

Attachment A to Administrative Memo No. 59

REQUEST FOR PROPOSAL (RFP)

ISSUED TO: Local School Divisions

ISSUING AGENCY: Commonwealth of Virginia, Department of Education,
P. O. Box 2120 Richmond, Virginia 23218-2120

TITLE OF PROJECT: Alternative Education Projects for Elementary School
Students

TYPE OF GRANT: Competitive

ELIGIBLE APPLICANTS: 1) an individual school division submitting a single application or 2) two or more school divisions working in collaboration and submitting a single application (A school division that submits an application for a division program cannot participate in a regional program. The converse also applies.)

FUNDING: The General Assembly has appropriated \$400,000 to fund grants for alternative education elementary programs. No additional appropriations have been made for continuation funding in 2001-02.

NUMBER OF GRANTS: Eight (8) grants will be awarded at \$50,000 each.

PERIOD OF FUNDING: January 1, 2001 - June 30, 2001

SUBMISSION DEADLINE: December 1, 2000, 4:00 p.m.

CONTACT PERSON: Diane L. Jay, Education Specialist, at (804) 225-2905

OVERNIGHT DELIVERY ADDRESS: Department of Education, 101 North 14th Street, James Monroe Building, 23rd Floor, Richmond, Virginia 23219
ATT: Diane L. Jay

MAILING ADDRESS: Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120, ATT: Diane L. Jay

NUMBER OF PROPOSALS: Six, typewritten double-spaced, 11- or 12- point type, one-sided only copies of each proposal must be submitted. One of the six copies must bear original signatures.

FACT SHEET

Background. The first state-funded alternative education projects were created in 1993 by the General Assembly and targeted middle and high school students. The 2000 General Assembly approved HB 188, amending §22.1-209.1:2 of the Code, specifying that the Board of Education establish alternative education options for elementary students, consistent with the recommendation of the Commission on Youth and endorsed by the Board of Education and the Virginia Association of School Superintendents.

Funding. The General Assembly has allocated \$400,000 for the 2000-01 school year.

Local Match. Participating school divisions shall match the state funding based on the composite index of local ability-to-pay. (e.g., The grant award for a regional project is \$50,000. School Division A has a composite index of .5, and the local match of funds would be \$25,000. School Division B has a composite index of .2 and the local match of funds would be \$10,000.)

Design. Each project, whether a single program or regional, should present options for those eligible students who no longer have access to school or who are returning from youth learning centers.

Eligible Students: those elementary school students who have:

- (1) committed an offense in violation of school board policies relating to weapons, alcohol or drugs, or intentional injury to another person, or against whom a petition or warrant has been filed alleging such policy violations are pending; or
- (2) been expelled from school attendance or have received one suspension for an entire semester, or
- (3) received two or more long-term suspensions within one school year; or have been released from a youth learning center and have been identified by the Superintendent of the Department of Correctional Education and the relevant division superintendent as requiring an alternative education program.

Notification of Offense. A school board shall require written notification to the pupil's parent or guardian when a pupil commits an offense in violation of school board policy. A school board shall require the principal of the school to develop appropriate measures in conjunction with the pupil's parent or guardian for correcting such behavior.

State Reporting. The applicant shall submit, as required, evaluation reports to the Department Education on the status of the projects.

Definitions.

- ◆ **Division program:** a single program supported and implemented by one school division.
- ◆ **Regional program:** a single program supported and implemented by two or more school divisions which are either geographically contiguous or have an interest in collaborating.
- ◆ **One school year:** no more than 180 teaching days, for purposes of this RFP.
- ◆ **Long-term suspension:** status denoting when a child is removed from class or school for more than ten (10) consecutive school days.
- ◆ **Elementary school students:** those students in an elementary school with any combination of grade kindergarten through grade seven, for purposes of this RFP.
- ◆ **Length of assignment to alternative education program:** a period not longer than one school year without an annual assessment of the placement. The annual assessment will determine the appropriateness of transitioning the child into the school division's regular program or retaining the child in the alternative education setting.

SUMMARY OF PROPOSAL REQUIREMENTS

An individual school division can submit a single application or two or more school divisions working in collaboration can submit a single application. A school division that submits an application for a division program cannot participate in a regional program. The converse also applies.

Each application should contain:

- (1) Signed assurances by the applicant and authorized by the respective school board(s) to implement an alternative education option for elementary students, outlining a plan for the total administration and operation of the program.
- (2) A procedure for obtaining the participation or support from the parents, guardian, or the person having charge/control of a child placed in the program which outlines parental involvement in the educational process of participating children.
- (3) Evidence of cooperation through interagency agreement(s) from relevant outside parties involved, e.g., local social and law-enforcement agencies, courts, higher education, professional and community organizations, business and religious communities, community service boards, and the Department of Correctional Education. This cooperation extends to community outreach to build strong school, business, and community partnerships.
- (4) An overview of the curriculum developed which provides for intensive, accelerated instruction designed to focus on the Standards of Learning (SOL) for participating students.
- (5) Program elements addressing, but not be limited to, the following:
 - a. an emphasis on building personal and social responsibility;
 - b. the number of children who may be assigned during the school year, indicating a low pupil-teacher ratio to promote and encourage a high level of interaction between the student and the teacher;
 - c. an extended day program, where appropriate, to facilitate remediation; tutoring; counseling; organized, age-appropriate, developmental education for elementary children; and opportunities that enhance acculturation and permit students to improve their social and interpersonal relationship skills;

- d. a plan for transitioning the enrolled students into the mainstream of their school division's regular program based on appropriate assessments;
- e. specific measurable goals and objectives, and an evaluation component to determine the program's effectiveness in--
 - reducing acts of crime and violence by students
 - reducing the dropout rate, if applicable
 - reducing the number of youth committed to youth learning centers, and recidivism
 - increasing the academic achievement levels and rehabilitative success of participating students; and
- f. a plan for staff development and training.

ALTERNATIVE EDUCATION PROJECTS FOR ELEMENTARY SCHOOL STUDENTS

*Please complete boxes 1 and 3 **OR** boxes 2 and 3.*

Box 1

Division Program Applicant: _____
School Division Name

Division Superintendent: _____ **Telephone:** (____) _____

Number of Elementary Participants: _____

Box 2

Regional Program Applicant: _____
Fiscal Agent School Division Name

Division Superintendent: _____ **Telephone:** (____) _____

Participating School Divisions* (List fiscal agent first with other divisions following.)	Number of Elementary Participants
*Use additional pages to list other school divisions and participants.	Total:

Box 3

Project Director: _____ **Title:** _____

Address: _____

Telephone: () **Fax:** () **E-mail:** _____

Program Title (optional): _____

II. Program Specifics

Grade Levels Served. Circle all appropriate.

K 1 2 3 4 5 6 7

Targeted Students. Check where appropriate.

- Violation of school board policies
- Long-term suspended
- Expelled
- Placed in lieu of suspension or expulsion
- Released from juvenile correction center
- Other: Describe

Type of Program. Check where appropriate.

- The project offers a partial day program to all students.
- The project offers only a full day program.
- The project offers an extended day program.
- Other combination, please describe:

Staff/Students Assigned. Complete the following information .

- Number of full-time teachers: _____
- Number of part-time teachers: _____
- Number of licensed teachers: _____
- Number of non-licensed teachers: _____
- Number of counselors: _____
- Number of administrators on site: _____
- Number of students to be served: _____

Organization of Classes. Check where appropriate.

- Classes organized by grade level
- Non-graded, mixed grouping
- Students work independently (no grouping for instructional purposes)
- Students work independently on computer-based curricula
- Other:

III. Program Abstract

Describe the overall program, (including participating school divisions, if applicable), location of program, students served, staffing, rationale for program development, measurable goals and objectives, curriculum, and intended outcomes. The abstract should be concise and provide a general overview of the program. (Use the space provided—maximum response *two* pages.)

III. Program Abstract (continued)

IV. Program Narrative

A. Curriculum

Describe the program's curriculum that emphasizes intensive, accelerated instruction, designed to establish high standards and academic achievement for participating students and that focuses on the Standards of Learning. (Use the space provided--maximum response *two* pages.)

IV. A. Curriculum (continued)

IV. B. Technology

How will your alternative program use computer technology? Please check all that apply.

<input type="checkbox"/> word processing skills <input type="checkbox"/> research skills <input type="checkbox"/> projects <input type="checkbox"/> supplement and/or remediate classroom activities <input type="checkbox"/> hand-eye coordination activities <input type="checkbox"/> skills bank software	<input type="checkbox"/> access to a computer lab <input type="checkbox"/> computers in the classroom <input type="checkbox"/> keyboarding <input type="checkbox"/> internet activities <input type="checkbox"/> games <input type="checkbox"/> computer assisted instruction
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How many computers will be available? _____ Will students be connected to the Internet? _____
How often will students have access to computers? Any Time Daily Scheduled Time
 Weekly Scheduled Time
Will students receive computer-assisted instruction? yes no

Describe how student use of technology will be integrated into the curriculum. (Use the space provided—maximum response this partial page only.)

IV. C. Parental Involvement

How will your program encourage parental involvement? Please check all that apply.

<input type="checkbox"/> Orientation	<input type="checkbox"/> Home visits by school personnel
<input type="checkbox"/> Parents participate in admissions process/placement	<input type="checkbox"/> Phone conferences
<input type="checkbox"/> Parent literature packets	<input type="checkbox"/> Alternative Education Plans endorsed by parents or guardians
<input type="checkbox"/> Parent-teacher conferences	<input type="checkbox"/> Parenting support groups
<input type="checkbox"/> Progress reports	<input type="checkbox"/> Parent dinners
<input type="checkbox"/> Parent education classes	<input type="checkbox"/> Parent volunteers
<input type="checkbox"/> Arrange for family counseling	<input type="checkbox"/> Parents as guest speakers
<input type="checkbox"/> Parent-school-student contracts	<input type="checkbox"/> Open house
<input type="checkbox"/> Parent visitation	<input type="checkbox"/> Parents notified of problems
<input type="checkbox"/> Parent nights	<input type="checkbox"/> Parents complete program evaluation

Based on the items checked that will be a part of your program, describe in narrative form how parents will be actively and continually involved in the program in order to ensure that children will succeed at home, at school, and in the community. *Note:* Because of the young age of children targeted for this program, it is suggested that programs have a strong parental involvement component. (Use the space provided—maximum response *two* pages.)

IV.C. Parental Involvement (continued)

IV. D. Coordination and Collaboration

Coordinated services will involve which agencies or other entities for collaboration?

Please check all that apply.

<input type="checkbox"/> Local departments of health and social services or welfare	<input type="checkbox"/> Business community
<input type="checkbox"/> Juvenile and domestic relations district court	<input type="checkbox"/> Religious community
<input type="checkbox"/> Law enforcement agencies	<input type="checkbox"/> Dropout prevention programs
<input type="checkbox"/> Institutions of Higher Education	<input type="checkbox"/> Substance abuse prevention programs
<input type="checkbox"/> Professional and community organizations	<input type="checkbox"/> Community services boards
	<input type="checkbox"/> Department of Correctional Education

Describe your plan for involving the agencies or entities checked above and how you will obtain interagency agreement(s) to serve your program. (Use the space provided—maximum response this partial page only.)

IV. E. Staff Development and Training

Check, where appropriate, the staff development/training planned.

<input type="checkbox"/> discipline <input type="checkbox"/> violence <input type="checkbox"/> conflict management <input type="checkbox"/> counseling <input type="checkbox"/> character education <input type="checkbox"/> academic skills testing <input type="checkbox"/> academic content work <input type="checkbox"/> technology <input type="checkbox"/> drug and alcohol abuse <input type="checkbox"/> health concerns	<input type="checkbox"/> students with special education needs <input type="checkbox"/> program orientation and implementation <input type="checkbox"/> program evaluation <input type="checkbox"/> alternative education practices <input type="checkbox"/> staff cooperation and team building <input type="checkbox"/> diversity training <input type="checkbox"/> working with parents and community <input type="checkbox"/> transitioning to the regular classroom other: _____
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List the planned ongoing and comprehensive staff development activities directly related to the implementation of the program. List in bullet format by projected date, activity, and target audience. (Use the space provided—maximum response this partial page only.)

IV. F. Other Practices

Please check those opportunities/practices that will be integrated into the program:

<input type="checkbox"/> tutoring services	<input type="checkbox"/> conflict resolution skills development
<input type="checkbox"/> job shadowing/ public service component	<input type="checkbox"/> anger management
<input type="checkbox"/> mentor programs	<input type="checkbox"/> character education
<input type="checkbox"/> guest lecturers	<input type="checkbox"/> after school program
<input type="checkbox"/> vocational choices	<input type="checkbox"/> sports activities
<input type="checkbox"/> peer mediation	<input type="checkbox"/> volunteer projects
<input type="checkbox"/> emotional counseling	<input type="checkbox"/> field trips
<input type="checkbox"/> academic counseling	<input type="checkbox"/> cultural events
<input type="checkbox"/> drug awareness	<input type="checkbox"/> hands-on learning

Describe how the opportunities/practices checked above will be integrated to create a total program that will enhance acculturation and permit students to improve their social and interpersonal relationship skills. (Use the space provided--maximum response this partial page only.)

IV. G. Student Transitioning to Regular Program

Please check those components that will be a part of student transitioning plan.

<input type="checkbox"/> Academic Testing	<input type="checkbox"/> Receiving School Conferences
<input type="checkbox"/> Social Adjustment Evaluation	<input type="checkbox"/> Teacher Recommendations
<input type="checkbox"/> Student Interview	<input type="checkbox"/> Coordination with Outside Agencies
<input type="checkbox"/> Parent Conferences	<input type="checkbox"/> Assigning mentors at receiving school
	<input type="checkbox"/> Other

Based on the items checked above, describe the plan for transitioning the enrolled students into the school division's regular program. (Use the space provided—maximum response this partial page only.)

V. Budget
A. Summary of Project Budget*

2000-01

Check the appropriate box.

Division Program Applicant _____
School Division Name

Regional Program Applicant _____
Fiscal Agent School Division

BY EXPENDITURE ACCOUNTS	STATE APPROPRIATION	IN-KIND CONTRIBUTIONS	TOTAL AMOUNT
1. Personal Services (1000)	\$	\$	\$
2. Employee Benefits (2000)			
3. Purchased Services (3000)			
4. Internal Services (4000)			
5. Other Charges (5000)			
6. Materials and Supplies (6000)			
7. Capital Outlay (8000)			
TOTAL	\$ 50,000	\$	\$

*Refer to Part.D. in this section for a description of object codes.

V. B. Budget Worksheet of State Allocation (Example)

Instructions: Develop the worksheet based on the example below.

School Division Name
2000-01

Object Codes	PERSONAL SERVICES	
1000	1 Project Teacher (@100% of time)	<u>\$ 32,000</u> \$ 32,000
2000	EMPLOYEE BENEFITS	
	Insurance	\$ 350
	FICA	1,900
	Retirement	<u>3,500</u>
		\$ 5,750
3000	PURCHASED SERVICES	
	Consultants (3 @\$300 each/3 days)	<u>\$ 2,700</u> \$ 2,700
4000	INTERNAL SERVICES	-0-
5000	OTHER CHARGES	
	Staff Travel	\$ <u>500</u> \$ 500
6000	MATERIALS & SUPPLIES	
	Educational Materials	\$ 2,650
	Computer Software	<u>4,000</u>
		\$ 6,650
8000	CAPITAL OUTLAY	
	Computers/Printers (2 @1,200)	\$ <u>2,400</u>
	GRAND TOTAL	\$ 50,000

V. C. Budget Worksheet In-kind Contributions (Example)

Instructions: Develop the worksheet based on the example below.

**School Division Name
2000-01**

Object Codes	PERSONAL SERVICES	
1000	1 Project Director (@25% of time)	\$ 12,000
	1 Admin. Support Person (@25% of time)	3,000
	1 Guidance Counselor (@50% of time)	<u>17,000</u>
		\$ 32,000
2000	EMPLOYEE BENEFITS	
	Insurance	\$ 350
	FICA	1,900
	Retirement	<u>3,500</u>
		\$ 5,750
3000	PURCHASED SERVICES	-0-
4000	INTERNAL SERVICES	
	Printing	\$ 300
	Mailing	300
	Bus Transportation	<u>2,000</u>
		2,600
5000	OTHER CHARGES	
	Utilities	\$ <u>3,000</u>
		\$ 3,000
6000	MATERIALS & SUPPLIES	
	Computer Software	\$ 2,000
	Student Supplies	<u>\$ 1,500</u>
		\$ 3,500
8000	CAPITAL OUTLAY	
	Computer Desks	500
	Tables, Chairs	<u>500</u>
		\$1,000
	GRAND TOTAL	\$47,850

V. D. Object Codes Reference Sheet

1000 Personal Services

(Salaries & Wages) All compensation for the direct labor of persons in employment of the local agency. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) which are earned during the reporting period.

2000 Employee Benefits

Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

3000 Purchased Services

Services acquired from outside sources (i.e., private vendors, tuition, client/participant travel, day care, public authorities or other governmental entities).

4000 Internal Services

Charges from an Internal Service Fund to other activities or elements of the local government. (i.e., data processing, automotive/motor pool, central purchasing, or print shop).

5000 Other Charges

Utilities, communications, insurance, leases/rentals, staff/consultant travel, indirect cost (can not be claimed against Capital Outlay), or miscellaneous.

6000 Materials and Supplies

Includes articles and commodities which are consumed or materially altered when used and **minor equipment (less than \$500)** which is not capitalized.

8000 Capital Outlay

Outlays which result in the acquisition of or additions to fixed assets except outlays for major capital facilities which are constructed or acquired (i.e., machinery and equipment, furniture and fixtures, motor vehicles and equipment, and communications equipment).

VI. Assurances

Alternative Education Projects for Elementary School Students 2000-01

I, _____, as superintendent
School Division Superintendent *or* Fiscal Agent School Division Superintendent

for the (1) division program or (2) superintendent for the school division serving as fiscal agent for the regional program, certify that my school division or the regional school divisions:

- shall have respective school board approval(s) to participate in a division or regional program which provides an alternative education setting with appropriate curriculum and administrative management for targeted elementary school students for 2000-01;
- shall match the state funding based on the composite index or local ability-to-pay;
- shall notify the parent/guardian through written notification when a pupil commits an offense in violation of school board policy;
- shall assign students to an elementary alternative education program for a period not longer than one school year without an annual assessment of the placement; and
- shall provide evaluation and fiscal reports on each pilot program on a periodic basis.

Please complete the appropriate box below.

DIVISION PROGRAM:

Superintendent:	Division:
Signature:	Date:

REGIONAL PROGRAM :

Fiscal Agent Superintendent:	Division:
Signature:	Date:

