(s).

NOTE: Supportive services such as medical, dental, and clothing may be provided only to students participating in the Title I program. However, the school division must first explore the availability of these services from other existing resources within the school division and community. If funds are not available from other public or private sources to provide such services, then Title I funds may be used as a last resort.

Item Description	Federal Program Funding Source	Total Cost
Total for Object Code:		0.00

JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT OBJECT CODE 3000

If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application. Please indicate how these funds will support any services and activities that are described in the 2006-2007 application. Division improvement professional development activities should also be included here.

Title I, Part A: Funds will support instructional and curricular professional development needs in reading and mathematics.
 Title II, Part A: Funds will support professional development needs related to teacher quality.
 Title II, Part D: Funds will support on-going training in technology integration for ITRTs and other technology leaders through UVa, JMU, state and national conferences and workshops.
 Title III, Part A: Funds will support the work of a consultant who will meet with teachers offering sheltered content classes (I/Y).
 Title V, Part A: Funds will support the work of a consultant for the Talent Development program.

Item Description	Federal Program Funding Source	Total Cost
Division Improvement Professional Development	Title I, Part A	125,002.00
Parental Involvement	Title I, Part A	
Professional Development	Title II, Part A	12,527.00
Professional Development	Title II, Part D	6,631.61
Professional Development	Title III, Part A	500.00
Professional Development	Title V, Part A	2,700.00
Total for Object Code:		147,360.61

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Provide a description of the evaluation services or other expenses related to purchased or contracted services that are not related to the supportive services or professional development. Supplemental educational services for Title I, Part A, should be included here.

Title II, Part A: Funds will support activities and fees related to teacher quality.
 Title II, Part D: Funds will support web subscriptions (Atomic Learning and NetTracker).
 Title III, Part A: Funds will support schools' parent involvement efforts for English language learners (I/Y).
 Title IV, Part A: Funds will provide contracted services with Community Attention, a division of Social Services, to coordinate Teens GIVE service learning activities in grades 5-9.
 Title V, Part A: Funds will support parent involvement efforts for English language learners and talent development students, to provide Tutoring and SOL Test Prep training, to cover the cost of AP, PSAT, and SAT tests for needy students, and to cover the cost of college visits.

Item Description	Federal Program Funding Source	Total Cost
Supplemental Education Services	Title I, Part A	
Parental Involvement	Title I, Part A	
Teacher Quality	Title II, Part A	3,000.18
Evaluation Services	Title II, Part D	4,000.00
Other	Title III, Part A (I/Y)	1,100.00
Professional Development	Title IV, Part A	23,000.00
Other	Title V, Part A	8,000.00
Total for Object Code:		39,100.18

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services. Public school choice pupil transportation for Title I, Part A, should be included here.

Title IV, Part A: Funds will cover the costs of transporting students to and from their service learning sites.

Item Description	Federal Program Funding Source	Total Cost
Public School Choice Pupil Transportation	Title I, Part A	
Parental Involvement	Title I, Part A	
Pupil Transportation	Title IV, Part A	2,000.00
Total for Object Code:		2,000.00

JUSTIFICATION FOR TRAVEL COSTS OBJECT CODE 5000

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Indicate the estimated cost.

Title III, Part A: Funds will support travel to state workshops and conferences related to the needs of English language learners (I/Y).
 Title IV, Part A: Funds will support required travel to attend workshops and conferences related to safe and drug free schools.

Item Description	Federal Program Funding Source	Total Cost
Parental Involvement	Title I, Part A	
Travel	Title III, Part A (LEP)	500.00
Travel	Title IV, Part A	566.00
Total for Object Code:		1,066.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000

Provide a description for expenses related to object code 5000 not included in the travel justification above.

Title I, Part A: Funds will provide the required percentage of indirect costs.

Item Description	Federal Program Funding Source	Total Cost
Parental Involvement	Title I, Part A	
Indirect Costs	Title I, Part A	50,634.00
Total for Object Code:		50,634.00

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

- 1000 PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.
- 2000 EMPLOYEE BENEFITS** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.
- 3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.
- 4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.
- 5000 OTHER CHARGES** – Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training, leases/rental, indirect cost, and other.
- Note: Indirect cost cannot be claimed against capital outlay and equipment.*
- 6000 MATERIALS AND SUPPLIES** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”
- 7000 PAYMENT TO JOINT OPERATIONS** – *For Annual School Report purposes only. (Not used in application budgets or request for reimbursements)*
- 8000 CAPITAL OUTLAY** - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.
- 9000 OTHER USES OF FUNDS** - *Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).*

G. SPECIFIC PROGRAM APPLICATION FORMS**1. Title I, Part A – Improving Basic Programs****a. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH****All school divisions must complete this section.****Local Homeless Education Liaison:** Beth Baptist

123 Number of homeless children and youth in the school division based on the definition in Title X, Part C, Section 725. (*-Place mouse cursor over comment in cell B598 for definition)

Provide a description of how the school division plans to serve homeless students. The description should include plans for how the school division will provide services for homeless children and youth, including services provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A).**

The school division will provide additional tutoring services for students identified as homeless at the homeless shelter and at school.

** LEAs that have identified no homeless children and youth are not required to set aside Title I, Part A, funds if the following McKinney-Vento Homeless Education Assistance Improvement Act of 2001 (Title X, Part C) requirements for outreach and identification have been met:

- a. A homeless education liaison has been appointed by the LEA;
- b. Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under the McKinney-Vento Act, such as schools, family shelters, and soup kitchens;
- c. The liaison collaborates with local service providers such as social services, shelter staff, and other community support services to ensure identification of homeless children and youth; and
- d. The LEA has established a process to identify homeless students in its local student data record system.

Guidance related to the LEA homeless liaison, the definition of homelessness for educational purposes, suggestions for identifying these children and youth, and suggestions for potential services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA Web site: www.wm.edu/hope or by contacting Project HOPE VA, Virginia's Homeless Education Program: phone: 757-221-4002 or e-mail: homlss@wm.edu

b. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS

Describe the eligibility criteria that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [NCLB, Title I, Part A, Section 1115]

c. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2006-2007

New Schoolwide Program school plans must be submitted in advance of the application. Contact your Title I specialist in the Office of Program Administration and Accountability for due date and additional information.

Name of New School(s) for 2006 – 2007 Implementing Schoolwide Program:

--

d. TITLE I, PART A, SCHOOL IMPROVEMENT

Divisions must project their continuation or entry into Title I School Improvement at the time of application submission and include implementation plans throughout the appropriate sections of the application. School divisions that do not accurately predict their impending status are responsible for implementing the School Improvement requirements.

School Improvement requirements under NCLB, Title I, Part A, Section 1116, are:

Title I Schools in *First Year* of School Improvement

- Public school choice must be offered to all students in both Targeted Assistance and Schoolwide Program schools in year 1 of Title I School Improvement and in subsequent years in which a Title I school is identified for improvement. In providing this option, priority shall be given to the lowest achieving students from low-income families. Services must be offered at the beginning of the school year.

Title I Schools in *Second Year* of School Improvement

- Supplemental educational services must be provided in schools in year 2 of Title I School Improvement and in subsequent years in which a Title I school is identified for improvement. Services must be provided to as many eligible students (low-income) as possible. SES providers must be selected from the list approved by the Virginia Board of Education. In the case of an overwhelming number of requests, schools are expected to prioritize according to low-income and high academic need. Title I schools in year 2 must continue to offer public school choice.

Title I Schools in *Corrective Action (Third Year)* of School Improvement

- Schools in corrective action (year 3) must select a minimum of one corrective action [Section 1116 (b)(7)] found in item D of the School Division Assurances. Public school choice and supplemental educational services must be provided in schools in corrective action and in subsequent years in which a Title I school is identified for improvement.

Title I Schools in *Restructuring (Fourth Year)* of School Improvement

- Schools in restructuring (year 4) must continue with the corrective action implemented in year 3, and prepare a plan and make necessary changes for prospective advancement into alternative governance [Section 1116 (b)(8)]. Public school choice and supplemental educational services must be provided in schools in restructuring and in subsequent years in which a Title I school is identified for improvement.

Title I Schools in *Restructuring (Fifth Year)* of School Improvement

- Schools in alternative governance (year 5) must implement a minimum of one alternative governance arrangement [Section 1116(b)(B)] not later than the beginning of the school year following restructuring identification.

Preparation for School Improvement in School Year 2006-2007

All divisions must be prepared to implement School Improvement should it be necessary based on the outcome of the adequate yearly progress performance indicators for the Standards of Learning (SOL) assessments administered in the spring of 2006. Complete the appropriate statement below by inserting the division's name to indicate compliance with all of the requirements of School Improvement, as stated in NCLB, Title I, Part A, Section 1116, for the 2006-2007 school year and as abbreviated above. (See 2005-2006 School Improvement list to confirm the division's schools in Title I School Improvement at: <http://www.doe.virginia.gov/VDOE/src/title1.shtml>)

Complete one of the following statements:

Divisions with no schools in Title I School Improvement for school year 2005-2006 based on Spring 2005 SOL assessments (check box if applicable):

- Even though this division currently has no schools in Title I School Improvement for the 2005-2006 school year, it is understood that we will implement all requirements of School Improvement for the 2006-2007 school year should any Title I school be identified based on the Spring 2006 SOL assessments.

Divisions with schools in Title I School Improvement for 2005-2006 based on Spring 2005 SOL assessments (check box if applicable):

- This division is prepared to continue implementation of all the requirements of Title I School Improvement if the identified school(s) advances further into improvement or if other Title I schools are identified for improvement.

Grade Span Averages

Grade Spans	Grade Span Average
PK - PK	
PK - 01	
PK - 02	
PK - 03	
PK - 04	55.3%
PK - 05	
PK - 06	
PK - 07	
PK - 08	
PK - 12	
KG - 02	
KG - 03	
KG - 04	
KG - 05	
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	
04 - 06	
04 - 07	
04 - 08	
05 - 06	51.5%
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	
06 - 12	
07 - 08	51.4%
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	37.1%
10 - 12	
11 - 12	

**OPTIONAL AND REQUIRED SET-ASIDES FOR DIVISION OPERATING
TITLE I, PART A, BASIC PROGRAMS**

Prior to Additional Set-Asides for Schools in Improvement

DIVISION LEVEL (REQUIRED)		A	B
School Improvement (Required if school is in School Improvement)			
Public School Choice Transportation and Supplemental Educational Services (Set-Aside is an amount equal to 20% of Title I, Part A, allocation unless a lesser amount is needed. Breakdown: 5% Transportation; 5% Supplemental Education Services; and 10% either, as needed.)			
Indicate amount by percentage set-aside for:			
0.00	% Public School Choice	0.00	
	Public School Choice Funded by LEA	0.00	
5.00	% Supplemental Educational Services	69,653.95	
0.00	Supplemental Educational Services Funded by LEA	0.00	
0.00	% Additional for Public School Choice	0.00	
0.00	% Additional for Supplemental Educational Services	0.00	
0.00	Total Public School Choice (Transportation)	0.00	
5.00	Total Supplemental Educational Services (SES)	69,653.95	
5.00	Total (an amount equal to 20% of Title I, Part A, allocation unless a lesser amount is needed)	69,653.95	
	Total amount including Title I, Part A, and local LEA funds.	69,653.95	
The amount of the 20% (or less) School Improvement set-aside to be taken from Title I, Part A, funds. (Reminder: A school division shall not reduce an eligible school's Title I, Part A, allocation to be used in support of Public School Choice Transportation and Supplemental Education Services by more than 15 percent.)			69,653.95
Division Improvement (Required if Division is in Division Improvement)			
NOTE: Funds reserved for school level professional development under Section 1116 (b)(3)(A)(iii) may be included as part of the 10 percent division level set-asides. However, funds reserved for professional development under Section 1119 may not be included as part of the 10 percent division level set-asides. To compute minimum division level set-aside for professional development, complete the following:			
· Select Yes if your LEA is in Division Improvement		Yes	
· 10% of Division Title I Allocation		139,307.90	
· Equals minimum division level set-aside for professional development		139,307.90	139,307.90
DIVISION LEVEL (OPTIONAL)			
(1000) Personal Services - Non Salary Differential			0.00
(1000) Personal Services - Salary Differential			0.00
(2000) Employee Benefits (Fixed Charges)			0.00
(3000) Purchased/Contracted Services			0.00
(3000) Purchased/Contracted Services for additional SES not required			0.00
(4000) Internal Services			0.00
(5000) Other Charges			0.00
(5000) Other Charges (additional Public School Choice Transportation not required)			0.00
(6000) Materials and Supplies			0.00
(8000) Capital Outlay			0.00
Initiatives			
· Teacher Quality (5% to 10% - Title I, Part A, Section 1119)			0.00
· Title I Preschool Program			0.00
Parental Involvement (Required if allocation is \$500,000 or more)			
Amount of school division allocation (from Page 2):		1,393,079.00	
1% of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)		13,930.79	13,930.79
95% of 1% must be used at the school level		13,234.25	
5% of 1% is set aside by the school division for parental involvement initiatives		661.71	
Parental Involvement funded by LEA Local Funds			
Homeless (as necessary)			2,000.00
Neglected/Delinquent (as necessary)			
Limited English Proficient (LEP) (as necessary)			
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)			224,892.64

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

Low-Income Factor
35 percent and Above

<p>A.</p> <p>Division's Title I Allocation : <u>1,393,079.00</u></p> <p>Minus Set-Asides (if applicable): <u>224,892.64</u></p> <p>Amount for Distribution to Schools: <u>1,168,186.36</u> (Feeds Box 12)</p> <p>Division-Wide Average From Low Income Families <u>48.3%</u></p>	<p>B.</p> <p>*PER PUPIL EXPENDITURE CALCULATION</p> <p>Step 1:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">1,168,186.36</td> <td style="text-align: center;">÷</td> <td style="text-align: right;">843.0</td> <td style="text-align: center;">=</td> </tr> <tr> <td style="text-align: right;">Amount for Distribution to Schools</td> <td></td> <td style="text-align: right;">Low-Income Pupils in Served Schools</td> <td></td> </tr> </table>	1,168,186.36	÷	843.0	=	Amount for Distribution to Schools		Low-Income Pupils in Served Schools	
1,168,186.36	÷	843.0	=						
Amount for Distribution to Schools		Low-Income Pupils in Served Schools							

C. (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grades Served in Title I, Part A	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	School Improvement? Yes or No	No. Title I, Part A FTE Teachers	No. Title I, Part A FTE Para-professionals	No. of Low-Income Pupils Served	Percent Low-Income	Min. School Allocation	Distribution Balance: 1168186.36 from Box A
TOTALS FOR DIVISION						17.1	4.0	843		1,168,186.36	1,168,186.36

Balance to Reallocate

JOHNSON ELEM.	Yes	PK - 04	No	Yes	No	4	1	217	78.9%	300,707.52	867,478.84
CLARK ELEM.	Yes	PK - 04	No	Yes	No	5	1	161	70.0%	223,105.58	644,373.26
JACKSON - VIA ELEM.	Yes	PK - 04	No	Yes	No	3.5	1	184	69.7%	254,977.81	389,395.45
GREENBRIER ELEM.	Yes	PK - 04	No	Yes	No	1.6	0	140	44.9%	194,004.85	195,390.60
BURNLEY-MORAN ELEMENTA	Yes	PK - 04	No	Yes	No	3	1	141	44.3%	195,390.60	0.00

1,385.75

Per Pupil Expenditure PPE

(13)	(14)	(15)	(16)
School Reallocation Amount (Do Not Use if you have schools in School Improvement)	School Allocation Total (Cols. 12 and 13)	Adjusted PPE - Before School Improvement	School Improvement Funds for 10 percent Set-Aside
0.00	1,168,186.36		0.00
0.00			
	300,707.52	1,385.75	0.00
	223,105.58	1,385.75	0.00
	254,977.81	1,385.75	0.00
	194,004.85	1,385.75	0.00
	195,390.60	1,385.75	0.00

i. TITLE I, PART A, PRESCHOOL PROGRAM (if applicable)

Superintendent's Region: 5

School Year: 2006-2007

Number of Participating Students:				60
Number of Eligible Students on Waiting List:				5
Number of Participating Schools or Centers:				4
Number of Teachers:				4
Number of Paraprofessionals:				4
Average Number of Pupils Per Class/Average Class Size:				15
Number of Classrooms:				4
Total Preschool Budget (Personnel and Program):				367,914.00
School Year Title I, Part A, Preschool First Established	FY	88-89		
Length of the Program Day (type X to left of selection):		Half Day	x	Full Day
Curriculum (type X to left of selection):	x	High/Scope		Creative Curriculum
		Locally Developed		Opening the World of Learning (Pearson)
		Houghton Mifflin Pre-K		Other (specify)
Test/Evaluation Design (type X to left of selection):		Brigance		Bracken
		Boehm	x	Child Observation Record
		Dial R		Work Sampling System
		Denver II	x	Pre-K PALS
		Locally Developed		Other (specify)
Other Preschool Programs with Which Title I is Collaborating:	x	Virginia Preschool Initiative		Head Start
	x	Early Childhood Special Education		Even Start Family Literacy
		Others (specify)		
Students Must Be:		4		9/30/2006
		Age	by	Date

TITLE I, PART C, EDUCATION OF MIGRATORY CHILDREN

a. Title I, Part C, Consortium Agreement, 2006-2007

The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per consortium, and one (1) certification should be submitted by each participating school division **to the lead school division.**

Lead Consortium School Division

Name of Lead School Division:	School Division Number: 104
-------------------------------	-----------------------------

Typed Name of Superintendent:

Signature of Superintendent: _____ Date: _____

Type name of contact for Title I, Part C, consortium if different than superintendent :

Title I, Part C, Contact:

Title:

Mailing Address:

City, State, Zip:

Telephone:	E-mail:	Fax:
------------	---------	------

LIST OF PARTICIPATING SCHOOL DIVISIONS

The following school divisions have applied to participate in this consortium. A Title I, Part C, participating consortium member certification form is attached for each of the school division members included on this list. The Title I, Part C, subgrant award corresponds to the 2006-2007 allocation.

Please check to assure that signed copies of participating consortium member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
Total	0



3. TITLE I, PART D, NEGLECTED, DELINQUENT, OR AT-RISK
Reservation of Transition Funds - for Subpart 1 only
Between 15% - 30% of total funds must be reserved for activities regarding transition

Use the space below to describe the instructional program or program of services to be developed with the required 15% - 30% transition fund reservation:

OBJECT CODE	EXPENDITURE ACCOUNTS (a)	AMOUNT BUDGETED (b)	FTEs (c)
1000	PERSONAL SERVICES		
	Administration		
	Teachers		
	Paraprofessionals		
	Other		
2000	EMPLOYEE BENEFITS		
	Fixed Charges (Administrative/Instruction)		
3000	PURCHASED/CONTRACTED SERVICES		
	Supportive Services (Medical/Dental)		
	Evaluation Services		
	Professional Development		
	Other		
4000	INTERNAL SERVICES		
	Pupil Transportation		
	Food Services		
	Other		
5000	OTHER CHARGES		
	Travel (Staff/Administrative)		
	Maintenance of Plant		
	Operation of Plant		
	Indirect Cost		
	Other		
6000	MATERIALS AND SUPPLIES		
	Administrative		
	Instructional		
	Other		
8000	CAPITAL OUTLAY		
	Equipment		
	Buildings		
	Remodeling		
	All Other Equipment		
TOTAL TRANSITION BUDGET (15%-30% of Total Project Budget Below)		0.0%	0.00
TOTAL PROJECT BUDGET			0.00

Programs Included



4. Title II, Part A, TEACHER QUALITY

HIGHLY QUALIFIED STATUS

As required by the *No Child Left Behind Act of 2001* , all teachers and paraprofessionals of core academic subjects are required by the end of the 2005-2006 school year to be highly qualified.

NOTE: Measurable objectives related to teacher and paraprofessional quality should be guided by data from the latest Instructional Personnel Report as outlined in Superintendent's Memorandum Number 61, November 10, 2005. The report will give the division results on which instructional personnel are or are not highly qualified. This data should be used to determine needed activities to meet the required highly qualified status.

Definition of Highly Qualified Teacher:

The teacher has obtained full state certification as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination, and holds a license to teach in such state. For an expanded definition of the term highly qualified (including certification obtained through alternative routes) refer to the Board of Education Approval of Virginia's Definition of the Alternate Route for Highly Qualified Teachers, Superintendent's Memorandum Number 97, May 7, 2004.

On November 19, 2004, Congress passed P.L. 108-446, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. One significant element of the new statute is the term "highly qualified" as applied to special education teachers. Refer to Superintendent's Memorandum Number 118, June 3, 2005, for additional information.

To ensure that the school division is progressing toward the goal of all teachers of core academic subjects categorized as highly qualified by the end of the 2005-2006 school year, please provide the following information for your division:

Number of classes taught by Highly Qualified Teachers in core subjects	<u>737</u>
Number of classes taught by non-Highly Qualified Teachers in core subjects	<u>80</u>
Total classes within Core Academic Subjects	<u>817</u>

Note: All teachers hired for Class Size Reduction must be highly qualified at the time of hire.

Definition of Highly Qualified Instructional Paraprofessional:

Individuals who have obtained:

- o At least two years of professional study;
- o Obtained an associate's or higher degree; or
- o Met a rigorous standard of quality and can demonstrate, through a formal or academic assessment, knowledge of and ability to assist in instructing reading, writing, and mathematics.

To ensure that the school division is progressing toward the goal of all instructional paraprofessionals categorized as highly qualified by June 30, 2006, please provide the following information for your division as it relates to paraprofessionals in Title I schools (school-wide or targeted assistance):

Total Highly Qualified Instructional Paraprofessionals	<u>69</u>
Total Instructional Paraprofessionals who are Not Highly Qualified	<u>7</u>
Total Instructional Paraprofessionals	<u>76</u>

Programs Included



[Programs_Included](#)

5. Title II, Part D, Educational Technology

MEASURABLE OBJECTIVES

Instructions: For each of the goals of the EdTech Program, indicate your project objectives. For each objective, specify the methods employed to meet the objectives, methods that will be used to show evidence of follow-up in the classroom, and expenditures.

This is a sample entry that serves as a guide for completing the project overview.

SAMPLE ENTRY

GOAL: High Quality Professional Development

Objective	Strategy/Activity	Evidence of Follow-up in the Classroom
<p>By May 2007, 80% of the elementary school teachers will be able to demonstrate the integration of technology into teaching and learning by teaching at least one content area lesson that requires the integration of technology.</p>	<p>In the Fall of '06 and the Winter of '07, a series of workshops focusing on skills and strategies for effective technology integration into instruction will occur. Workshops will include using United Streaming to assist in teaching lessons, using Microsoft Office to assist students in accomplishing lesson assignments or projects and using a SmartBoard to improve their students' learning experiences.</p>	<p>Teachers collaborate with building the Instructional Technology Resource Teacher (ITRT) to develop lesson plans that effectively integrate technology into classroom instruction and activities. Teachers who receive training serve as mentors for their peers. Teachers' unit/lesson plans that include effective technology integration.</p>

by activities/strategies that will be
 itures for each strategy/activity.

om	Proposed Expenditure (Include Breakdown by Object Code)
r vely tion ng	Object Code 3000 <u>2,000.00</u>
	Object Code 4000 <u>1,000.00</u>
	Object Code 5000 <u></u>
	Object Code 6000 <u>2,000.00</u>
	Object Code 8000 <u>10,000.00</u>
	Total <u>15,000.00</u>

Instructions: For each of the goals of the EdTech Program, indicate your project objectives. For each objective, specify activities that will be used to meet the objectives, methods that will be used to show evidence of follow-up in the classroom, and expenditures for each strategy.

a. TITLE II, PART D, STUDENT COMPUTER LITERACY BY THE END OF THE EIGHTH GRADE

Objective	Strategy/Activity	Evidence of Follow-up in the Classroom
<p>By the end of the 06-07 school year, students will be able to use computer software as a tool to accomplish lesson assignments/projects and to enhance their learning experience.</p> <p>1) By the end of the third nine weeks, 3rd grade students will work collaboratively using technology to create projects and presentations.</p> <p>2) By the end of the end of the school year, 5th grade students will create presentations containing science and/or history content using Microsoft PowerPoint.</p> <p>3) By the end of the end of the school year, 7th grade students will create web-based multi-media presentations in history class.</p>	<p>1. All third and fifth grade teachers will be trained by the Instructional Technology Resource Teachers (ITRT) on the use of Microsoft PowerPoint and digital cameras with students.</p> <p>2. Teachers will collaborate in teams at their schools to create lessons/projects that require the integration Microsoft PowerPoint.</p> <p>3. Teachers will teach lessons created by teams and teach students how to use Microsoft PowerPoint.</p> <p>4. All 7th grade teachers will be trained on the use of the web-based multi-media tool.</p> <p>5. Teachers will collaborate in teams at their school to create lessons/projects that require the integration of the web-based multi-media tool.</p> <p>6. Teachers will teach lessons created by teams and teach students how to use the web-based multi-media tool.</p>	<p>1. Student presentations are shared and saved on school network and CD.</p> <p>2. Lesson plans are saved for future lessons and for professional development.</p> <p>3. Students' work is shared at school and community events.</p> <p>4. Students' work is shared on school website.</p> <p>5. Data is collected to document the use of subscriptions to support the training of staff (AtomicLearning) and a search engine to support the development of lessons (netTrekker).</p>

ties/strategies that will be employed to
tegy/activity.

om **Proposed Expenditure**
(Include Breakdown by Object Code)

red on	
s and	Object Code 3000 4,000.00
	Object Code 4000
	Object Code 5000
	Object Code 6000
	Object Code 8000
	Total 4,000.00

sites.

f Web
f

Instructions: For each of the goals of the EdTech Program, indicate your project objectives. For each objective, specify activities that will be used to meet the objectives, methods that will be used to show evidence of follow-up in the classroom, and expenditures for each strategy.

b. TITLE II, PART D, ACADEMIC ACHIEVEMENT THROUGH THE USE OF TECHNOLOGY

Objective	Strategy/Activity	Evidence of Follow-up in the Classroom
<p>By the end of the 2006-2007 school year, student scores on grade level assessments will increase by 2% in the content areas in which technology integration occurred.</p>	<ol style="list-style-type: none"> 1) Teachers and administrators will receive training in the use of computer software to record and monitor student scores. 2) Teachers and administrators will utilize computer software to capture student performance data. 3) ITRT will investigate, design, implement, and document the impact of technology pilots on student achievement. 	<ol style="list-style-type: none"> 1. Data files maintained by teachers, administrators, and the district. 2) Grade level assessments administered by teachers 3-8. 3) Technology pilots implemented and documented.

ties/strategies that will be employed to
tegy/activity.

om	Proposed Expenditure (Include Breakdown by Object Code)
-----------	--

y	Object Code 3000	
	Object Code 4000	
	Object Code 5000	
	Object Code 6000	15,891.28
	Object Code 8000	
	Total	15,891.28

Instructions: For each of the goals of the EdTech Program, indicate your project objectives. For each objective, specify activities that will be used to meet the objectives, methods that will be used to show evidence of follow-up in the classroom, and expenditures for each strategy.

c. TITLE II, PART D, HIGH QUALITY PROFESSIONAL DEVELOPMENT

Objective	Strategy/Activity	Evidence of Follow-up in the Classroom
<p>During the 2006-2007 school year, teachers will demonstrate increased integration of technology into teaching and learning by teaching lessons developed during and after attending a technology academy and by working collaboratively with an ITRT.</p>	<p>1) During the summer of 06, a series of workshops focusing on model skills and strategies for effective technology integration into the instruction will occur. Additional workshops will be occur during the fall of 2006 and Winter of 2007.</p> <p>2) To support the implementation of such pilots, ITRT's and technology leaders will receive application/software/equipment/instruction specific on-going developmental training from local, state, and national experts in the field of technology through conference, seminar, and workshop participation (NTTI, VSTE, DOE), and/or participate in graduate level technology and technology integration classes (UVA, JMU).</p> <p>3) The district will also identify school level technology specialists in-training who will receive training and support via conference attendance (NTTI, VSTE, DOE) and coursework (UVA, JMU).</p>	<p>1) Collection of ITRT/teacher developed lessons that effectively integrate technology into classroom instruction.</p> <p>2) List of identified technology specialists in-training</p> <p>3) Archive of ITRT and other technology leadership presentation documentation/brochures</p>

ties/strategies that will be employed to
tegy/activity.

om **Proposed Expenditure**
(Include Breakdown by Object Code)

y into in- eader	Object Code 3000	6,631.61
	Object Code 4000	
	Object Code 5000	
	Object Code 6000	
	Object Code 8000	
	Total	6,631.61

**d. TITLE II, PART D, BUDGET FOR ENHANCING EDUCATION THROUGH TECHNOLOGY
SUBGRANT 2006-2007**

Ed Tech Subgrant 2006-2007 Award	26,522.89
25% required for Professional Development	6,630.72
Remaining balance	19,892.17

	Allocation from the required 25% for Professional Development	Allocation from the remaining balance	Total
Categories			
1. Purchased Services (3000)	6,631.61	4,000.00	10,631.61
2. Internal Services (4000)			0.00
3. Other Charges (5000)			0.00
4. Materials and Supplies (6000)		15,891.28	15,891.28
6. Capital Outlay (8000)			0.00
Total	6,631.61	19,891.28	26,522.89

School divisions must spend 25 percent of the grant funds for professional development .

Project Director's Name	<u>Maria Lewis</u>	Date:	<u>6-Jul-06</u>
Budget Authorization Name	<u>Rosa S. Atkins</u>	Date:	<u>6-Jul-06</u>

If you wish an approved copy for your records, please indicate the person and fax number or e-mail address you wish it sent to:

Send To:	<u>Maria Lewis</u>
Fax Number:	<u>434-245-2604</u> E-mail: <u>maria.lewis@ccs.k12.va.us</u>



6. Title III, Part A, Limited English Proficient

a. TITLE III CONSORTIUM AGREEMENT, 2006-2007

According to Title III, Part A, Section 3114 (b), a state educational agency shall not award an LEP subgrant if the amount of the subgrant is less than \$10,000. However, the law permits school divisions to apply in consortium with one or more other school divisions to reach the \$10,000 threshold. School divisions that meet this criterion and wish to apply for Title III LEP subgrants in a consortium must identify a lead school division. The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per consortium. One (1) certification should be submitted by each participating school division **to the lead school division.**

Lead Consortium School Division

Name of Lead School Division:	School Division Number: 104
-------------------------------	-----------------------------

Typed Name of Superintendent:

Signature of Superintendent: _____ Date: _____

Type name of contact for Title III consortium if different than superintendent :

Title III Contact:

Title:

Mailing Address:

City, State, Zip:

Telephone: _____ E-mail: _____ Fax: _____

LIST OF PARTICIPATING SCHOOL DIVISIONS

The following school divisions have applied to participate in this consortium. A Title III participating consortium member certification form is attached for each of the school division members included on this list. The LEP subgrant award corresponds to the 2006-2007 LEP subgrant allocation.

(Please check to assure that signed copies of participating consortium member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division Number	LEP Subgrant Award Amount	Immigrant and Youth Subgrant Award Amount
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
Total	0	0.00	0.00

Programs Included



7. TITLE IV, PART A, SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES ACT (SDFSCA)**a. Needs Assessment**

Describe the needs assessment process undertaken and the results identifying the areas of focus for the SDFSCA objectives and activities. What data were examined? What findings were noted to support the substance abuse and violence prevention programs to be implemented?

The National PRIDE Survey is an assessment instrument used to determine the frequency and effects of adolescent use of drugs and violence. In addition, local statistical data on poverty rate, alcohol, tobacco, drug, and weapon possession, short and long term suspensions, expulsions, and incidents of fighting assaults, and arrests are used to determine appropriate programs and interventions.

Information from the spring 2005 PRIDE Survey of 1157 students in grades 7-12 included the following:

- 11.8% get into trouble in school "often - a lot"
- 2.9% threatened to harm a teacher "often - a lot" while in school
- 23.4% hurt a student by hitting, slapping, or kicking "often - a lot" while in school
- 29.5% threatened to hurt a student by hitting, slapping, or kicking "often - a lot" while in school
- 11.9% have been hurt by a student who hit, slapped, or kicked them "often - a lot" while in school

During the 2004-05 school year, there were:

- 34 reported student assaults against other students
- 12 reported student assaults against staff
- 567 reported "short-term" suspensions
- 9 reported "long-term" suspensions
- 15 reported weapon possession violations

During the 2005-06 school year, there were:

- 58 reported student assaults against other students
- 28 reported student assaults against staff
- 1550 reported "short-term" suspensions
- 3 reported "long-term" suspensions
- 13 reported weapon possession violations

b. Parental Involvement

Describe how the school division will engage and involve parents in addressing substance abuse and violence prevention issues.

Parents participate in our School Health Advisory Committee, in our local Prevention Coalition and through small group discussions lead by representatives from the Charlottesville Redevelopment and Housing Authority. Also, information related to drug or violence prevention is frequently included in school newsletters.

c. Parent/Community Notification

Describe how the school divisions will notify parents and the community of the application for Title IV, Part A, funds.

Presentations are made to the School Health Advisory Committee and the school board. Presentations are aired on the public access channel. Information is also distributed to community agencies.

Programs Included



8. TITLE V, PART A, INNOVATIVE PROGRAMS

a. Title V, Part A, Measurable Objectives – Private Schools (if applicable)

- 1 State up to four measurable objectives that will guide the development of the program to be funded with the requested federal funds.
- 2 Then describe the scientifically-based research services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and will be supported by the requested funds.

Measurable Objective 1:	Private School Name			Program Area #:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 2:	Private School Name			Program Area #:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 3:	Private School Name			Program Area #:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Programs Included



a. Title V, Part A, Measurable Objectives – Private Schools (if applicable)

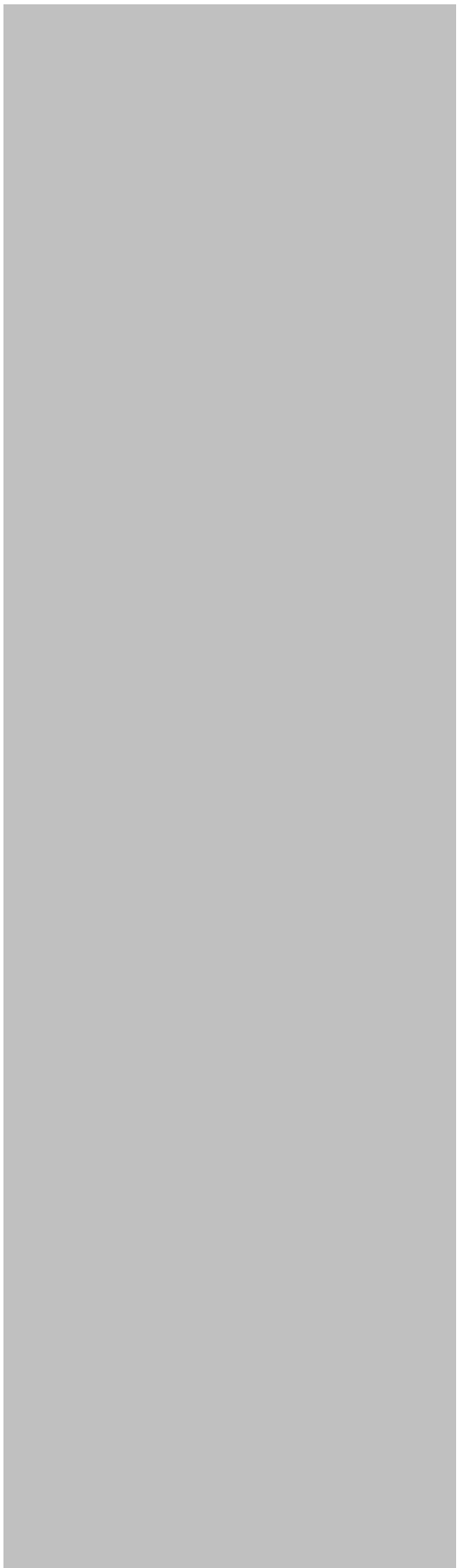
Measurable Objective 4:	Private School Name		Program Area #:

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

b. Title V, Part A, Use of Funds

Describe how decisions were made regarding the local use of Title V funds.

The division is targeting two groups of learners, our English as a second language population and our talent development students. Enrollment is increasng in both groups and their needs are great. Both groups fit into NCLB subgroups that are challenged to meet AYP benchmarks.



c. Title V, Part A, Budget Summary

Public Entitlement:	22,252.00	Private Entitlement:		Total Entitlement:	22,252.00
High Cost Factor Allocation Option (Check one):					
<input type="checkbox"/> Enrollment Based		<input type="checkbox"/> Proportionate to High-Cost Number Served		<input checked="" type="checkbox"/> Not Applicable	

Innovative Assistance Program Area		Public	Private	Total Amount Budgeted
Object Code				
1000	Personal Services	7,000.00		7,000.00
2000	Employee Benefits	626.00		626.00
3000	Purchased Services	10,700.00		10,700.00
4000	Internal Services			0.00
5000	Other Charges			0.00
6000	Materials and Supplies	3,926.00		3,926.00
8000	Capital Outlay			0.00
Total		22,252.00	0.00	22,252.00

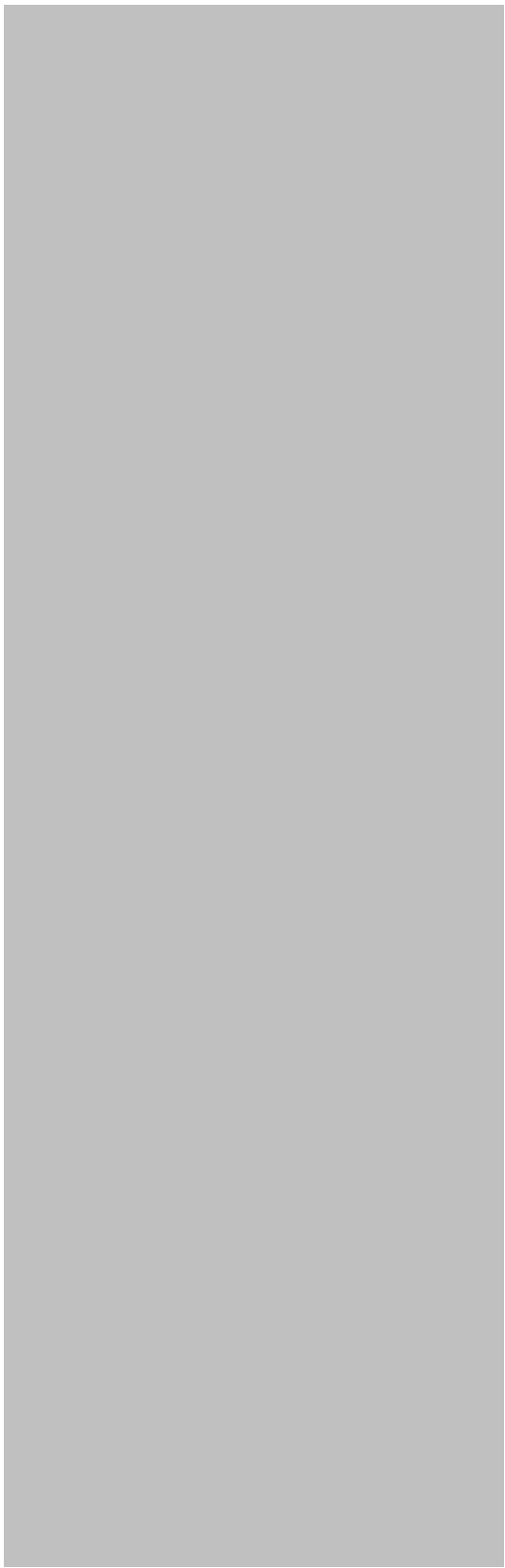
Innovative Assistance Program Area		Public	Private	Total Amount Budgeted
Object Code				
1000	Personal Services			0.00
2000	Employee Benefits			0.00
3000	Purchased Services			0.00
4000	Internal Services			0.00
5000	Other Charges			0.00
6000	Materials and Supplies			0.00
8000	Capital Outlay			0.00
Total		0.00	0.00	0.00

Innovative Assistance Program Area		Public	Private	Total Amount Budgeted
Object Code				
1000	Personal Services			0.00
2000	Employee Benefits			0.00
3000	Purchased Services			0.00
4000	Internal Services			0.00
5000	Other Charges			0.00
6000	Materials and Supplies			0.00
8000	Capital Outlay			0.00
Total		0.00	0.00	0.00

Note: Indirect Costs and program administration allocation should be recorded under object code 5000 in the appropriate innovative assistance program area.

Note: Expenditure codes 7000 and 9000 are not used in application budgets or in requests for reimbursements. See pages 21 for the object code explanations.

Note: Allocations for Program Area 3 must be identified separately as innovative areas as 3a, 3b, or 3c.



c. Title V, Part A, Budget Summary (Continued)

Innovative Assistance Program Area				
Object Code		Public	Private	Total Amount Budgeted
1000	Personal Services			0.00
2000	Employee Benefits			0.00
3000	Purchased Services			0.00
4000	Internal Services			0.00
5000	Other Charges			0.00
6000	Materials and Supplies			0.00
8000	Capital Outlay			0.00
Total		0.00	0.00	0.00

Innovative Assistance Program Area				
Object Code		Public	Private	Total Amount Budgeted
1000	Personal Services			0.00
2000	Employee Benefits			0.00
3000	Purchased Services			0.00
4000	Internal Services			0.00
5000	Other Charges			0.00
6000	Materials and Supplies			0.00
8000	Capital Outlay			0.00
Total		0.00	0.00	0.00

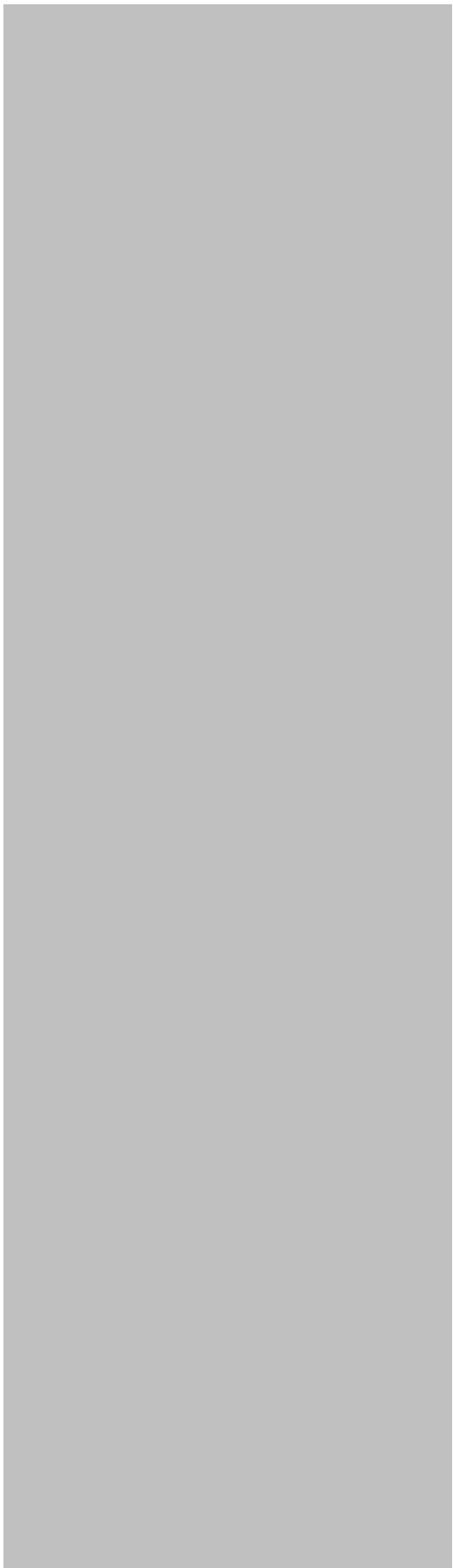
Innovative Assistance Program Area				
Object Code		Public	Private	Total Amount Budgeted
1000	Personal Services			0.00
2000	Employee Benefits			0.00
3000	Purchased Services			0.00
4000	Internal Services			0.00
5000	Other Charges			0.00
6000	Materials and Supplies			0.00
8000	Capital Outlay			0.00
Total		0.00	0.00	0.00

Innovative Assistance Program Area				
Object Code		Public	Private	Total Amount Budgeted
1000	Personal Services			0.00
2000	Employee Benefits			0.00
3000	Purchased Services			0.00
4000	Internal Services			0.00
5000	Other Charges			0.00
6000	Materials and Supplies			0.00
8000	Capital Outlay			0.00
Total		0.00	0.00	0.00

Note: Indirect Costs and program administration allocation should be recorded under object code 5000 in the appropriate innovative assistance program area.

Note: Expenditure codes 7000 and 9000 are not used in application budgets or in requests for reimbursements. See pages 21 for the object code explanations.

Note: Allocations for Program Area 3 must be identified separately as innovative areas as 3a, 3b, or 3c.



d. Title V, Part A, Budget Summary Participation and Planned Allocation of Funds

Innovative Assistance Program Areas	Public			Private		
	Amount Budgeted	Number of Students	Number of Staff	Amount Budgeted	Number of Students	Number of Staff
1. Recruiting, training, and hiring highly qualified teachers to reduce class size						
2. Technology activities, including professional development						
3. Development or acquisition and use of:						
3a. computer software and hardware						
3b. instructional/reference materials and academic assessments						
3c. library/media services and materials						
4. Educational reform projects, including magnet schools						
5. Programs to improve the academic achievement of educationally disadvantaged elementary and secondary students, including dropout prevention						
6. Programs to improve the literacy skills of adults, including adult education and family literacy programs						
7. Programs for gifted and talented children						
8. Planning, design, and initial implementation of charter schools under Title V, Part B						
9. School improvement programs or activities under Sections 1116 and 1117 of Title I, Part A						
10. Community service programs						
11. Consumer, economic, and personal finance education						
12. Public school choice						
13. Programs to hire and support school nurses						
14. School-based mental health services						
15. Alternative educational programs						
16. Prekindergarten programs						
17. Academic intervention programs jointly operated with community-based organizations						
18. CPR training						
19. Smaller learning communities						
20. Activities that encourage and expand improvements throughout the LEA area that are designed to advance student academic achievement	22,252.00	375	12			
21. Parental and community involvement						
22. Best-practice models						
23. Same-gender schools and classrooms [Refer to NCLB, Title V, Part A, Section 5133(b)(9)]						
24. Service learning activities						
25. School safety programs						
26. Programs that use research-based cognitive and perceptual development approaches						
27. Supplemental educational services as defined in Section 1116(e) of Title I, Part A						
Program Administration						
Indirect Costs (not to exceed approved rate)						
Budget Totals	22,252.00	375	12	0.00	0	0
Grand Total (Public and Private Entitlement)				22,252.00		

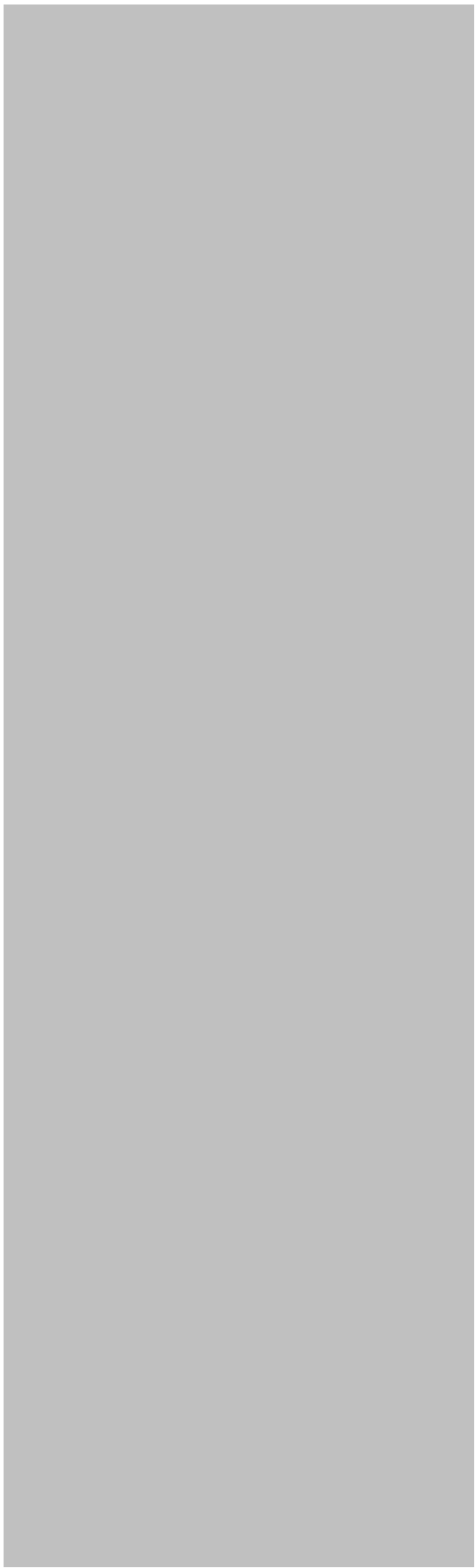


e. Title V, Part A, Public School: Budget Summary Supplement

Provide a breakdown of the program budget for public school funds by innovative assistance program areas and object codes. The budget total should equal the public allocation as shown in Part C - Participation and Planned Allocation of Funds.

(A) Innovative Assistance Program Area	(B) Object Code, Name, Title, or Item*	(C) Staff in FTEs	(D) Rate or Quantity	(E) Salary or Unit Cost	(F) Budgeted Amount
20	1000 Teacher to manage Spanish Phone Line 1000 Teacher for ESL Summer Program 2007	NA 1.0	Stipend 120 hours	\$2000 per semester \$25.00/hour	7,000.00
20	2000 Teacher to manage Spanish Phone Line 2000 Teacher for ESL Summer Program 2007	NA 1.0	Stipend 120 hours	NA NA	626.00
20	3000 Consultant--Talent Development Program 3000 Transportation for College Visits (TDP) 3000 Tutoring/SOL Prep--TDP & ESL students 3000 Fees for AP, PSAT, and SAT (TDP) 3000 Interpreters/Translators for ESL Program	1.0 NA NA NA NA	108 hours \$1250/day 80 hours TBD 10 hours	\$25/hour NA \$25/hour NA \$50/hour	10,700.00
20	6000 Instructional Materials 6000 Postage for parent communication (TDP)	NA NA	NA \$.39	NA NA	3,926.00
Budget Total					22,252.00

*List name of contractor, staff, type, and equipment by innovative assistance program area. If indirect costs are included in the budget, show the indirect cost that is to be attributed to each object code within a program area.





9. TITLE VI, PART B, SUBPART 2, RURAL AND LOW-INCOME SCHOOLS**a. Title VI, Part B, Subpart 2, Accountability**

Section 6224 (e) Determination Regarding Continuing Participation – As stated in the referenced section, after the third year of participation, the school division must make adequate yearly progress (AYP) and meet the eligibility criteria in order to continue to receive a grant under this subpart. Standards of Learning (SOL) tests administered in the spring of 2006 will be used to determine whether a school division makes AYP.

If after the third year of participation, the division did not make AYP as determined by the SOL test scores in the spring of 2006, it could continue to receive funds under this subpart on a conditional basis. The condition requires the school division to use all of the Title VI, Part B, Subpart 2, funds received for division improvement as stated in Section 1116, Title I, Part A.

Indicate the number of years the school division has received Title VI, Part B, Subpart 2, funds. year(s)

The preliminary 2006 Standard of Learning test results indicate the school division has made adequate yearly progress (AYP). Check applicable box.

Yes No

If “YES” is checked, complete section **b. Use of Funds** indicated below.

If “NO” is checked, skip section **b. Use of Funds**, and complete section **c. Division Improvement Activities Supported by Title VI Funds**.

b. Title VI, Part B, Subpart 2, Use of Funds

The Rural and Low-Income School Program grant allows for expenditures indicated in the seven categories listed below. These expenditures must be aligned with the measurable objectives indicated in the application and must support the NCLB Performance Goals listed on page 5.

Please check all categories that apply.

- CF - 1. Recruitment and retention of teachers, including the use of signing bonuses and other financial incentives;
- CF - 2. Professional development for teachers, including programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs;
- CF - 3. Educational technology, including software and hardware, as described in Title II, Part D, Enhancing Education Through Technology;
- CF - 4. Parental involvement activities;
- CF - 5. Activities authorized under the Title IV, Part A, Safe and Drug-Free Schools and Communities;
- CF - 6. Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies; and
- CF - 7. Activities authorized under Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Youth.

Programs Included



c. Division Improvement Activities Being Implemented With Title VI, Part B, Subpart 2, Funds

Describe how funds under this subpart will be used in conjunction with other federal funds in order to enhance student achievement or how they will be used for division improvement as stated in Section 1116, Title I, Part A.

[Empty response box for describing fund usage]

