

**U.S. Department of Education**

**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS  
UNDER THE**

**Opening Doors Expanding Opportunities**

**CFDA # 84.377C**

**PR/Award # S377C170020**

**Grants.gov Tracking#: GRANT12340382**

OMB No. , Expiration Date:

Closing Date: Feb 13, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

02/13/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Charlotte-Mecklenburg Schools

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

56-6001074

\* c. Organizational DUNS:

0790711550000

**d. Address:**

\* Street1: 600 E. Fourth Street, 5th Fl

Street2:

\* City: Charlotte

County/Parish: Mecklenburg

\* State: NC: North Carolina

Province:

\* Country: USA: UNITED STATES

\* Zip / Postal Code: 28202-2816

**e. Organizational Unit:**

Department Name:

Magnet Programs & School Redes

Division Name:

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: \* First Name: Natasha

Middle Name:

\* Last Name: Thompson

Suffix:

Title: Director

Organizational Affiliation:

Charlotte-Mecklenburg Schools

\* Telephone Number: 980-343-0445

Fax Number: 980-343-5030

\* Email: natashaf.thompson@cms.k12.nc.us

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<b>Application for Federal Assistance SF-424</b>			
<b>* 9. Type of Applicant 1: Select Applicant Type:</b> <input type="text" value="X: Other (specify)"/> Type of Applicant 2: Select Applicant Type: <input type="text"/> Type of Applicant 3: Select Applicant Type: <input type="text"/> * Other (specify): <input type="text" value="Local Education Agency (LEA)"/>			
<b>* 10. Name of Federal Agency:</b> <input type="text" value="Department of Education"/>			
<b>11. Catalog of Federal Domestic Assistance Number:</b> <input type="text"/> CFDA Title: <input type="text"/>			
<b>* 12. Funding Opportunity Number:</b> <input type="text" value="ED-GRANTS-121416-001"/> * Title: <input type="text" value="Office of Elementary and Secondary Education Opening Doors, Expanding CFDA Number 84.377C"/>			
<b>13. Competition Identification Number:</b> <input type="text" value="84-377C2017-1"/> Title: <input type="text"/>			
<b>14. Areas Affected by Project (Cities, Counties, States, etc.):</b> <input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>			
<b>* 15. Descriptive Title of Applicant's Project:</b> <input type="text" value="Leading with Choice: A Blueprint for Socioeconomically Diverse Learning Environments"/>			
Attach supporting documents as specified in agency instructions. <input type="button" value="Add Attachments"/> <input type="button" value="Delete Attachments"/> <input type="button" value="View Attachments"/>			

<b>Application for Federal Assistance SF-424</b>	
<b>16. Congressional Districts Of:</b>	
* a. Applicant: <input type="text" value="NC-012"/>	* b. Program/Project: <input type="text" value="NC-012"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>17. Proposed Project:</b>	
* a. Start Date: <input type="text" value="05/01/2017"/>	* b. End Date: <input type="text" value="06/30/2019"/>
<b>18. Estimated Funding (\$):</b>	
* a. Federal * b. Applicant * c. State * d. Local * e. Other * f. Program Income * g. TOTAL	<input type="text" value="1,458,053.00"/> <div style="border: 1px solid black; width: 200px; height: 100px; margin-top: 5px;">(b)(4)</div>
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b> <input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> . <input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review. <input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", provide explanation and attach <input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>	
<b>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</b> <input checked="" type="checkbox"/> ** I AGREE <small>** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.</small>	
<b>Authorized Representative:</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Ann"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Clark"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Superintendent"/>	
* Telephone Number: <input type="text" value="980-343-6270"/>	Fax Number: <input type="text" value="980-343-7135"/>
* Email: <input type="text" value="superintendent@cms.k12.nc.us"/>	
* Signature of Authorized Representative: <input type="text" value="Doris Shivers"/>	* Date Signed: <input type="text" value="02/13/2017"/>

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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization  
Charlotte-Mecklenburg Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	250,000.00	257,500.00	44,292.00			551,792.00
2. Fringe Benefits	91,183.00	93,251.00	15,922.00			200,356.00
3. Travel	22,000.00	22,000.00	0.00			44,000.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	126,000.00	0.00	0.00			126,000.00
6. Contractual	219,750.00	194,750.00	0.00			414,500.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	44,000.00	44,000.00				88,000.00
9. Total Direct Costs (lines 1-8)	752,933.00	611,501.00	60,214.00			1,424,648.00
10. Indirect Costs*	17,632.00	13,782.00	1,991.00			33,405.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	770,565.00	625,283.00	62,205.00			1,458,053.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): North Carolina Department of Public Instruction

The Indirect Cost Rate is 3.30%.

- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is       %.  
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Name of Institution/Organization Charlotte-Mecklenburg Schools		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

ED 524

### ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Doris Shivers	Superintendent
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Charlotte-Mecklenburg Schools	02/13/2017

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# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Charlotte-Mecklenburg Schools"/> * Street 1 <input type="text" value="P.O. Box 30035"/> Street 2 <input type="text"/> * City <input type="text" value="Charlotte"/> State <input type="text" value="NC: North Carolina"/> Zip <input type="text" value="28230-0035"/> Congressional District, if known: <input type="text" value="NC-012"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> <input type="text" value="Office of Elementary and Secondary Educa"/>	<b>7. * Federal Program Name/Description:</b> <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
<b>8. Federal Action Number, if known:</b> <input type="text" value="ED-GRANTS-121416-001"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="not applicable"/> Middle Name <input type="text"/> * Last Name <input type="text" value="not applicable"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="not applicable"/> Middle Name <input type="text"/> * Last Name <input type="text" value="not applicable"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Doris Shivers"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Ann"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Clark"/> Suffix <input type="text"/> Title: <input type="text" value="Superintendent"/> Telephone No.: <input type="text" value="980-343-1173"/> Date: <input type="text" value="02/13/2017"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

	Add Attachment	Delete Attachment	View Attachment
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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> <input type="text" value="Charlotte-Mecklenburg Schools"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Ann"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Clark"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Doris Shivers"/>	* DATE: <input type="text" value="02/13/2017"/>

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Natasha	<input type="text"/>	Thompson	<input type="text"/>

Address:

Street1:	1600 Tyvola Road
Street2:	Courier 670
City:	Charlotte
County:	Mecklenburg
State:	NC: North Carolina
Zip Code:	28210
Country:	USA: UNITED STATES

Phone Number (give area code)

980-343-0445

Fax Number (give area code)

980-343-5469

Email Address:

natashaf.thompson@cms.k12.nc.us

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **LEADING WITH CHOICE: A BLUEPRINT FOR SOCIOECONOMICALLY DIVERSE LEARNING ENVIRONMENTS**

### **ABSTRACT**

Charlotte-Mecklenburg Schools (CMS), the nation's 18th largest district, is a consolidated city-county district with 149,137 students. The district's enrollment is a mix of students from urban, suburban, and rural areas, with approximately 59% of all CMS students receiving free and/or reduced lunch.

In the last 20 years, CMS has witnessed the changes of student enrollment based on urban renewal, mobility and neighborhood selection of middle and upper-income families, limitations of affordable housing availability, and retail and transportation access. These influences have contributed to the current makeup and resegregation of poor and high need children enrolled in specific school sites around the district.

In responding to Absolute Priorities 1 and 3, if awarded, CMS will direct financial resources to move forward a locally-driven, school choice student assignment model that will result in creating and publishing a Leading with Choice Blueprint to elevate student achievement by tapping into the benefits of and building a socioeconomically diverse learning environment at the project supported schools.

CMS has selected two magnet schools opening in fall 2017, serving 1,150 students, to experience a fresh start of creating the right pathways to reach desired levels of socioeconomic status balance while positively impacting student outcomes. A mix of community engagement, professional development and school choice options will result in pushing effective instruction in the classroom, influencing peer pedagogical learning, while promoting equitable access to varied and viable programmatic options for all CMS students, regardless of socioeconomic status.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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**LEADING WITH CHOICE: A BLUEPRINT FOR SOCIOECONOMICALLY DIVERSE  
LEARNING ENVIRONMENTS**

Charlotte-Mecklenburg Schools

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## **LEADING WITH CHOICE: A BLUEPRINT FOR SOCIOECONOMICALLY DIVERSE LEARNING ENVIRONMENTS**

### **Need for Project**

Once a national model for school integration, Charlotte-Mecklenburg Schools (CMS) has a rich history in the area of school desegregation and was the first school system in the nation to operate a court-ordered busing plan approved by the United States Supreme Court (Swann vs. the Board of Education, 1971) as a method of desegregating its schools. Adjustments were made in the following years, such as the Student Assignment Plan of 1974 that incorporated geographic zoning, satellite assignments, pairing elementary schools (K-3 and 4-6) and five optional schools (another name for magnet schools). From November 1991 through February 1992, a variety of different community groups were actively involved in the development of a new approach, including surveys, to determine the level of support for the use of magnet schools as a tool for desegregation.

In the 1992-93 school year, CMS took its first major steps towards using magnet schools as part of a new student assignment plan. The magnet programs were supported with local funds. In 1993-94, CMS applied for the Federal Magnet Schools Assistance Program grant for start-up funding. CMS was awarded this grant for five cycles, at three years per cycle. This equated to 15 years for attracting students and their families to a wide variety of themed schools.

Throughout CMS history, magnet programs have successfully implemented quality academic programs with achievement results exceeding the district averages and with a lower achievement gap. However, since the creation of magnet programs, CMS has experienced community influences of urban renewal, mobility and neighborhood selection of middle and upper-income families causing its schools to re-segregate and academic outcomes to decline for many students

within high-poverty schools. During this transition, leadership in CMS has been supportive of magnet, school choice options and desegregation.

Former CMS Superintendent Peter Gorman (2005-2011) continued standards of excellence and commissioned an internal review of magnet schools and programs. During this review, CMS ultimately decided to close underperforming, low-attendance magnet schools and programs, while setting their sights on improving those who demonstrated academic rigor, achievement, and choice. At the same time, CMS exercised caution in opening further magnet schools and programs. In 2001, then Superintendent Heath Morrison assembled the CMS Office of Innovation, which pushed into motion more options for families with interests in Early College and STEM to reclaim the population of students who left the public school sector. Presently, Superintendent Ann Clark has created opportunities for increasing school choice options as a progressive approach to student achievement and diversity integration.

Diverse school choice options do not just appear; they are intentionally created through district recruitment practices and school policies that focus on equity of access to programs. The foundation of school choice diversity is marketing and student enrollment policies. To achieve a diverse student population, it is critical to have a diverse lottery applicant pool. Research shows that students in racially and socioeconomically integrated schools experience academic, cognitive, and social benefits that are not available to students in racially isolated, high poverty environments.(A New Wave of School Integration, Halley Potter and Kimberly Quick, with Elizabeth Davies – The Century Foundation, February 9, 2016)

Out of 164 CMS schools, 13 have been designated SIG or SIG-eligible with the North Carolina Department of Public Instruction from 2015 to 2017. These 13 schools are all located within low to moderate-income tracts and are the district's lowest performing. In responding to Absolute

Priority 1: Increasing Socioeconomic Diversity in Schools - CMS has a focus to increase the performance rating of these schools, while simultaneously balancing SES levels. Numerous research studies prove that when socioeconomic diversity policies are well implemented, they appear to produce strong academic outcomes for students and better prepare them for living in a diverse society.

Among the Charlotte-Mecklenburg Schools Board of Education's (CMS Board) most significant responsibilities, student assignment sets the stage for socioeconomically diverse learning environments where both students and teachers have increased opportunities to thrive, complements the CMS academic plan by creating the conditions in which the academic plan and associated strategies operate, and has the potential to address inequities that inherently exist when learning environments isolate students based on factors outside the control of students such as socioeconomic status.

The CMS Board believes that leading with public school choice such as magnet schools and specialized school options can smooth the path to successful school integration. In February 2016, the CMS Board voted to adopt five goals for its student assignment practices, two of which are to "reduce the number of schools with high concentrations of poor and high-needs children" and "provide choice and promote equitable access to varied and viable programmatic options for all children". These goals are built on a foundation of equitable access to high-quality schools including home schools, magnet schools and additional types of school options. The CMS Board believes that a student assignment plan that promotes the vision and the mission of the Board will, to the extent possible:

A. Provide choice and promote equitable access to varied and viable programmatic options for all children;
B. Maximize efficiency in the use of school facilities, transportation and other capital and operational resources to reduce overcrowding;
C. Reduce the number of schools with high concentrations of poor and high-needs children;
D. Provide school assignment options to students assigned to schools that are not meeting performance standards established by the state; and
E. Preserve and expand schools and programs in which students are successfully achieving the mission and vision of the Board.

The development of these goals were part of a broader Student Assignment Review being led by the CMS Board. Given the complexity of a district-wide student assignment review, the CMS Board decided to phase the work.

Phase I of the student assignment review leveraged choice, allowing families and students to make decisions about their school and learning preferences. The key elements of Phase I were derived from findings and recommendations of a CMS requested 2015 Magnet Study Visit conducted by Magnet Schools of America (MSA) during which magnet school consultants from the National Institute of Magnet School Leadership held site visits at all of CMS magnet schools. MSA conducted parent focus groups, and interviewed CMS Board members, principals and staff members. MSA also conducted a community survey with more than 795 respondents.

In additions to these components, data findings were used to determine which district policies and magnet programs were promoting diversity, equity, access and academic excellence. The

study revealed the following regarding the impact on diversity within magnet policies and schools:

- The district centrally handled student recruitment and marketing with no targeting marketing plan based on SES diversity. The annual School Options Fair, a one-time event may not always serve all parents' best interests.
- Evident that the district uses a transparent lottery system, but may not consistently provide access to all magnet programs due to varied entry criteria.
- The operation of the transportation zones, especially the Grey Transportation Zone, may be detrimental to the diversity goals of the district.
- The district has a strategic plan, but does not include magnet schools as a focus of creating diversity.
- School choice is based on transportation boundaries, which does not always allow equitable access for all students.

MSA provided CMS with a list of recommendations based on the findings. The district has strategically implemented recommendations over the last 18 months as reflected in the CMS Board's November 2016 approval of Phase I: Leading with Choice, our district's blueprint for diversity integration. Phase I of the Student Assignment Plan included changes to how students are selected and access magnet schools and other school options. Entry and continuation requirements were realigned based on theme-specific standards instead of solely how a student performed on an end-of-course exam.

Transportation zones were reconfigured to create zones that were balanced based on SES data. Lottery priorities were given additional weight to balance SES diversity, paired with a new School Performance Priority (SPP). SPP allows students currently attending a school that has

been designated by the state of North Carolina as low-performing for three consecutive years to participate in the school choice lottery to select up to three home schools with a higher performance grade in addition to receiving a priority for school choice options.

In order to achieve the Board's goal of providing choice and promoting equitable access to varied and viable programmatic options for all children, the district also needed to increase the number of magnet seats available to students. We accomplished this through developing a School Options Rolling 4-Year Plan – a fluid document to plan for at least four years from the current school year. The priorities for this plan were equitable access for students living in different parts of the county, SES diversity, program quality, and theme fidelity.

Inputs considered included demand, continuation feeds (feeder patterns), sustainability (funding, staffing, support, etc.), our Capital Improvement Plan, and space available within schools. When the new options developed for the first year of the 4-Year Rolling Plan (programs starting in August 2017) reach capacity they will add 3,405 new seats, with 2,830 of those specifically for magnets. We anticipate this number increasing as we continually add programs to the plan.

The district also reviewed the research on socioeconomic integration and identified the key elements that should be taken into account in defining socioeconomic diversity and high-needs students to receive priority in the school choice lottery. Factors considered include students' family income, parents' highest educational attainment level, the number of adults in students' household, and the demographic characteristic of the students' residential neighborhood (SES block group). These factors were used as the foundation of the methodology to incorporate an SES priority in the school choice lottery. A student's SES block group and family-reported data determine the student's SES priority in the lottery.



Each student receives a two-part designation: (part A) and (part B). Part A is determined by the home address and block group; and can be either high, medium or low. Part B is determined by family reported data; and can be either high, medium, low or null (families not reporting). Families optionally submit this data by responding to questions in the school choice lottery. If they opt out and do not submit this information, their part B designation is null.

The new lottery methodology for school options and magnets includes several guaranties and priorities designed to increase SES diversity. The sibling guarantee allows a younger sibling/twin of a student already assigned to a magnet program via the lottery or to a home school via the School Performance Priority to attend the school of the older sibling/twin. This strategy supports inclusion and continued diversity of students outside of the home school zone. The continuation guarantee allows students currently enrolled in a magnet program via the lottery, or in a home school via the School Performance Priority to remain through the terminal grade and continue to the next level school for the program, if one exists. The Transportation Zone Priority provides transportation to school options and magnets within the zone for students residing in the zone. Students in the transportation zone have priority for options in that zone ahead of students residing outside the zone.

A tremendous amount of strategic planning, collaboration and resources were dedicated to ensure increased access and removal of barriers so that all students have an equitable opportunity to participate in the school options lottery. In order for this to become a reality, CMS had to transform the way we make families aware of the choices they have. Therefore, the decision was made to move away from hosting a “magnet fair”, a one-time event that reached approximately 3,500 parents each year and to create a plan with multiple touch points that reaches all SES families throughout the lottery season.

A cross-functional team consisting of representatives from the Office of School Options and Innovation, Communications department, Community Partnerships and Family Engagement, and Student Placement partnered with SOLID, a local, grassroots public relations firm, to create a targeted and strategic marketing and campaign for the 2017-18 School Choice season. At the end of the third week (Jan. 27, 2016), the CMS School Choice outreach campaign had reached 4,986,527 parents. The district's magnet programs website, available in English and Spanish, was redesigned into a more parent-friendly site and inclusive of how-to videos and overview videos of the steps to take to participate in the lottery. The team also hosted 28 Parent Information Sessions in all transportation zones during 10am, 1pm and 6pm time slots. Spanish language translators attend each event. Parents are made aware that Phase I changes are being implemented during the lottery season which opened in January 2017 and will be reflected in schools in August 2017.

The Opening Doors, Expanding Opportunities grant program will provide resources to formally evaluate Phase I implementation in terms of a variety of outcomes. Specifically, funding will allow the district to examine the impact of the new school choice lottery priorities on the socioeconomic student composition of schools and specific academic outcomes. Data derived from this study will allow CMS to continue to analyze existing challenges and devise potential solutions for further increasing SES diversity in our school choice options. These solutions will lead to further development of our blueprint strategy to support positive academic outcomes for students in our lowest-performing schools by substantially increasing SES diversity in these schools by the end of 2025-2026 school year.

The resulting blueprint will serve as a publicly available implementation plan for CMS and our community to support existing efforts to increase diversity in our schools. CMS assures that if

awarded funding, the district will fully participate in the Opening Doors, Expanding Opportunities Community of Practice to explore strategies and design solutions to relevant problems, and also attend, in person, at least one project director's meeting. CMS also assures to participate in any program evaluation or related activity (which may include public presentations) conducted by or for the Department, by providing access to relevant program and project data and other information, as appropriate. CMS also assures to submit to the Department within the project period of the grant award, a blueprint that meets the Program Requirements as outlined in the notice.

### **Significance**

The Opening Doors, Expanding Opportunities grant funding will allow CMS to continue its efforts to increase the understanding of the benefits of socioeconomically diverse learning environments. The district has formed the Magnet Parent Advisory Groups as a forum to share ideas around school choice; conducted numerous surveys regarding diversity in schools and held community engagement events throughout the district. However, we understand that community engagement is an ongoing process that can drive and inform the creation of a high-quality blueprint for SES diversity. By continuing to engage the community, CMS can inspire our community to not only support SES diversity efforts but to also sustain the efforts. Funding from The Opening Doors, Expanding Opportunities grant can provide resources to help the community understand both why we are seeking to increase SES diversity and how student assignment policies can help achieve this goal in fair and reasonable ways.

Some community stakeholders may not be fully aware of the research demonstrating the educational and social benefits of increased SES diversity in schools. The proposed project can build a common understanding and language surrounding school choice as a leverage for

diversity. School Choice Engagement Coordinators, proposed grant-funded positions, will engage the community in focus groups, living room dialogues, community meetings, study circles and citizen committees around the blueprint for increasing SES diversity. This will prove equally as important as creating awareness around school choice options and the process for participating in these opportunities via the creation of mobile (pop-up) community-based School Choice Resource Centers. Essential grant funding can provide the means to not only open these community-based resource centers but to also hire three School Choice Engagement Coordinators who will be deployed to the centers to assist parents with training around the value of socioeconomically diverse schools, guide them in making informed decisions about their child's school choice options and help to recruit parents to enroll their children in diverse schools.

Ensuring that families are able to make informed decisions and become champions for diverse schools, each CMS transportation zone would establish a School Choice Resource Center staffed by School Choice Engagement Coordinators. These grant funded positions will be responsible for strategically forming partnerships to enhance the common understanding, awareness and communication around leveraging school choice as a means to increase SES diversity in schools. The School Choice Engagement Coordinators would partner with Charlotte area Pre-K centers to support informed school choice experiences for families enrolling in the district for the first time. These positions would also partner with faith-based houses of worship, community agencies that serve families in need, as well as local community organizations to create a cycle of disseminating information and receiving input and guidance from the community we serve.

### **Quality of the Project Design**

Numerous school districts contain magnet schools that specifically consider socioeconomic diversity in application lotteries. CMS will develop the Leading with Choice blueprint, responding to Absolute Priority 3 – Improving Schools by Increasing Student Diversity, as a guide to improving student academic outcomes in two new, innovative elementary magnet schools. Billingsville Elementary School, a SIG-Eligible school, will undergo a transformation to the first elementary health sciences magnet school in the district and University area Computer Science Immersion Magnet, North Carolina’s first full elementary magnet school, will focus on coding.

The district’s decision to create these magnetic themes was in part based with the intention to appeal to a broad range of families of varying SES backgrounds. These two magnet schools will open in 2017-2018 with students who participated in the new school choice options lottery during the 2016-2017 cycle with criteria that reflects the district’s plans to increase student diversity in schools. The 300 available seats at the Billingsville Health Sciences Magnet school will be allocated for medium and high SES priorities. The 550 seats available for University area Computer Science Immersion Magnet school are allocated for one-third low SES priority, one-third medium SES priority and one-third high SES priority.

By appealing to a broad range of families and factoring SES diversity into the school options lottery, these two magnet schools will enroll socioeconomically integrated student bodies thus creating the formula for truly diverse learning environments. The opening and establishment of two magnet programs is an additional sign of the district’s financial commitment to SES diversity. The proposed blueprint will serve as a tool to advance efforts for increasing the diversity of students enrolled in these schools. CMS has implemented a district wide Diversity

Plan (refer to Attachment A) in providing support to teachers and staff to embrace meeting the needs of students from all SES backgrounds.

The Leading with Choice blueprint will also serve as a plan to measure the impact of the school choice lottery application results of the first year of using SES and school performance priorities. Funding from the Opening Doors, Expanding Opportunities will allow the district to upgrade our school choice lottery data software system to one that possesses the capacity to track and utilize SES and SPP data to deliver baseline data from year one. Year one lottery data will be used to create baseline data and targets for further increasing SES diversity in schools, as this supports the use of data collection methods to identify socioeconomic stratification and other barriers at the magnet schools (Absolute Priority 1).

Grant funding will also allow the hiring of a School Choice Data Manager whose position will be responsible for the configuration of the software system to identify and target areas of SES isolation for the purpose of continue to reduce high concentrations of poverty and the number of students attending low-performing schools within the district. Once baseline data is reviewed and targets are set, School Choice Engagement Coordinators will work with SOLID, a local, grassroots PR firm to create a plan to continue to inform families of students attending the schools with SPP priority of their opportunity to transfer to schools that are higher performing and of their lottery priority for applying to district magnet schools. SOLID will also create a plan to continue informing families of students of poverty of the vast options of magnet programs and the priority given based on SES.

CMS and SOLID understand that in order for our schools to continue to play a substantive role in fostering unity and strength in our community, we must increase engagement and access for all families, particularly marginalized families in lower-income neighborhoods. Communicating

the importance of classroom diversity, how it impacts student performance from kindergarten through graduation, and informing families of the range of school choice across CMS is critical. Thus CMS will work with SOLID to implement and reach the goals of our plan to increase SES diversity:

**Goal 1 - drive greater awareness of school choice and the lottery process**

Strategy:

- Simplify and clarify the message about choice and communicate the essential steps necessary to enter the lottery
- Utilize communication channels that are accessible by all and reach constituencies in low, medium, and high SES neighborhoods, such as a new website, social media, advertising (ambient, buses, advertising, direct mail), and text
- Use “plain language” and translate all materials and website into Spanish
- Develop partnerships across the district that serve the target population to expand the breadth and depth of reach, such as the city and county government, libraries, YMCA/YWCA, faith community, Charlotte- Mecklenburg Police Department (Office of Community Engagement)

**Goal 2 – increase parent engagement, especially among marginalized families**

Strategy:

- Approach will be “we bring the information to you” rather than “you must come to us”
- Create materials that are direct, clear, engaging, interesting, and sharable

- Provide the information in both English and Spanish
- Develop a variety of tools that schools and educators (in schools) can use to use to engage parents and families, such as a clear, consistent presentation, an infographic, open house/info session how-to kit, talking points, invitation templates, follow-up tip sheet, promotion templates
- Communicate the importance of socio-economically diverse learning environments in preparing all kids to compete in a globally competitive workplace
- Target low SES families by working with neighborhood associations and social service partners to identify opportunities to meet with families and speak to groups

### **Goal 3 - increase lottery participation**

#### Strategy:

- Create compelling message about all magnet themes and tell stories of impact through the use of video, visuals, creative copy, and social media
- Identify targeted SES blocks for each magnet school and program with available seats to improve socioeconomic diversity
- Develop geo-targeted marketing strategies, plans and timelines to deliver targeted reach and frequency goals for low/med/high SES block groups
- Work with individual schools (that need better SES balance) to refine their communication, such as improved websites, collateral, signage, events, training



### **Quality of the Project Personnel**

Ms. Akeshia Craven-Howell, Assistant Superintendent of School Options & Innovation, provides oversight of all School Options (magnet programs, school options, CTE options) operations. Currently, she is responsible for the development of criteria and policies regarding school choice initiatives, including student placement and diversity policies. Ms. Craven-Howell will provide the vision and mission of implementation of the Leading with Choice Blueprint as she supervises the Project Director. (Refer to Attachment B)

Ms. Natasha F. Thompson, will direct the day-to-day operations of the Leading with Choice Blueprint project, monitoring grant objectives, assisting with the design of the district's school choice diversity plan, managing contracted services of the project and leading the building of community partnerships. Ms. Thompson will be responsible for reports and compliance, ensuring fidelity in the development and execution of the Blueprint, overseeing Pre-Implementation activities, and hiring School Choice Engagement Coordinators. Currently, Ms. Thompson is the district's Director of Magnet Programs and School Redesign, overseeing the magnet programs and family School Choice awareness plan. Ms. Thompson has over 20 years of experience in education, serving as a high school English teacher in career academies, a high school assistant principal of instruction, and a principal for a Bill & Melinda Gates supported small school and as an early college leadership coach. (Refer to Attachment B)

Three School Choice Engagement Coordinators, proposed project positions, will serve as liaisons between CMS and families, community partners, business and government agencies. These positions will facilitate parent planning meetings, manage goals of SES to

impact student achievement, recruit diverse families, and provide reports and accountability regarding school choice engagement.

The School Choice Data Manager will be responsible for all aspects of the school choice lottery application software platform. The analyst will be responsible for database management of all school choice options and the over 44,000 school choice applications received each year. Additionally, this manager will analyze data trends regarding the SES diversity of school choice options based on lottery results and provide reports to support further intentional planning to meet project goals.

#### **Quality of the Management Plan**

The Leading with Choice Blueprint management plan has specific responsibilities, milestones and timelines to ensure that the goals of the project will be met on time and within budget. The project director will be responsible for insuring that the blueprint project team has all the necessary tools needed to implement the project with fidelity.

In order to ensure that a broad range of perspectives are included within this project, the project director will form a committee to establish a Magnet Advisory Board for this project. This board will consist of representatives from varied community organization, businesses, and parents from all socioeconomic status levels.

The Magnet Advisory Board will meet monthly at various locations throughout Mecklenburg County to discuss progress towards goals, review SES target, and provide input regarding the blueprint and offer suggestions for improvements. The membership of this board will rotate each year to reflect a diversity of perspectives.

### Project Timeline

Activities/Milestones	Person(s) Responsible	Timeline
School Choice Lottery Application results analysis plan created	School Choice Data Analyst, Project Director	June 1st- June 30th
School Choice Lottery Application analysis	School Choice Data Analyst, Project Director	July 1-July 31st
School Choice Lottery Application reports presentations	Project Director School Choice Coordinators Data Analyst	August 1st- August 31st
Professional Development related to increasing SES diversity based on data from reports	Project Director, Magnet Specialists Data Analyst	Sept-Oct
Development of parental involvement plan	School Choice Coordinators	Sept-Oct
Implementation of parental involvement activities	School Choice Coordinators	Oct-May
Student Recruitment based on SES diversity targets	Project Director Magnet Specialists School Choice Coordinators	Nov-March

Magnet Advisory Board Meetings	Magnet Advisory Board members (parents, school leadership team members, community representatives, business representatives, project team)	Monthly
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### **Adequacy of Resources**

According to the U.S. Census Bureau, the City of Charlotte placed tenth in the largest cities numerical population increase category in 2016. As CMS continues to prepare serving a growing number of students and families of all economic backgrounds, intentional planning is essential to ensure a balance of SES levels exist at Billingsville Academy of Health Sciences and the University Area Computer Science Immersion Magnet. Financial and human resources have carefully been considered in identifying impactful approaches that are not excessive and provide the support for necessary SES adjustments in student enrollment to result in positive achievement.

Total project costs are proposed at \$2,026,787, of which \$1,458,053 are grant requested funds for the Opening Doors, Expanding Opportunities request for proposal. The total project cost is an investment of only \$1,762 per student for 1,150 between the two proposed schools. The per pupil investment will be further leveraged in years to come as CMS approaches the 2025-2026 school year.

If awarded, CMS will invest just \$568,734 to support project goals in balancing SES levels at both magnet elementary schools. The district has prioritized the resources for these specific schools, by committing funds to pay for teacher stipends, substitute pay, professional

development, marketing and assigning the current Director of Magnet Programs and School Redesign to be the project manager over the course of the 26 month, proposed grant period.

Professional development will be facilitated by Discovery Education over a two-week schedule during year 1 and year 2 summer breaks for teachers at the targeted schools, to complement the schools' themes. Additional teacher support for modeling and curriculum development will be planned during the academic year, as CMS will cover the expense of certified substitutes to eliminate any disruption of learning and teaching in the classroom. Also, the district will pay for the retainer of the marketing and public relations firm, SOLID, which provides resources to attract and influence desired SES levels in the project schools. These components, expenditures to be absorbed by the district, are woven into a blended mix with grant supported activities to influence and manage balanced SES levels.

In order to course correct student enrollment and reduce high concentrations of poverty, a dedicated staff will be critical to concentrate efforts in managing goals to reach balanced SES levels. A School Choice Engagement Coordinator will be assigned to each school for this project, while a third dedicated School Choice Engagement Coordinator will be responsible for district-wide oversight to engage families from all of Mecklenburg County. A School Choice Data Manager will round out the team, monitoring enrollment data, marketing and recruiting activities, and measuring student achievement during the project period. Grant dollars will fund these four positions over the 26 months, with figured salaries at \$551,792. This approach is critical, as the grant funded positions are specific to the project and will not be pulled away to meet goals for other schools within the district.

If awarded, pre-implementation activities will include an upgrade of school lottery technologies to a school choice application software system, Smart Choice Technologies, that identifies and

captures SES isolation. This new system empowers families to enroll students in the grant supported schools via mobile and tract applications. Furthermore, the software will allow CMS to access data to form SES targets and accountability. At a total cost of \$125,000 spread over 24 out of the 26 month grant term, this investment will inform strategies and targets well beyond the project period to reach the desired SES levels by 2025-2026.

Pre-implementation additionally includes family engagement and awareness activities to attract and retain families from identified SES backgrounds. CMS proposes to contract and partner with SOLID public relations firm to support efforts of attracting families through various mediums, such as radio, print, a dedicated CMS School Choice website, advertisements at movie theaters and bus wraps, and increase brand awareness. Community engagement sessions are also planned within all transportation zones of the district for accessible face to face presentations. The School Choice Engagement Coordinators will also facilitate direct family consultations by meeting with individuals.

Both schools will have dedicated learning classrooms retrofitted to support student achievement, based on school theme. In total, six classrooms will be transformed into kinesthetic labs in year 1 for \$126,000 to impact brain learning. The schools will also introduce makerspace centers for supporting students' creative learning and Fit labs. This equipment is extremely durable and can sustain high usage by students, which makes for a great investment. Virtual Learning and Media Services, an existing CMS department, has a current team to offer assistance to both magnet schools in equipment use for greatest student outcomes.

In conclusion, CMS has taken the first courageous steps to increase socioeconomic diversity in schools. The district has created a plan that is innovative and ambitious with locally-driven strategies to begin to diversify the lowest performing schools, provide access to higher

performing schools for students attending chronically low-performing, high poverty schools. Funding from the Opening Doors, Expanding Opportunities grant program will allow the district to evaluate and expand on these existing policies, use findings to re-craft and finalize a blueprint that will ensure that the goals of increasing SES diversity and expanding choice to marginalized families are met.

### **Bibliography**

Halley Potter and Kimberly Quick with Elizabeth Davies, A New Wave of School Integration – The Century Foundation, February 9, 2016) pg. 1

Poverty & Race Research Action Council, Annotated Bibliography: The Impact of School-Based Poverty Concentration on Academic Achievement & Student Outcomes, 2011-ish (no date), <http://bit.ly/ltksfwH>, pg. 22



**Other Attachment File(s)**

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\* Mandatory Other Attachment Filename:

Attachment A CMS Diversity Plan.pdf

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## Diversity Plan

Charlotte-Mecklenburg Schools (CMS) is a large urban school district that continues to demonstrate a strong commitment to providing professional development for district and school administrators on enhancing the global content and culture of schools. Through a planned and comprehensive cultural proficiency effort, the Charlotte-Mecklenburg Schools district incorporated a systemic approach to create a culture in which educational equity is seen as an input from which all educational strategies and decisions are made.

To begin this work, CMS engaged higher education partners, professionals who work and study in the field of cultural proficiency, community members, and CMS employees to review policies, procedures and classroom practices. The design team met regularly to develop a comprehensive definition, key deliverables, strategies, student benefits and supporting structures needed to achieve the overall district goals. This comprehensive effort yielded the selection of an outside consultant firm (The Winters Group) to assist in designing the multi-phased delivery of cultural proficiency training modules for all levels of leadership and school-based staff.

CMS' commitment to cultural competence 1) supports employees in expanding their capacity to work successfully within and across various cultures; 2) supports each of our diverse learners to reach their full academic potential, graduate college- and career-ready and thrive in a diverse global workplace; and 3) engages and embraces the diverse population that is served by CMS. To achieve this, our district has chosen to incorporate an integrated cultural proficiency model that works with district and site administrators to enhance cultural self-awareness, ensure that our policies and practices are culturally proficient, and build culturally proficient relationships with stakeholders.

In a systematic approach, our district's cultural proficiency model has worked with over 500 leaders including principals, assistant principals, directors, project managers, and facilitators representing more than 50 percent of the district's and school level administrators that starts with foundational concepts of cultural proficiency and moves to more advanced concepts of other-awareness and bridging skills is also being offered to meet the instructional leadership's individual professional development. As a core goal, our district has strengthened our leader's understanding of cultural proficiency by providing resources and at least 10-20 hours of professional development opportunities annually that expand our leaders' ability to work more effectively everyday to support our students and to make our district more inclusive where all learners and stakeholders feel welcomed and respected.

Charlotte-Mecklenburg Schools intentional focus on investigating, reflecting and deepening the cultural competency of its staff is evidence of its commitment to create both a working and learning environment that is inclusive and supportive of all members. The Global Education Advisory Council in the Learning and Teaching Department is evidence of the district's commitment to provide teachers and students opportunities to grow as global citizens. The Cultural Proficiency Task Forces driving goals are

drawn from our Strategic Plan and regularly revised based on stakeholder feedback. The Learning and Teaching Department goals align our efforts to providing a culturally relevant content curriculum embedded with skills that prepare students for an every changing global society.

Throughout the year district leadership, departments, and support staff continue to communicate the importance of being culturally competent and the use of 21st century skills for global competitive and readiness. This communication is consistently reinforced through multiple internal and external channels. Externally the community is invited to events that provide opportunities for update toward our progress of our Strategic Plan 2018: For a Better Tomorrow and how students will be prepared to compete globally. During our board meetings executive staff and key members present the district's progress to the board of education and the public. These updates can be viewed through multiple channels. They include television public access, live streaming and archived recordings on the Charlotte-Mecklenburg Schools' website. In addition to the board meetings, the district offers multiple community forums which promote open sharing, two-way communication and community input.

The Cultural Proficiency Task Force meets several times a month to reflect on staff needs and to plan professional development training and share cultural experiences. Information about events and celebrations is shared in the Culturally Speaking newsletter, in our superintendent's online newsletter A Note from Ann, during principals meetings, and during our Summer Leadership Conference. This year's Summer Leadership Conference focused on cultural diversity and global competencies. It featured dynamic guest speakers like Rita Cameron-Wedding PhD, Chris Emdin, and Manny Scott, breakouts sessions to discuss the impact of our diverse work, and opportunities for district leaders and administrators to visit, learn and engage with community leaders in religious or cultural non-profit organizations. We also enjoyed student presentations from the student community group, The Possibility Project, that shed light on fears of cultural differences, racial diversity, and of the LGBT community.

Leveraging multiple departments and stakeholders, Charlotte-Mecklenburg Schools continues to provide a variety of opportunities for all district leaders to learn how content, pedagogy, and technology tools can work together to build a wider global lens and culture.

## **Ann Blakeney Clark**

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### **EDUCATION**

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**Fellow**, Broad Superintendents Academy, 2010

**Leadership Program for Future Superintendents**, Principal Executive Program, North Carolina, 2006-2007

**School Administration Certificate, Curriculum and Supervision Certificate**, University of North Carolina, Greensboro, North Carolina, 1991

**Master's Degree in Special Education**, University of Virginia, Charlottesville, Virginia, 1982

**Bachelor of Arts, English**, Davidson College, Davidson, North Carolina, 1980

### **PROFESSIONAL EXPERIENCE**

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<b>Superintendent Charlotte-Mecklenburg Schools</b>	<b>2015-Present</b>
<b>Deputy Superintendent Charlotte-Mecklenburg Schools</b>	<b>2012 – 2015</b>
<b>Chief Academic Officer Charlotte-Mecklenburg Schools</b>	<b>2009 – 2012</b>
<b>Associate Superintendent for PreK-12 Curriculum and Instruction Charlotte-Mecklenburg Schools</b>	<b>2007 – 2009</b>
<b>Regional Superintendent for High Schools Charlotte-Mecklenburg Schools</b>	<b>2002 – 2007</b>
<b>Assistant Superintendent for High School Curriculum and Instruction Charlotte-Mecklenburg Schools</b>	<b>2001 – 2002</b>
<b>Principal Vance High School, Charlotte, NC</b>	<b>1996 – 2001</b>
<b>Principal Alexander Graham Middle School, Charlotte, NC</b>	<b>1990 – 1996</b>
<b>Principal Shamrock Gardens Elementary School, Charlotte, NC</b>	<b>1988 – 1990</b>
<b>Assistant Principal Montclair Elementary School, Charlotte, NC</b>	<b>1987 – 1988</b>
<b>Teacher of Behaviorally, Emotionally Handicapped Children Devonshire Elementary School, Charlotte, NC</b>	<b>1983 – 1987</b>
<b>Teacher of Behaviorally, Emotionally Handicapped Children North Landing Elementary School, Virginia Beach, VA</b>	<b>1982 – 1983</b>

## **CIVIC AND LEADERSHIP ACTIVITIES**

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- A Childs Place, Board Member, 2015-present
- Charlotte Housing Authority Scholarship, Board Member, 2004-2013
- Children's Theatre of Charlotte, Board Member, 2008-2014
- Communities In Schools, Board Member Executive Committee Member, 2005-present
- Christ Episcopal Church, Member, 1983-present, Served as member of Vestry
- Davidson College, Board of Trustees, 1998-2006
- Davidson College, Board of Visitors, 2006-2014
- William Friday Fellow, 1995-present
- Good Friends, Member, 1988-present
- Hornets' Nest Girl Scout, Board Member, 2015-present
- Junior League of Charlotte, 1983-1996
- Kids Voting, Board Member, 1994-2009
- Leadership Charlotte, Class XI, 1988-present
- Leadership North Carolina, 1994-present
- Levine Museum of the New South, Board Member 2009-2015
- Project L.I.F.T., Board Member, 2011-present
- READ Charlotte, Board Member, 2015-present
- Smart Start, Board Member 2007-2012
- Trinity Episcopal School, Board of Directors, 2003-2015
- Teen Health Connection, Board Member, 2004-2010
- Teaching Fellows Institute, Board Member, 2006-2010
- Wildacres Retreat, Board Member, 2005-present

## **HONORS AND HONORARY ASSOCIATIONS**

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**Charlottean of the Year**, December 2016

**People's Choice Bookworm Legacy Award, Promising Pages**, November 2016

**Champion for Change Award, MeckEd Foundation**, October 2016

**Honorary Doctorate of Humane Arts, Queens University**, May 2016

**Communities In Schools, Dream Maker Award**, December 2015

**N.C. Health Education Superintendent of the Year, NCHEA**, October 2015

**Educator of the Year, The Charlotte Post**, October 2015

**John Johnson Leadership Award, Teen Health Connection**, September, 2015

**Martha Bedell Alexander Leadership Award, Anuvia**, September 2015

**50 Most Influential Women Award, The Mecklenburg Times**, May 2015

**Frank Bragg Leadership Award, Right Moves for Youth**, May 2015

**National Science Education Leadership Outstanding Administrative Support Award**, April 2013

**Charlotte Woman of the Year, Charlotte, North Carolina**, March 2013

**Women in School Leadership Award, American Association of School Administrators**, February 2013

**Community Development George Williams Award, YMCA Charlotte**, March 2012

**Queen Smith Urban Educator Award, Council for Great City Schools**, October 2011

**N.C. Carolina Art Education Association Friends of the Arts Award**, September 2011

**N.C. AdvancED Education Award**, March 2011

**Bank of America Local Hero Award**, November 2010

**Business Leader Women Extraordinaire**, November 2009

**First Ladies of Charlotte**, April 2003  
**First Union Outstanding Educator**, as a principal, Charlotte, North Carolina, 1993  
**Lewis Hines Award**  
**William Friday Fellowship**  
**Honorary Doctorate of Laws**, Davidson College, Davidson, North Carolina, May 1995  
**Thomas Jefferson Award**, University of Virginia, Distinguished Alumni award, 1995  
**United States Department of Education, National Educational Research Policy and Priorities Board**, Washington, DC  
**National Principal of the Year**, selected by the National Association of Secondary School Principals, 1994  
**Phi Delta Kappa Leadership Award**, 1994  
**Wachovia North Carolina Principal of the Year**, 1993  
**Charlotte Cares Volunteer Service Award**, United Way, 1992  
**Distinguished Alumni Award, Davidson College**, Davidson, North Carolina, 1990  
**First Union Outstanding Educator Award**, 1986  
**Teacher of the Year, Devonshire Elementary School**, 1985  
**First Class Girl Scout**, Greensboro, North Carolina, 1975

## PROFESSIONAL ACTIVITIES

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- Aspen Institute, 2006-present
- Association for Curriculum and Staff Development, 1988-present
- Council for Great City Schools, 2002-present
- Education Council Large Countywide Superintendent Consortium, 2015-present
- League of Innovative Schools, 2015-present
- North Carolina Large District Superintendent Consortium, 2014-present
- Phi Delta Kappa, 1987-present

## SELECTED PRESENTATIONS

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Council for the Great City Schools, Miami, Florida, *"Success by Design"* October 2016  
 MeckEd Foundation, Charlotte, North Carolina, *"Champions for Change"* October 2016  
 Wallace Foundation, New York, New York City, *"Building a Stronger Principalship"* October 2016  
 American Institute for Research, Washington, D.C., *A Framework on Principal Talent Management* October 2016  
 Council for Great City Schools, Long Beach, California, *"Building the Capacity of Principals"* October 2015  
 Opportunity Culture Convening, Chapel Hill, North Carolina, *"Teacher Leadership Pipelines,"* September 2015  
 Society of Human Resources, Concord, North Carolina, *"Succession Planning,"* September 2015  
 Excellence thorough Equity Conference, Chesterfield, Virginia, *"Talent Matters,"* July 2015

## AKESHIA E. CRAVEN-HOWELL

### EXPERIENCE

August 2013 -  
present

#### CHARLOTTE-MECKLENBURG SCHOOLS

*Assistant Superintendent, School Options and Innovation, July 2014-present*  
*Executive Director, Transformation, August 2013 – July 2014*

Charlotte, NC

- Co-leading a districtwide review of student assignment policies and practices toward increased equity and reducing the number of CMS schools with high concentrations of poverty. Leadership roles included facilitating work sessions with the Board of Education, engaging community members in formal and informal settings, facilitating cross-functional teams, and developing an approach to incorporate socioeconomic status (SES) in the district's school choice program. Phase I of the work resulted in modified transportation zones, a change in practice to allocate choice seats based on SES, a 4-year rolling plan to add 10,000+ new magnet seats, and changes in policy to cement the Board's goals and guiding principles for student assignment. The Board of Education unanimously approved the Phase I plan.
- Partnering with city, county, and state agencies as well as industry partners to develop articulated pathways, including associated curriculum and work-based learning experiences, for high school students to provide access to careers of high economic value.
- Designed, incubated and launched 13 new programs and/or schools during the 2014-15 and 2015-16 school years, including the district's first early college high school in partnership with UNC Charlotte.
- Shepherded a relationship with the county's largest healthcare provider resulting in their sponsorship of a high school academy of health sciences and a career pathways institute to support CMS graduates to successfully enter careers in healthcare. To date, more than 20 CMS graduates are employed by the provider while enrolled in 2- and 4- year colleges.

December 2005 –  
July 2013

#### CHICAGO PUBLIC SCHOOLS

*Officer, Pathways to College and Career, August 2011 – July 2013*

Chicago, IL

- Leverage a team of 155 people and a budget of \$133M to develop District policy, programming and school-level supports to ensure every student is on track to graduate high school prepared for success in postsecondary education and/or career pursuits
- Develop and coach a leadership team of five Directors toward high quality project and performance management, increased accountability for outcomes, cross-functional collaboration, innovative thinking, and celebrating results.
- Engage multiple stakeholders including City agencies, not-for-profit and community-based organizations, the philanthropic community, industry leaders and postsecondary institutions to create sustainable and scalable options for CPS students. For example, led the collaboration amongst the Mayor's Office, City Colleges of Chicago, DePaul University, 5 technology industry employers and CPS to launch five Early College STEM Schools in fall 2012.
- Leverage research to inform Pathways priorities and influence internal District perception of priorities. For example, leveraged Consortium on Chicago Schools Research report on the importance of non-cognitive factors to successfully lobby for the work of our Social Emotional Learning team and the integration of SEL into core academic instruction.

*Chief Area Officer, High School Area 19, August 2009 – August 2011*

- Articulate and execute a comprehensive school improvement strategy for ten underperforming high schools in the Chicago Public Schools. Develop and supervise ten principals, focusing on their capacity to lead and manage teams, drive standards-based assessment and instruction, increase teacher capacity, and improve student outcomes.
- Develop and supervise a staff of 14 to execute the Area's theory of action in schools.
- In year one, successfully improved performance of a chronically underperforming principal by creating a customized leadership development plan. School's outcomes on district performance policy increased by 7 percentage points that year compared to a pattern of declining performance in previous years.
- Increased freshmen on track rate, a leading indicator of high school success and probability of high school graduation, by 8% area wide and by as much as 14% in individual schools by developing data collection routines to monitor progress, and leveraging protocols to facilitate conversations and action plans in response to the data.

## AKESHIA E. CRAVEN-HOWELL

### **CHICAGO PUBLIC SCHOOLS** *continued*

*Senior Manager, Instructional Leadership Council (ILC), December 2007 – August 2009*

- Co-chaired the ILC with broad responsibilities including: developing and monitoring actionable work plans consistent with ILC strategy; managing the ILC's work toward measurable progress on student achievement outcomes; and aligning work among representative ILC Offices including Area Instructional Officers (AIOs), Teaching & Learning, and Graduation Pathways.
- Increased the ILC's reliance on data to inform our work by incorporating data and protocols/tools for analyzing data into bi-weekly ILC meetings.
- Led work to articulate content and facilitation plans for principal professional development. Resulted in a 4-part citywide workshop series focused on increasing data literacy; developing evidenced-based strategies; and building and sustaining school-based instructional leadership teams (ILTs).

*Project Manager, High School Transformation (HST), December 2005–December 2007*

- Incubated district-wide managed instructional strategy. Informed and supported development and scaling of HST strategies system wide.

June 2004 –  
December 2005

#### **THE ALFORD GROUP INC.**

*Consultant*

- Managed multi-tiered staff teams to provide strategy, management and fund development solutions to organizations across the not-for-profit sector.

Evanston, IL

1999 - 2002

#### **ASEA BROWN BOVERI (ABB)**

*Marketing Consultant, Electricity Metering Division, 2000-2002*

*Sales Engineer, Electricity Metering Division, 1999-2000*

Raleigh, NC

**EDUCATION**  
2006-2008

#### **BROAD RESIDENCY IN URBAN EDUCATION**

Two year residency for emerging leaders in education, Key areas of focus included:

- |                                  |  |
|----------------------------------|--|
| ○ District Portfolio Management  | ○ Strategic Design for Student Achievement |
| ○ Principals & Change Leadership | ○ District Budgeting                       |
| ○ Addressing the Achievement Gap | ○ District & School Level Accountability   |

Chicago, IL

2002 – 2004

#### **KELLOGG SCHOOL OF MANAGEMENT**

##### **NORTHWESTERN UNIVERSITY**

Master of Business Administration, June 2004

Majors in public/nonprofit management, management and strategy, marketing, finance

Evanston, IL

1995 – 1999

#### **NORTH CAROLINA STATE UNIVERSITY**

Bachelor of Science, Mechanical Engineering, 1999

College of Engineering Dean's Merit Scholarship; Edward Hood Merit Scholarship for Minority Students in Engineering

Raleigh, NC

### **VOLUNTEER SERVICE**

June 2015-present  
Aug 2014 - present  
2013  
2012  
2008 - 2013

- Board of Directors, Charlotte Works (Mecklenburg County workforce development board)
- Advisory Board, Citizen Schools of North Carolina
- Chicago Mayor Emmanuel's Core Team to develop citywide collective impact strategy
- IL Governor's Commission on High School Graduation Achievement and Success
- Advisory Board, University of Chicago Network for College Success



### **Professional Profile**

Experienced Urban School Administrator, Change Agent, and Executive Leadership Coach; Results-oriented with proven ability to coach and support district leaders to create school cultures and norms that lead to quality teaching and learning, high student achievement and healthy learning spaces; Strong champion of school reform, educational equity, relational trust, professional learning and reflective practice; Tenured practitioner of school redesign, vision-building, and coaching adults for success.

### **Professional Accomplishments**

Certified Myers Briggs Type Indicator Practitioner  
Certified 360 Leadership Assessment Practitioner  
District Trainer for NC Teacher Evaluation Instrument  
NC New Schools Principal Advisory Committee Member  
Superintendent's Principal Leadership Advisory Team Member  
North Carolina Principal Fellow

### **Professional Experience**

**Director, Magnet Programs and School Redesign** 2014-Present  
Charlotte-Mecklenburg Schools  
Charlotte, NC

- Lead the design, implementation and evaluation of 11 magnet-themed programs located in 43 schools serving approximately 30,000 students to ensure that the needs of culturally and demographically diverse student populations are met.
- Monitor and support principals and coordinators of magnet programs to ensure that distinct themes are developed as schools redesign around student needs, that high academic standards are established and that programs serve students from diverse backgrounds.

**Director, Leadership Development** 2012 - 2014  
North Carolina New Schools  
Raleigh, NC

- Led and sustained a focus on the quality of leadership development services offered to districts
- Facilitated professional development among principals and district administrators
- Facilitated the administration of leadership assessments
- Served as Executive Leadership Coach for high school principals across North Carolina
- Contributed to the development of leadership as a catalyst for change and the creation of a collaborative culture focused on teaching and learning
- Assisted principals and district administrators with ongoing analyses and interpretation of data as part of an ongoing cycle of continuous improvement

**Principal** 2010-2011  
Central Cabarrus High School  
Cabarrus County Schools, Concord, NC

- Increased graduation rate by 19.2%
- Decreased achievement gap in Algebra I by 10 points
- Facilitated a 14% increase in Algebra I proficiency (highest increase in district)
- Met 18 out of 19 performance targets for AYP (increase of 11 targets)
- Reduced total number of discipline incidents by 42%

Natasha F. Thompson

**Principal**

2009-2010

Leadership and Public Service High School at Garinger  
Charlotte-Mecklenburg Schools, Charlotte, NC

- Oversaw a 10 point increase in End-of-Course Composite Score, 5 point increase in English I proficiency and 15 point increase in Algebra I proficiency as determined by NC ABC accountability program
- Transformed school culture by implementing a common instructional strategies framework, increasing school safety audit score, decreasing student discipline referrals and suspensions, decreasing teacher turnover rate, creating professional learning communities, and establishing first PTSA since school's inception

**Principal**

2006 - 2008

International Studies School at Garinger High  
Charlotte-Mecklenburg Schools, Charlotte, NC

- Met Expected Growth in Civics and Economics, English I, and English II as determined by NC ABC Accountability Program
- Created a Chinese World Language Program
- Built sustaining school partnerships with organizations and universities focusing on success of Hispanic students (**Mi Casa Su Casa**), research and learning (**University of North Carolina at Charlotte**), international professional development and study (**University of North Carolina World View**), and international educational policy (**World Affairs Council**)
- Created study abroad opportunities for students and faculty members

**Assistant Principal of Instruction**

2001 - 2006

E.E. Waddell High School and West Charlotte High School  
Charlotte-Mecklenburg Schools, Charlotte, NC

- Oversaw Expected Growth each year as determined by NC ABC Accountability Program
- Facilitated the overall instructional activities for over 100 faculty members
- Served as founding administrator of the Early College program
- Demonstrated instructional leadership in using student achievement data to improve instructional practices by focusing conversations about student learning and achievement and concentrating staff development on areas of needs identified through data analysis and teacher input
- Promoted the expectation for improved teaching through crucial conversations around effective planning, best practices and creative scheduling

**INTERNATIONAL STUDY EXPERIENCE**

United States Chinese Bridge Delegation 2006  
**Beijing, China**

University of North Carolina World View Study Visit 2007  
**Delhi, India**

North Carolina in the World International Schools Partnership Program 2007  
**Puebla, Mexico**

Charlotte Mecklenburg Schools Study Abroad 2008  
**Seoul, Korea**  
**Toyota, Japan**

**Natasha F. Thompson**

Master of School Administration - University of North Carolina at Charlotte, Charlotte, NC  
Bachelor of Science in English Education – North Carolina A&T State University, Greensboro, NC

**Licenses/Credentials**

Principal (Grades K-12)

English (Grades 9-12)

Curriculum Instructional Specialist

## Budget Narrative File(s)

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## **LEADING WITH CHOICE: A BLUEPRINT FOR SOCIOECONOMICALLY DIVERSE LEARNING ENVIRONMENTS**

### **1. Personnel**

School Choice Coordinator – (3) full time, 12-month position for the full term of the grant period. The School Choice Coordinators will plan and facilitate parent and other stakeholder meetings/sessions at both schools. The role includes providing direct teacher support to include observations, modeling lessons and partnering in curriculum development for integrated units. The Coordinators will also plan experiential learning activities and bring in partners to set up job shadows, integrating theme throughout the fabric of the school.

Figured at \$65,000 per position with a proposed 3% annual salary increase contingent on CMS approved raises. Total salaries for two positions - \$195,000 year 1; \$200,850 year 2; and \$34,548 for 2 month period in year 3.

School Choice Data Analyst - a full time, 12-month position for the full term of the grant period. The School Choice Data Analyst will monitor and manage student enrollment based on SES and impact on student achievement. The position will focus supporting data and reporting needs for project, and assist in managing the project timeline. Figured at \$55,000 with a proposed 3% annual salary increase contingent on CMS approved raises. year 1 - \$55,000; year 2 - \$56,650; year 3 (2 months) - \$9,744.

### **2. Fringe Benefits**

Fringe benefits for the (3) School Choice Coordinators, School Choice Data Analyst are established and listed according to CMS Human Resources guidelines (2016-2017) to include FICA at 7.65% of salary costs and Longevity, Employer's Retirement Cost at 16.54% of salaries, Longevity pay at 1.5%, Worker's Compensation at .5% of salary cost, Unemployment Insurance at 1% of salary cost and Health and Life Insurance at \$5,575 annually. A total of \$87,433 is requested in year one, \$89,388 in year two, and \$15,257 for the remaining 2 months of the grant period. Total grant term will be 26 months.

### **3. Longevity Pay**

Longevity pay is to recognize long-term service with CMS. Figured at projections and potential of hiring existing CMS staff for the (3) School Choice coordinators (\$65,000/ position) and the School Choice Data Analyst (\$55,000) to fall within the CMS required years of State service for eligibility with total year one salaries at \$250,000 with longevity pay collectively equaling \$3,750 for year one at the 1.50% rate, year two includes salary increases for all four positions totaling \$257,500 at the 1.50% rate equaling \$3,863, and year three (2 months) includes salary increases for all three positions totaling \$44,292 at the 1.50% rate equaling \$665. An eligible employee who has at least ten (10) years of North Carolina state service shall receive a lump sum payment annually as outline below:

Charlotte-Mecklenburg Schools 1

<b>Years of State service</b>	<b>Longevity Pay Rate</b>
10 but less than 15	1.50%
15 but less than 20	2.25%
20 but less than 25	3.25%
25 or more	4.50%

##### **5. Contracted Services**

SOLID, a marketing/PR firm, will provide outreach and strategy tactics to reach new families and retain existing student populations, along with providing a framework for measurement and reporting. Costs include \$82,750 for year 1 and \$82,750 for year 2. SOLID will also subcontract various marketing efforts to reach families using a media menu of channels, such as public transportation bus wraps, movie theater ads, and radio for a bundled rate of \$62,000 for year 1 and \$62,000 for year 2. Smart Choice Technologies will provide an upgrade of school lottery technology to identify and capture SES isolation, with year 1 figured at \$75,000 and year 2 at \$50,000.

Total Contracted Services year - 1: \$219,750; year 2 - \$194,750; year 3 - \$0

##### **6. Travel**

Provide funding for participation at the STEM Innovator conference at \$2,200 per person for 10 teachers, includes registration fees, travel (airfare/mileage/baggage), lodging, food per diem, and ground transportation (taxi), from Billingsville and University Area Computer Science Immersion Magnet per year to learn and apply research based best practices. Travel also includes participation of project team to attend required U.S. Department of Education Communities of Practice meetings scheduled during grant term. Figured at \$22,000 per year for 2 years.

##### **7. Supplies and Materials**

Materials will be needed for six classroom kinesthetic, health-science related kits impacting brain learning, at a cost of \$21,000 per unit. Figured at \$126,000 and only purchased in year 1. Total Supplies and Materials are \$126,000 for year 1 only.

##### **8. Other**

Printing for direct mailers, promotional signage and awareness packets figured at \$20,000 for year 1 and \$20,000 for year 2. Postage will also be purchased for distribution of direct mail pieces to targeted zip codes and grade levels, figured at \$24,000 for year 1 and \$24,000 for year 2. Total Other (printing and postage) is \$44,000 year 1 and \$44,000 for year 2.

**9. Total Direct Costs**

Total Direct Costs for year 1 is figured at \$752,933; year 2 figured at \$611,501; and year 3 (2 months) figured at \$60,214.

**10. Indirect Costs**

The Indirect Costs are applied to project Total Direct Costs less Contracted Services costs in each year at the CMS approved restricted rate for the 2016-2017 fiscal year of 3.307%: year 1 - \$17,632; year 2 - \$13,782; year 3 - \$1,991. Total Indirect Costs figured at \$33,405.

**11. Total Costs**

Total of Direct Costs, Indirect Costs, and Stipends: year 1 - \$770,565; year 2 - \$625,283; and year 3 - \$62,205.

**12. Non-Federal Funds – CMS Expenditures**

(b)(4)