

PART III

❑ Applications for Federal Funds

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SECTION 1

GENERAL ASSURANCES & COMPLIANCE DOCUMENTS

SUBMISSION STATEMENT

Under the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), and its 2006 federal implementing regulations, at 34 C.F.R. Part 300 *et al.*, a local educational agency, which desires to receive funds under the Act, must provide the following assurances:

- (1) The attached Application for Part B Funds under the provisions of IDEA has been approved by the **Albemarle County School Board** on **April 23, 2009**.
- (2) The local educational agency shall be responsible for (1) the control of funds provided under part B of the Act; (2) title to property acquired with those funds; and (3) the local educational agency will administer such funds and property.
- (3) The local educational agency shall maintain records which show that where Part B funds are used to supplement existing services or to provide additional services to meet special needs, those services shall be at least comparable to services provided to other children with disabilities in the local educational agency with state and local funds.
- (4) The local educational agency application and all pertinent documents related to such application, including all evaluations and reports relative to the application, shall be made available for public inspection.
- (5) The local educational agency shall maintain records showing that Part B funds are used to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities. Part B funds shall, in no case, be used to supplant local and state funds.
- (6) The funds provided under Part B of the Act shall be used to employ only those professional personnel who meet appropriate State standards. In addition, all other professional personnel employed, such as therapists, etc., shall be properly licensed.
- (7) The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.
- (8) No person shall, on the grounds of race, color, national origin, sex, disabling condition or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received financial assistance under the provisions of the Act.
- (9) The policies, procedures, and programs established and administered by the local educational agency shall meet eligibility requirements for assistance under this Act.
- (10) The local educational agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA '04.

- (11) The local educational agency will ensure that projects involving construction, are not inconsistent with overall State plans for the construction of school facilities. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under section 504 of the Rehabilitation Act of 1973 and subsequent amendments in order to ensure that facilities constructed with the use of Federal funds are accessible to, and usable by, individuals with disabilities.
- (12) The educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in Part B programs significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
- (13) The educational agency will ensure that none of the funds expended under Part B programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- (14) Except when used to provide coordinated early intervening services, the local educational agency will ensure that funds expended under Part B of IDEA '04 will only be used for the costs which are directly attributable to the education of children with disabilities, and which exceed the average annual per student expenditure during the preceding year as computed in accordance with 34 C.F.R. § 300.202, and Appendix A of the IDEA '04 federal implementing regulations.
- (15) The local educational agency will ensure that funds expended under Part B of IDEA '04 will not be used to reduce the level of expenditures made from local funds below the amount expended for the education of children with disabilities from state or local funds during the preceding fiscal year, in accordance with 34 C.F.R. §§ 300.203 to 300.205 of the IDEA '04 federal implementing regulations.
- (16) The local educational agency will ensure that in accordance with 34 C.F.R. § 300.133, and Appendix B of the IDEA '04 federal implementing regulations, during the grant award period, a proportionate share of the local educational agency's Section 611 subgrant will be set aside to be expended for children with disabilities, ages 3 through 21, who are parentally-placed in a private school, and a proportionate share of its Section 619 subgrant will be set aside to be expended for children with disabilities, ages 3 through 5, who are parentally-placed in a private school. This local educational agency further assures that if it has not expended for equitable services all of its set-aside funds by the end of the fiscal year for which it was appropriated, the local educational agency will obligate any remaining funds for one additional year to provide special education and related services to children with disabilities who are parentally placed in a private school.
- (17) The local educational agency shall maintain records demonstrating compliance with the provisions of IDEA '04 and its federal implementing regulations, including each of the assurances outlined above, and afford the Virginia Department of Education access to those records that it may find necessary to ensure the correctness and verification of the information required under this Act.

Authorized Signature – Superintendent/SOP Director

Pamela Moran
Name – Typed or Printed

Superintendent of Schools
Title

April 23, 2009
Date

**IDENTIFICATION OF BARRIERS AND DESCRIPTIONS OF
STEPS TO OVERCOME THEM IN ACCORDANCE
WITH PROVISIONS IN SECTION 427 OF
THE GENERAL EDUCATION PROVISIONS ACT**

Applicants for federal assistance are required under Section 427 of Title II, the General Education Provisions Act (GEPA), enacted as a part of the 2001 No Child Left Behind Act amendments to the Elementary and Secondary Education Act of 1965, to address equity concerns that may affect full participation of potential program beneficiaries (teachers, students or parents) in designing their federally-assisted projects. Section 427 requires identification of barriers to full participation, if any, and a description of steps taken, or that will be taken to overcome them. The legislation highlights six characteristics that describe broad categories of persons or groups that may more frequently encounter barriers to participation. The characteristics are: Gender, Race, National Origin, Color, Disability, and Age.

Several strategies that may be used to overcome barriers that might affect participation of individuals described by these characteristics are identified on this form. (In this document, race and color have been combined. At the division's discretion, the two characteristics may be treated separately). Space has been provided for the division to describe other strategies, if any, to overcome barriers that might exist related to the identified characteristics, and to identify other barrier subjects and provide a descriptive statement of corrective steps related to overcoming those barriers. If the division deems it necessary, a more detailed description of a barrier related to any one of the identified characteristics may be provided in the blank space allocated below the characteristic.

Check all of the federally-assisted program areas to which the attached GEPA statement applies	--
Improving the Academic Achievement of the Disadvantage -- Title I-Basic	
Title I- Even Start	
Title I- Migrant	
Title I- Neglected or Delinquent	
Title II-The Eisenhower Professional Development Program	
Title IV-Safe and Drug Free Schools and Communities	
Title VI-Innovative Education Program Strategies	
Stewart B. McKinney Homeless Assistance Act, Part B-Education for Homeless Children and Youth	
Title II-The Carl D. Perkins Vocational and Applied Technology Education Program	
Title III, Part A, Subpart 2 ESEA: Technology Literacy Challenge Fund	
Title III, Part B, Star Schools Program	
IDEA	X
Comprehensive School Reform Demonstration Grant	

GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427

CHECK IDENTIFIED SUBJECT OF BARRIER		
CHECK STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW		
☒ GENDER	☒ RACE AND/OR COLOR	☒ NATIONAL ORIGIN
Provide awareness-of/sensitivity-to issues of gender bias through ☒ workshops ☐ exchange programs ☐ group counseling ☒ individual counseling ☐ other _____	Provide awareness-of/sensitivity-to issues of racial bias through ☒ workshops ☐ exchange programs ☒ group counseling ☒ individual counseling ☐ other _____	Provide awareness-of/sensitivity-to issues of bias toward national origin through ☒ workshops ☐ exchange programs ☒ group counseling ☒ individual counseling ☐ other _____
Provide awareness of people functioning in non-traditional roles/jobs/professions through ☐ Shadowing ☐ Mentorships ☒ Internships ☐ field trips ☒ awareness/career days ☒ advisory committees ☒ highlighting current/former students who have succeeded in non-traditional jobs ☒ tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles ☐ other _____	Provide awareness of people functioning in non-traditional roles/jobs/professions through ☐ Shadowing ☒ Mentorships ☒ Internships ☐ field trips ☒ awareness/career days ☒ advisory committees ☒ highlighting current/former students who have succeeded in non-traditional jobs ☒ tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles ☐ other _____	Provide awareness of people functioning in non-traditional roles/jobs/professions through ☐ Shadowing ☒ Mentorships ☒ Internships ☐ field trips ☒ awareness/career days ☒ advisory committees ☒ highlighting current/former students who have succeeded in non-traditional jobs ☒ tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles ☐ other _____
Encourage participation in all programs and activities through ☒ active recruitment of under-represented genders ☐ added support such as providing transportation or child care ☐ exchanges between educators and business representatives ☐ other _____	Encourage participation in all programs and activities through ☒ active recruitment of under-represented genders ☐ added support such as providing transportation or child care ☐ exchanges between educators and business representatives ☐ other _____	Encourage participation in all programs and activities through ☒ active recruitment of under-represented genders ☐ added support such as providing transportation or child care ☐ exchanges between educators and business representatives ☐ other _____
Ensure appropriate representation of genders ☒ in all activities ☒ in all instructional materials ☒ in all promotional materials ☐ other _____	Ensure appropriate representation of genders ☒ in all activities ☒ in all instructional materials ☒ in all promotional materials ☐ other _____	Ensure appropriate representation of genders ☒ in all activities ☒ in all instructional materials ☒ in all promotional materials ☐ other _____

GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427

CHECK IDENTIFIED SUBJECT OF BARRIER		
CHECK STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW		
☒ DISABILITIES	☒ AGE	☒ OTHER FACTORS THAT MIGHT LIMIT PARTICIPATION
Identify accommodations ☒ in the IEP ☒ in the 504 plan Provide program activity materials ☒ in Braille ☒ in large print ☒ on audio tape ☒ on video tape ☒ Provide accommodations required in Americans with Disabilities Act or 504 Provide program accessibility to students/staff with disabilities through ☒ orientation and mobility training ☒ interpreter services ☒ closed captioning ☒ assistive technology devices ☒ personal assistants ☒ program accessibility ☒ early identification and intervention ☒ elimination of architectural barriers Provide awareness-of/sensitivity-to issues of bias related to disabilities through ☒ workshops ☐ exchange programs ☒ group counseling ☒ individual counseling ☐ other _____ Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues through ☒ equitable hiring practices ☒ equitable assignment of responsibilities ☒ workshops ☐ special activities ☒ group counseling ☒ individual counseling ☐ other _____ Ensure appropriate representation of people with disabilities ☒ in all activities ☒ in all workshop materials ☒ in all promotional materials ☐ other _____	Provide awareness-of/sensitivity-to issues of bias related to issues of age and the aging process through ☒ workshops ☐ exchange programs ☒ group counseling ☒ individual counseling ☐ other _____ Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues of age through ☒ equitable hiring practices ☒ age-free assignment of responsibilities ☒ workshops ☐ special activities ☒ group counseling ☒ individual counseling ☐ other _____ Ensure objective and positive representation of age groups ☒ in all activities ☒ in all workshop materials ☒ in all promotional materials ☐ other _____	

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, “New Restrictions on Lobbying,” and 34 CFR Part 85, “Government-wide Debarment and suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants).” The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85.105 and 85.110—

- A. The applicant certifies that it and its principals:
 - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or

destruction of records, making false statements, or receiving stolen property;

- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statement in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610 –

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee’s policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education,

400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

- C Place of Performance (Street address, city, county, state, zip code):

Check [] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.506 and 85.610 –

- A. As a Condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S. W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant Pamela R. Moran	PR/Award Number and/or Project Name
Printed Name and Title of Authorized Representative Superintendent of Schools	
Signature	Date 2/23/09

ED 80-001312/9

SECTION 2

INSTRUCTIONS AND APPLICATION FOR IDEA PART B SECTION 611 FUNDS (FLOW-THROUGH FUNDS)

(Grant Period: July 1, 2009 – Sept. 30, 2011)

VIRGINIA DEPARTMENT OF EDUCATION
PART B, SECTION 611 (Flow-Through Funding) APPLICATION
GRANT PERIOD: JULY 1, 2009 – SEPTEMBER 30, 2011

LEA/SOP (or Fiscal Agent) Name: Albemarle County Public Schools Three Digit Code Number: 002 Address: Albemarle County Public Schools 401 McIntire Road – Room 323 Charlottesville, VA 22902-4596	PROJECT DIRECTOR Name <u>Kevin M. Kirst</u> Email <u>kkirst@k12albemarle.org</u> Fax <u>(434) 972-4157</u> Telephone <u>(434) 296-5885</u>						
If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs/SOPs and the amounts to be combined into a single award. Individual letters from the participating LEAs/SOPs authorizing release of funds to the designated fiscal agent must accompany this application. Note: All participating agencies must still complete and return all documents contained in Part III – 2009-2010 Special Education Annual Plan.							
<table style="width: 100%; border: none;"> <tr> <td style="text-align: left;"><u>Participating Agency Name</u></td> <td style="text-align: center;"><u>Code Number</u></td> <td style="text-align: center;"><u>Amount Released</u></td> </tr> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </table>		<u>Participating Agency Name</u>	<u>Code Number</u>	<u>Amount Released</u>			
<u>Participating Agency Name</u>	<u>Code Number</u>	<u>Amount Released</u>					
STATE EDUCATIONAL AGENCY ACTION (To be completed by State educational agency)							
DATE RECEIVED	SEA OFFICIAL	REVISIONS Y: N	DATE APPROVED				

PROPOSED USE OF PART B, SECTION 611, FLOW-THROUGH FUNDS

GRANT PERIOD: JULY 1, 2009 – SEPTEMBER 30, 2011

(Add additional sheets as necessary.)

List and briefly describe all personnel (i.e. teachers, instructional assistants, administrators, clerical, support personnel, and other) to be supported in whole or in part with grant funds (with proposed budget amounts and FTEs).

During the 2009-2010 school year, 85% of awarded Part B funds will be used to provide salary and benefit compensation to teachers who serve students with disabilities.

(Approx. 27.8 FTE) **Special Education Teachers**
\$2,135,019.75 **Salaries and Benefits**

During the 2009-2010 school year, 15 percent of Individuals with Disabilities Education Act, Part B (IDEA-B) funds will be utilized to develop and implement coordinated, early intervening services (EIS) for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. [20 U.S.C. §1413(f), 34 C.F.R. §300.226] The 15% (\$386,315) will be used to provide salary and benefit compensation to teachers to provide direct early intervening services. This allocation is required as the State has identified a significant level of disproportionate identification of minority children in specific disability categories (i.e. mental retardation, speech and language impairments, emotional disturbance, other health impairments, and specific learning disabilities).

(Approx. 5.5 FTE) **Early Intervening Teachers**
\$386,315.00 **Salaries and Benefits**

Briefly describe all additional activities, goods and services (with proposed budget amounts) to be supported with grant funds.

IDEA requires that Albemarle County Public Schools spend a proportionate amount of its flow-through funds on special education students who are unilaterally enrolled by their parents in private schools. Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. The set-aside amount below has been calculated based on the number of students with disabilities unilaterally placed by their parent in home school programs. This amount will be used to fund a part-time special education teacher (.6 FTE) with the remaining amount to purchase staff development resources for that teacher, assistive technology and materials for use with this specific population.

.6 FTE Special Education Teacher
\$49,425.00

Materials and Staff Development
\$ 4,673.25

SCHOOL DIVISIONS ONLY:

The school division plans to utilize up to 15% of its Part B, Section 611 grant award for this grant period to implement coordinated early intervening services.

X
Yes

No

**VIRGINIA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 611, Flow-Through Funds (July 1, 2009 – September 30, 2011)

Applicant Name: Albemarle County Public Schools
Contact Person Name: Kevin M. Kirst
Telephone No.: (434) 296-5885
Fax No.: (434) 972-4157

Applicant 3-digit Code Number: 002
Contact Person Title: Director of Special Education
E-mail: kkirst@k12albemarle.org

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	\$1,903,458.56	
Employee Benefits	2000	\$634,486.19	
Purchased Services	3000		
Internal Services	4000		
Other Charges	5000		
Materials/Supplies	6000	\$4,673.25	
Joint Operations	7000		
Capital Outlay (list below)	8000		
<u>TOTAL PROPOSED BUDGET</u>		\$2,542,618.00	

Proposed Equipment: (List items costing \$5,000 or more):

N/A

Proposed Out-of-State/Country Travel (destination, purpose, estimated cost, # of people):

N/A

DO NOT WRITE BELOW THIS LINE – DOE USE ONLY

Date Received:	Total Award Amount: \$	Grant Manager:
Date Approved:	DOE Award #:	Payee Code #:
SEA Official:	CFDA#: 84.027A	Proposal Modified: Y / N
Project Code:	Fed. Award #:	In the Amount of: \$

SECTION 3

INSTRUCTIONS AND APPLICATION FOR IDEA PART B SECTION 619 FUNDS (PRESCHOOL FUNDS)

(Grant Period: July 1, 2009 – Sept. 30, 2011)

(Grant Period: July 1, 2009 – Sept. 30, 2011 – H173A070112)

Email: kkirst@k12albemarle.org

Amount Allocated to LEAs if Joint Application \$_____

Part B, Section 619, Preschool Funds
July 1, 2009 – September 30, 2011

**VIRGINIA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 619, Preschool Funds (July 1, 2009– September 30, 2011) – H173A070112

Applicant Name: Albemarle County Public Schools

Applicant 3-digit Code Number: 002

Contact Person Name: Kevin M. Kirst

Contact Person Title: Director of Special Education

Telephone No.: (434) 296-5885 Fax No.: (434) 972-4157

E-mail: kkirst@k12albemarle.org

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	\$56,562.65	
Employee Benefits	2000	\$9,484.35	
Purchased Services	3000		
Internal Services	4000		
Other Charges	5000		
Materials/Supplies	6000		
Joint Operations	7000		
Capital Outlay (list below)	8000		
<u>TOTAL PROPOSED BUDGET</u>		\$66,047.00	

Proposed Equipment: (List items costing \$5,000 or more):

N/A

Proposed Out-of-State/Country Travel (destination, purpose, estimated cost, # of people):

N/A

DO NOT WRITE BELOW THIS LINE – DOE USE ONLY

Date Received:	Total Award Amount: \$	Grant Manager:
Date Approved:	DOE Award #:	Payee Code #:
SEA Official:	CFDA#:	Proposal Modified: Y / N
Project Code:	Fed. Award #:	In the Amount of: \$

**619 GRANT - EARLY CHILDHOOD SPECIAL EDUCATION PROJECT AND
BUDGET DESCRIPTION**

GRANT PERIOD: July 1, 2009 – September 30, 2011

In narrative format, provide a general description and budget outline of the goods and services to be purchased with the IDEA, Part B, Section 619, ECSE funds listed in the previous section.

- ❖ The Special Education Project and Budget will be allocated to salaries and benefits for Teaching Assistants to serve pre-school students. Albemarle County Schools provides pre-school services through a unified service delivery model that highlights utilization of resources and best practices as the driving force behind services to pre-school aged children considered to be at-risk. Bright Stars, Title I Pre- School and the Early Childhood Special Education Program are aligned to provide one over-arching Pre-School program. The teams share the responsibility of providing instruction to all of the at-risk children on site, including children with special needs that would have been educated in a separate special classroom prior to the introduction of our inclusive work initiated this past school year. The program will eventually have a common curriculum, common outcomes, and a common reporting strategy utilizing the division's kindergarten readiness measurement as the basis of its progress monitoring focus. Outreach efforts are under way to include Head Start in this service delivery model. Strategies are being developed to provide support to the various community pre-school programs and providers, as well. In addition, the budget will be allocated to part-time wages and benefits for summer program staff that include teachers, paraprofessionals, speech pathologists, and occupational pathologists.

SCHOOL DIVISIONS ONLY:

The school division plans to utilize up to 15% of its Part B, Section 619 grant award for this grant period to implement coordinated early intervening services.

X
Yes

No