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Superintendent's Funding Request Message

A Work in Progress

A year ago this message was titled, *Albemarle Rising*, which described both the trajectory of our investments in the future of our students and the impact these investments will have not only on their lives but on the life of our community.

I said then that “our public schools always have been a powerful catalyst for history’s most successful economic development and prosperity stories. The ideas born and matured in our public schools have been the wellspring for creativity, imagination, teamwork, and trial-and-error skills that have turned young students into the wealth creators of every generation.”

We are today, *A Work in Progress*.

The phrase holds dual meaning. The core of our work is to generate progress and as a community of lifelong learners, our work is continually unfinished. Every setback needs to be accompanied by a focused effort on discovery and improvement. Each achievement should elevate our future aspirations.

Every Child Can Be Great

As we pledge in our Vision Statement: “All learners should believe in their power to embrace learning, to excel, and to own their future.”

One of the world’s most distinguished educational researchers and thought leaders, Yong Zhao, has said, “*For years, focusing on the achievement gap has led to the same result: We hope for greatness and settle for competence. But why settle? It’s time to recognize that the potential for greatness lies in a unique form within each child, and that the goal of education should be to encourage and develop it.*”

Make education personalizable, Zhao tells us, adding that “*Every child can be great when they own their learning.*”

Whoever owns the learning, sets the expectations and most often, the outcome.

As I suggested in this message a year ago in calling for a redesign of our gifted education program, every one of our 14,000 students has greatness within them. No family views its child as “average,” nor should any school division. Each child has unique talents, gifts, interests and passions that are present from their earliest age.

In fulfilling our strategic goal of preparing graduates to be successful life-learning learners, professionals and citizens, we are rightfully proud to celebrate the future doctors, lawyers, engineers, entrepreneurs, business executives and public servants who walk across our graduation stage.

We must be rightfully proud too, of the young lady who excelled in her roofing class, the students who signed on as apprentices for local building trade firms, the student who designed, built and operates his own racing car or the student who invented and designed social media characters that one day may accompany every ticket sold by a national ticketing organization.

A recent media story highlighted the research of one of student seeking to preserve thousands of world languages that do not have a written component. His interest in this work dated back to his earliest elementary grade and he matured that interest in our student center, where he designed a computer program to begin to preserve the more than 6,000 languages now at risk.

His experience at the center superbly represents the beauty of Young Zhao’s counsel—every child indeed can be great when we provide the support that makes it possible for them to own their learning.

Albemarle Rising will benefit our community for many years to come; finding the champion within every child is the operational principle that will get us to this goal.

A year ago, this message introduced 20 proposals to yield greater personalization in student learning and equity of opportunity as part of the high-quality teaching and learning we offer.

All 20 are works in progress and this funding request builds on our investments in each. This would include, for example, an expansion of Center I program opportunities for today's 40 students to 240 students next year.

A Balanced Funding Request

For at least the first time in a generation, a Superintendent of Albemarle County Public Schools is bringing before you, a balanced funding request.

Three percent of next year's increase in expenditures would come from new proposals. These investments would fund more seats in our after-school enrichment program for at-risk students; the expansion of world language learning instruction to more elementary school students; adding to the quality of our mental health counseling and support for students and keeping more students in school and learning through our highly successful STEP Program, students who previously would have been suspended out of school.

Ninety-seven percent of the increase in expenditures is devoted to:

- employee compensation and benefits,
- maintaining current class sizes by supporting current levels of instruction and support for the projected 500 student enrollment increase since the 2019 budget cycle, and
- for non-discretionary, directed spending such as the state's increase in the Virginia Retirement System rate and changes at the state level that have impacted Special Education.

Overall expenditures are projected to increase by seven percent or \$13.6 million and total \$209.1 million.

Revenues also are projected to increase by seven percent or \$13.6 million.

The largest revenue increase is \$7.2 million from the state. The \$57.8 million in total we are expecting from the Governor's proposed budget represents 28 percent of our total revenues.

Reflecting the strong local economy, local revenues to the school division increased by five percent a year ago. Next year, those revenues to the division will be higher by more than four percent, totaling an increase of \$5.8 million.

As we move through the budget cycle and our revenue projections firm up, it also may be possible to consider:

- expanding our certification and micro-credentialing program for culturally responsive teaching practices,
- using new funds to support a literacy program to enhance the foundational skills of students from kindergarten through second grade,
- increasing our support for field trips for elementary school students,
- adding a student innovation fund for student-generated community service projects, and
- providing juniors and seniors in high school with support for apprenticeship programs within our own operational and school departments.

A Competitive Work Force

Under the funding request, teachers will receive a compensation increase within the annual range of 2.5% to 3.0%, which aligns with the market-based recommendation we received last fall at the School Board and Board of Supervisor's joint meeting on compensation and benefits.

I also propose no lower than a 1.5 percent compensation increase for classified staff and the setting of a minimum starting wage in the range of \$13.50 to \$15.00 an hour. Currently, the lowest hourly rate on our wage scale is \$10.29 per hour.

The Value of Community Input

This year's funding request benefited from the counsel of important advisory groups that represented parents, business and community leaders, teachers, students, classified staff, students and our Equity and Diversity Committee.

It reflects several of the priorities we heard from these groups and in our community survey, which generated over 1,500 responses. These priorities included keeping teacher compensation at competitive levels, expanding after-school enrichment, increasing the minimum pay rate, addressing the school bus driver shortage, expanding certification and micro-credentialing in our culturally responsive teaching program and class size.

A year ago, I wrote about public education standing at the doorway of a Golden Age, a time defined by symbiotic partnerships between school, community and businesses; by new and exciting ideas that produce quantifiable results; by the use of cutting-edge resources that exponentially advance learning; and by teachers, staff and students who are passionate, talented and determined enough to make a positive difference in their own lives and in the lives of others.

We have only begun to tap these powerful resources and put them to work in ensuring that every child in our schools becomes the champion they are destined to be.

Sincerely,



Matthew S. Haas, Ed.D.
Superintendent of Schools

General School Division Information

- Address: 401 McIntire Road, Charlottesville, VA 22902
- Phone: (434) 296-5820
- Superintendent: Matthew Haas, Ed.D.
- VDOE Region: 5

Albemarle County Public Schools ("ACPS," "School Division," or "Division") serves more than 14,000 students in preschool through grade 12 in Albemarle County, Virginia, the sixth largest county by area in the Commonwealth of Virginia. A diverse locality of 726 square miles in the heart of Central Virginia, Albemarle County is a blend of primarily rural, but also suburban and urban settings.

Strategic Plan: Horizon 2020

Mission

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance and rigor, one student at a time.

Vision

All learners believe in their power to embrace learning, to excel, and to own their future.

Core Values

Excellence • Young People • Community • Respect



Student-Centered Goal

All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

Objectives

1. We will engage every student.
2. We will implement balanced assessments.
3. We will improve opportunity and achievement.
4. We will create and expand partnerships.
5. We will optimize resources.

School Board Strategic Priorities for the 2018-2020 Biennium

- Create a culture of high expectations for all.
- Identify and remove practices that perpetuate the achievement gap.
- Maximize opportunities for students at all levels to identify and develop personal interests.

School Board

Jack Jouett District



Kate Acuff, J.D., Ph.D.

(434) 979-6333

kacuff@k12albemarle.org

Term expires 12/31/21

Rio District



Katrina Callsen

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Term expires 12/31/21

Rivanna District



Judy Le

(434) 326-8315

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Term expires 12/31/23

Samuel Miller District



Graham Paige
Vice-Chair

(434) 286-3639

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Term expires 12/31/21

Scottsville District



Ellen Osborne

(434) 249-3295

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Term expires 12/31/23

White Hall District



David Oberg

(434) 981-1160

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Term expires 12/31/23

At-Large



Jonno Alcaro
Chair

(434) 906-9300

jalcara@k12albemarle.org

Term expires 12/31/23

School Division Administration: Superintendent's Cabinet



Matthew Haas, Ed.D.
Superintendent
of Schools



Debora Collins
Deputy Superintendent



Clare Keiser, Ed.D.
Assistant Superintendent
for Organizational
Development and
Human Resource
Leadership



Bernard Hairston, Ed.D.
Assistant Superintendent
for School Community
Empowerment



Rosalyn Schmitt
Chief Operating Officer



**Patrick McLaughlin,
Ed.D.**
Chief of Strategic
Planning

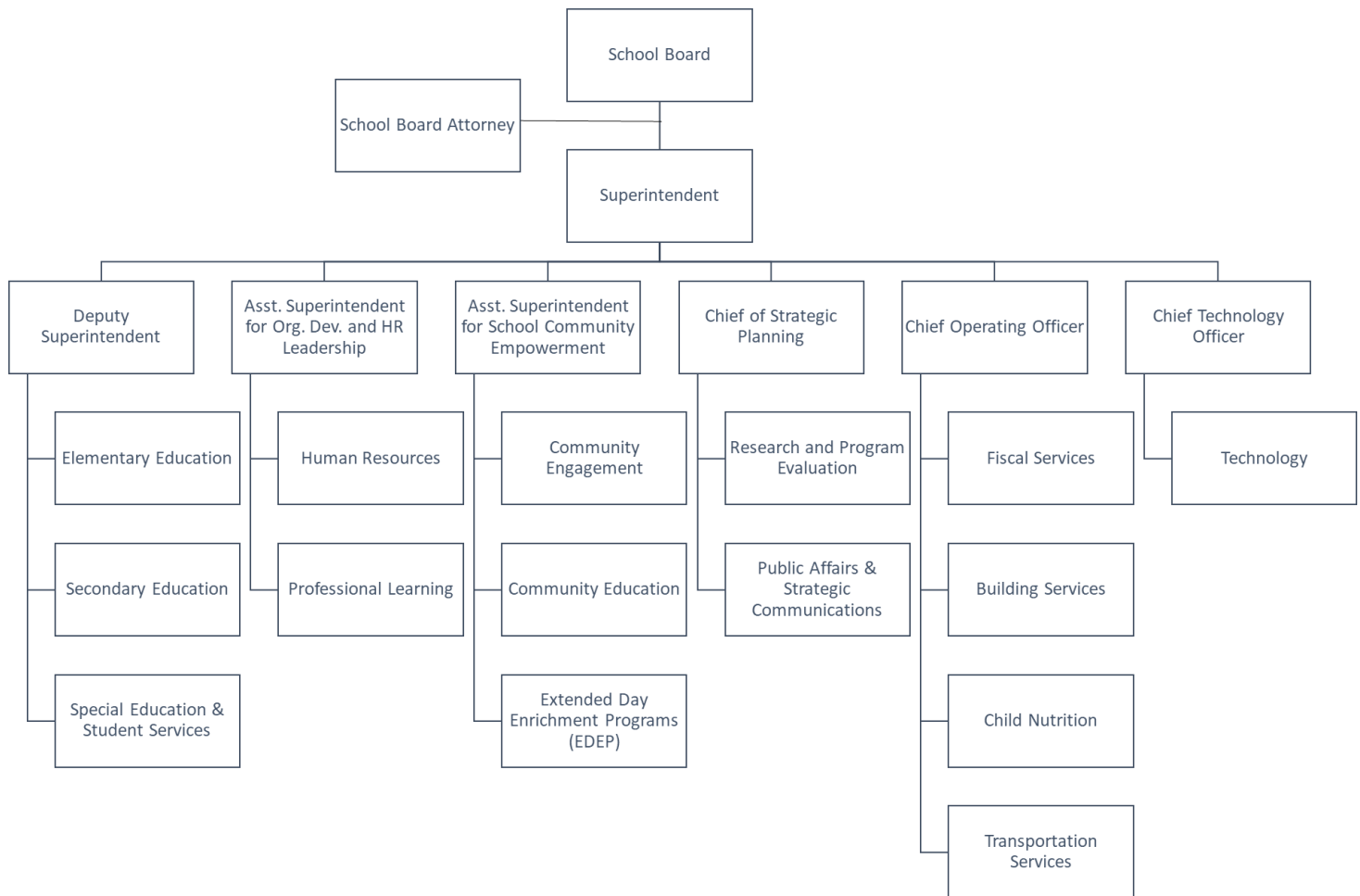


Christine Diggs, Ed.D.
Chief Technology Officer



Ross Holden
School Board Attorney

School Division Organizational Chart



Division Highlights

Schools

- 15 elementary schools (PK-5)
- 6 middle schools, including 1 charter middle school (6-8)
- 4 high schools, including 1 charter high school (9-12)
- 3 science and technology academies (9-12)
- 1 high school center specializing in project-based learning (9-12)
- 1 education center specializing in short-term intervention (6-12)
- 1 regional technical education center (9-12)
- 1 regional center serving special education students (K-12)
- 1 regional center serving students with emotional disabilities (K-12)

Employees

- 1,344 teachers (including classroom teachers, speech pathologists, school counselors, instructional coaches, and librarians)
 - 66% hold advanced degrees
 - 2% are National Board Certified
 - Average years of teaching experience: 14
- 1,303 classified employees (including school and department leadership, teaching assistants, bus drivers, custodians, maintenance and food service staff, office associates, human resources staff, and other support staff)

Student Enrollment: Fall Membership

	2017-2018	2018-2019	2019-2020
Total Enrollment	13,938	14,013	14,435
Students with Disabilities	11.9%	12.5%	12.8%
Economically Disadvantaged	30.3%	29.4%	29.4%
English Learners	9.9%	9.6%	10.0%

International Diversity of Our Student Population

- Countries of Origin: 96
- Home Languages Spoken: 81

Class of 2019

	Division	State
Students Earning an Advanced Studies Diploma	64%	51.5%
On-Time Graduation Rate (Four-Year Cohort)	94.4%	91.5%
Dropout Rate	4.1%	5.6%

Post-Graduation Plans, Class of 2019 (Self-Reported)

- Continuing education, military, employment, or another endeavor: 16% (162 students)
- 2-year college: 24% (253 students)
- 4-year college: 58% (601 students)

Our 2019 graduates plan to attend 119 colleges and universities, including 8 of the Top 10 national universities, according to rankings by *U.S. News & World Report*.

Advanced Programs Participation, 2018-2019

- Advanced Placement (AP) Test Taken: 22.9% of high school students
- AP Course Enrollment: 37.2% of high school students
- Dual Enrollment: 21.8% of high school students

Data Spotlight

- Average number of meals served daily, including breakfast and lunch: 8,000
- School bus miles traveled daily: 14,384
- Average Class Size:
 - Elementary – 19.6
 - Middle – 21.5
 - High – 21.6
- Student-to-Computer Ratio:
 - 2:1 for grades K-1
 - 1:1 for grades 2-12
- Children served by our Families in Crisis Program, 2018-2019: Approximately 400

Budget Snapshot

Operating Budget (Adopted)

- 2019-2020: \$195,478,605
- 2018-2019: \$186,800,503
- 2017-2018: \$180,486,940

Per Pupil Expenses (Adopted)

- 2019-2020: \$14,234
- 2018-2019: \$13,635
- 2017-2018: \$13,418

State of the Division

The annual State of the Division report for Albemarle County Public Schools (ACPS) serves to provide information to the School Board and school community about the school division's successes and challenges from the previous school year. The purpose of transparently sharing this information is threefold. First, the school division uses the State of the Division report as an accountability mechanism. We seek to identify our weaknesses, address root causes, and track future progress in meeting targets. Second, the content of the State of the Division report becomes the rationale for the decisions we make, whether we are evaluating an instructional method, shaping a systemic practice, or considering budget priorities. Third, the division shares the State of the Division report with our stakeholders, including our students and their families, our employees, and our community members, as another opportunity for engagement. The division recognizes stakeholder feedback as an essential component of the continuous improvement process. We encourage community members to contribute to our ongoing efforts to learn, adapt and grow through participation in school board meetings, community meetings, and online surveys.

We've titled the State of the Division 2019 report, "A Work in Progress." The phrase holds dual meaning, in that the core of our work as a public school system is about generating progress, and as a community of learners, we regard ourselves and our school division as unfinished works in progress. We fuel this perspective with a determined belief that improvement is always possible. This year's report highlights growth worth celebrating, but it also reveals deficiencies. We embrace both. With every failure comes a focused effort on discovery and improvement, while each achievement inspires a more ambitious target.

We present the State of the Division 2019 report in alignment with our Horizons 2020 Strategic Plan, including the mission, vision, core values, student-centered goal, objectives, and strategic priorities of Albemarle County Public Schools, and in accordance with School Board Policy AF, *Commitment to Accomplishment*. In concept, the State of the Division 2019 report serves as the basis for the initial 2020-21 funding request, as the improvements and challenges of the division should advance the School Board's portfolio of investments for the coming fiscal year. The report itself is a work in progress that the division plans to review and update at least semi-annually in response to feedback and questions we receive from members of the School Board and the school community at large.

Access the State of the Division 2019 report at:

<https://www.k12albemarle.org/acps/division/report/Pages/archive.aspx>

Budget Introduction

(Refer to Policy DB)

The annual school budget is the financial outline of the Division's education program. It presents a proposed plan of expenditures and the expected means of financing those expenditures. After adoption, it provides the primary means of managing expenditures. The fiscal year begins on the first day of July and ends on the thirtieth day of the following June.

The superintendent prepares, with the approval of the School Board, and submits to the Albemarle County Board of Supervisors (BOS), an estimate of the amount of money needed during the next fiscal year for the support of the public schools of the school division. The estimate sets up the amount of money needed for each major classification prescribed by the Board of Education and such other headings or items as may be necessary.

The superintendent or superintendent's designee prepares a budget calendar identifying all deadlines for the annual budgetary process. The calendar includes a work session for reviewing the budget and at least one public hearing on the budget. Notice of the time and place for the public hearing is published at least ten days in advance, in a newspaper having general circulation within the school division.

Upon approval of the School Division's budget by the Board of Supervisors, the School Board publishes the approved budget including the estimated required local match on its website and the document is also made available in hard copy as needed by citizens for inspection.

Fund Structure

The Division's financial management system is divided into a number of funds. A separate sum of money is set aside for each fund. Funds are established for special program groups which usually have specific revenue sources associated with their expenditures. The Division's major funds, which are subject to appropriation by the Albemarle County Board of Supervisors, are:

1. School Fund (Operating)
2. Special Revenue Funds
3. Capital Improvement Program Fund (CIP) & Debt Service Fund

The School Fund is usually referred to as the operating fund and is used to finance the day-to-day operations of the Division. It is the largest part of the Division's total financial operation. Revenues for this fund are obtained from the local government transfer (local taxes), state and federal revenues, and charges for services.

Special Revenue funds are defined as programs whereby the Superintendent/designee has determined that the revenue generated by the program will be sufficient to cover all expenditures associated with the program. However, in the event the funds appear to be insufficient, the School Board will consider and may appropriate such funds as in its judgment will sustain the current program. These funds also include both grant funds and holding accounts to facilitate overall operations. *(Policy DI)*

The Capital Improvement Program (CIP) and Debt Service Funds are facilitated by the Albemarle County government. The County collaborates with the School Board regarding the development and coordination of the School Division's capital projects. Collaboration includes: a) planning for required capital improvements; b) debt ratio targets; and c) debt issuance schedules.

Details about the School Division's Capital Improvement Program can be found on the Albemarle County Office of Management & Budget website: <http://www.albemarle.org/departments.asp?department=budget>

Basis of Budgeting

The Superintendent will establish and be responsible for an appropriate system of accounting for all school funds in compliance with applicable federal, state, and local laws. This system will present fairly and with full disclosure the financial position of these funds in conformity with generally accepted accounting principles. (*Policy DI*)

The basis of budgeting for Albemarle County Public Schools is the same as the basis of accounting used in the governmental fund financial statements. All budgets are presented on the modified accrual basis of accounting, under which revenues and related assets are recorded when measurable and available to finance operations during the year, and expenditures are recorded as the related fund liabilities are incurred.

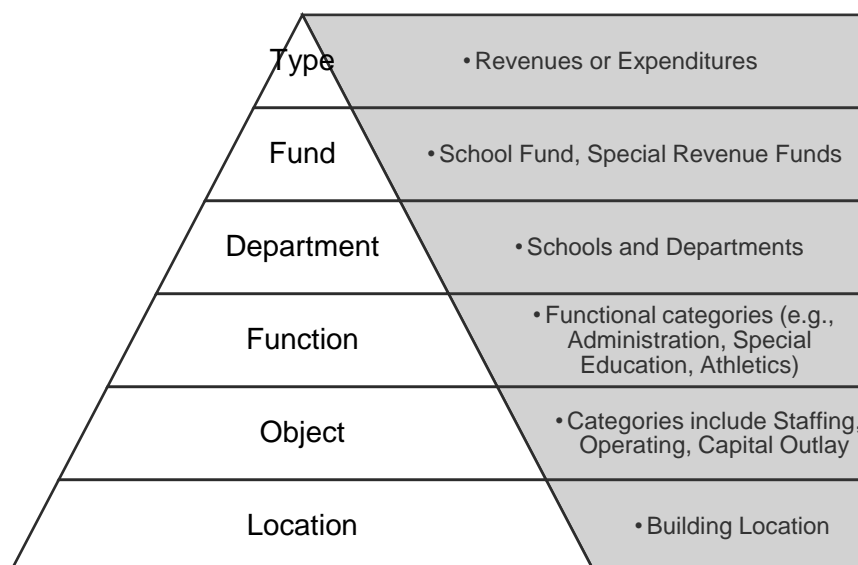
Budget and Fund Appropriation

An annual operating budget is adopted for the School Fund. Within the School Fund, budgets are legally adopted at the fund level. The Superintendent is authorized to transfer the budget for personnel cost (salaries and fringe benefits), if necessary, between departments; however, any other revisions that alter the total expenditures of any state functional categories are reported to the School Board. Unexpended appropriations lapse at the end of the fiscal year unless carried over by School Board action. Budgets for Special Revenue Funds are adopted on an annual basis.

State and local funds appropriated for use by the School Board for educational purposes shall be administered under state law, regulations of the State Board of Education, policies of the School Board, and regulations of the Superintendent. All federal funds shall be accounted for in accordance with the regulations under which these funds were secured and, in addition, shall be subject to the policies and regulations of the School Board. (*Policy DI*)

Budget Code Structure

As shown in the chart, budget codes are structured in the order below:



Budget Goals

1. Develop a budget that supports the mission of establishing a community of learners and learning, through relationships, relevance and rigor, one student at a time.
 - a. Plan, prepare, and implement a fiscally responsible budget that provides the resources necessary for creating equitable educational opportunities for all students.
 - b. Engage stakeholders, including parents, teachers, staff, business leaders, volunteers, civic organizations and the community, in the development of budget priorities.
2. Provide a salary and benefit plan that supports Albemarle's competitive position and reflects market adjustments where necessary.
3. Develop and maintain a responsive and systematic approach to building and grounds maintenance, technology support and licensing, and bus fleet maintenance that reflects industry best practices and ensures long-range financial stability.
4. New budget proposals will align with the Strategic Plan and School Board Priorities.
5. Schools, departments, and strategic proposals will incorporate the use of logic models and/or performance measures to assist in making decisions that support budget priorities related to the Division's Strategic Plan, with the goal of using metrics as a management and decision-making tool during the budget process.

Budget Guidelines & Policies

General Guidelines

1. The division's general operating budget amounts will remain the same from year to year. Any increases or decreases are required to be justified in detail.
2. 1.5% of salaries will be budgeted as a Lapse Factor to account for financial savings from vacancies.
3. Investments in new proposals will comprise no more than 2% of the overall budget.
4. Up to 10% of unspent funds within school operational budgets may be carried over into the following year's school operational budget.
5. Annual revenues will be estimated by an objective analytical process. Revenue will not be included in the budget that cannot be verified with documentation as to its source and amount.
6. Fee-based programs in the Special Revenue Funds will set fees and user charges to ensure their funds are self-sufficient.
7. The division will budget expenditures in its Special Revenue Funds not to exceed projected revenues within grant funds.

School-Based Allocations (Policy DC)

Under school-based allocations, the School Board will attempt to achieve the following goals:

1. To establish amounts of funding which will provide equitable opportunity for all students in Albemarle County Public Schools.
2. To serve the instructional and support needs of the students.
3. To engage in thorough advance planning by administrators, with broad-based staff and community involvement.
4. To develop budgets and expenditures to maximize educational returns and to meet School Board/site-based goals.

Staffing Standards Guidelines

1. To the extent practicable, staffing standards should be created for all positions.
2. Staffing standards should be reviewed annually and updated on a periodic basis but no less frequently than every five years to ensure relevance to current workload demands.
3. Periodic updates will be approved by the superintendent and accomplished in time to influence the annual budget cycle.
4. Staffing standards should, at a minimum, ensure compliance with the Virginia Board of Education Standards of Quality and Federal and State law.
5. Staffing standards should ensure equity of resourcing for all schools considering differences in enrollment, demography, and established programs.
6. Staffing standards should provide maximum flexibility for managers to design organizations or create/modify positions to meet changing priorities.
7. Updates to staffing standards shall be phased when their scale is deemed too large to accomplish immediately.

Long Range Planning Advisory Committee (Policy FB)

The Long-Range Planning Advisory Committee (LRPAC) is formed to inform and advise the Superintendent and School Board in the development of comprehensive, long-term plans for facilities needs in the most effective and efficient way and in support of the School Division's Strategic Plan. As an advisory committee, the LRPAC will make recommendations to the Superintendent and School Board, based on input from the public and staff, for consideration by the School Board and Superintendent.

Issues which may be considered by the advisory committee shall include, but not be limited to:

- School program capacity
- Enrollment and projections
- Transportation and operating efficiencies related to facilities planning
- CIP prioritization
- Creative financing and construction strategies
- Scope of renovations
- School closures and new schools
- Student accommodation planning (building additions/modular relocations/ review of school boundaries)
- Future of 'learning spaces' as influenced by technology and other dynamic fields

Budget Development Process

Albemarle County Public Schools (ACPS) begins its annual budget planning process in August. The budget development process is a collaborative process involving many stakeholders. The School Board's Strategic Plan, Horizon 2020, includes a student-centered goal, objectives, and priorities to guide the development of the annual budget.

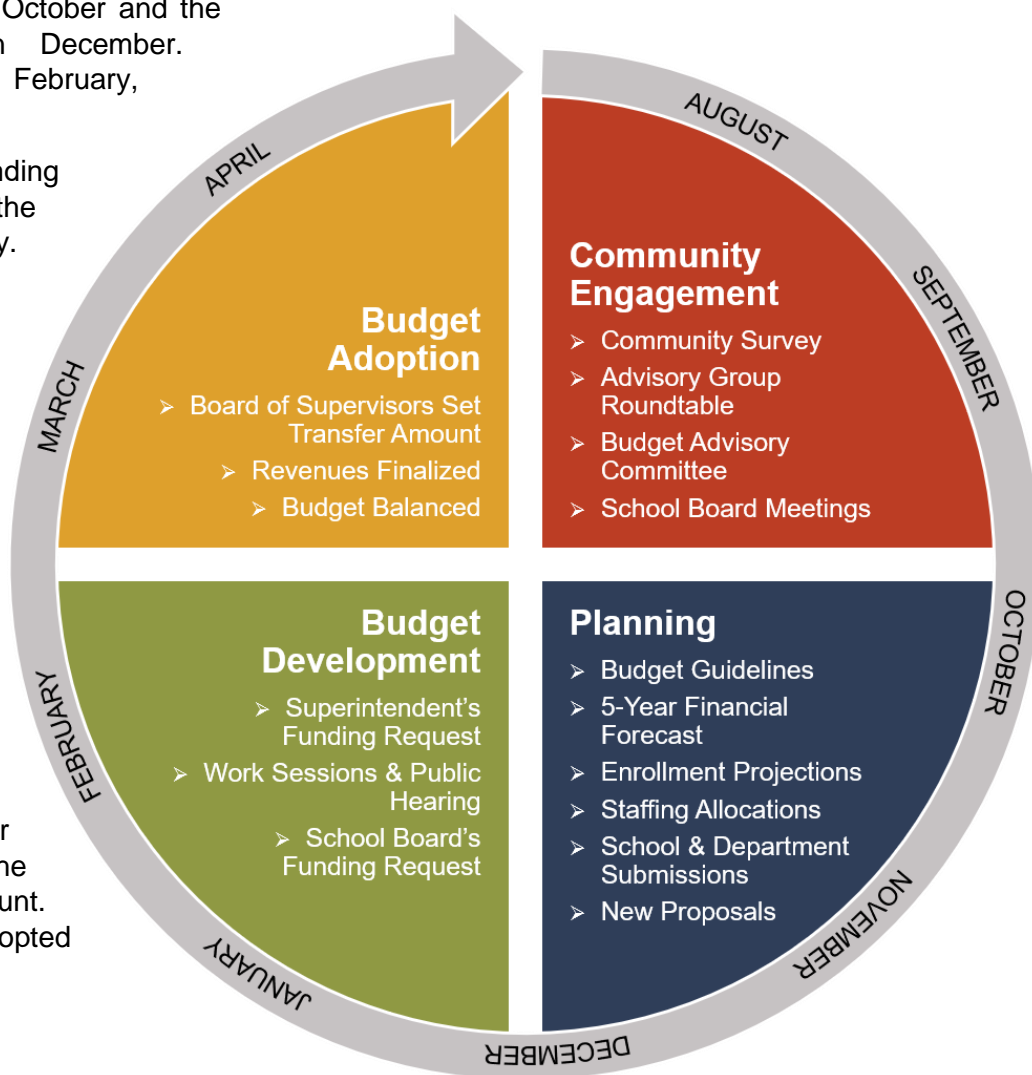
The Superintendent works closely with the School Board, the leadership team, and the community to present the needs of the Division and works closely with the County to fit these needs into the larger needs of the community. Community engagement is critical during the budget development process. The Superintendent gathers feedback and prepares a funding request that incorporates community input as well as the strategic priorities set by the School Board.

In the fall, school enrollment projections are updated and staffing allocations are developed. Around this time, the Division's 5-year financial forecast is planned and the School Board provides initial guidance to support staff in budget preparation. Through November, school and department budgets are submitted, as well as proposed changes in revenues and expenditures.

Revenue estimates are developed after the release of the local transfer estimate in October and the proposed state budget in December. In January and February, the revenues are revised.

The Superintendent's Funding Request is presented to the School Board in January. The request reflects the full needs of the School Division, and proposed expenditures may be higher than estimated revenues for this reason. The School Board makes amendments to the Superintendent's Funding Request after a series of work sessions in preparation for the adoption of the request to the Board of Supervisors.

From February to April, the Board of Supervisors finalizes the budget for Albemarle County and sets the final school transfer amount. A balanced budget is then adopted by the School Board.



Budget Development Calendar

Date	Meeting
Sep. 17	BOS/School Board Joint Work Session: CIP Priorities
Sep. 26	School Board Work Session: FY 2019/20 Budget Proposals
Oct. 2	BOS/School Board Joint Work Session: Compensation and Benefits
Nov. 13	BOS/School Board Joint Work Session: Long-Range Financial Planning
Nov. 14	School Board Work Session: State of the Division
Dec. 12	School Board Work Session: Budget Input
Jan. 23	School Board Work Session: Superintendent's Funding Request (Work Session #1)
Jan. 28	Special Budget Work Session (Work Session #2)
Jan. 30	Public Hearing on School Budget and Special Budget Work Session (Work Session #3)
Feb. 4	Special Budget Work Session and Adopt School Board's Budget Request (Work Session #4)
Feb. 6	Special Budget Work Session (if needed)
Apr. 16	School Board Business Meeting: Budget Discussion
Apr. 23	Special Budget Work Session (if needed)
Apr. 30	School Board Work Session: Adopt Budget

Stakeholder Feedback

Stakeholder feedback is an essential part of the budget development process.

School Board Meetings

The School Board encourages Albemarle County Public Schools students, parents, employees, and community members to participate in the budget development process by attending School Board meetings.

Community Satisfaction Survey

In the fall of 2019, the school division invited students, parents, employees, and community members to participate in a community satisfaction survey. The survey was designed to provide the school division with valuable operational information that we could use as part of our commitment to continuous improvement and to inform the development of our 2020-21 budget and long-range planning decisions.

A total of 1,577 students, parents, employees, and community members responded between December 3 and December 20, 2019. Survey questions ranged from general satisfaction to building services, child nutrition, communications, community engagement, curriculum and instruction, extracurricular activities, personal interests, professional learning, school facilities, technology, and transportation.

Community Check-Ins

Among the most important resources in making decisions are the opinions and suggestions the Superintendent of Schools, Dr. Matthew Haas, receives from community members. In the past, this input has enhanced several important projects, such as the annual budget, the division's strategic plan, and the redesign of the high school learning experience. Building on these successes, Dr. Haas has begun a regular series of informal conversations, known as "Community Check-ins," with parents around the county to hear from them about their child's experience in school and how the division can continue to improve its performance.

Summaries from each Community Check-in are posted on the ACPS website for public access, as is a standing invitation for community members to volunteer to host a future Community Check-in. Learn more at:

<https://www.k12albemarle.org/acps/division/superintendent/Pages/Community-Check-In.aspx>

Advisory Committees

Key advisory committees that inform the budget development process include:

Albemarle Education Association (AEA) Exchange Committee

Subset of representatives from the AEA, a local chapter of the Virginia Education Association. The committee works with the Superintendent and key leaders on issues of concern and importance to AEA members.

Budget Advisory Committee

Analyzes, evaluates and advises the Superintendent and division staff regarding budgeting practices and priorities from a business perspective. The committee is composed of business professionals with significant budgeting experience.

Classified Employee Advisory Committee

Founded to provide a two-way forum for classified employees to have input regarding potential employee policy creation and/or changes and to bring forward employee issues that could not be successfully addressed through existing channels.

County Student Advisory Council

Represents the opinions of students in an advisory capacity to the Albemarle County School Board. Council members aim to better share and exchange ideas and solutions to common problems across schools and work to better the school system and the surrounding community.

Equity and Diversity Advisory Committee

Advises the division on adopting and modifying policies and practices to address equity and opportunity gaps to improve student achievement. Committee members serve two-year terms.

Long-Range Planning Advisory Committee

Informs and advises the Superintendent and School Board in the development of comprehensive, long-term plans for facility needs in the most effective way and in support of the school division's strategic plan.

Parent Council

Serves as a forum for parents, educators, and school officials to share ideas and exchange information in order to further advance the quality of the public education system within Albemarle County.

Student Cabinet

Students from grades 3 through 12, representing all ACPS schools, share and exchange ideas and solutions to common problems along with ideas for improvement.

Teacher Advisory Committee

Group of teachers, including a representative from each school, who meet with central staff to discuss items of interest to teachers and give feedback on county initiatives and programs.

For more information on our key division-level advisory groups, visit www.k12albemarle.org/advisory.

Staff Feedback

In October, the Leadership Team (principals and department heads) were asked to solicit ideas from their staff for new proposals to be submitted in the Superintendent's Funding Request. Submissions had to align with the ACPS Strategic Plan, and the Budget Office received more than 70 submissions. After thorough analysis and vetting of all submissions, the highest priority proposals are included in the budget and are detailed later in this section.

Questions & Comments

Please direct all questions to: budget@k12albemarle.org

Board Contacts

- Albemarle County School Board: schoolboard@k12albemarle.org
- Albemarle County Board of Supervisors: bos@albemarle.org

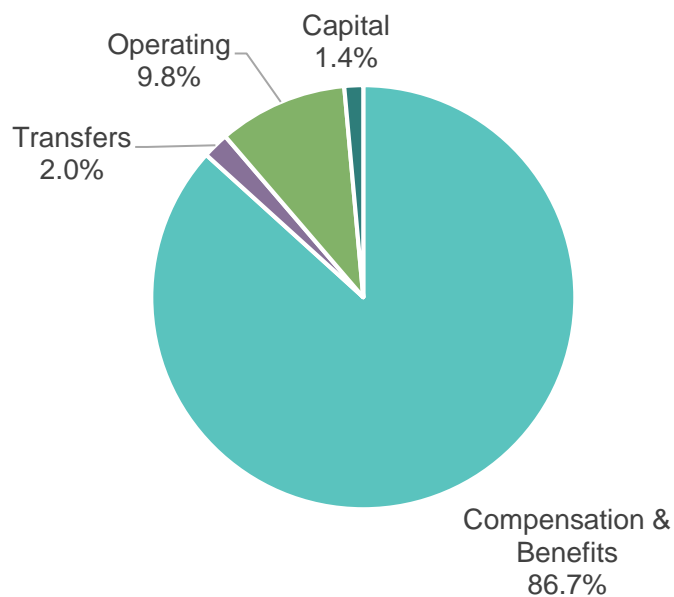
FY 2020/21 Funding Request Overview

Revenues

	2019-20 Adopted	2020-21 Projected	\$ Change	% Change
Local	\$141,950,502	\$147,712,961	\$5,762,459	4.1%
State	\$50,528,580	\$57,777,769	\$7,249,189	14.3%
Federal	\$2,999,523	\$3,582,761	\$583,238	19.4%
TOTAL	\$195,478,605	\$209,073,491	\$13,594,886	7.0%

Expenditures

	2019-20 Adopted	2020-21 Request	\$ Change	% Change
TOTAL	\$195,478,608	\$209,073,491	\$13,594,886	7.0%



Summary

Expenditures	Actual 18-19	Adopted 19-20	Request 20-21	Increase	% lcr
Instruction					
Staffing	\$126,455,776	\$132,491,412	\$146,878,030	\$14,386,618	10.9%
Operating	\$10,677,335	\$12,784,829	\$11,063,367	(\$1,721,462)	-13.5%
Capital Outlay	\$396,615	\$440,406	\$520,853	\$80,447	18.3%
SB Reserve	\$0	\$57,862	\$57,862	\$0	0.0%
Total	\$137,529,726	\$145,774,509	\$158,520,112	\$12,745,603	8.7%
Admin, Attend & Health					
Staffing	\$7,472,076	\$8,668,179	\$9,118,655	\$450,476	5.2%
Operating	\$643,288	\$865,040	\$868,615	\$3,575	0.4%
Capital Outlay	\$40,664	\$41,992	\$54,098	\$12,106	28.8%
Supps Contingency	\$0	\$0	\$0	\$0	N/A
Total	\$8,156,028	\$9,575,211	\$10,041,368	\$466,157	4.9%
Technology					
Staffing	\$4,513,757	\$5,146,205	\$5,238,412	\$92,207	1.8%
Operating	\$723,591	\$1,023,741	\$1,032,383	\$8,642	0.8%
Capital Outlay	\$118,334	\$222,200	\$183,700	(\$38,500)	-17.3%
Total	\$5,355,682	\$6,392,146	\$6,454,495	\$62,349	1.0%
Building Services					
Staffing	\$9,433,569	\$10,278,882	\$10,088,879	(\$190,003)	-1.8%
Operating	\$6,442,709	\$6,276,889	\$5,495,632	(\$781,257)	-12.4%
Capital Outlay	\$780,586	\$774,577	\$1,746,180	\$971,603	125.4%
Total	\$16,656,864	\$17,330,348	\$17,330,691	\$343	0.0%
Facilities					
Staffing	\$31,030	\$31,642	\$31,642	\$0	0.0%
Operating	\$1,900	\$0	\$0	\$0	N/A
Capital Outlay	\$959,238	\$498,000	\$495,000	(\$3,000)	-0.6%
Total	\$992,167	\$529,642	\$526,642	(\$3,000)	-0.6%
Transportation					
Staffing	\$9,544,610	\$10,159,373	\$9,950,263	(\$209,110)	-2.1%
Operating	\$1,617,486	\$1,395,025	\$2,127,702	\$732,677	52.5%
Capital Outlay	\$450,133	\$0	\$10,000	\$10,000	N/A
Total	\$11,612,229	\$11,554,398	\$12,087,965	\$533,567	4.6%
Transfers					
Transfers	\$4,549,149	\$4,322,351	\$4,112,218	(\$210,133)	-4.9%
Expenditures Grand Total	\$184,851,846	\$195,478,605	\$209,073,491	\$13,594,886	7.0%
Revenues					
Local School Revenue	\$2,220,396	\$2,115,867	\$2,115,551	(\$316)	0.0%
State Revenue	\$48,483,273	\$50,528,580	\$57,777,769	\$7,249,189	14.3%
Federal Revenue	\$3,033,921	\$2,999,523	\$3,582,761	\$583,238	19.4%
Local Government Transfer	\$131,312,821	\$138,200,512	\$144,057,923	\$5,857,411	4.2%
Use of Fund Balance	\$0	\$1,184,123	\$1,060,000	(\$124,123)	-10.5%
CIP & Other Transfers	\$427,475	\$450,000	\$479,487	\$29,487	6.6%
Revenues Grand Total	\$185,477,887	\$195,478,605	\$209,073,491	\$13,594,886	7.0%
Balance of Revs vs Expenses					
Balance of Revs vs Expenses	\$626,041	\$0	\$0	\$0	

Revenue Changes: Summary and Descriptions

Local Revenues

Local Government General Fund Transfer \$5,857,411

Albemarle County shares 60% of the increase or decrease in available shared local tax revenues with the School Division. The majority of local tax revenues are general property taxes.

Use of Fund Balance (\$124,123)

A one-time increase in the general use of fund balance was budgeted in FY 2019/20 to cover expenditures. This adjustment brings the projected budget down to historical levels. The decrease is offset by a small increase in school carryovers to reflect historical trends.

Transfers (\$75,513)

The Vehicle Maintenance Fund is expected to bring in revenue of \$139,512 from vehicle repair services provided to agencies outside of the School Division. In addition, net income from field trip services and fuel services provided to outside agencies is included in FY 2020/21. The \$87,500 transfer from Extended Day Enrichment Programs (EDEP) is eliminated as part of the *Community Engagement: EDEP Accessibility* proposal to make the program more accessible to low-income students.

Other Local Revenues \$104,684

Local Revenue Changes Total \$5,762,459

State Revenues

Standards of Quality (SOQ) Accounts \$6,986,776

Most SOQ funding is based on local ability to pay as determined by the Local Composite Index (LCI). The LCI is calculated using three indicators of a locality's ability-to-pay: true value of real property, adjusted gross income, and taxable retail sales. In addition, state aid formulas incorporate enrollment; rising enrollment results in increased payments. A lower LCI, higher enrollment, and higher per pupil funding amounts are contributing the increase in payments for SOQ programs.

Special Education Regional Tuition (\$359,402)

For the last 20 years, Albemarle County has worked with PREP to access funding through the Regional Reimbursement Rate Program through the Virginia Department of Education. Participating in the Reimbursement Rate Packages allowed Albemarle County Schools to receive financial assistance at a rate more favorable than that supplied by the Average Daily Membership rates. Beginning in FY 2020/21, changes include redefining eligible students with Emotional Disabilities, Autism or Multiple Disabilities that receive 85% or more special education services per week and only for direct services to the child. The Division will not be able to submit any children for the Reimbursement Rate Package for students with Emotional Disabilities as they do not receive 85% or more special services in a week. As a result, the Division is expected to receive approximately 40% less reimbursement revenue for participation in the Reimbursement Rate Package (includes Ivy Creek Students).

Compensation Supplement (\$1,243,855)

Compensation supplement funding covers the state share of the cost (including fringe benefits) for a percentage-based salary increase for funded SOQ instructional and support positions. No compensation supplement will be provided in FY 2020/21.

Games of Skill \$360,146

The Governor's introduced budget provides state funding of \$50.0 million in fiscal year 2021, or the state share of \$71.29 per pupil for the Games of Skill Per Pupil Amount. School divisions are permitted to spend these funds on both recurring and non-recurring expenditures and do not require a local match

Other State Revenues \$1,505,524

State Revenue Changes Total \$7,249,189

Federal Revenues

Medicaid Reimbursement \$500,000

ACPS is projected to receive new revenues of up to \$600,000 for Medicaid Reimbursements. These revenues were previously received and facilitated by the Piedmont Regional Education Program (PREP). Medicaid related expenditures will increase by a corresponding amount, resulting in a cost neutral shift within the School Fund.

Special Education Flow Through \$83,238

This is the projection for the IDEA Flow Through Grant for K-12 based on the activities of the current year.

Federal Revenue Changes Total **\$583,238**

REVENUE CHANGES TOTAL **\$13,594,886**

Expenditure Changes: Summary

Compensation

Teacher Salary Increase (2.5%)	\$2,218,266
Classified Salary Increase (1.5%)	\$720,631
Minimum Pay Rate Increase (\$13.50)	\$2,100,000
Additional Compensation Increase	\$2,543,560

Compensation Total	\$7,582,457
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Non-Discretionary/Directed

Baseline Savings	(\$1,361,053)
Special Education Restructure & Current Year Growth	\$926,297
VRS Rate Changes	\$636,076
Voluntary Early Retirement Incentive Program (VERIP) Decrease	(\$195,436)
Health Insurance Reallocation	(\$193,744)
Other Benefit Changes	\$36,165
Workers Compensation Increase	\$35,000
Schools and Department Overtime Increase	\$217,048
Security Cost Increase	\$30,000
Building Services Operations	\$152,000
Visitor Management System	\$33,000
Transportation Operations	\$322,279
School Safety & Attendance Liaison	\$71,460
CATEC Transfer	\$197,831
Lapse Factor Incremental Savings	(\$123,502)

Directed/Non-Discretionary Total	\$783,421
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Growth & Demographics

Classroom Teachers (33.30 FTEs)	\$2,293,190
Special Education Teachers (12.66 FTEs)	\$1,061,693
ESOL Teachers (4.00 FTEs)	\$312,340
Bus Drivers (16.00 FTEs)	\$608,302
Custodians (1.25 FTEs)	\$55,917
Assistant Principals (2.00 FTEs)	\$216,200
School Bookkeepers (1.00 FTEs)	\$193,193
Administration (1.50 FTEs)	\$88,174

Growth Total	\$4,829,008
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Advancing Horizon 2020 Strategic Plan

Expansion of Prior Year Proposals

Elementary World Language Program: FLES Staffing	\$39,042
Student Well-Being and Success: STEP Program Expansion	\$195,210
Student Well-Being and Success: Counseling/Mental Health Coordinator	\$78,085

New Proposals

Community Engagement: EDEP Accessibility	\$87,663
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Advancing Strategic Objectives Total	\$400,000
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Advancing Horizon 2020 Strategic Plan (Unfunded¹)

Expansion of Prior Year Proposals

Professional Development: Microcredentialing & Certification	\$105,000
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New Proposals

Career & Technical Education: Work-Based Learning Apprenticeship Program	\$10,000
Student Well-Being and Success: Elementary School Field Trips	\$190,000
Student Well-Being and Success: Check & Connect	\$80,000
Student Well-Being and Success: Being a Reader	\$100,00
Student Empowerment: Student Innovation Fund	\$10,000
Teacher Recruitment: First Year Teacher Incentive Pilot	\$50,000

Advancing Strategic Objectives Total (Not Included in Total)	\$545,000
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EXPENDITURE CHANGES TOTAL	\$13,594,886
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¹ These unfunded proposals are included in this document to show additional priorities that may be funded, should revenue or expenditure assumptions change throughout the budget development process.

Expenditure Changes: Descriptions

Compensation

Teacher Salary Increase	\$2,218,266
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Salary and benefit costs for a full year increase to reflect an overall increase of approximately 2.5%.

Classified Salary Increase	\$720,631
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Salary and benefit costs for a full year increase to reflect an overall increase of approximately 1.5%.

Minimum Pay Rate Increase	\$2,100,000
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Salary and benefit costs to raise the minimum hourly pay rate to \$13.50 across the School Division. The budgeted amount also includes estimated compression adjustments for employees up to Pay Grade 12.

Additional Compensation Increase	\$2,543,560
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This budget amount represents funds dedicated to compensation changes in addition to those listed above to remain in commonality with Albemarle County, with regards to their classified employee compensation strategy. The School Division anticipates that this temporary reserve may cover a teacher salary raise between 2.5% and 3.0%, a classified salary raise higher than 1.5%, and/or a minimum pay rate of up to \$15.00/hour. The exact strategy and use of funds will be determined pending Board of Supervisors direction, the General Assembly's budget development, and the behavior of the Adopted Market.

Non-Discretionary/Directed**Baseline Adjustment****(\$1,361,053)**

Each year, the baseline budget for the next fiscal year is built using the compensation and benefits assumptions of the current fiscal year employees. Keeping the total number of FTEs constant, this results in savings due to position changes, employee turnover, employee benefit enrollment, and benefit plan changes. The estimated total is then adjusted for anticipated reclassification costs for the next fiscal year, budgeted at \$300,000.

Other changes captured in the baseline adjustment include, but is not limited to, increases to school operational budgets of \$135,022 due to growth, increased donations and miscellaneous revenues, and increased projected carryovers. In addition, any one-time costs budgeted previously are eliminated for the next fiscal year. Finally, it includes savings of (\$760,997) to account for a correction in the method used to budget for health insurance contributions of Albemarle County employees who are married to another Albemarle County employee and share health care benefits.

Special Education Restructure and Growth**\$926,297**

For the last 20 years, Albemarle County has worked with the Piedmont Regional Education Program (PREP) to access funding through the Regional Reimbursement Rate Program through the Virginia Department of Education. Through FY 2019/20, Albemarle County Public Schools identifies children with Emotional Disabilities, Autism or Multiple Disabilities that receive more than 50% of special education services per week. The program costs are calculated in cooperation with PREP and a long-standing staffing standard structure is used to calculate program and reimbursable costs. Allowable costs are submitted to the Virginia Department of Education and reimbursement is calculated by multiplying allowable reimbursements by the composite index rate for Albemarle County. Changes for FY 2020/21 include redefining eligible students with Emotional Disabilities, Autism or Multiple Disabilities that receive 85% or more special education services per week and only for direct services to the child.

The revenue impacts for these changes include:

- Decrease in Special Education Regional Tuition Reimbursement state funding (\$359,402)
- Increase in Medicaid Reimbursements \$500,000

The financial expenditure impacts for these changes include:

- Moving staffing and operational costs from PREP (previously, Special Revenue Funds) to the School Fund, offset by a decrease in transfers to PREP \$926,297
- Increase in operational funding related to Medicaid \$300,000
- Decrease in the transfer for the Children's Services Act (CSA) (\$300,000)

The net financial impact of this restructure is a cost of \$785,699. This cost increase represents approximately 10 FTE Special Education teachers and also addresses the need for new services during FY 2019/20 to account for unanticipated growth in the number of students with Special Education needs, the severity of caseloads, and the limitations of program locations and where students are served.

Virginia Retirement System (VRS) Rate Changes**\$636,130**

This represents a net increase due to an increase in the VRS professional rate (16.88% to 17.83%) and a decrease in the VRS non-professional rate (9.40% to 6.52%).

Voluntary Early Retirement Incentive Program (VERIP) Decrease **(\$195,436)**

This represents a decrease due to benefits changes and a decrease in new enrollees/retirees according to Board policy.

Health Insurance Reallocation **(\$193,744)**

The Board contribution to health insurance will be tiered by type of health plan to align closer with accepted industry standards and to represent more accurate costs within funds. Previously, all employees were budgeted at one consolidated rate, regardless of plan coverage. There is no impact to employee premiums. This savings is slightly offset by an increase in the rate of approximately 0.90%.

Other Benefit Changes **\$36,165**

This represents minor changes in the Group Life Insurance rate and FICA rate.

Workers Compensation **\$35,000**

Workers compensation increases as overall payroll increases. Due to salary increases and growth of staff due to enrollment pressures, increases are anticipated.

Schools and Departments Overtime Increase **\$217,048**

As a result of the implementation of the Kronos Time & Attendance system, the overtime budgets across schools and departments are expected to increase. This is due to more accurate tracking of actual overtime incurred.

Security Cost Increase **\$30,000**

The Albemarle County Police Department and Sheriff's Office have increased the cost of public safety coverage due to the new Public Safety pay scale. This budget covers the increased cost for police coverage at home athletic events for high schools and costs for deputies to control traffic and protect student pedestrians at key intersections for the Department of Transportation Services.

Building Services Operations **\$152,000**

The Department of Building Services requires an increase in operating costs:

- \$20,000 is budgeted for shift differential pay, resulting from a division-level pay policy change
- \$10,000 is budgeted for the department's current incentive compensation program, which was previously not budgeted
- \$10,000 has been added to account for inflationary cost increases for custodial supplies, as well as to purchase supplies for increased square footage with the addition of facilities and mobile units
- \$27,000 for the increased costs of lease agreements division-wide
- \$85,000 utilities costs division-wide

Visitor Management System **\$33,000**

During FY 2018/19 and FY 2019/20, a representative committee of ACPS staff members developed requirements and chose a new visitor management system through a competitive bidding process. ScholarChip will replace TPass, a system that has been in place since the FY 2016/17. The Division is covering year one costs for ScholarChip with one-time funds provided by the School Board. This budget is an increase to the Department of Technology's budget to cover recurring costs for this new system.

Transportation Operations **\$322,279**

The Department of Transportation Services developed a zero-based budget that has shown the need for an additional \$322,279 to the budget, offset by a \$139,512 revenue increase. The net impact to the School Division is an expenditure increase of \$182,767. The increase is not limited to, but includes:

- School field trip transportation increased costs that were previously passed on to schools
- Skills proficiency and employee recognition programs that were previously not budgeted
- Contract services, software cost increases, and maintenance contracts

Previously, these costs have been absorbed through turnover and vacancy savings in the department, but as the Department of Transportation continues to improve the recruitment and retention of bus drivers, these savings are projected to decline in FY 2020/21.

The projected revenue increase is estimated based on zero-based budgeting to accurately account for income received from non-ACPS agencies in the Vehicle Maintenance Fund. After corresponding expenditures are applied, the residual income will be transferred back into the School Fund.

School Safety & Attendance Liaison **\$71,460**

This budget increase is to provide a recurring source of funding for the current School Safety & Attendance Liaison. This position is responsible for providing services to assigned schools related to addressing students with excessive attendance problems as well as supporting the safety of students and employees in non-student serving and student serving ACPS facilities. The position supports and facilitates the provisions of the Code of Virginia's attendance law; and supports school staff who are presenting case information to court services specifically related to school attendance.

CATEC Transfer **\$197,831**

CATEC uses a four-year average of enrolled Charlottesville and Albemarle students to determine the funding split. The funding request assumes changes in mandated compensation and benefits.

Lapse Factor Incremental Savings **(\$123,502)**

Lapse factor represents estimated savings anticipated during the operating year to account for vacancies due to staff retirement and turnover. The total amount budgeted is (\$1,725,519) and is (1.50%) of all baseline salaries. For FY 2020/21, \$113,312 has been added to savings because of the additional incremental cost of salaries and benefits. This methodology is consistent with local government's practice.

Growth and Demographics

Classroom Teachers (33.30 FTEs)

\$2,293,190

Projected enrollment is expected to increase by 503 students. Other factors such as changing enrollment within school levels and the changing proportion of students receiving free and reduced lunch contributes to changes in staffing needs.

Special Education Teachers (12.66 FTEs)

\$1,061,693

The December 1 Child Count is the measure used each year to compare growth in Special Education enrollment and is also used as a basis for staffing and planning. The December 1, 2019 Child Count indicates that students with special needs are increasing in ACPS.

The increase supports both an increase in staffing for growth as well as supporting services that are appropriately serving children in their neighborhood schools (i.e. A-BASE and B-BASE service delivery models), thereby decreasing the need for private day and residential placements.

With an increase in the Special Education population, efforts to minimize out of school placements, and a continued demographic shift to more significantly challenged students with disabilities, the Division will require additional 12.66 FTEs. This staffing will support teachers and teaching assistants to meet Federal and State requirements outlined in the Individuals with Disabilities Education Act (IDEA). The services provided are required as part of staffing parameters outlined in the Virginia regulations, adopted as part of Albemarle County staffing standards, and/or outlined in students' Individual Education Plans.

ESOL Teachers (4.00 FTEs)

\$312,340

English Learners (ELs) make up approximately 10 percent of the total ACPS student population and have been consistently increasing over many years. In 2017, the Division enrolled 220 new ELs; in 2018, the Division enrolled 240 new ELs; and in 2019, the Division enrolled 333 new ELs. The total number of English Learners is 1,456, and we continue to enroll new students throughout the year.

Bus Drivers (16.00 FTEs)

\$608,302

The Department of Transportation requires an increase in staffing due current route designs and an increased demand for specialized/individualized services that were under-budgeted in FY20. In addition, more drivers are needed due to an unintended consequence of the FY20 proposal to provide VRS benefits to part-time employees, whereby the number of hours certain employees can work is now limited. Finally, TAs have been added to VIA buses to help with student care. These factors combined have required an addition of 10 FTEs in the current operations for the Department of Transportation. An additional 6.0 FTEs are projected to meet the growth needs for services for the next year.

Custodians (1.25 FTEs)

\$55,917

This budget adds 0.75 FTE at Brownsville Elementary to assist with lunchtime needs and the additional cleaning needs for the addition of an equivalent of 8 classroom spaces (~7,600 SF). It also adds 0.50 FTE at Cale Elementary for additional square footage from the equivalent of two additional classrooms.

Assistant Principals (2.00 FTEs) \$216,200

To address the increasing workload as a result of student growth, a shift in Elementary School Assistant Principal (AP) staffing standards are proposed. The current staffing standard provides for one AP at 400 students or one AP at 350 students if greater than 20% are economically disadvantaged. The proposed standard would provide one AP at 350 students or two APs at 700 students. The formula would continue to use a 2-year average and include Preschool enrollment. The proposed change also simplifies the current standards so that it benefits schools and meets their needs and is easier to interpret and communicate.

School Bookkeepers (1.00 FTEs) \$193,193

To address the increasing workload as a result of student growth, a shift in OA staffing standards is proposed. The current staffing standard provides for a 12-mo OA IV/Bookkeeper, plus additional full-time or part-time 10-mo OA III staffing based on enrollment. The proposed staffing standard is for a 12-mo OA IV/Bookkeeper, a 12-mo OA IV, then additional 10-mo OA III staffing based on enrollment. In addition, this budget includes the addition of one division-wide OA who will serve as an itinerant bookkeeper.

Administration (1.50 FTEs) \$88,174

This budget adds 1.00 Management Analyst to the Department of Fiscal Services, whose staff regularly incur 40 hours of overtime costs each week due to increasing workloads and higher standards for reporting and financial management. It also adds 0.50 Office Assistant to the Department of Technology which does not have any FTEs for office management and reception at Center 1.

Expenditure Changes: Advancing Horizon 2020 Strategic Plan – Descriptions

This section describes the new programs and proposals that are the highest priorities for the School Division. They also include an estimated budget for the next five years, brief description, and what the new funds will be used for. New positions and FTE counts are also included for additional information.

These new proposal descriptions are supported by a logic model in order to ensure that the programs will be implemented in a timely manner and evaluated on both a short-term and long-term basis. A logic model describes the process of a program from implementation to a desired goal or outcome. While these metrics are not comprehensive, they serve as a guide to a minimum baseline of what will be measured and may change over time. For these particular budget proposals, the definitions below were used:

Inputs (“First semester deliverables”):

Non-budgetary resources that will be invested into the proposal. What will staff do within the first half of the year to implement the proposal?

Activities (“First year deliverables”):

Measurable action items to be completed within the first year. What will staff do within the first year to show that the proposal is in progress?

Outputs (“Short-term SMART² goals”):

Items that are produced as a direct result of activities, typically within one to two years. What data point will staff use to show the result of successful implementation?

Outcomes (“Long-term SMART² goals”):

Positive changes that result, typically within three to five years or longer. What data point will staff use to show success, effect, or impact?

² Specific, Measurable, Achievable, Relevant and Time-bound

Teacher Salary Increase

Compensation

This proposal provides a 2.5 to 3.0% salary increase for teachers. Human Resources staff follows the Board adopted process to develop recommendations regarding the teacher salary increase. This process includes:

- Analyzing market increase data from the school divisions included in the Board adopted market;
- Ascertaining if the ACPS teacher scale increase met the Board adopted target to be at the 75th percentile of the market;
- For FY 2020/21, the staff recommendation is a 2.7% increase based on Worldatwork projections.

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- Market analysis of ACPS 2020/21 Teacher Scales completed based on the Board adopted strategy

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Based on the market analysis, teacher salary increase for 2021/22 will be developed

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- Exit survey data will not include compensation as one of the top five reasons for leaving
- Engagement survey data will indicate that teachers are not dissatisfied with compensation
- All Teacher vacancies will be filled by the first day of school.

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Teacher retention rates will increase
- Trend data (3-5 years) on retention will indicate increased retention rates
- Exit data and engagement survey trend data (3-5 years) will indicate that teachers are not dissatisfied with compensation

Classified Salary Increase

Compensation

This proposal provides a salary increase of at least 1.5% for classified employees. Human Resources staff follows the Joint Board adopted process to develop recommendations regarding the classified salary increase. This process includes:

- Analyzing market increase data from the organizations included in the Joint Board adopted market;
- Ascertaining if the ACPS market increase met the Joint Board adopted target to be at market (50th percentile) relative to our adopted market (for FY2019/20 ACPS met the target);
- For FY 2020/21, the staff recommendation is a 2.7% increase based on Worldatwork projections.

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- Market analysis of ACPS FY 2020/2021 Classified market increase completed based on the Board adopted strategy

ACTIVITIES: By the end of FY 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Based on the market analysis, classified salary market increase for FY 2021/22 will be developed

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation:

- Exit survey data will not include compensation as one of the top five reasons for leaving
- Engagement survey data will indicate that classified employees are not dissatisfied with compensation
- Classified employee turnover rates will decrease

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Trend data (3-5 years) on turnover will indicate decreased turnover rates
- Exit data and engagement survey trend data (3-5 years) will indicate that classified employees are not dissatisfied with compensation

Minimum Pay Rate Increase

Compensation

This proposal institutes a \$13.50 - \$15.00 minimum pay rate across the School Division and provides compression adjustments for classified employees in Pay Grades 4 through 12. Many local employers have recently implemented a minimum starting pay rate of \$15.00 per hour. These employers include: University of Virginia, Sentara Hospital, City of Charlottesville and Charlottesville City Schools.

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- Market analysis of local employer minimum pay rate will be completed

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Based on the market analysis, recommendation regarding minimum pay rate for 2021/2022 will be developed

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- Analysis of turnover by pay grade will be completed
- Analysis of vacancies will be completed.

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Trend data (3-5 years) on turnover will indicate decreased turnover rates.
- Exit data and engagement survey trend data (3-5 years) will indicate that classified employees are not dissatisfied with compensation

Elementary World Language Program: FLES Staffing

Expansion of FY 2019/20 Adopted Proposal, Elementary World Language Program: FLES Staffing

This proposal expands the Elementary World Language Program by adding Foreign Language in Elementary Schools (FLES) staffing. The 2012 School Board proposal supported the expansion of world languages to elementary schools. The Department of Student Learning has created a plan to continue and complete the expansion of the immersion program. The initial school to pilot this program, Cale Elementary, has had great success in its Foreign Language in Elementary Schools (FLES) and Immersion programs. In fall 2016, Woodbrook and Meriwether-Lewis Elementary each began Spanish and French FLES programs, respectively. In fall 2019, Murray and Crozet Elementary each began Spanish FLES programs.

This proposal adds 0.50 FTE in the first year.

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	0.50	1.50	3.50	5.00	7.00
Total Budget	\$39,042	\$117,126	\$273,294	\$390,420	\$546,588

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- ESOL Lead Coach meets with FLES principals in spring to develop an implementation plan -- including summer curriculum mapping and professional development support for the FLES teacher (including connecting with experienced FLES teachers)
- Staffing and hiring 0.5 FLES teacher at each school (Spanish)

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Each new FLES school will have K/1 curriculum maps integrated with school-based curriculum, and a plan for grade 2 curriculum maps and continued professional development

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- A 5% increase in the numbers of students participating in World Language instruction at the elementary level
- Coordinated instructional map and delivery between FLES and grade level content

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Middle schools receiving students from FLES programs will report students at a more advanced proficiency level in 6th grade
- More students receiving 2 world language credits by the end of middle school based on the STAMP test (given at the end of 8th grade)
- Expansion of course offerings taught through world language immersion

Student Well-Being and Success: STEP Program Expansion

Expansion of FY 2019/20 Adopted Proposal, Student Well-Being and Success: STEP Program Expansion

This proposal improves student well-being and success by expanding the Short-Term Education Program (STEP) to all comprehensive middle and high schools. In FY 2019/20, it was expanded to Walton Middle School and Monticello High School, and in FY 2020/21, the program is planned for expansion into the remaining schools (Sutherland and Henley Middle School, and Albemarle and Western Albemarle High School). This program decreases disproportionate suspension of minority students, as well as decreasing overall out of school suspension rates. In addition, Albemarle High School will implement a STEP "Wrap Around" program to provide additional resources for students and develop plans of intervention in areas of mindfulness and restorative practices.

This proposal adds 2.50 FTEs in the first year.

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	2.50	2.50	2.50	2.50	2.50
Total Budget	\$195,210	\$195,210	\$195,210	\$195,210	\$195,210

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- Charter developed for the STEP program as a school-division program
- Communication plan, including addition of the program as a formal behavior management option in the school system's student handbook, student data-base, referral forms, and behavior management plan
- Formally identify expectations for person assigned counseling of STEP students
- All STEP personnel hired and working in place

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Development of a STEP steering committee for continuous improvement and PLC work
- Professional Development for school administrators working with the STEP program

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- By the end of two years, identified students will decrease their number of STEP interventions by 50%. (Each student will have a completed plan for developing self-control and replacement behaviors)

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- By the end of three years, 100% of students will show decrease in time out referrals and In School Suspension referrals, an increase in achievement data, and an increase in student efficacy
- By the end of three years, ACPS will have eliminated out of school suspension with the only exceptions being cases affecting student and staff safety

Safety and Well-being: Counseling/Mental Health Coordinator

Expansion of FY 2019/20 Adopted Proposal, Safety and Well-being: Elementary and Middle School Counselors

Since the recession, the Division has gone without counseling credentials in dedicated leadership and coordination at the central office level to study the implementation of our counseling program, the deployment of our counselors, and to provide the most tailored professional development possible toward mental health in our school community. School systems that are instituting best practices in student mental health services have counseling leadership at the central level. In addition, providing family support is an important aspect of guidance services. This position would coordinate the various family coordinators/family focused employees across a variety of programs, including home school. A comprehensive plan will be developed to include family friendly components in guidance services to meet the growing needs of all families.

This proposal adds 1.0 FTE.

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	1.00	1.00	1.00	1.00	1.00
Total Budget	\$78,085	\$78,085	\$78,085	\$78,085	\$78,085

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- A job description will be developed and the position will be advertised and filled (by June 1, 2020)
- Monthly PLC Meetings will have been scheduled for the 2020-2021 school year for school counselors
- Organizational structure of this position finalized
- Monthly PLC meetings with all family coordinators will be scheduled for the 2020-21 school year
- Best practices for family engagement determined and communicated
- The current state of ACPS family resource 'center' will be identified and goals set for improvement steps

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Counselors goals will be developed and a strategic improvement plan will be developed
- A Content (counseling) Advisory Team will be developed and follow the division CAT process

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- Baseline data reports will be furnished with the goal of aligning practices to National and State standards of practice
- A 12-month professional development plan for mental health interventions for school counselors
- A 12-month professional development plan for family engagement coordinated
- ACPS will have a calendar for all coordinated family supports in place for all parents and all schools (Dec, 2020)

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- ACPS will have a clearly defined and integrated role for this counselor position, transitioning school counselor work from academic counseling to a greater emphasis on social-emotional learning
- A trend of improved school climate data for selected measures over three years

Community Engagement: EDEP Accessibility

New Proposal

The proposal creates approximately 70 additional seats for Free/Reduced students to participate in the Extended Day Enrichment Program (EDEP) at no or reduced charge in selected pilot schools. It will eliminate the fee that EDEP pays for building usage and administrative overhead costs. The recaptured funds will be used to restructure the program:

1. The program will go to a lottery-based application system.
2. There will be a robust campaign to recruit applicants across all elementary schools.
3. Selected students receiving free lunch will attend for free.
4. Selected students receiving reduced lunch will attend for a reduced fee.
5. Full or part time licensed teacher positions will be created to provide additional capacity in response to growing demand and hiring challenges.

This proposal provides a new transfer from the School Fund to the EDEP Special Revenue Fund of \$87,663. In addition, the existing transfer from the EDEP fund into the School Fund will be eliminated, freeing up an additional \$87,500 for the proposal. The combined \$175,163 will be used to add at least 2.00 FTEs to the program to increase participation of students receiving free/reduced lunch while concurrently elevating the quality of offerings.

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	0.00	0.00	0.00	0.00	0.00
Total Budget	\$87,663	\$175,326	\$262,989	\$350,652	\$438,315

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- PR/information regarding F/R lunch access disseminated - "robust campaign"--March, April 2020
- Random Selection/registration completed - May 2020
- Interview and select licensed teacher candidates - May to July 2020
- Implement program in the determined feeder pattern(s) - August 2020

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Implementation of licensed teacher program

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- Increased participation of free and reduced lunch population proportionate to school population
- Increased participation of free and reduced lunch population in programs that are NOT at capacity

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Improved attendance
- Decreased discipline referrals
- Students' self-efficacy
- Increased participation of free and reduced lunch population proportionate to school population

Professional Development: Microcredentialing and Certification (Unfunded)

Expansion of FY 2019/20 Adopted Proposal, CRT Professional Development

The proposal expands the micro-credentialing model to support our professional development to incentivize specialization by educators to support our strategic plan. By December of 2020, there will be a micro-credentialing manual for educators like the one that the state provides for license renewal with point systems and "badging" to acknowledge application of learned knowledge in key areas related to our strategic plan priorities. Funding is requested to account for this shift, as well as costs of micro-credentialing and certification for CRT (\$105,000).

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	0.00	0.00	0.00	0.00	0.00
Total Budget	\$105,000	\$105,000	\$105,000	\$105,000	\$105,000

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- Update Professional Development (PD) website and communicate information about micro-credentialing to teachers.
- Hold informational sessions about both Social-Emotional Learning and CRT Micro-credentialing/Certification

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- The micro-credentialing manual will be completed and shared with instructional staff through Compass and the PD web platform.

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- Participation in micro-credentialing will increase by 50%
- Micro-credentialing will be made available to all teachers

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Participation in micro-credentialing will increase across ACPS
- Micro-credentials in areas other than SEL/CRT will be made available

Career & Technical Education: Work-Based Learning Apprenticeship Program (Unfunded)

New Proposal

To address the talent gap of skilled trade professionals in Albemarle County and to align with the Division's vision for Work-Based Learning (WBL) experiences for all students, this proposal establishes the Albemarle County Apprenticeship Program - an in-house registered program with the Department of Labor & Industry Relations (DOLI). The apprenticeship program is offered to juniors and seniors/postgraduate students for building services, transportation, school nutrition, and clerical staff. Funding in the amount of \$10,000 for the first year of the program is requested to support apprentice compensation and training leading to credentialing. Additional funding will be needed as apprentices complete high school graduation requirements and transition into full-time apprenticeship employment.

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	0.00	2.00	2.00	2.00	2.00
Total Budget	\$10,000	\$100,000	\$100,000	\$100,000	\$100,000

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- A 'white paper' on best practices in Apprenticeship Programs in similar school divisions will be completed
- Current state of ACPS as determined by white paper (best practices)
- Logic Map developed to determine deliverables and timelines

ACTIVITIES: By the end of 2020/21 school year, the following deliverables will be completed to demonstrate the proposal is in progress:

- Communication of logic map to all stakeholders (guidance counselors, parents, students) (December 2020)
- Launch of ACPS Apprenticeship Program (by January 15, 2021)
- Final recruitment of students, departments/organization, and staff (Spring, 2021)
- Creation of baseline performance assessments for each participating registered program

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- Youth Registered Apprenticeships will increase by 25% by August, 2021 for both undergraduate ACPS and graduate ACPS students
- Internal and external partnerships will increase by 50% by August 2021

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Internal partners will hire at least 50% of the students who apprentices with them
- All students enrolled in the program will complete their program to a credential/license

Student Well-Being and Success: Elementary School Field Trips (Unfunded)

New Proposal

Field trips are engaging opportunities for students because they expand the knowledge of our students beyond the school walls. Many of our families have never had the opportunities to visit local farms, orchards our state capital, Williamsburg or Washington, D.C. This budget proposal will allow opportunities for our students to participate in important field trips. The proposal would provide similar levels of equity across all schools and eliminate financial barriers per grade level.

The \$190,000 budget will be allocated to schools to cover the cost of admission and entrance fees for the selected field trips by grade level.

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	0.00	0.00	0.00	0.00	0.00
Total Budget	\$190,000	\$190,000	\$190,000	\$190,000	\$190,000

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- A list of field trips per grade level that provides guaranteed experiences for all students
- Lesson plans will be developed and provided for each field trip

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- All students will have a field experience to provide access to content standards in an authentic way
- All students will have pre and post experiences to their field trip experiences

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- 95% of all students will participate in both field trips
- 95% of all students will meet the benchmarks provided for the lessons developed for the field trip

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- 80% of all students (including 80% of each membership group) will meet grade level benchmarks

Student Well-Being and Success: Check and Connect (Unfunded)

New Proposal

The Check & Connect program, a Department of Education What Works awardee, was added in the Spring of 2019 to the complement of services provided to fifth grade students in all 15 of the ACPS elementary schools. Check & Connect provides an Academic Coach for selected fifth grade students in order to foster the development of life skills needed to solve problems and improve academic performance. Last year's success showed that all students showed improvements by either increasing the number of SOL tests that they passed or by improving in their scaled scores.

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	0.00	0.00	0.00	0.00	0.00
Total Budget	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- Establish effective recruiting strategies for a diverse cadre of Academic Coaches
- Formalize job description with approved salaries with HR
- Develop & Communicate an 18-week coaching calendar that makes the work of the academic coaches transparent to schools/families

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Develop & Refine ACPS Academic Coach Training Manual for future training sessions
- Develop a weekly feedback form to be used between Academic Coach/Teacher/Parent to ensure tight alignment around student goal
- Develop an observation schedule & feedback form of Academic Coach work in the field
- Develop a student survey that measures students' reflection of participation in the program against its intended outcomes
- Collect coach feedback around what works and is a barrier to success so that practices can be refined

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- Increase the number of students who demonstrate academic growth as measured by end of year fifth grade SOLs
- Increase in student attendance

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal

- Improved student self-efficacy based on goal setting and student input on improvement processes

Student Well-Being and Success: Being a Reader (Unfunded)

New Proposal

Being a Reader (BAR) is a research-based early reading curriculum for grades K-2 designed to both teach foundational skills and foster engagement with and love of reading. Being a Reader systematically develops both early reading competencies and comprehension through whole-class, small-group, and independent work lessons. BAR lessons intentionally create an environment in which all students can grow as readers, independent learners, and caring members of the classroom community. Currently, BAR is being implemented in first grade.

These funds will be used to purchase teacher resources to continue the implementation of this program into kindergarten and second grade.

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	0.00	0.00	0.00	0.00	0.00
Total Budget	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- All kindergarten and second grade teachers will receive professional development during the summer and fall 2020

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- All kindergarten and second grade teachers will use Being a Reader as a foundational resource for teaching reading
- All kindergarten and second grade students will meet grade level benchmarks

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- 80% of all second and kindergarten students will meet grade level benchmarks as determined by PALS
- All kindergarten and second grade teachers will be trained to use Being a Reader
- All kindergarten and second grade teachers will use Being a Reader with fidelity

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- All kindergarten and second grade students will meet grade level benchmarks
- The ACPS pass rate for 3rd grade reading will exceed Virginia's average by the Spring of 2023

Student Empowerment: Student Innovation Fund (Unfunded)

New Proposal

A Student Innovation Fund will be developed beginning with a pilot amount of \$10,000. ACPS students will be encouraged to apply for the funds to address a problem currently facing School Division. For the FY 2020/21 year, the budget will be used for a project that addresses climate change impacts and environmental sustainability of ACPS by reducing our carbon footprint.

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	0.00	0.00	0.00	0.00	0.00
Total Budget	\$10,000	\$20,000	\$30,000	\$30,000	\$30,000

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- A process will be developed for student developed proposals which includes but not limited to timelines, forms, and committees
- Two students or student groups will be identified to go through the process as a pilot.
- Two students or student groups will receive monies and complete their project.

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Two selected students/student groups will write project charters and join the ACPS Project Management Oversight Committee (PMOC)

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- By the end of 2020-21, student projects will enter the monitoring stage
- By September 2020, School Division students will determine by vote the next project emphasis for 2021-22

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Student projects will enhance the quality of teaching and learning in ACPS and become integral in providing the best experience possible for students, staff and families

Teacher Recruitment: First-Year Teacher Incentive Pilot (Unfunded)

New Proposal

As fewer students are going into education careers, the hiring process has become extremely competitive. Research from several sources (Intercultural Development Research Association, National Education Association and American Association for Employment in Education) indicates the need for offering additional monetary assistance for the transition from college to workforce for new teachers. Additionally, this supports our initiative to increase the number of minority teachers across the division. Based on the teachers hired last year, 29% of our minority hires were first year teachers.

This incentive will provide relocation supports to help with the transition from school to workplace and we anticipate this will be used for things such as moving costs, security deposits, etc. This incentive may aid in the decision for a new teacher candidate to select Albemarle County. This incentive will provide \$1000 to each first-year teacher and will be available on the same day as the New Teacher Academy. Based on a five-year average of 49 novice teacher hires, the request is for \$50,000.

	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total FTEs	0.00	0.00	0.00	0.00	0.00
Total Budget	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- Develop a communication plan
- Communicate information about the incentive as part of recruitment efforts

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Survey first year teachers to determine effectiveness of the incentive

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- All ACPS teaching positions advertised prior to May 15, 2021 will be filled by July 1, 2021
- Ensure payment at the end of the month after employment paperwork is completed and contract is signed

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- New hire teacher numbers will increase over prior years
- Retention rate of at least 80% of those candidates who receive the incentive over the course of their first three years with ACPS