

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170028

Grants.gov Tracking#: GRANT12340703

OMB No. , Expiration Date:

Closing Date: Feb 13, 2017

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
<i>Attachment - 1 (1237-GEPA Requirement-DPS Succeeds 2017)</i>	e12
6. Grants.gov Lobbying Form	e15
7. Dept of Education Supplemental Information for SF-424	e16
8. ED Abstract Narrative Form	e17
<i>Attachment - 1 (1236-Denver Succeeds - Project Abstract)</i>	e18
9. Project Narrative Form	e20
<i>Attachment - 1 (1242-Denver Succeeds - Project Narrative)</i>	e21
<i>Attachment - 2 (1243-Appendix 1-DPS SIG and SIG Eligible Schools)</i>	e58
<i>Attachment - 3 (1244-Appendix 2-Letters of Support)</i>	e61
<i>Attachment - 4 (1245-Appendix 3 - DPS Planning Regions)</i>	e73
<i>Attachment - 5 (1246-Appendix 4-Activities and Milestones)</i>	e74
10. Other Narrative Form	e87
<i>Attachment - 1 (1238-Single Point of Contact-Colorado)</i>	e88
<i>Attachment - 2 (1239-Appendix 5 - Bios and Resumes of Key Personnel)</i>	e94
<i>Attachment - 3 (1240-Appendix 6 - Job Descriptions)</i>	e108
<i>Attachment - 4 (1241-Indirect cost agreement)</i>	e111
11. Budget Narrative Form	e116
<i>Attachment - 1 (1234-Denver Succeeds - Budget Narrative)</i>	e117
<i>Attachment - 2 (1235-Denver Succeeds-Budget Narrative Supporting Breakdown)</i>	e129

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: School District No. 1 in the City and County of Denver

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

84-6001099

* c. Organizational DUNS:

0410993340000

d. Address:

* Street1:

1860 Lincoln Street

Street2:

* City:

Denver

County/Parish:

* State:

CO: Colorado

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

80203-7301

e. Organizational Unit:

Department Name:

Chief Schools Office

Division Name:

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

Prefix:

* First Name:

Amy

Middle Name:

* Last Name:

Keltner

Suffix:

Title: Deputy Chief, Tiered School Supports

Organizational Affiliation:

* Telephone Number:

720-423-3345

Fax Number:

* Email: Amy_keltner@dpsk12.org

PR/Award # S377C170028

Page e3

Application for Federal Assistance SF-424			
* 9. Type of Applicant 1: Select Applicant Type: <input type="text" value="G: Independent School District"/> 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"/>			
* 10. Name of Federal Agency: <input type="text" value="Department of Education"/>			
11. Catalog of Federal Domestic Assistance Number: <input type="text"/> CFDA Title: <input type="text"/>			
* 12. Funding Opportunity Number: <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"/>			
13. Competition Identification Number: <input type="text" value="84-377C2017-1"/> Title: <input type="text"/>			
14. Areas Affected by Project (Cities, Counties, States, etc.): <div> <input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/> </div>			
* 15. Descriptive Title of Applicant's Project: <input type="text" value="Denver Succeeds will create a Blueprint that encompasses both citywide and regional strategies and implementation plans to increase socioeconomic integration and improved outcomes for students."/>			
Attach supporting documents as specified in agency instructions. <div> <input type="button" value="Add Attachments"/> <input type="button" value="Delete Attachments"/> <input type="button" value="View Attachments"/> </div>			

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant: <input type="text" value="CO-001"/>	* b. Program/Project: <input type="text" value="CO-001"/>
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"/>
17. Proposed Project:	
* a. Start Date: <input type="text" value="05/01/2017"/>	* b. End Date: <input type="text" value="12/31/2018"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="746,795.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="746,795.00"/>
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<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 checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<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"/>
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)	
<input checked="" type="checkbox"/> ** I AGREE	
** 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.	
Authorized Representative:	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Jeremiah"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Johnson"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Director, Grants Administration"/>	
* Telephone Number: <input type="text" value="720-423-2479"/>	Fax Number: <input type="text" value="720-423-3229"/>
* Email: <input type="text" value="jeremiah_johnson@dpsk12.org"/>	
* Signature of Authorized Representative: <input type="text" value="Jeremiah Johnson"/>	* Date Signed: <input type="text" value="02/13/2017"/>

PR/Award # S377C170028

Page e5

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

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

Name of Institution/Organization

School District No. 1 in the City and County of Denver

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	245,249.00	144,280.00				389,529.00
2. Fringe Benefits	58,860.00	34,627.00				93,487.00
3. Travel	1,500.00	1,500.00				3,000.00
4. Equipment	0.00	0.00				0.00
5. Supplies	25,180.00	5,845.00				31,025.00
6. Contractual	114,390.00	56,110.00				170,500.00
7. Construction	0.00	0.00				0.00
8. Other	450.00	300.00				750.00
9. Total Direct Costs (lines 1-8)	445,629.00	242,662.00				688,291.00
10. Indirect Costs*	37,878.00	20,626.00				58,504.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	483,507.00	263,288.00				746,795.00

***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): Colorado Department of Education

The Indirect Cost Rate is 8.50%.

- (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 %.

ED 524

Page e6

Name of Institution/Organization
School District No. 1 in the City and County of Denver

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						
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.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

PR/Award # S377C170028

Page e8

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Jeremiah Johnson	Director, Grants Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
School District No. 1 in the City and County of Denver	02/13/2017

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="School District No. 1 in the City and County of Denver"/> * Street 1 <input type="text" value="1860 Lincoln Street"/> Street 2 <input type="text"/> * City <input type="text" value="Denver"/> State <input type="text" value="CO: Colorado"/> Zip <input type="text" value="80203"/> Congressional District, if known: <input type="text" value="CO-001"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
8. Federal Action Number, if known: <input type="text" value="1894-0006"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: 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. Individual Performing Services (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"/>		
11. 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="Jeremiah Johnson"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Jeremiah"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Johnson"/> Suffix <input type="text"/> Title: <input type="text" value="Director, Grants Administration"/> Telephone No.: <input type="text" value="720-423-2479"/> Date: <input type="text" value="02/13/2017"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S377C170028

Page e10

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Requirement-DPS Succeeds 2017.pdf

Add Attachment

Delete Attachment

View Attachment

PR/Award # S377C170028

Page e11

DENVER PUBLIC SCHOOLS GEPA REQUIREMENTS

U.S. DEPARTMENT OF EDUCATION OPENING DOORS, EXPANDING OPPORTUNITIES PROGRAM

(CFDA # 84.377C)

DENVER PUBLIC SCHOOLS APPLICATION FEBRUARY 13, 2017

Denver Public Schools (DPS) is committed to eliminating any and all barriers that could impede equitable access or participation in the planned activities for its Denver Succeeds project. Within its Affirmative Action Plan, Denver Public Schools states, *“All students within this school district, regardless of race, color, creed, sex, marital status, national origin or handicap shall be equally entitled to the benefits of good education. To secure such benefits, the needs and aspirations of all students shall be considered.”* Additionally, DPS’ board policies state that, *“The Denver Public Schools shall operate as an equal opportunity employer by providing and safeguarding the opportunity for all persons to seek, obtain, hold and advance in employment within the district without discrimination because of race, color, religion, national origin, marital status, sex, age, or disability, or sexual orientation, based solely upon qualification.”* Denver Public Schools has implemented the following steps to ensure the realization of the above statements.

- The district actively promotes the ***full realization of equal employment opportunity through a positive, aggressive, continuing affirmative action program***. DPS provides and safeguards the opportunity for all persons to seek, obtain, hold and advance in employment within the district based solely upon qualification and without discrimination because of race, color, religion, national origin, marital status, gender, age, disability, or sexual orientation.

- Through *educational opportunities in human and intercultural relations for both employees and students*, the individual group contributions of various ethnic, racial and gender groups, as well as those with disabilities, are recognized and noted as an inherent part of the district's activities, professional development and core curriculum.
- To ensure equity of participation for those who are Limited English Proficient, the district seeks *bilingual teachers and staff, offers English as a Second Language (ESL) classes at all levels, and utilizes a variety of bilingual outreach methods* to inform all community members of district activities and to foster community engagement.
- To ensure equity of access and participation to those who are disabled, *the district, each school and school-related programs are accountable to the standards of the Americans with Disabilities Act (ADA).*

This proposed project will adhere to these same provisions and steps to ensure equity of access and participation for all participants in the proposed project. After a review of planned activities, DPS has identified the following potential barriers and solutions to participation:

Barrier: Some residents to be served by the project have disabilities or other special needs that may affect their abilities to fully participate in the project.

Solution: DPS will make available its district-supported services for participants with disabilities and/or special needs. All facilities to be utilized during the project are accessible under the guidelines of the Americans with Disabilities Act and special provisions can be made to meet the needs of residents' special needs as they arise.

Barrier: Many DPS parents are Limited English Proficient (LEP)

Solution: To ensure equity of participation for those who are LEP, DPS' Communications Department, Multicultural Service office helps connect DPS schools and department with

linguistically diverse parents and families by providing translation (written) and interpretation (spoken) support. DPS linguistics services include:

- Translation of written communications into more than 180 languages
- Interpretation of more than 180 languages, including American Sign Language

During the Opening Doors and Expanding Opportunities period of performance, DPS will offer translations during regional and focused neighborhood meetings along with having written communications translated into Spanish and other requested languages. District interpreters will be present at these regional and focused neighborhood meetings.

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.

* APPLICANT'S ORGANIZATION	
School District No. 1 in the City and County of Denver	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Jeremiah"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Johnson"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director, Grants Administration"/>	
* SIGNATURE: <input type="text" value="Jeremiah Johnson"/>	* 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"/>	<input type="text" value="Eddie"/>	<input type="text"/>	<input type="text" value="Koen"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="1860 Lincoln Street"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Denver"/>
County:	<input type="text"/>
State:	<input type="text" value="CO: Colorado"/>
Zip Code:	<input type="text" value="80203-7301"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="720-423-3542"/>	<input type="text"/>

Email Address:

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.]

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:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

Denver Public Schools: Denver Succeeds Project Abstract

A. Project objectives and activities.

Objectives: Denver Public Schools (DPS) is embarking on an effort to engage a broad coalition of partners to ensure “Denver Succeeds” by creating a Blueprint through school year 2025-26 to (1) Increase a socioeconomic integration and equitable outcomes for students, (2) Improve the quality of lowest-performing schools, to increase academic and whole child outcomes for all students that prepare them with the 21st-century skills needed to succeed, (3) Increase student, family and community engagement and empowerment, (4) Build or enhance the support structures necessary to create an environment where all of Denver’s children and families can succeed, including services for the DPS community from birth through adulthood. The Blueprint will be developed with student, parents, community partners, business and governmental agencies, and input from neighboring districts and the Colorado Department of Education.

Activities: DPS will develop a Blueprint that encompasses both citywide and regional strategies and implementation plans to increase socioeconomic integration and improved outcomes for students in School Improvement Grant (SIG) and SIG-eligible schools, through a community engagement structure that encourages diverse viewpoints from students, families, educators, business, community partners, and governmental organizations. Blueprint development activities will follow five phases: (1) Readiness, (2) Current State Analysis, (3) Defining Success, (4) Strategic Development, (5) Implementation Planning & Impact Analysis.

B. Applicable Priorities: DPS is applying under Absolute Priority 1 and Absolute Priority 2.

C. Proposed Project Outcomes: (1) By December 2018, a completed high-quality Blueprint with district, regional and school-level strategies coupled with an implementation plan for increasing socioeconomic integration and equitable outcomes in DPS SIG schools and

throughout the DPS region, building on: (a) Continued innovation in choice and enrollment policies to improve equitable access of all students to high-performing schools, (b) Creating, expanding or consolidating schools (traditional, charter or innovation) to serve and attract students from diverse backgrounds, (c) Recommendations for diverse representation in school governance committees to reflect the enrollment of the school, (d) Instructional best practices to combat educator bias and increase student engagement, (e) Guidance for schools to engage and empower local parents and families going through neighborhood and community transitions, (f) Strategies for improving supports and services for families from birth through adulthood, (g) Objectives developed for influencing supports through state legislation and educational funding strategies. (2) Propose recommendations for Denver Board of Education policies and resolutions to influence integration and increased diversity, specifically, (a) Policy information to guide decisions around boundaries, enrollment systems, school consolidation in neighborhoods of declining enrollment due to gentrification and/or poor performance. (3) Create transformational collaboration between the school district and partner agencies, and increased community engagement.

D. Number of participants to be served. This project has ambitious scope to engage every region in the district, impacting 92,754 students, their families and communities. The priority focus will be on improving outcomes for the 10,563 students attending DPS SIG and SIG-eligible schools.

E. Number and location of proposed sites. DPS has 35 SIG and SIG-eligible Priority and Focus schools located across the district..

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Denver Public Schools - “Denver Succeeds” Project Narrative

Contents

A: Project Need	2
A1: Magnitude	2
A2: Serving disadvantaged individuals	4
A3. Gaps and Opportunities in Services or Infrastructure	4
B. Significance of the Project	8
B1. Potential Contribution	8
B2. Building Capacity.....	10
C. Project Design	10
C1. Integration into ongoing work.....	23
C2. Integration and extension of similar efforts	24
C3. Linkages to other agencies and organizations	26
C4. The extent to which the proposed project encourages parental involvement.	26
D. Project Personnel.....	27
D1. Qualifications of the project director.....	27
D2. Qualifications of key project personnel.....	29
D3. Qualifications of project consultants or subcontractors	31
E. Management Plan	32
E1. Adequacy of management plan	32
E2. Diversity of perspectives	34
F. Adequacy of resources	35
F1. The extent to which the budget is adequate to support the proposed project.	35
F2. Reasonable costs.....	35
F3. Adequacy of support.....	36

Introduction

Denver Public Schools (DPS) is an urban school district serving 92,754 students, with 76% minority students and a poverty rate of over 67%. Under the leadership of Superintendent Tom Boasberg and guided by the tenets of The Denver Plan 2020, DPS has seen improvements in outcomes for students, including a record high graduation rate in 2016 of 83.2%. However, achievement levels in DPS are still unacceptably low and the achievement gap between FRL and non-FRL and white students and students of color persists. Additionally, Denver is undergoing significant shifts in demographics and gentrification, which has led to increased socioeconomic segregation in DPS schools. One third of DPS schools have a Free and Reduced Lunch (FRL) rate of over 90%. The goal of this project is to use an extensive community engagement process to develop a Blueprint through the 2025-26 school year to increase socioeconomic diversity in schools and increase student achievement in its lowest performing schools.

A: Project Need

A1: Magnitude

The magnitude or severity of the problem to be addressed by the proposed project DPS has made progress in reducing inequities in K-12 outcomes with graduation rates, out-of-school suspensions, attendance and participation in advanced classes. However, DPS continues to have persistent gaps in both academic status and growth, and has identified the following needs:

Need No. 1: Inequitable Academic Performance Patterns

Segregated enrollment patterns correspond to inequitable student performance patterns, both across the nation and the district. Past experience indicates that schools

separated by race, ethnicity and class will not offer equal educational opportunities”.¹ In DPS, Priority and Focus schools have an acute lack of diversity, averaging 90% students of color and 86% receiving FRL, compared to the district averages of 76% and 67%, respectively. DPS has taken a proactive and aggressive approach to increasing quality at its lowest performing schools. Since the introduction of the SIG program, DPS has implemented 19 SIG-funded turnarounds in addition to other school-improvement efforts. Please refer to Appendix 1, Denver Public School SIG and SIG-eligible schools. DPS has used charter schools, innovation schools and traditional district-run schools in turnaround strategies to improve the quality of school choices for families. DPS has achieved some gains from these turnaround interventions, with increases in math, ELA and graduation rate. However, DPS knows these gains are not sufficient to reach the dramatic improvement needed by its most disadvantaged students to graduate ready for college and career. DPS continues to see large achievement gaps between white students and students of color: more than 40% in both ELA and math.

Need No. 2: Address increased segregation and demographic shifts

DPS has seen 10 years of enrollment growth that is now starting to slow due to low-income families being displaced in many areas by rising home prices, new development and gentrification. The demographics have also begun to shift in Denver, and the percentage of FRL students in the district as a whole has decreased 5% since 2012. Even as demographics shift, the percent of students in poverty attending high-

¹ Ryan, J. E. (2010, p13). *Five miles away, a world apart: One city, two schools, and the story of educational opportunity in modern America*. New York, NY: Oxford University Press.

performing schools is only 41%, which lags the 67% percent of white students in high-performing schools throughout DPS. This proposed project will allow the district to develop aggressive strategies to increase the number of disadvantaged students attending integrated, high-performing schools. This is the only way DPS will its Denver Plan 2020 goal of 80% of students attending a high-performing school.

A2: Serving disadvantaged individuals

The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

In this project, DPS proposes to develop a Blueprint for improving student outcomes by increasing socioeconomic integration and diversity at SIG and SIG-eligible schools, as well as other schools in the district identified through the Blueprint planning process. DPS SIG and SIG-eligible schools currently serve a student population of 10,563 students. These schools are acutely impacted by lack of diversity with 90% students of color, 86% FRL, 42% English Language Learners (ELL) and 13% Special Education students. Additionally, DPS uses a “Direct Certified” measure (certain homeless, runaway, and migrant children and children from households that receive benefits under the Supplemental Nutrition Assistance Program, or SNAP) to identify schools with highly vulnerable student populations. SIG and SIG-eligible schools average a 42.6% direct certification rate, compared to the district average of 29%. This project will also develop strategies for increasing supports and services for the families of the 67% of DPS students impacted by poverty.

A3. Gaps and Opportunities in Services or Infrastructure

The extent to which specific gaps or weaknesses in services, infrastructure, or

opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Opportunity No. 1: Enrollment patterns and choice and transportation systems.

While DPS has a nationally recognized enrollment system, DPS can improve it to increase socioeconomic integration and quality schools, particularly for disadvantaged students. DPS currently has 11 enrollment zones (two elementary, seven middle school and two high school zones). The first enrollment zone was implemented in 2011. The enrollment zones have created more equity of access to high-performing schools for families of all socioeconomic backgrounds. However, due to self-segregation behavior, the zones have not been as effective as hoped in creating socioeconomic balance within zone schools. First and foremost, the goal is to improve the quality of schools so that all families have a quality, local school choice. DPS believes the behavior of families not choosing a local district or charter school is “reversible.” In addition, DPS believes improved school quality, strong programming and robust integration efforts will lead to families of all demographics staying in their region to attend their neighborhood district or charter schools. DPS also will explore possible boundary changes and conduct a detailed analysis of transportation patterns to determine how far families are willing to travel in order to access program quality and program choice. DPS will investigate the tradeoff between focusing on programming and improvement at neighborhood schools vs. using universal choice to transport students to other parts of the city to promote integration and equity of access to high-performing schools. Through School Choice parent surveys, DPS knows location is still the most important factor for families in determining where a child attends school, followed by a school's

performance. Understanding that the location and school community are very important to families, DPS wants to further explore how school boundaries and enrollment zones can encourage behavior that promotes integration.

Opportunity No. 2: Educator diversity and effectiveness in supporting diverse student populations.

This project aims to ensure that DPS does not merely create desegregated environments, which history informs can also be inequitable, but schools that are equitable, diverse and inclusive. A core piece of such an effective approach is not only diversifying student bodies but also diversifying faculties.² Furthermore, research shows that student engagement and ultimately student outcomes are increased when the diversity of the educators reflects the diversity of the student body.³ Currently in DPS, teachers and administrators are significantly more likely to be white than students.

² Fergus, E. (2017). *Solving disproportionality and achieving equity. A Leader's guide to using data to change hearts and minds*. Thousand Oaks, CA: Corwin Press; King, K. R. (2016). *A Case Study in Realigning Public Value in School Choice and Enrollment*. Doctoral dissertation, Harvard Graduate School of Education

³ Anna Egalite, Brian Kisida, Marcus Winters. (2015) *Representation in the classroom: The effect of own-race teachers on student achievement*. Economics of Education Review 44-52. April 2015, Vol. 45.

Race/Ethnicity	Students	Teachers	Administrators
American Indian	0.6%	0.3%	0.5%
Asian	3.3%	1.2%	1.2%
Black	14.1%	3.7%	11.0%
Latino	56.7%	17.2%	23.6%
White	21.9%	74.2%	61.2%
Other	3.4%	3.4%	3.6%

Table 1: Racial demographics of students, teachers and administrators in DPS (2015)

DPS is already working to increase the diversity of teachers. DPS will also examine strategies to more equitably allocate effective teachers to the highest needs schools. DPS Priority and Focus schools have more early-career teachers and higher staff turnover than DPS high-performing schools. Additionally, DPS has invested heavily in increasing educator effectiveness in serving diverse populations, such as through ELL Teacher Certification programs, special education and multi-tiered systems of supports training, and building cultural competencies and the belief that all students can succeed. Through this project, DPS has the opportunity to expand the effectiveness and reach of programs to increase educator effectiveness in serving diverse student populations – and ultimately closing the opportunity gap.

Opportunity No. 3: Education funding strategies.

DPS will also investigate the use of educational funding strategies as a tool for socioeconomic integration. DPS has used weighted student-based budgeting (SBB) for 10 years, which comprises local, state and federal funds. SBB provides all DPS schools with the same base per-pupil funding. Additional amounts are then provided based on

specific criteria such as FRL and number of non-native English Language speakers. SBB provides greater transparency around funds actually provided to and used by schools to directly support students, and gives school leaders greater flexibility to make strategic use of their budget to target the specific, unique needs at each school. In DPS' proposed Blueprint plan, it would seek community involvement to look at the potential to influence state legislation for the state formula of school finance, including through collaboration with neighboring districts.

B. Significance of the Project

B1. Potential Contribution

The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

1. Contribution to the body of knowledge regarding world-class choice systems.

In 2016, the Brookings Institution rated DPS as the best large urban district for school choice in the country. DPS was the first and largest district to implement a universal choice system that allows all applicants for both charter and district-run schools to access one application system and provides access to any public school in the city.

DPS now has a chance to become a national exemplar for creating diverse and equitable schools while continuing to provide access through universal choice.

Because DPS has well-established infrastructure for choice and enrollment, DPS is exceptionally well-poised to implement strategies of integration, and better understand integration challenges in education; DPS is also prepared to share successful strategies with other districts.

2. Transformational ways to collaborate and increase community engagement.

DPS continually seeks to improve ways to engage and empower students, families and community in supporting students and in the decisions that most closely affect them. Through an Investing in Innovation grant, DPS developed an improved toolkit for family engagement⁴ in 2015, and this will be leveraged during this project to both utilize the best practices identified and to build on them. In this project DPS proposes to develop new, expanded ways of partnering and harnessing the power of collaborative approaches toward solving complex issues and providing integrated supports for families.

3. Understanding effective districtwide strategies for socioeconomic integration.

As aptly stated by the Century Foundation, “socioeconomic integration is important but complicated work.”⁵ This project will develop a deeper understanding of the barriers and evidence-based socioeconomic integration strategies that can be enacted at the city, district, and neighborhood levels, and how districts and cities can collaborate to proactively address demographic changes, gentrification, and achieving diverse and equitable schools and supports for students and families. Additionally, this project will develop a deeper understanding of the ways in which district school boards can enact policies and resolutions regarding new schools, to influence integration and increase diversity.

⁴ DPS Collaborative Strategic Reading Parent Toolkit,

https://drive.google.com/file/d/0B3_C5_EgwZhrNjZKNkN4SWZQOWM/view.

⁵ Century Foundation, *Stories of School Integration*, 2016

B2. Building Capacity

The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

The project will address DPS' identified needs by 1) creating a Blueprint to breakdown inequitable segregation patterns, 2) identifying the equitable infrastructure, such as diverse staff and funding strategies to ensure that schools are both diverse and equitable and, 3) building community capacity to engage in collective problem solving. This will build local capacity in many ways, including: an increased approach to authentic engagement around integrated schooling; a focus on socioeconomic opportunities in workforce development; and innovative approaches to mixed-usage housing. All of these will serve to provide, improve and expand on the services which are in high demand in swiftly gentrifying Denver neighborhoods. Furthermore, this project will intentionally engage the broader community of allies to partner in achieving improved outcomes for students and families through a focus on both academic, school-based solutions as well as community and governmental solutions in housing, transportation and other efforts to increase economic activity. In addressing the needs and opportunities identified in previous sections, this project will also provide DPS and its partner organizations the capacity to address issues such educator diversity and effectiveness, providing multigenerational supports for families, and increasing the capacity of teachers to work in diverse, inclusive schools.

C. Project Design

1. Blueprint Goals

DPS is embarking on an effort to engage a broad coalition of partners to ensure

“Denver Succeeds” by creating a Blueprint by October 2018 that outlines a plan through school year 2025-26 to:

- Increase socioeconomic integration and equitable outcomes for students;
- Improve the quality of DPS’ lowest-performing schools by increasing academic and whole-child outcomes for all students that prepare them with the 21st-century skills needed to succeed;
- Increase student, family and community engagement and empowerment;
- Build or enhance the support structures necessary to create an environment where all of Denver’s children and families can succeed, including services for the community from birth through adulthood.

2. Blueprint Outcomes.

The Blueprint is conceived to address both the development of districtwide plan as well as regional plans. Through a “Denver Succeeds” community initiative, DPS will:

- Develop a Blueprint with strategies and an implementation plan for achieving socioeconomic integration in DPS schools and recommendations for achieving integrated schools at the district, regional and school levels, such as:
 - Recommendations for diverse representation in school governance committees to reflect the enrollment of the school
 - Instructional best practices to combat educator bias and increase student engagement
 - Continued innovation in choice and enrollment policies to improve equitable access of all students to high-performing schools

- Guidance for schools to engage and empower local parents and families going through neighborhood and community transitions
- Strategies for improving supports and services for families, increasing workforce participation, skills and higher wages
- Propose recommendations for Denver Board of Education policies and resolutions to influence integration and increased diversity, specifically:
 - Policies to guide decisions around boundaries, enrollment systems, and potentially school consolidation in neighborhoods of declining enrollment due to gentrification and/or poor performance
 - Education funding strategies
- Transformational collaboration between the school district and partner agencies, and increase community engagement.

3. Blueprint Community Engagement Structure.

The community engagement approach to this project will be extensive, thorough and inclusive of all regions in DPS. All Denver regions and communities will be invited to participate in the process. Solutions will focus on SIG and SIG-eligible schools as well as examine all schools in DPS and address both current and future challenges in socioeconomic integration, school design and quality as the demographics of Denver continue to change. DPS will convene diverse community groups at the district, regional neighborhood and school levels. All community working groups will be facilitated by an independent guiding consultant. The project director, project support staff from DPS or other organizations, and members of the committees and task force will also support working groups with planning, research or materials, context from other working groups and meeting logistics support. The structure of the community work groups will be as

follows:

A. Denver Succeeds Taskforce. This citywide task force will be responsible for developing and presenting a final Blueprint recommendation to the DPS Board of Education and for ensuring all Blueprint activities and deliverables meet the goals of the Blueprint, and following the design of community engagement at every level. Membership comprise parents, students, advocacy groups, community and business leaders, school leaders, school staff, central staff and higher education partners, and will also include governmental agencies such as the Mayor's Office, Denver City Council, Chamber of Commerce, Denver Housing Authority, and Colorado Department of Transportation's Central 70 Project. Please reference attached letters of support from multiple partners pledging to support this work in Appendix 2, Letters of Support. DPS and city, county and state membership will be made by appointment in agreement between the parties. Student, family, business and community partner members will be made via application and selected by the DPS Board of Education. This group will convene May 2017 to October 2018.

B. Task Force Subcommittees. The subcommittees will be formed from the task force described above. Subcommittees will include **(1) School Improvement:** Examine bright spots and barriers for integration; Educator diversity and effectiveness including hiring, capacity building and allocation of experienced teachers; inclusive practices and strategies to close the opportunity gap; Instructional strategies for equitable, diverse and inclusive classrooms. **(2) Policy:** Make policy recommendations to: increase socioeconomic integration; guide choice and enrollment to increase integration as well as address areas of declining enrollment; ensure diverse representation school governance. **(3) Services and Partnerships:** Plan for multigenerational services from

birth to adulthood; transforming partnerships by aligning the social emotional supports, human services and economic stability supports for students and families.

C. Every Neighborhood Succeeds Advisory Task Force. This regional task force will be charged with the Blueprint regional implementation planning. Specific responsibilities include addressing regional and local concerns with implementation strategies and advising the Denver Succeeds Task Force on local implementation questions and concerns that arise. Membership will comprise representation from students, families, registered neighborhood associations, religious organizations, community organizations and nonprofit centers, and will represent the six regions in Denver. Please reference attached Denver Public Schools Regional Planning Map, Appendix 3. DPS and city, county and state membership will be made by appointment in agreement between the parties, and student, family, educator, business and community partner members will be made via application and selected by the DPS Board of Education. This committee is expected to convene from November 2017 to June 2018.

D. Focus Neighborhood and School Committees. Focus schools or neighborhoods are SIG or SIG-eligible schools or surrounding neighborhoods that might be impacted by the proposed policies or strategies, and potentially non-SIG schools that are identified for reasons such as to address socioeconomic integration or declining enrollment. Focus schools or neighborhoods can apply to be a Focus Neighborhood committee and develop a local implementation plan for a specific neighborhood or schools. Applications will be approved by the Every Neighborhood Succeeds task force. Membership will include representatives from all schools impacted and will include students, parents, educators, existing neighborhood organizations, school governance committees and parent groups.

4. Additional Expertise.

During the Blueprint development, DPS will also partner with two national experts, Dr. Lee Teitel, founder of the Reimagining Integration: Diverse and Equitable Schools (RIDES) project at Harvard University, and Dr. Bryan Hassel, co-director of Public Impact, to provide additional national research on school integration and school improvement, respectively, and analysis of the Denver context. This will contribute to a better understanding of the history and context of the needs analysis, an objective analysis of the broader factors that contribute to the current state in DPS and expertise regarding research-based strategies for Blueprint development.

5. Blueprint Development Activities

The Blueprint Development will follow these phases:

Readiness Activities March 2017 – June 2017			
Blueprint Development			
Current State Analysis	Defining Success	Strategy Development	Implementation Planning, Impact Analysis & Reporting
May 2017 - September 2017	August 2017 - September 2017	September 2017 - October 2017	November 2017 - December 2018

Readiness Activities.

DPS will begin some readiness activities before the grant period to enable DPS to implement the Blueprint planning activities more immediately upon award of the grant. Blueprint timelines and outcomes are sequenced to influence and integrate into other

district efforts for decision making, planning and budgeting. Readiness activities from March 2017-May 2017 will include:

- **Awareness.** Communications to build initial awareness of the project and to encourage participation:
 - o Website and print materials, including website presence on dpsk12.org and sponsoring agencies such as the Mayor's Office or advocacy group partners
 - o Presentations to potential partner organizations, such as neighborhood committees, faith-based organizations and nonprofits
 - o Media campaign to generate membership in relevant committees
- **Applications.** Advertise and generate applications for Denver Succeeds Task Force
- **Facilitator Hiring.** Request for Proposal (RFP) process to identify consultants to support community outreach and facilitation of community processes and to support community surveying, polling and analysis of findings. Awards will not be made until the grant period begins and are contingent on securing the funds for the work; however, this will enable DPS to quickly begin the Blueprint development phase.

Readiness activities once the grant period begins will be conducted from May 2017-June 2017 and will include:

- **Hiring process:** DPS is proposing to hire a project director and a public engagement coordinator to manage and support the implementation of the grant activities. DPS will develop and post job descriptions for these role and recruit and interview candidates for these position in advance. Offers of employment will not be finalized until the grant is secured and the grant period begins, but this will enable DPS to move quickly to being the Blueprint work. In the interim, the DPS

Chief of Staff office will manage the pre-Blueprint readiness activities described here.

- **Kickoff of Denver Succeeds Task Force.** DPS will convene the Denver Succeeds Task Force to establish the context and goals of this project, confirm understanding of Blueprint goals, establish core values and guiding principles for the Blueprint work, and confirm roles and commitments through the Blueprint development process.

Phase 1. Current State Analysis (May 2017-September 2017)

The first phase of the Blueprint development will be to conduct a thorough current state analysis to determine (A) the factors that have led to low student achievement in SIG and SIG-eligible schools and in other schools in the district, and especially, factors that have led to inequitable outcomes for students; (B) the factors that have led to socioeconomic segregation and inequitable outcomes for students, and as well as present and future barriers to socioeconomic integration in schools; (C) the strengths and successes present in Denver's families, communities, educators and partners that can be harnessed in developing the Blueprint plan. The analysis will be based on data collection and empathy research that promotes parent and community voice in articulating the barriers and assets present in DPS. DPS will compile and leverage data from DPS as well as governmental agencies and other partners, and will also use established data collection and surveys mechanisms to deepen the understanding of the nature and barriers in the current state. This will include using focus groups, surveys and polling techniques. Additionally, DPS will invite input from the Colorado Department of Education, neighboring districts such as Aurora Public Schools and Adams County

School District 14, and input from the business and education advocacy community.

DPS will also create a “Denver Succeeds” Education toolkit to ensure that all stakeholders are educated on the challenges and barriers that the Blueprint will be designed to address. This will include school flyers, a conversation guide to use with parent committees, school governance councils, and other parent outreach activities. DPS will mobilize highly engaged parents to expand the reach to other families through door to door outreach, living room conversations, learning circles or meetings in other local community and faith-based groups.

Blueprint content created during this phase will include but may not be limited to:

- A comparison of student demographic and academic outcome information for the SIG and SIG-eligible schools with that of other schools in DPS
- A comparison of student demographic information for the SIG-eligible schools with that of the residential population of the district
- Analysis of concentrated poverty or other segregation
- Analysis of the location and capacity of school facilities or the adequacy of local or regional transportation infrastructure
- Analysis of school-level resources, including per-pupil expenditures if available, student access to instructional tools, birth-to-eight supports including pre-kindergarten, advanced coursework and effective educators

Phase 2. Defining Success (August 2017-September 2017)

In the second phase, the Denver Succeeds Task Force will formalize the vision for the work, measureable outcomes and definitions of success. The Blueprint content created

during this phase will be generated first in subcommittees and then approved by the whole committee.

- **A vision for great schools.** Through a robust community engagement process, described in the Project Design, Section 3, the Denver Succeeds Task Force will articulate a vision for great schools that meets the goals of the Blueprint around quality schools, socioeconomic integration and equitable outcomes for students.
- **A vision for policy.** Through the course of task force and subcommittee convening, the Denver Succeeds Task Force will create recommendations for policy and resolutions for the Board of Education.
- **A vision for family and community engagement.** The task force will develop recommendations on how parents and families should be engaged in the communities of transition.
- **A vision for transformative partnering and multi-generational support.** The Denver Succeeds Task Force will articulate a vision for a new way of partnering and harnessing the power of collaborative approaches toward solving complex issues and providing integrated supports.
- **Measureable goals.** The Denver Succeeds Task Force will identify measurable goals regarding increasing student diversity, equitable results and improved student outcomes. Measureable goals will define specific goals, beginning with the 2019-20 school year and for every two years thereafter through the 2025-26 school year, and the process by which these goals were identified will be documented. This will include goals in each school to be served.
- **Focus Neighborhoods and Schools.** The Denver Succeeds Task Force will

identify each school and neighborhood to be served and will name the process by which these were determined, including how parental involvement and community engagement contributed to the determination of these schools.

Phase 3. Strategy Development (September 2017-October 2017)

DPS, key partners and experts Dr. Teitel and Dr. Hassel will analyze national and local evidence-based strategies for each of the three subcommittees: School Improvement, Integration and Enrollment Policies, and Services and Partnerships. Strategies to be considered will include, but not be limited to: enrollment zones and boundaries; choice policies; feeder patterns; the creation or expansion of schools to serve and attract students from diverse backgrounds, which could include converting existing schools into theme or magnet programs or schools with different governance structures such as charter or innovation schools; teacher diversity and educator effectiveness strategies; instructional supports to close the opportunity gap; and supports for families from birth to adulthood. DPS will also seek input on promising strategies from the Colorado Department of Education and neighboring districts. The Denver Succeeds Task Force will evaluate evidence-based strategies against the needs and challenges and develop a recommended set of strategies to apply in DPS. The Blueprint content created during this phase will document each recommended strategy to improve student academic outcomes in schools with increasing student diversity as follows:

- A detailed description of the recommended strategy to be pursued in the schools to be served
- A theory of action and the evidence base to support the appropriateness and effectiveness of the selected strategies based on findings from the needs

analysis and the likelihood of achieving the measurable goals

- A description of the anticipated challenges and potential solutions

Phase 4. Implementation Planning and Impact Evaluation (November 2017-October 2018)

DPS will use a more regional focus for developing implementation plans by combining districtwide and city stakeholder and regional stakeholders to form the Every Neighborhood Succeeds Taskforce. The makeup of the task force is described in the Project Design Section 3. This task force will begin by understanding the strategies in regional and school contexts, and developing a recommendation for implementation that meets the local needs of the region. In developing a regional plan, Focus Neighborhood and School Committees, as described in the Project Design, Section 3, will propose school-based solutions that address the vision, needs and challenges of the local strategy (enrollment, equity, quality programs, etc.) and identify how to meet the need. At the end of this stage, the regional communities will prioritize the ideas they want to recommend with district leadership and the Board of Education. The Every Neighborhood Succeeds Task Force will present its recommendation to the Denver Succeeds task force, which will then review the final recommendations. DPS will conduct an impact analysis leveraging expert evaluation and review by Dr. Teitel and Mr. Hassle, as well as internal evaluation expertise, and the Denver Succeeds Task force will use that evaluation and recommendations to finalize the Blueprint plan.

The Blueprint content created during this phase will include:

- A timeline for implementation
- A description of the focus neighborhoods in schools that each strategy would be

expected to impact

- Costs associated with implementation including the process by which costs were estimated
- A description of the parental involvement and community engagement
- Potential avenues for partnership with needed agencies and multi-generation support
- An evaluation of the significance of the anticipated impact on the district, regions and school, including but not limited to: (a) the percentage and number of schools and students (disaggregated by socioeconomic status, race or ethnicity) that will be affected by the implementation of the Blueprint; (b) how the implementation of the Blueprint may positively or adversely affect diversity or educational opportunities available to poor or minority students in other schools with DPS and how these adverse effects could be mitigated; (c) potential cost savings or cost impacts as a result of specific strategies outlined in the Blueprint
- Plans for continued community engagement, parental involvement and assessment of the DPS and school staff capacity to support the ongoing implementation of the Blueprint (including a summary of how the community, parents and family participated in the planning process as well as a description of how they will be engaged during implementation)
- A description of how DPS will leverage new or existing partnerships in this process, such as governmental agencies, community organizations, nonprofits or business partners, charter schools and management organizations, innovation and traditional schools, and, if applicable, proximate LEAs such as Aurora Public

Schools and Adams 14, and the Colorado Department of Education

- An implementation plan, including a proposed personnel and management plan, and a plan for monitoring the impact of the Blueprint implementation through 2025-26
- A description of potential opportunities to implement the Blueprint, including where applicable, use of federal, state, local and private funding sources, and integrating the Blueprint into related programs or initiatives.

The Denver Succeeds Task Force will present the final Blueprint recommendation to the DPS Board of Education, along with a recommendation about the approach for continued oversight and advisory after October 2018. The final Blueprint will be published and posted on the DPS website, as well as made available to partner organizations for dissemination.

C1. Integration into ongoing work

The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

The creation of the Blueprint will allow DPS to build an implementation plan with high buy-in from schools, the community and government partners. Once the grant period ends, the DPS Board of Education will evaluate the recommendations to inform decisions on the formation of policy related to effective practices for integrated schools, including topics such as enrollment zones, changes to the choice policies, policies related to school size, etc. These policy recommendations will lead to detailed staff implementation plans with a focus on creating high-quality, inclusive schools in communities which offer comprehensive services to diverse constituents; the Blueprint

will inform DPS multi-year strategic planning and resource allocation decisions.

Several elements within the scope of work ensure ongoing sustainability for these new systems, including extensive engagement with families and partner organizations, extensive training, and building the foundation work to ensure the people are ready and in place to execute on the vision of the Blueprint. Additionally, increasing the number of effective teachers and principals serving DPS' most struggling students will result in increasing academic growth and closing of achievement gaps.

C2. Integration and extension of similar efforts

The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using existing funding streams from other programs or policies supported by community, State, and Federal resources.

This project is grounded in the educational vision of Denver Public Schools' Denver Plan 2020. There are a number of existing efforts that this project will build on as well as extend:

A. School Improvement Grant programs at Priority and Focus schools. DPS will use the SIG work and Connect for Success grants to identify lessons learned and promising practices to build on and extend; building off these programs will also provide sustainability and support of the existing programming. DPS will also conduct school-improvement activities supported through district-managed activities funding that aligns and builds on increased fiscal supports for high-needs schools and students, and support for identified programs with a focus on integrating the

community and family engagement activities.

- B. Teacher Diversity Programs.** The taxpayers of Denver passed a mill levy in November 2016 to support a variety of programs, including development of teacher pipelines and strategies to increase the diversity of teachers in DPS. The district is also investing in teacher- and leader-retention programs. The strategies examined in this project can build on this work to date.
- C. Multigenerational Hubs providing Adult Services and Birth to Eight services.** DPS has implemented the first multigenerational hub in the southwest area of the city. This promising practice is one the Blueprint can expand on to offer similar services in other parts of the city. DPS additionally provides workforce development supports that will be a key strategy to build on for this project.
- D. Opportunity Gap and Inclusive Practice Educator Effectiveness.** DPS has invested in more deeply exploring the barriers and building capacity to address the opportunity gap, including the commissioning of a qualitative research study by Dr. Sharon Bailey titled “An Examination Of Student and Educator Experiences in Denver Public Schools Through the Voices of African-American Teachers and Administrators”; developing programs to increase educator effectiveness in cultural competency; examining bias; and developing inclusive practices and strategies for addressing the opportunity gap.
- E. Title Funding:** I,II,III funding support improved and innovation programs to serve high needs students and improve student outcomes. This Blueprint will build on the lessons learned and promising practices used at Title I schools, and on Title II supports such as teacher professional development, residency programs, and math fellow and literacy fellow intervention programs.

F. SPED, OSEL, Healthy Schools, Gifted and Talented, HEN (McKinney Vento), and Migrant, Foster and Military and IDEA Programs and Fiscal supports. Each one of these programs are building blocks for the supports identified with the Blueprint model and its goals.

C3. Linkages to other agencies and organizations

The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

The resulting Blueprint will create a citywide plan that aligns supports in schools, housing, transportation, economic development, workforce readiness and social services. It will link DPS with community partners such as the City of Denver Office of Economic Development, the Denver Housing Authority, Colorado Department of Transportation and other governmental and community organizations. These linkages will focus on creating more supports for neighborhoods experiencing gentrification with a focus on creating more sustainable, integrated neighborhoods and schools. Please refer to Appendix 2, Letters of Support, for letters of support from several partners who pledge to support and invest in this project.

C4. The extent to which the proposed project encourages parental involvement.

A primary focus of the Blueprint and the resulting implementation plan will be to foster authentic parent engagement. To do this will require overcoming historic beliefs about past DPS engagement processes and distrust of the institution on the part of both low-income communities which have been disproportionately impacted by school closures and turnaround of low-performing schools as well as higher-income communities who have described past efforts at community engagement as being inauthentic and

predetermined. It will be essential to rebuild trust, particularly given the potential need to consolidate schools due to declining enrollment. DPS will engage families through a variety of communication channels and means including: mobilizing engaged parents to reach out to peers through door-to-door outreach, living room meetings, learning circles or other face-to-face opportunities; meetings at regional, neighborhood and school levels offered at a variety of locations and times to meet availability concerns and increase participation; communication through print materials sent home with students, robocalls, websites and social media channels, translated into the most prevalent languages spoken by parents. Additionally, outreach to families will include an education toolkit to ensure peers, schools and all partner agencies are able to support parents with understanding the context, challenges and opportunities of the Denver Succeeds project. Please also reference the Project Design section 3, Blueprint Community Engagement Structure for additional details of the plan to include parents and families.

D. Project Personnel

DPS has worked to build recruiting networks and pipelines to build high-quality and diverse teams, including persons who are members of groups that have traditionally been underrepresented, and these recruiting strategies will guide hiring for this project.

D1. Qualifications of the project director

The qualifications, including relevant training and experience of the project director or principal investigator.

The overall leadership and sponsorship for the Denver Succeeds project will be provided by the DPS Superintendent's Office, led by DPS Chief of Staff Eddie Koen,

Esq. Additionally, DPS will hire a dedicated project director.

Name and Title	Project Responsibility	Relevant Experience
Eddie Koen, Esq. DPS Chief of Staff	Mr. Koen will be responsible for providing sponsorship and building coalitions for this project within DPS, with community and with partners, and for ensuring that the goals and outcomes of the grant are met. Mr. Koen will hire and supervise the project director.	As the DPS Chief of Staff, Mr. Koen ensures that the district is making progress on the goals of the Denver Plan 2020, forges and maintains key relationships with partner agencies to support Denver students and outcome goals. Mr. Koen has experience founding and leading nonprofit education organizations and implementing multi-year strategies. Mr. Koen has a law degree.
Project director, to be hired	The project director will serve as the full-time director of this project and will be responsible for ensuring the goals and outcomes of the grant are met, and for managing the implementation of the grant activities, including	The project director will be hired in May 2017 and will have experience in the following: <ul style="list-style-type: none"> • Leading change in education through partnership with multiple partners and diverse

	<p>project plan and timeline management, risk and issue mitigation and project controls.</p> <p>The project director will also participate in the grant community of practice and attend grant meetings, and ensure all grant requirements are met.</p>	<p>stakeholders</p> <ul style="list-style-type: none"> • Community engagement and mobilization • Project Management • Communication
--	---	--

D2. Qualifications of key project personnel

The qualifications, including relevant training and experience of key project personnel. Short biographies including qualifications, relevant training and experience of key project personnel are provided in the Appendix, Key Personnel Biographies and Job Descriptions. Key personnel and their responsibilities are as follows:

- An **executive leadership team** will provide sponsorship, support and resources to ensure successful outcomes of this project are reached. This team will include: Tom Boasberg, Superintendent of Denver Public Schools, who will also serve as the overall executive sponsor for Denver Succeeds; Susana Cordova, Deputy Superintendent; Georgia Duran, Chief of Family and Community Engagement; David Suppes, Chief Operating Officer, Mark Ferrandino, Chief Financial officer, and Eddie Koen, Chief of Staff.
- A **strategic leadership team** will be facilitated by the project director and will lead the strategic analysis and planning for the three subcommittee areas of

School Improvement, Policy and Services, and Partnerships; and ensure that the Blueprint development work is built on and expands existing programs and efforts, and is integrated into ongoing work. This team will also help ensure and support the community engagement goals of this project. This team will include Amy Keltner, Deputy Chief Schools Officer; Greg Hatcher, Director of Public Affairs; Brian Eschbacher, Executive Director of Planning and Enrollment Services; and Landon Mascarenaz, Executive Director, Strategy Development and Family Empowerment.

- The **core project team** will be led by the project director. Additional members that will be fully dedicated to this project will include the Public Engagement Coordinator and the Grant Communication Coordinator. The core project team will be responsible for executing the activities and the deliverables of the Blueprint development and this project overall; coordinating the activities of consultants and other district experts and support personnel as well as liaising with external partners and managing grant deliverables. This team will also be supported by a financial analyst.
- **Support teams.** A number of district teams will also provide support during all phases of Blueprint development, including supporting analysis of current challenges, barriers and needs; defining success/ measurable goals; proposing strategies for address the barriers and challenges; and contributing to the development of a quality implementation plan. These team members may support task-force activities by conducting data collection and evaluation, contributing to Blueprint content and evaluation and analysis of strategies that will produce a positive impact on student performance, enrollment, and diversity,

contribute to grant reporting, providing district recommendations, documenting DPS context and strategies, and presenting or supporting at a task force or community meetings. Teams that will support this project include Family and Community Engagement; Planning and Enrollment Services; Accountability, Research and Evaluation; Tiered School Supports; Elementary and Postsecondary Readiness Education divisions; Public Affairs, Federal Grants and Title Office.

D3. Qualifications of project consultants or subcontractors

The qualifications, including relevant training and experience, of project consultants or subcontractors.

DPS will engage the following expert consultants and subcontractors to support execution of the project work.

- Dr. Lee Teitel is the founder of the “Reimagining Integration: Diverse and Equitable Schools (RIDES)” project and professor at Harvard. From May 2017 to October 2018, Dr. Teitel will provide expert consulting on school integration, including researched-based best practices, and national landscape analysis of strategies and results. He will participate in three task-force discussions to contribute his research and expertise on needs analysis, strategy identification and Blueprint impact evaluation. Please also refer to the Appendix Key Personnel for more information on Dr. Teitel’s experience.
- Dr. Bryan C. Hassel, Co-Director of Public Impact, is an author and researcher on school turnaround, charter schools and teacher and leader policies. From May 2017-October 2018 he will provide expert consulting on school improvement and

turnaround, including researched-based best practices, national landscape analysis of strategies and results. He will participate in three task-force discussions of needs analysis and strategy identification. He will provide Blueprint impact evaluation. Please also refer to the Appendix Key Personnel for more information on Dr. Hassel's experience.

- A Guided Facilitation and Community Engagement services partner will be contracted in May 2017 through October 2018. Responsibilities will include planning, facilitation and documentation of all community meetings, development of community data collection mechanisms including conducting surveys and focus groups. Selected with expertise in facilitation and with a track record and knowledge of the Denver community.

E. Management Plan

E1. Adequacy of management plan

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

DPS is well-qualified to manage a grant of the size and scope proposed. It currently manages over \$110 million in government grants and conducts annual A-133 financial audits. DPS has in place the necessary processes and systems to comply with reporting requirements. DPS' financial analyst for federal programs will work closely with the management team to ensure accountability, and a budget analyst will be used to manage grant funds. DPS' grants team will conduct due diligence to ensure that the project is completed on time and within budget.

Project Milestones, Responsibilities and Timelines. A description of the activities, timelines and responsibilities has been provided in Section C, Project Design and in Section D, Key Personnel. The Project Design, Section 5 provides a phase by phase review of the activities, outcomes, timelines and key participants. Additionally, a more detailed view of the project activities and milestones is outlined in detail in Appendix 4, Denver Succeeds Activities and Milestones and includes specific information regarding the responsible party and the timeline for each activity and milestone.

Project Implementation Controls. In addition to a clear work plan and clear roles, DPS will use the following internal procedures and controls to ensure that the project achieves the objectives on time and budget:

- Monthly meetings with DPS Executive Leadership to discuss the status of project objectives, evaluate project success indicators, and address issues and risks
- Weekly meetings with DPS core leadership team to track progress on tasks and identify and mitigate issues and risks; regular meetings with the Strategic Leadership Team.
- Project management tools such as project plans, milestone tracking, issues and risk register, stakeholder engagement and communication plans and budget tracking.
- Financial tracking using district financial systems to produce monthly budget and expenditure reports.
- Other regular communication and progress monitoring touch points with the DPS Board of Education and with leadership of key partner organizations.

E2. Diversity of perspectives

How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

DPS will use an array of strategies to ensure that a diversity of perspectives is sought out and included in the work of the grant. The Denver Succeeds Task Force will be created with explicit attention on recruiting members who reflect the demographics of the district and are representative of community, business and government partners. Translation and interpretation will be available at all sessions, as will childcare, to ensure the participation of parents. During all phases of the process, DPS will ensure that the district demographics are mirrored in the people participating in the grant activities, including focus groups, empathy interviews, etc. DPS will select a facilitator with experience leading diverse and inclusive processes with integrated communities to help ensure that all meetings are inclusive and culturally appropriate for diverse communities. DPS will conduct ongoing surveys to ensure that participants know their voice is being heard and the grant activities are conducted free of bias. DPS will provide a variety of ways in which all stakeholders can share their voice and reduces barriers for participation, such as focus groups, telephone polling, surveys through the website and social media, and print media. DPS will work with stakeholders to identify locations and times for engagement that are conducive to increasing participation, such as at schools, faith-based or community centers and on mornings, evenings, weekdays and weekends.

F. Adequacy of resources

F1. The extent to which the budget is adequate to support the proposed project.

DPS, schools and partners will be contributing significant resources to this project, such as dedicated personnel time, facility space and communication channels. The grant budget is therefore used to provide the additional resources to undertake an ambitious citywide engagement strategy that will reach every region of Denver. The grant budget will be used to support the personnel, subcontractors, experts needed to execute the goals of this project and the Blueprint deliverable, and to ensure that DPS is adequately engaging and empowering families, community and partners to authentically and rigorously participate in this process. The budget for this project was developed by DPS experts in each component of the work and received an independent review from DPS Financial Services in order to ensure the budget was adequate for the project scope.

F2. Reasonable costs

The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

A cost-base analysis is performed on all grant activity proposed for DPS applying for funding through budgetary allocation, allocability and reasonableness analytics. The results provide the finance team best-fit modeling for conservative spending patterns. This approach ensures fiscal responsibility in decisions for spending of federal funds. The finance team works in conjunction with the planning team to ensure all cost items are accounted for and deliverables in purchases of goods and services for the grant align with the purpose and intent of the grant narrative. Additionally, mock audits are performed randomly for finance and programmatic elements of grants on a cycle that

aligns fiduciary responsibility and accountability throughout DPS system of fiscal management.

DPS has developed a budget in alignment with the identified needs of the grant project proposed, including the community, agency, district, local government, partnerships for Blueprint production and release for implementation. Please refer to additional detail in the Budget narrative and Budget detail attachments.

F3. Adequacy of support

The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

DPS has committed significant resources to support the successful implementation of this project through allocating people and time to this work. A detailed description of the personnel who will be supporting this project is located in the Appendix, Biographies and Job Descriptions. DPS will also be using its school buildings and office buildings to host task force and community meetings whenever possible. Additionally, DPS has invested financial resources over the past several years to the development and implementation of its choice and enrollment systems, supporting schools with new design and school improvement, developing and training educators and in community engagement. This funding and support will help provide a foundation for the work described in this project.

Ultimately, this project has the potential to: (a) increase student achievement and growth in Denver's highest-need schools, (b) increase the capacity of Denver's most effective teachers and leaders to serve diverse student populations, and expand their impact to more students and teachers, (c) serve as a model for socioeconomic

integration strategies to share with other districts, (d) change the fundamental way DPS will engage the community in policy and school improvement discussions.

Denver Public Schools - Denver Succeeds Project

Appendix 1 - Blueprint Schools of consideration: Denver Public Schools SIG and SIG-eligible Priority and Focus Schools

SIG Type	School	Total Enrollment	% African American	% Latino	% White	% Other	% FRL	% Direct Certified	% ELL	% SPED
Focus	RIDGE VIEW ACADEMY CHARTER SCHOOL	210	16.57%	49.52%	31.90%	1.90%	100.00%	27.36%	17.62%	20.95%
Focus	MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY	200	42.75%	95.00%	2.50%	1.00%	97.50%	31.50%	87.00%	11.00%
Focus	GOLDRICK ELEMENTARY SCHOOL	511	30.20%	87.28%	3.91%	5.87%	96.87%	48.64%	59.69%	8.81%
Priority	VALVERDE ELEMENTARY SCHOOL	320	14.72%	83.75%	4.69%	2.19%	96.25%	47.33%	58.44%	8.13%
Focus	DENVER CENTER FOR 21ST LEARNING AT WYMAN - MS	26	2.53%	57.69%	11.54%	0.00%	96.15%	73.08%	23.08%	30.77%
Focus	AMESSE ELEMENTARY SCHOOL	470	39.78%	73.83%	4.04%	4.68%	95.74%	34.99%	62.77%	6.38%
Focus	SCHMITT ELEMENTARY SCHOOL	360	0.60%	78.89%	3.06%	10.28%	94.72%	45.59%	48.89%	8.89%
Focus	NOEL COMMUNITY ARTS SCHOOL - MS	201	14.85%	54.23%	5.47%	5.97%	93.53%	53.50%	38.31%	21.39%
Focus	ACE COMMUNITY CHALLENGE SCHOOL	154	9.38%	87.66%	2.60%	3.90%	93.51%	46.75%	40.26%	12.99%
Focus	WYATT ACADEMY - ES	441	2.85%	78.23%	1.59%	1.36%	93.42%	45.45%	51.70%	9.75%
Focus	WYATT ACADEMY - MS	441	5.36%	78.23%	1.59%	1.36%	93.42%	45.45%	51.70%	9.75%
Priority	TREVISTA	357	5.84%	74.23%	7.28%	3.64%	92.44%	67.30%	36.41%	14.01%
Focus	ABRAHAM LINCOLN HIGH SCHOOL	1,159	17.45%	88.52%	2.67%	5.95%	92.06%	29.04%	57.46%	10.87%
Priority	HARRINGTON ELEMENTARY SCHOOL	326	1.68%	80.67%	2.15%	2.45%	91.72%	47.58%	46.32%	10.12%
Priority	KEPNER MIDDLE SCHOOL	277	1.10%	90.61%	1.81%	5.05%	91.34%	40.15%	72.56%	22.02%

Priority	COLUMBINE ELEMENTARY SCHOOL	262	29.18%	42.75%	9.16%	5.34%	89.69%	58.69%	21.37%	12.60%
Priority	MANUAL HIGH SCHOOL	279	32.82%	48.03%	6.45%	5.73%	88.89%	47.69%	22.58%	24.01%
Focus	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM) - HS	73	30.77%	38.36%	12.33%	5.48%	87.67%	43.84%	20.55%	26.03%
Focus	JUSTICE HIGH SCHOOL DENVER	117	36.60%	58.97%	9.40%	5.98%	87.18%	50.43%	22.22%	16.24%
Focus	CONTEMPORARY LEARNING ACADEMY	131	4.86%	51.15%	10.69%	5.34%	87.02%	41.98%	22.14%	18.32%
Focus	NOEL COMMUNITY ARTS SCHOOL - HS	317	2.94%	66.25%	5.68%	5.05%	86.75%	32.93%	51.10%	17.98%
Focus	FLORENCE CRITTENTON HIGH SCHOOL	144	3.11%	84.72%	6.94%	3.47%	84.72%	40.94%	31.25%	14.58%
Focus	ACADEMY OF URBAN LEARNING	112	25.64%	88.39%	1.79%	4.46%	83.93%	48.67%	21.43%	24.11%
Focus	HENRY WORLD SCHOOL GRADES 6-8	386	1.50%	78.50%	10.10%	8.29%	82.90%	41.90%	27.20%	14.25%
Focus	DENVER CENTER FOR 21ST LEARNING AT WYMAN - HS	194	34.33%	54.12%	4.12%	5.15%	82.47%	40.00%	28.35%	22.16%
Focus	BEACH COURT ELEMENTARY SCHOOL	298	23.03%	90.60%	7.05%	0.67%	81.88%	35.63%	42.28%	12.08%
Priority	SUMMIT ACADEMY	168	56.25%	88.69%	7.14%	3.57%	78.57%	36.90%	36.90%	10.71%
Focus	COLLEGIATE PREPARATORY ACADEMY	449	43.84%	57.46%	4.45%	8.91%	78.17%	32.59%	40.09%	12.47%
Focus	SOUTHWEST EARLY COLLEGE	144	16.67%	93.06%	4.17%	2.78%	77.08%	16.44%	45.14%	7.64%
Priority	GILPIN MONTESSORI PUBLIC SCHOOL	202	7.78%	42.08%	20.79%	6.93%	75.25%	58.24%	12.38%	13.86%
Focus	SOAR AT GREEN VALLEY RANCH	467	20.77%	54.82%	11.35%	13.06%	69.59%	21.84%	49.68%	8.35%
Focus	VISTA ACADEMY	257	0.00%	66.54%	5.06%	4.28%	68.87%	25.10%	37.35%	9.73%
Focus	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM) - MS	16	24.12%	43.75%	0.00%	0.00%	68.75%	56.25%	12.50%	12.50%

Priority	COLORADO HIGH SCHOOL CHARTER	350	18.82%	62.57%	14.00%	6.86%	65.43%	46.81%	21.14%	13.71%
Focus	CENTENNIAL A SCHOOL FOR EXPEDITIONARY LEARNING	453	18.82%	53.86%	38.63%	6.40%	53.20%	30.46%	7.95%	14.57%
Average of Priority & Focus schools		293	18.21%	69.23%	7.89%	4.67%	85.62%	42.60%	37.88%	14.62%
District Average		92,754	13.36%	55.28%	23.44%	7.91%	67.06%	28.58%	33.06%	10.51%

Michael B. Hancock
Mayor



City and County of Denver

OFFICE OF THE MAYOR
CITY AND COUNTY BUILDING
DENVER, CO 80202-5390
TELEPHONE: (720) 865-9090 • FAX: (720) 865-8787
TTY/ TTD: (720) 865-9010

To Whom It May Concern,

The economic vitality and quality of life in Denver significantly depend on a thriving public school system that prepares Denver's children to compete and succeed in a global economy.

A primary goal of the city is to eliminate the achievement gap so that every Denver Student regardless of race, ethnicity, income or disability, has the resources and support necessary to graduate high school prepared to succeed in college and beyond. In order to achieve this goal, Denver Public Schools must engage in community building in the schools affected by displacement and declining enrollment.

As Mayor of the City and County of Denver, I strongly support the Denver Public Schools' application for the Opening Doors, Expanding Opportunities grant. This proposal will provide valuable support for our school district's engagement of a broad coalition to create a school quality improvement plan to ensure "Denver Succeeds" by addressing socio-economic and racial segregation resulting from gentrification.

Our city is committed to ensuring that all children and youth have the opportunity to succeed academically and we know that increasing socio-economic and racial integration in our schools is essential to equitable outcomes for all our students. Through active and deep engagement in our neighborhoods, we will improve the quality of our lowest performing schools, increase academic and social emotional learning outcomes, and ultimately, prepare students with the 21st Century skills they need to succeed.

Here in Denver, we know a one-size fits all approach seldom works, therefore we stand ready to partner with DPS and support this effort to achieve socio-economic integration in our schools through community collaboration and system and policy improvements. My local education agenda is very aligned with what DPS hopes to accomplish and my team and I are committed to supporting the district as needed.

Thank you for your consideration of this important grant application.

Respectfully,

(b)(6)

Michael B. Hancock
Mayor



Feb. 13, 2017

To Whom It May Concern,

Please accept the attached "Denver Succeeds" application for the Opening Doors, Expanding Opportunities grant. Here in Denver Public Schools, our vision is that *Every Child Succeeds* – and we are committed to making our vision a reality by ensuring that all of our 90,000 students have access to high-quality education choices.

This grant will significantly contribute to our ability to achieve this dramatic improvement by actively engaging our community to address issues affecting our schools citywide. As Denver continues to grow, so have housing prices and gentrification, causing declining school enrollment in many of our neighborhoods. These demographic changes have resulted in alarming increases in socio-economic and racial segregation that we must address.

Our five-year strategic plan calls for at least 80% of DPS students attending a high-performing school by 2020. We know we must dramatically increase the quality of schools available in every neighborhood and to ensure that every student in every community throughout the district has access to great schools.

Our staff and our Board of Education stand committed to increasing integration in our schools to ensure equitable outcomes for all our students. This grant will assist us in developing policy proposals to guide our district's decisions around boundaries, enrollment systems and potentially school consolidation in neighborhoods of declining enrollment that have resulted from gentrification.

By working with our students, parents and families, business owners, city officials and community organizations, this grant proposal will provide a network of support and expertise to plan improvements that will help us address the challenges we face in our neighborhood schools.

Thank you for your consideration of this important grant application.

L.K.

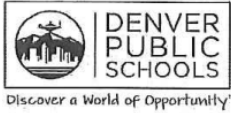
Sincerely,

(b)(6)

Tom Boasberg

Superintendent

Denver Public Schools



DENVER PUBLIC SCHOOLS • BOARD OF EDUCATION

School District No. 1 in the City and County of Denver and State of Colorado
1860 Lincoln Street • Denver, Colorado 80203 • Telephone 720-423-3210 • Fax 720-423-3216

February 10, 2017

To Whom It May Concern,

In DPS, we believe that students and families thrive when they have high-quality education choices. The top goal in the Denver Plan – DPS' five-year strategic plan – is to have at least 80% of DPS students attending a high-performing school by 2020. In order to ensure our vision that *Every Child Succeeds*, DPS will dramatically increase the quality of schools available in every neighborhood and to ensure that every student in every community throughout the district has access to great schools.

In order to achieve this dramatic improvement, DPS will engage the community in schools affected by gentrification and declining enrollment to increase socioeconomic and racial integration, thereby improving the quality of schools in Denver.

As the Denver Board of Education President, I strongly support the Denver Public Schools' application for the Opening Doors, Expanding Opportunities grant. This proposal will provide valuable support for our district's efforts to engage a broad coalition of partners to create a school quality improvement plan to ensure "Denver Succeeds" by addressing socio-economic and racial segregation resulting from gentrification.

Our Board of Education is committed to our vision that *Every Child Succeeds*, and we know that increasing socio-economic and racial integration in our schools is essential to equitable outcomes for all our students. By actively and deeply engaging our community, we will improve the quality of our lowest performing schools, increase academic and Whole Child outcomes, and ultimately, prepare our students with the 21st Century skills they need to succeed.

The Board stands ready to support this effort and looks forward to considering the recommendations resulting from the community blueprint that will be developed. We are particularly interested in policy proposals to guide our district's decisions around boundaries, enrollment systems and potentially school consolidation in neighborhoods of declining enrollment that have resulted from gentrification in our neighborhoods.

Thank you for your consideration of this important grant application.

(b)(6)

 Anne Rowe

Board of Education President
Denver Public Schools



THE DENVER FOUNDATION

February 10, 2017

To Whom It May Concern,

Please accept this letter of support for Denver Public Schools' Opening Doors, Expanding Opportunities grant application to improve student academic outcomes throughout Denver by embracing our neighborhoods' diversity as a key asset and engaging the community as leaders in the school improvement planning process.

By engaging in this partnership, we will work with DPS to participate in the community task force; examine the recommendations of the task force in order to develop stronger opportunities in education, employment, housing, and health and safety.

DPS's application builds a citywide approach, which will build collaboration across multiple stakeholders toward our shared goal. We also believe the proposed community-led process will result in better outcomes and more sustainable support for our students and families.

This collaborative effort aligns with the Denver Foundation's mission to inspire people and mobilize resources to strengthen our community. We believe that a community process to build a blueprint will create a plan for implementation that increases community buy in and commitment to diverse and inclusive neighborhoods and will ultimately improve the quality of life in our city.

The work that will be developed, implemented and evaluated through this grant opportunity will complement our strategic planning and community support efforts by addressing the need for cross-entity collaboration, communication and a focus on equity.

The Denver Foundation has a long history of supporting the Denver Public Schools, and we would be interested in continued collaboration on this grant.

We look forward to joining this partnership and helping to build and enhance the support structures necessary to create an environment where all of Denver's children and families can succeed.

Thank you for your consideration of this grant application.

(b)(6)

Christine Márquez-Hudson
President and CEO
The Denver Foundation



Feb. 9, 2017

To Whom It May Concern,

For 150 years, the Denver Metro Chamber of Commerce has been a leading voice for Colorado's business community, representing 3,000 member companies and 300,000 employees. As an advocate for large and small businesses, having an educated and qualified workforce is a primary area of focus for our organization. As such, the Chamber and its affiliate, the Metro Denver Economic Development Corporation, support Denver Public Schools' application for the Opening Doors, Expanding Opportunities grant.

We believe this proposal will build and enhance support structures necessary to create an environment where all of Denver's children and families can succeed, including increased workforce participation and skills development. This unified community engagement effort will improve the quality of our lowest-performing schools and increase academic outcomes for all students, ultimately preparing our students with the 21st Century skills they need to succeed.

By engaging in this partnership, the Chamber will work alongside DPS to actively engage business voices in the community task force, provide business expertise to inform the development of the blueprint recommendations and solicit support from business community partners.

The work that will be developed, implemented and evaluated through this grant opportunity will complement our strategic planning and community support efforts by addressing the need for cross-entity collaboration, communication and a long-term plan that supports a healthy business climate.

As a leading voice for Colorado's business community, we are proud to support this important grant application and encourage your award to Denver Public Schools.

Sincerely,

(b)(6)

Kelly Brough

President and CEO

Denver Metro Chamber of Commerce

Tom Clark

CEO

Metro Denver Economic Development Corp.



February 9, 2017

Ms. Ashley Briggs
U.S. Department of Education
Office of Elementary & Secondary Education
400 Maryland Avenue SW., Room 3W242
Washington, DC 20202

**SUBJECT: DENVER HOUSING AUTHORITY LETTER OF SUPPORT FOR DENVER PUBLIC
SCHOOL FY2016 OPENING DOORS, EXPANDING OPPORTUNITIES GRANT
APPLICATION - DENVER SUCCEEDS**

Dear Ms. Briggs:

As Executive Director of the Housing Authority of the City and County of Denver (DHA), please accept this letter of support for the **Denver Public Schools (DPS) Opening Doors, Expanding Opportunities Denver Succeeds** grant application.

DHA portfolio includes over 5,400 Public Housing, Project Based Section 8, Workforce rental units, and administers over 6,900 Section 8 Vouchers providing affordable housing to over 26,000 very low, low and middle income individuals citywide.

DHA is committed to healthy and thriving communities through increased economic opportunities, educational attainment, community engagement, and improving integration of neighborhood schools in and around DHA housing regardless of their zip-code.

DHA is pleased to support **Denver Succeeds** --a citywide effort to examine the effects of increasing home prices (rental/home ownership) and gentrification on our neighborhoods, schools and families. And as such, DHA will work together with DPS by participating in their community task force, provide in-kind support of DHA data, and assist with research relevant to housing in Denver to support quality integrated neighborhood schools.

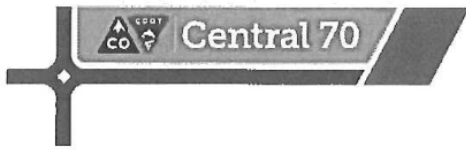
In closing, we encourage full funding of **Denver Public Schools Opening Doors, Expanding Opportunities-Denver Succeeds** grant application. If you have any questions on this letter of support, please don't hesitate to contact me or Ms. Stella Madrid, DHA Intergovernmental Affairs Office at smadri@denverhousing.org

Sincerely,

(b)(6)

Ismael Guerrero, Executive Director
Denver Housing Authority

cc: S Madrid, Executive Department/File



February 10, 2017

Dear Reviewers,

The Central 70 Project is pleased to provide this letter of support for Denver Public School application for the *Opening Doors, Expanding Opportunities* grant.

The Central 70 Project is the largest infrastructure project ever undertaken by the Colorado Department of Transportation. This \$1.2 billion project will remove one of Colorado's largest and poorest bridges, add new capacity to the highway making travel more reliable and safer and to reconnect neighborhoods by constructing a park over I-70 adjacent to Swansea Elementary School in north Denver. The Project also create thousands of jobs across the construction industry, from administrative positions to journey-trade workers.

As CDOT prepares to begin construction on Central 70, we have developed a partnership with Denver Public Schools as part of a large-scale workforce development program. As a state overall, Colorado faces a shortage of construction workers estimated at 30,000 or more over the next seven years. This will impact not just Central 70 but projects across the state and region. We believe that partnering with DPS is key to supporting student awareness of and interest in the construction trades, to understanding the variety of positions available within the industry, and to encouraging greater diversity within the construction workforce.

This work isn't possible without a robust public school system. We applaud the DPS effort to increase racial and socio-economic integration within Denver's schools and to increase community engagement in this process. The Central 70 Project is proud to support this grant application which will help further progress toward these important goals.

Please feel to contact me at 303 512 5900 if you have any questions about this letter.

Sincerely,

(b)(6)

Anthony R. DeVito
Central 70 Project Director



February 10, 2017

To Whom It May Concern,

Please accept this letter of support for the Opening Doors, Expanding Opportunities grant application to improve student academic outcomes across Denver by engaging our community as leaders in planning and by building on the incredible diversity of Denver's neighborhoods.

By engaging in this partnership, we look forward to working side-by-side with Denver Public Schools (DPS) to participate in a community task force; examine the recommendations of the task force in order to enhance the human services infrastructure and community partnerships in our region. We believe this process will benefit from a citywide approach in order to increase collaboration across multiple stakeholders toward our shared goal. We also believe the proposed community-led process will result in better outcomes and more sustainable support for our students and families.

This collaborative effort aligns with our mission to advance the economic success of families with limited opportunities by sharing lessons learned with key stakeholders. This work will add to our long-term partnership with the community and could be a model to take to other neighborhoods and education levels.

We would hope the value of this work will be realized far beyond DPS and the individual neighborhoods it serves. The culmination of this work may have implications on our efforts and other statewide work for improving our practices for community leadership, school improvement and leveraging our diversity as a strength.

The work that will be developed, implemented and evaluated through this grant opportunity will complement our strategic planning and community support efforts by addressing the need for cross-entirety collaboration, communication and a focus on equity.

To support this work, we will provide in-kind outreach to communities we serve in common with the Denver Public Schools.

We look forward to joining this partnership and helping to build and enhance the support structures necessary to create an environment where all of Denver's children and families can succeed. Thank you for your consideration of this grant application.

Sincerely,

(b)(6)

Monique Lovato
CEO/Executive Director
Mi Casa Resource Center



February 13, 2017

To Whom It May Concern,

Please accept this letter of support for the Opening Doors, Expanding Opportunities grant application to improve student academic outcomes throughout Denver by embracing our neighborhoods' diversity as a key asset and engaging the community as leaders in the school improvement planning process.

By engaging in this partnership, we will work alongside DPS to participate in the community task force, as well as support the critical goals of not only increasing family and community engagement and empowerment, but also increasing socio-economic and racial integration and equitable outcomes for all students.

In order to make meaningful progress toward these outcomes, it will be critical to have a citywide approach in order to increase collaboration across multiple stakeholders. We also believe the proposed community-led process will result in better outcomes and more sustainable support for our students and families.

As an organization whose core focus is to empower and educate parents to advocate for improved educational outcomes for their children, it is critical that the stakeholders who engage in this work continue to refine and adjust our strategies and tactics to adopt best practices to authentically engage communities in these conversations. It is important to note that our current parent organizing work focuses on empowering parents in chronically low-performing schools that have been targeted by DPS to receive intensive interventions.

This collaborative effort will support our parent organizing work by establishing proof points and "shared lessons" that can be communicated with key stakeholders, like Stand for Children Colorado. There is strong potential for this effort to form the foundation for a strong, long-term partnership with the community that can be a model to take to other neighborhoods and education levels.

The work that will be developed, implemented and evaluated through this grant opportunity will complement our strategic planning and community support efforts by addressing the need for cross-entity collaboration, communication and a focus on equity.

To further this work, we will provide in-kind support to provide outreach to communities where we are organizing parents and to support dissemination of task goals and progress. We look forward to joining this partnership and helping to build and enhance the structures necessary to create an environment where all of Denver's children and families can succeed.

Thank you for your consideration of this grant application.

Sincerely,

(b)(6)

Jeani Frickey Saito

Executive Director, Stand for Children Colorado



CLLARO
4755 Paris St, Ste 300
Denver, CO 80239

February 9, 2017

To Whom It May Concern,

Please accept this letter of support for the Opening Doors, Expanding Opportunities grant application to improve student academic outcomes throughout Denver by embracing our neighborhoods' diversity as a key asset and engaging the community as leaders in the school improvement planning process.

By engaging in this partnership, we will work alongside DPS to participate in the community task force and provide information that has been collected relative to the goals of the project.

We believe that this process will benefit from a citywide approach in order to increase collaboration across multiple stakeholders toward our shared goal. We also believe the proposed community-led process will result in better outcomes and more sustainable support for our students and families.

This collaborative effort will support our education strategic pillar by establishing proof points and sharing lessons learned with key stakeholders. This work will form the foundation for a strong, long-term partnership with the community that can be a model to take to other neighborhoods and education levels. Therefore, the value of this work will be realized far beyond DPS and the individual neighborhoods it serves. The culmination of this work will have implications on our efforts and other statewide work for improving our practices for community leadership, school improvement and leveraging our diversity as our strength.

The work that will be developed, implemented and evaluated through this grant opportunity will complement our strategic planning and community support efforts by addressing the need for cross-entity collaboration, communication and a focus on equity.

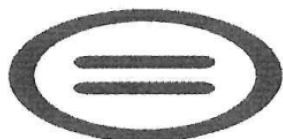
To support this work, we will provide in-kind support to participate in task force meetings and share collected data and information from existing CLLARO education programming.

We look forward to joining this partnership and helping to build and enhance the support structures necessary to create an environment where all of Denver's children and families can succeed.

Thank you for your consideration of this grant application.

(b)(6)

Afonso Trujillo
Afonso Trujillo
Board Chair, CLLARO



Urban League of Metropolitan Denver

February 10, 2017

To Whom It May Concern,

The Urban League of Metropolitan Denver has been engaged in the Denver Metro area for over 70 years. We not only assist our families with career services, housing, mentoring but also through providing the best possible education for their children.

Our partnership with Denver Public Schools has not always been the best during that timeframe but over the last several years, we are confident that our visions are aligned when it comes to providing the best possible shot for our kids.

ULMD support the framework that students and families thrive when they have high-quality education choices and that makes all the difference. The top goal in the Denver Plan – DPS' five-year strategic plan – is to have at least 80% of DPS students attending a high-performing school by 2020. To ensure our vision that *Every Child Succeeds*, it is our hope that DPS will dramatically increase the quality of schools available in every neighborhood and to ensure that every student in every community throughout the district has access to great schools; particularly, families of color.


To achieve this dramatic improvement, DPS will engage the community in schools affected by gentrification and declining enrollment to increase socioeconomic and racial integration, thereby improving the quality of schools in Denver.

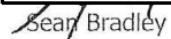
As the President and CEO of the Urban League of Metropolitan Denver, I strongly support the Denver Public Schools' application for the Opening Doors, Expanding Opportunities grant. This proposal will provide valuable support toward the district's efforts to engage a broad coalition of partners to create a school quality improvement plan to ensure "Denver Succeeds" by addressing socio-economic and racial segregation resulting from gentrification. It also allows organizations like ours to access the data and continue our partnership with Denver Public Schools on behalf of our community.

The Urban League of Metropolitan Denver stands with Denver Public Schools ready to support this effort and looks forward to considering the recommendations resulting from the community blueprint that will be developed. We are particularly interested in policy proposals to guide our district's decisions around boundaries, enrollment systems and potentially school consolidation in neighborhoods of declining enrollment that have resulted from gentrification in our neighborhoods.

Thank you for your consideration of this important grant application.

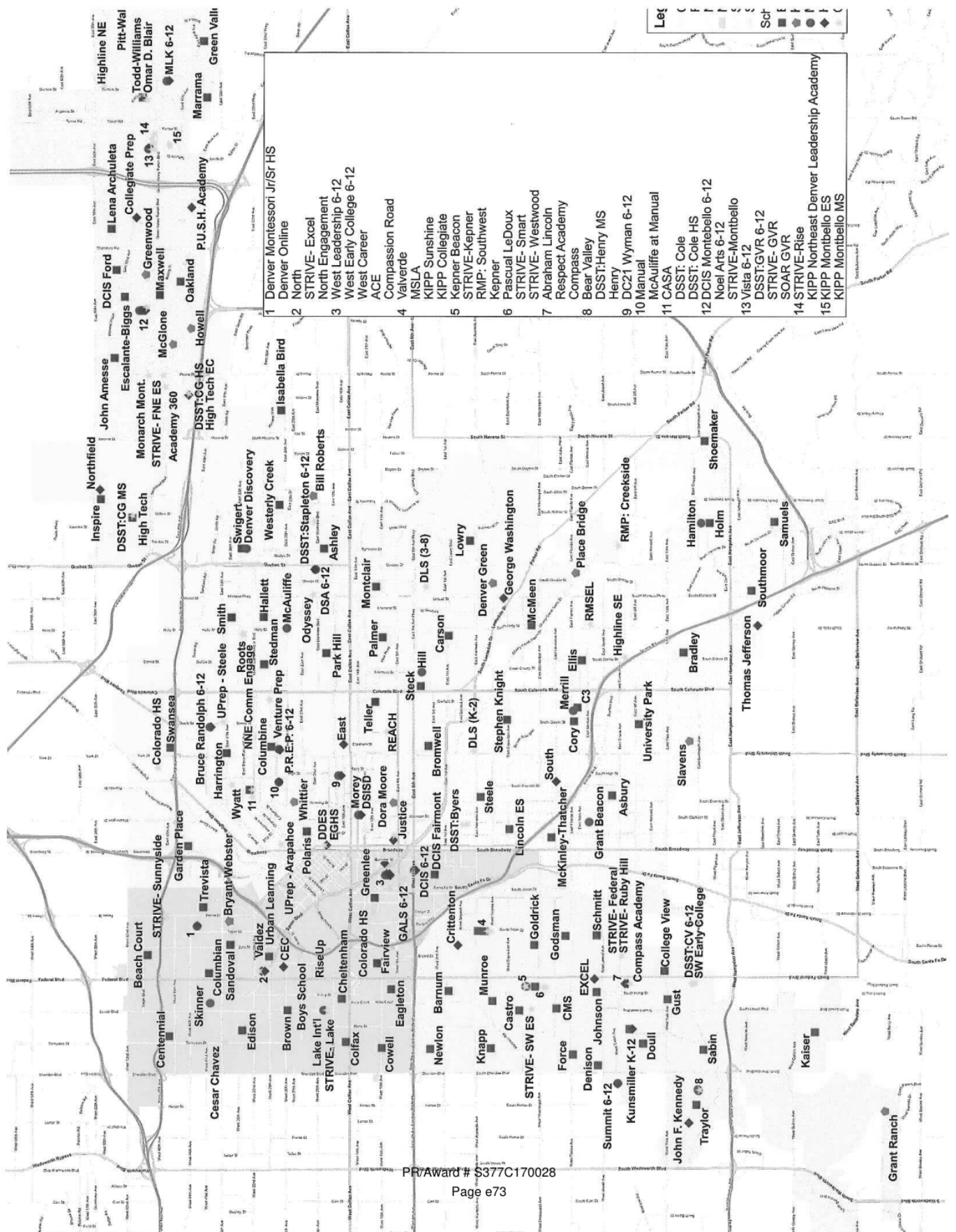
(b)(6)

A rectangular box with a black border, used to redact a signature. The text "(b)(6)" is written in the top-left corner of the box.

 Sean Bradley

President and CEO

Urban League of Metropolitan Denver



Denver Public Schools - Denver Succeeds Project

Appendix 4 - Blueprint Development Activities and Milestones

Blueprint Development Activities and Milestones	Responsible Party	Timeline
Readiness Phase.		
Hire Project Director	DPS Chief of Staff	May 2017
Hire core project team roles: Public Engagement Coordinator and Grant Communication Coordinator	DPS Chief of Staff	May 2017
Contract with Expert Consultants, Dr. Teitel and Dr. Hassel, in place	DPS Chief of Staff	May - June 2017
Conduct competitive process to select Guided Facilitation and Community Engagement contractor.	DPS Chief of Staff	May - June 2017
Identify and name participants for the Denver Succeeds Taskforce: By appointment for DPS and key governmental agencies and by application for all other participants, approved by the DPS Board of Education.	DPS Project Director	May-June 2017

Kickoff Denver Succeeds taskforce	DPS Project Director; Denver Succeeds Taskforce; Guided Facilitation & Community Engagement Partner (GF&CE)	May- June 2017
Kickoff Every Neighborhood Succeeds Committee and establish Focus Neighborhood and Schools Committees	DPS Project Director	November - January 2017
Build project communications tools and collateral, including: project website, social media presence, parent educational materials, informational flyers and send-home materials, invitations to participate. Ensure translation into district languages. Kickoff formal announcement of project commencement, including direct communication to current and potential families.	DPS Project Director Grant Communications Coordinator	May - September 2017
Establish project controls and communication mechanisms; including work plans,	Project Director;	May - June 2017

tracking tools, monthly status reports and tracking of key project indicators, tasks and costs, stakeholder communication plans, issues and risk tracking.	Grant Communications Coordinator	
Establish project communication and leadership oversight mechanisms, including establishing monthly executive leadership meetings, bi monthly strategic leadership meetings, and weekly core project team meetings. Establishing communication mechanisms with internal DPS team and with key external partners to ensure regular communication and resolution of issues and risk to ensure collaborative effort toward achieving the goals of the project	Project Director	May -June 2017
Executive Leadership Team will convene monthly to provide sponsorship and executive leadership to this initiative, provide resources and supports and remove barriers; ensure integration and alignment with other DPS initiatives and priorities and building capacity for ongoing implementation of this project after the end of the grant period, and establish key communication channels with executive leaders at partner organizations.	Executive Leadership team; Project Director	Ongoing, throughout project

The Strategic Leadership team will convene bi-weekly to provide expertise, strategic recommendations and support to the Project core team to bring other district team supports and resources to bear in support of this project, to align priorities and initiatives to this work to build alignment and ensure work is supported after the end of the grant period.	Strategic Leadership Team; Project Director	Ongoing, throughout project
Set up grant management milestones tracking, cost controls and grant reporting structures in DPS systems.	Project Director Grant Communication Coordinator Director, Grants Administration	May-June 2017
Phase 1: Current State Analysis		
Design and implement parent and community data collection mechanism, such as focus groups, surveys, polls, empathy interviews and other stakeholder input mechanisms.	Project Director; Executive Director, Office of Planning;	May - July 2017

	Public Engagement Coordinator; Guided Facilitation & Community Engagement partner (GF&CE)	
Identify and train Parent Liaisons and Parent Peer-to-Peer participants; kickoff deeper community outreach and solicit participation through door to door, community and faith based meetings, living room meetings, learning circles, and other parent engagement opportunities	Public Engagement Coordinator; GF&CE	May - June 2017
Conduct regional and neighborhood focus groups	GF&CE ; Public Engagement Coordinator	June - September 2017
Compile and analyze data from DPS as well as governmental agencies and other	Project Director;	May - August

partners; solicit data from neighboring districts and from CO Department of Education.	Executive Director Office of Planning	2017
Develop a national landscape analysis of challenges and opportunities for socioeconomic integration and increasing equitable outcomes for students; analyze DPS data and develop expert opinion on DPS-specific challenges, assets, obstacles and opportunities. School Improvement, Integration and Enrollment Policies, and Services and Partnerships	Dr. Lee Teitel; Dr. Bryan Hassel	May - September 2017
Convene Denver Succeeds Task Force Subcommittees for School Improvement, Integration and Enrollment Policies, and Services and Partnerships. Analyze current state, data, challenges and opportunities for each subcommittee topic	Denver Succeeds Subcommittees; GF&CE	June - August 2017
Analysis and synthesis of needs analysis findings and assets identified from Subcommittees and provided by internal DPS team and expert analysis; conduct root cause analysis and define prioritized list of priority improvement areas.	Project Director, Denver Succeeds Task Force; GF&CE	June - September 2017

Phase 2 - Defining Success		
Establish the vision for the project, measurable outcomes and definitions of success, based on community input, analysis of current state and opportunities.	Denver Succeeds Task Force	June - September, 2017
Communication of Denver Succeeds Task force deliverables to date, including analysis, vision, definition of success and measurable goals to share with internal and external stakeholders. Post materials for public review and comment.	Project Director; Grant Communication Coordinator	September 2017
Phase 3 - Strategy Development		
Develop an analysis of researched-based best practices in the fields of integration strategies and improving outcomes for students, particularly in SIG-eligible schools, that can work to create diverse and equitable schools; identify potential strategies for DPS and partners to consider in the context of Denver	Dr. Lee Teitel, Dr. Bryan Hassell	July - September 2017
Evaluate evidence-based strategies and community recommendations against the needs and challenges and develop a recommended set of strategies to apply in DPS and	Denver Succeeds Task Force	September - October 2017

Denver.		
Document the recommended strategies identified by the Denver Succeeds task force, publish the recommendations for community visibility; and provide a status update to the DPS Board of Education.	Project Director, Grant Communication Coordinator	October - December 2017
Phase 4. Implementation Planning, Impact Analysis and Reporting		
Identify membership for the Every Neighborhood Succeeds Task Force for regional implementation planning	Project Director; Public Engagement Coordinator	November 2017 - January 2018
Kickoff Every Neighborhood Succeeds task force; confirm understanding of the recommendations from the Denver Succeeds Task Force, establish key roles and expectations, confirm priority areas for Focus Neighborhoods and Schools. Identify factors that will impact implementation planning, such as key milestones, constraints	GF&CE; Every Neighborhood Succeeds Task Force; Public Engagement	December 2018 - January 2018

from DPS and partners organizations, funding, etc.	Coordinator; Project Director	
Confirm and establish Focus Neighborhood and School committees to conduct planning a micro-regional or school level	Every Neighborhood Succeeds Task Force; GF&CE; Public Engagement Coordinator	December - January 2018
Analyze challenges and opportunities that impact the regional level, such as broader choice and enrollment systems, and develop recommended strategies for implementation at the regional level	Every Neighborhood Succeeds Task Force; GF&CE	January - May 2018
Convene Focus Neighborhood and School Committees to evaluate the local challenges and opportunities and propose school-based or neighborhood-based solutions that address the vision, needs and challenges of the local strategy (enrollment, equity,	Focus Neighborhoods and School Committees;	January - May 2018

quality programs, etc.) and identify how to meet the need.	GF&CE; Public Engagement Coordinator	
Create final Every Neighborhood Succeeds Task Force implementation plan recommendations, including review and incorporation of Focus Neighborhood and Schools recommendations, and present to Denver Succeeds Task	Every Neighborhood Succeeds Task Force; Denver Succeeds Task Force; GF&CE; Public Engagement Coordinator	May - July 2018
Review and finalize district wide implementation plan recommendations, inclusive of the regional, neighborhood and school recommendations, to submit for impact analysis; document Blueprint plan content.	Denver Succeeds Task Force; Project Director; Grant Communication Coordinator	June - September 2018

Conduct initial high level impact analysis of regional, neighborhood and schools based implementation plans to provide feedback to committees.	Executive Director, Office of Planning; Dr. Lee Teitel; Dr. Bryan Hassel; Project Director	March - April 2018
Conduct final impact analysis of regional, neighborhood and schools based implementation plans and strategy rollout through 2025-26.	Executive Director, Office of Planning; Dr. Lee Teitel; Dr. Bryan Hassel; Project Director	June - September 2018
Finalize task force recommendations, implementation plan and all Blueprint content, addressing any issues arising out of the impact analysis. Prepare final presentation to the DPS Board of Education; post final recommendation for stakeholder review.	Denver Succeeds Task Force	September - November 2018
Present recommendations to the DPS Board of Education	Project Director; Executive	October - December 2018

	Leadership Team	
Public dissemination of final Blueprint deliverable	Project Director; Grant Communication Coordinator	November - December 2018
Other Grant Management Activities		
Monthly reporting on status of grant activities and budget review	Project Director; Grant Communication Coordinator; Financial Analyst	Monthly
Create required grant reporting to submit to Department of Education.	Project Director; Grant Communication	At required grant reporting milestones

	Coordinator	
Conduct fiscal Audits and provide quality reviews of grant budget management	Director, Grant Administration	According to DPS required audit timelines and any required grant milestones
Project Director travel / participation in DOE Grant Community and required activities	Project Director	As required by grant

Note that readiness activities occurring before the grant period are not fully listed here, but are referenced in the Project Narrative, Section C Project Design.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

CMS - AGENCY SINGLE POINTS OF CONTACT

AGENCY NAME - DIVISION	CONTACT	POSITION / TITLE	EMAIL
Colorado Department of Agriculture			
	Rob Archer	Purchasing Agent	rob.archer@state.co.us
Colorado Department of Corrections			
	Tom Fears	Contracts Manager	thomas.fears@state.co.us
> Parole, Facilities Management	Mike Rocco	Contract Administrator	michael.rocco@state.co.us
Colorado Department of Education			
	Trish Bohm	Contract Administrator	bohmt@cde.state.co.us
Colo. Department of Health Care Policy & Financing			
	Cindy Ward	Manager - Purchasing & Contracts Section	cindy.ward@state.co.us
	Challon Winer	Contracts Unit Supervisor	challon.winer@state.co.us
Colorado Department of Human Services			
	Marsha Wood Ulrey	Program Assistant II	Marsha.Ulrey1@state.co.us
	Harry McCabe	Director, Division of Contract Management	harry.mccabe@state.co.us
> Office of the Child's Representative	Elizabeth Dickinson	Controller	elizabethdickinson@colorado.gov
Colorado Department of Labor & Employment			
	Lisa Eze	Purchasing Director	lisa.eze@state.co.us
	Kendall Sansing	Contracts Manager	kendall.sansing@state.co.us
	Sandra Thomas	Contracts Manager	sandra.thomas@state.co.us
Colorado Department of Law			
	Melissa Moynham	Controller	melissa.moynham@state.co.us
	Joe Montoya	Contract Administration	joe.montoya@state.co.us
	Diane Langness	Contract Administration	diane.langness@state.co.us
Colorado Department of Local Affairs			
	Ivy Broyles	Accounting & Financial Services	ivy.broyles@state.co.us
	Barbara Casey	Controller	Barbara.Casey@state.co.us
	Yingtse Cha	Assistant Controller	yingtse.cha@state.co.us
Colo. Department of Military and Veterans Affairs			
	Janet Jones	Procurement Director	janet.jones@state.co.us
	Gloria Duran	Purchasing Agent	Gloria.duran@dmva.state.co.us
Colorado Department of Natural Resources			
	Maggie VanCleaf	Procurement Coordinator	maggie.vancleaf@state.co.us
	Allan Smith	Purchasing	allan.smith@state.co.us

7/31/2014

1

	Tara Larwick	Purchasing Agent	tara.larwick@state.co.us
	Brenda Hannu	OneCard Coordinator/Purchasing Agent	brenda.hannu@state.co.us

7/31/2014

2

Department of Personnel & Administration			
>Division of Human Resources	Cindy Kong	PS Contracts Program Leader	cindy.kong@state.co.us
	John Weber	Contract Manager	john.weber@state.co.us
	Tanya Olsen	Controller	tanya.olsen@state.co.us
>Division of Central Services	Mike Lincoln	IDS North Manager	mike.lincoln@state.co.us
Colorado Department of Public Health & Environment			
> AFSD	Lisa McGovern	Director of Purchasing & Contract Services	lisa.mcgovern@state.co.us
	Brian Stafford - secondary	FRMS System Coordinator	brian.stafford@state.co.us
Colorado Department of Public Safety			
>CDSP	Cindy Fredriksen	Procurement Director	Cindy.Fredriksen@state.co.us
>CSP	Vera Kennedy	Purchasing Agent	Vera.Kennedy@state.co.us
Colorado Department of Regulatory Agencies			
	Tammy Baca	Procurement Officer	tammy.baca@state.co.us
Colorado Department of Revenue			
	Cindy Lombardi	Director, Purchasing & Contract Services	cindy.lombardi@state.co.us
	Sharon Meyer	CMS Administrator	sharon.meyer@state.co.us
Colorado Department of State			
	Mikeworth, Kathryn	Director, Administrative Services	Kathryn.Mikeworth@sos.state.co.us
Colorado Department of Transportation			
> Agreements	Bernie Rasmussen	Contract Administrator	bernie.rasmussen@state.co.us
> Procurement	Shayne Cumine	CMS Tech	shayne.cumine@state.co.us
> Procurement	Barb Wallace	Contract Unit Process Support Lead	barbara.wallace@state.co.us
> Property Management	Anne Feeser-Olesen	Project Manager – State Buildings Delegee	Anne.Feeser@state.co.us
> Traffic Engineering	Jerry Miller	Professional Engineer	jerry.miller@state.co.us
Colorado Department of Treasury			
	Charles Scheibe	Chief Fincial Officer	Charles.Scheibe@state.co.us
Colo. Higher Education Insurance Benefits Alliance Trust			
> CHEIBA	Dixon Waxter	Legal Counsel	dixon.waxter@state.co.us
Colorado School for the Deaf & Blind			
	Forrest Oates	Purchasing Office	foates@csdb.org
	Kevyn Brown	Director of Facilities	kbrown@csdb.org
Governor's Commission on Community Service			

	Lindsay Dolce	AmeriCorps Program Specialist	lindsay.dolce@state.co.us
Colorado Energy Office			
	Michelle Losier	Accountant	michelle.losier@state.co.us
Governor's Office			
	Sara Graf	Contracts Manager	Sara.Graf@state.co.us
Governor's Office Of Information Technology			
	Vacant	Vacant	
	Kathy Heese	Contracts Manager	kathy.heese@state.co.us
	Robin Peacock	OIT CMS Administrator	robin.peacock@state.co.us
	Thirza Kennedy	Purchasing Manager	thirza.kennedy@state.co.us
Governor's Office - OEDIT			
	Gregg Hefner		Gregg.Hefner@state.co.us
State Court Administration Office			
	Exempt per statute. No longer participating.		
State Historical Society			
> Historical Preservation	Susan Frawley	Contracts Officer	susan.frawley@state.co.us
	Lindsay Orr	Historic Preservation Grant Contracts Specialist	Lindsay.Orr@state.co.us

CMS - HIGHER EDUCATION SINGLE POINTS OF CONTACT			
COLLEGE NAME	CONTACT	POSITION / TITLE	EMAIL
Adams State College			
	Renee Vigil	Purchasing Director	reenevigil@adams.edu
	Gary Jones	Acting Purchasing Director	gdjones@adams.edu
Arapahoe Community College			
	Jill Becker-Lutz	Budget Analyst	jill.becker-lutz@arapahoe.edu
Auraria Higher Education Center			
	Stacy Steelman	Director, Purchasing	stacy.steelman@AHEC.edu
College Assist			
	Jennifer Gullickson	Program Manager	jgullickson@college-assist.org
CollegeInvest			
	Shelley Tirrell	Contract Administrator	stirrell@collegeinvest.org
Colorado Community College System			
	Angie Hungerford	Assistant Legal Counsel	angela.hungerford@cccs.edu
	Lisa Grefrath	System Controller	lisa.grefrath@cccs.edu
	Terry Hindsman	Purchasing Manager	terry.hindsman@cccs.edu
Community College of Denver			
	Duane Risse	VP/Chief Financial Officer	duane.risse@CCD.edu
Front Range Community College			
	Paul Squillace	Controller	paul.squillace@frontrange.edu
	Acqunetta Likkel	Controller	acqunetta.likkel@frontrange.edu
Lamar Community College			
	Chad DeBono	VP of Administrative Services	chad.debono@lamarcc.edu
Mesa State College			
	Andy Rodriquez	Asst VP for Auxiliary Services	arod@mesastate.edu
Metropolitan State University of Denver			
	Beth Christensen	Manage - Contracts & Business Services	christeb@mscd.edu

7/31/2014

5

Pikes Peak Community College			
	Rockie Hurrell	Contracts & Procurement Manager	rockie.hurrell@ppcc.edu
Pueblo Community College			
	Jon Brude	Interim Business Officer	Jon.Brude@pueblocc.edu
Trinidad State Junior College			
	Felix Lopez	VP - Administration & Finance	felix.lopez@trinidadstate.edu

7/31/2014

6

Denver Public Schools
Opening Doors, Expanding Opportunities Grant

Individual Resumes for Project Directors and Key Personnel

Executive Leadership Team

Tom Boasberg, Superintendent

Since being unanimously appointed as superintendent of Denver Public Schools in January 2009, Tom Boasberg has led the city's efforts to accelerate the progress of its nearly 92,000 students and better serve the families of Denver. Over the past seven years, the district has posted record enrollment increases and increased its four-year graduation rate by over 25 percentage points.

In the past decade, DPS has moved from being the district with the lowest rate of student academic growth among major Colorado districts to the district with the highest rate of student academic growth. The district has also more than tripled the number of its students taking and receiving college credit for Advanced Placement courses. And it has cut its dropout rate by more than 60 percent.

DPS has received national recognition during this time for exceptional leadership development programs for teachers, school leaders and principal supervisors; school choice; collaboration among district-run and charter schools; and promising new schools. The city has welcomed more than 75 new schools and the closure or turnaround of more than 30 chronically underperforming schools. Tom will serve as the executive sponsor of the Denver Succeeds effort to study socioeconomic shifts

experienced over the past 10 years and its effects on school performance and student needs, and to develop policies and strategies that will increase socioeconomic integration and student outcomes so that every child in Denver succeeds.

Before DPS, Tom worked as vice president for corporate development at Level 3 Communications; served as legal advisor to the Federal Communications Commission, where he helped establish the E-Rate program, which provides over \$2 billion a year to high-poverty schools across the country to pay for telecom and Internet services; and was chief of staff to Lee Chu-Ming, chairman of Hong Kong's largest political party, working on issues related to Hong Kong's change of sovereignty in 1997.

A speaker of Cantonese and Mandarin Chinese, he worked as a junior high school English teacher in Hong Kong's public schools and played semi-professional basketball. He earned his bachelor's degree Summa Cum Laude in history from Yale College and J.D. with Distinction from Stanford Law School. At Yale, he was selected as a Harry S. Truman Scholar.

Susana Cordova, Deputy Superintendent

Susana Cordova brings more than 20 years of experience to DPS, serving as a teacher or school leader at the elementary, middle and high school levels. She is a lifelong Denver resident who believes in the power of our schools to transform our city: "Schools are the great equalizer in our society. We must help create opportunities for all children by meeting them where they are and helping them grow and achieve at high levels."

Susana is a DPS graduate who began her teaching career as a bilingual teacher at Horace Mann Middle School, teaching English and Spanish in a dual language

program. From there, she moved to West High School, where she was taught both English and English as a Second Language, and was recruited for the DPS Leadership Academy. She served as assistant principal at Bryant-Webster Elementary for a year before becoming principal of Remington Elementary, a school with a 95% poverty rate. While at Remington, Susana helped the school develop a comprehensive school-wide Title I plan and lead the school to implement a visionary program of integrated literacy instruction. While she was the principal, Remington experienced a gain of over 33 percent over four years on the state reading assessment. In 2002, she was recruited to the district level to broaden her impact. Susana has served at the forefront of working to improve outcomes for all students in schools with low socioeconomic integration and disadvantaged students. Susana will serve as on the executive leadership team of the Denver Succeeds effort to study socioeconomic shifts experienced over the past 10 years and its effects on school performance and student needs, and to develop policies and strategies that will increase socioeconomic integration and student outcomes so that every child in Denver succeeds.

Susana received her undergraduate degree in English from the University of Denver, a master's degree in curriculum and instruction/education administration from the University of Colorado, and was recently awarded an honorary doctorate in education by the University of Denver. She is the mother of one DPS graduate and one current DPS high school student.

Eddie Koen, Esq.

Eddie Koen, Esq. joined DPS from the non-profit world, most recently serving as founding regional executive director for College Track, which serves cohorts of underserved students from the summer before ninth grade through college graduation. The 10-year program aims to remove the barriers that prevent students from earning their college degree. Eddie raised almost \$2 million in capital to start a new College Track site in Denver. Eddie understands the obstacles that face diverse students in their quest for academic success. He initially dropped out of high school in his home state of Alabama before returning and going on to become a first-generation college graduate. He then went on to earn his law degree from Samford University. In addition to College Track, Eddie has worked with Habitat for Humanity of Metro Denver, Charity's House Ministries and the Equal Justice Initiative. Eddie has extensive experience in support disadvantaged students to improve outcomes for all students, and with strategies for improving academic and whole child outcomes. Eddie will serve as the overall project sponsor and will direct the Project Director for the Denver Succeeds program. Eddie will serve on the executive leadership team of the Denver Succeeds effort to study socioeconomic shifts experienced over the past 10 years and its effects on school performance and student needs, and to develop policies and strategies that will increase socioeconomic integration and student outcomes so that every child in Denver succeeds.

Georgia Duran, Chief of Family and Community Engagement (FACE)

Dr. Georgia Duran joined Denver Public Schools in 2016 after spending the past decade leading communications and engagement outreach in Aurora Public Schools. But Georgia shares that DPS is home – she grew up in Denver, attended Knapp Elementary and Lake Junior High before graduating from West High School. She was the first in her family to graduate from college. Most recently, she earned a doctorate in Leadership for Educational Equity from the University of Colorado.

Georgia began her career in public affairs with the National Park Services in Lakewood, CO, and she was part of a team that led social justice outreach at the University of California, Santa Barbara. Georgia has served as an assistant professor at Santa Barbara City College and was a member of the graduate faculty at Brooks Institute of Photography and Film.

Georgia's career has focused on improving educational opportunities for all students, including successfully increasing student, parent and community multilingual engagement through strategic and inclusive outreach, with a focus on achieving equitable engagement and outcomes for students across all socioeconomic levels. She also served on the board of the original West Denver Prep (now STRIVE) charter school and is a founding member of the Colorado Association of Latino/a Administrators and Superintendents. Georgia is a graduate of the Superintendent Leadership Academy with the Association of Latino Administrator and Superintendents. Georgia will serve on the executive leadership team of the Denver Succeeds project.

Mark Ferrandino, Chief Financial Officer

Mark Ferrandino was appointed as the DPS chief financial officer in July 2014. He attended the University of Rochester, where he earned his bachelor's degree in political science and economics in 1999, and a master's degree in public policy analysis in 2000. Mark worked as a policy analyst for the White House Office of Management and Budget in Washington, D.C.

After relocating to Colorado, he worked as program analyst for the U.S. Department of Justice, then served as the senior budget analyst for the Colorado Department of Health Care Policy and Financing until 2007 before being appointed to the Colorado House of Representatives. While in the legislature, he was elected Speaker of the House by his peers and served in that role from 2013-14. As CFO at DPS, Mark has general oversight of general accounting, accounts payable, budgeting, disbursement, cash management, financial planning, debt management and risk management. Mark brings expertise in educational funding strategies, Denver legislative context and strategies for improving equitable supports and resources for all students. He will serve on the executive leadership team for the Denver Succeeds project.

David Suppes, Chief Operating Officer

David Suppes has been the chief operating officer at DPS since 2009. In his role, David leads several of the district's largest departments including finance, information technology, safety, school choice and enrollment, planning and strategy, food services, transportation and facilities management. He also led the implementation of the district's 2008 and 2012 bond programs.

Suppes and his team have led many innovative programs and services, with the goals of helping to fuel major enrollment growth in DPS, improve service offerings and customer satisfaction, and maximize funding available for use directly in school classrooms. Some key initiatives have included:

- Alternative transportation services, such as shuttle buses, in multiple regions in the city enabling many more students to easily access desired schools throughout the region.
- Scratch cooking in all school cafeterias, achieving a 50 percent increase in breakfast participation and increasing the availability of fresh fruits and vegetables across all schools.
- Improvements to choice and enrollment services, allowing families to apply to any school in the district through a single process and timeline, and providing equitable access to all students.
- Shared campuses across more than 30 schools, supporting enrollment growth by offering quality programs for families in their neighborhoods, providing charter schools with cost-effective classroom facilities, better utilization of existing facilities and collection of cost-based facility use fees from charter schools to help provide additional funding to DPS each year.

David will bring his expertise in district systems and infrastructures, in strategies for achieving equitable outcomes and providing equitable supports for all students, and his experience in developing strategies to increase socioeconomic integration in DPS.

David will serve on the executive leadership team for the Denver Succeeds project.

Prior to joining DPS, David held senior financial and business leadership positions at Level 3 Communications and Staples. He has volunteered as a tutor in DPS for several years and served in a number of non-profit roles, including board treasurer for Metro CareRing and member of the Governor's Early Childhood Leadership Commission. He received his bachelor's degree in finance from Arizona State University.

Strategic Leadership Team

Brian Eschbacher, Executive Director of Planning & Enrollment Services

Brian is the Executive Director of Planning & Enrollment Services for Denver Public Schools (DPS). In this role, Brian leads two teams central to the success of helping every child succeed in the fastest growing urban district in the country. The Planning team helps manage the long-term growth of the school portfolio through school openings, closings, and boundary changes. The Enrollment Services team operates the nationally-recognized school choice systems, helping break down barriers for low-income students to attend any school anywhere in the city. Brian joined Denver Public Schools in 2011 after working in management consulting for eight years, most recently for Deloitte Consulting. He graduated from Pennsylvania State University with a bachelor of science in Supply Chain Management, a Master of Business Administration from Indiana University, and a Master of Educational Leadership from the Broad Residency. He was named a 2015 A Plus Denver Game Changer for his work in the intersection between portfolio planning and unified enrollment. Brian bring expertise in choice and planning, including experience in strategies to increase socioeconomic

integration. He will serve on the strategic leadership team of the Denver Succeeds project.

Landon Mascareñaz, Ed.D, Executive Director, Strategy Development & Family Empowerment

Dr. Landon Mascareñaz is the executive director of strategy development and family empowerment in the Office of Family and Community Engagement (FACE) in Denver Public Schools. He leads a team responsible for the educating, engaging, and empowering of Denver parents and community leaders in building great schools in every neighborhood. The Family Empowerment team runs the Superintendent Parent Forum, the Parent Teacher Home Visit Program, Family Leadership Institute, supports Community Progress Monitoring at schools, co-leads engagement for English Language Acquisition families and endeavors to increase academic partnership at all DPS schools.

From 2005-2012 Landon served as the executive director of Teach For America – New Mexico for five years, nearly tripling dollars raised and leading the organization in staff satisfaction. Along with others, he co-founded the Native Alliance Initiative, a multi-region effort within Teach For America to develop authentic partnerships with tribal communities, recruit more indigenous teachers, and develop culturally responsive instruction. While in graduate school, Landon worked in the Tennessee Department of Education and supported the design and launch of the NACA Inspired Schools Network, the nation's first indigenous charter school network. He began his career teaching first grade on the Navajo Nation in Church Rock, New Mexico.

Landon completed his Doctor of Education Leadership from Harvard's Graduate School of Education with a focus on politics, boundary-spanning leadership and policy. Being born in California, raised in Colorado, schooled in Oregon and beginning his professional career in the four corners region, Landon to consider the entire western United States his home. He enjoys spending time with his family and friends across the region, loves great discussions, reading, and developing his meditation practice. He is currently working as a National Fellow at the Flamboyant Foundation, focused on accelerating best practice family engagement work across Colorado and with the Pahara Next Generation cohort, bringing leaders together to create a movement for education justice in our country.

Landon bring expertise in family and community engagement, including building empowered parent voices, and in strategies for improving outcomes for disadvantaged students. He will serve on the strategic leadership team of the Denver Succeeds project.

Amy Keltner, Deputy Chief Schools Officer

Amy Keltner is the Deputy Chief Schools Officer at Denver Public Schools. She has served in various roles at DPS for over 7 years including Chief of Staff for the Chief Academic Officer and on the Strategy team. In her current role, Amy's primary focus is to accelerate school improvement through implementing a tiered system for aligning district supports, resources and interventions to schools, and especially to those students and schools with the highest needs. She is currently leading the district's School Turnaround Program partnership with the University of Virginia. Amy will bring

her experience with SIG turnaround strategies and strategies to support disadvantaged students to this project. Amy will serve on the Strategic Leadership team for the Denver Succeeds project.

Prior to joining DPS, Amy was a vice president of business operations at a global consulting and technology firm. Amy holds a master's degree in Management Information Systems from the University of Arizona, and a bachelor's degree in Comparative Literature with a minor in Spanish from Bryn Mawr College. She is also a graduate of the Broad Residency in Education Leadership. Amy is the mother of three current DPS students.

Jeremiah Johnson, Director Grants Administration

Jeremiah Johnson serves as the Director of Grants Administration for Denver Public Schools. He and his financial team manage over \$110MM in federal, state and local funding as well as multiple discretionary grants from several agencies. The grants administration team focus on key organizational efforts for audit and compliance metrics, management of funds to maintain proper program alignment and constant communication systems across the DPS region to ensure high efficacy of funding supports. Prior to joining DPS, Jeremiah held financial and policy leadership positions at the Colorado Department of Human Services, Royal Bank of Canada Wealth Management, Merrill Lynch, and Computershare Trust Company. He received his bachelor's degree in finance from Metro State College of Denver. Jeremiah is the father of three students currently in K-12 education.

Project Core Team

Non-DPS Personnel Core Team Members

Dr. Lee Teitel, Lecturer on Education; Faculty Director, Reimagining Integration: The Diverse and Equitable Schools Project; Faculty Director, School Leadership Program

Detailed biography: <https://www.gse.harvard.edu/faculty/lee-teitel>.

Lee Teitel teaches courses on integrated schools and leading and coaching for equity and diversity, leadership development, partnership and networking, and on understanding organizations and how to improve them. He is the faculty director of the newly launched Reimagining Integration: The Diverse and Equitable Schools Project at HGSE. For eight years, he directed the School Leadership master's program; prior to that he was the founding director and then faculty senior associate of the Executive Leadership Program for Educators, a five-year collaboration of Harvard Graduate School of Education, Business School, and Kennedy School of Government that focused on bringing high quality teaching and learning to scale in urban and high need districts.

Teitel's research focuses on principal and superintendent leadership development, on interorganizational collaboration and other partnerships, especially between schools and universities, and on improvement of teaching and learning through approaches like Instructional Rounds. As a consultant, he has worked with numerous individual partnerships, networks, and with statewide school and teacher improvement efforts, as

well as urban and high-needs districts in the U.S. and Canada. He has facilitated or helped launch instructional rounds networks in ten states in the United States and in Australia, Canada, and Sweden. Teitel has coached individual superintendents, helped set up ongoing learning networks among superintendents and among principals, and has worked with intact leadership teams to help them support school and district improvement.

Teitel is co-author, (with Liz City, Richard Elmore, and Sarah Fiarman) of *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*, (Harvard Education Press, 2009). His most recent book is *School-Based Instructional Rounds: Improving Teaching and Learning Across Classrooms*, (Harvard Education Press, 2013).

Teitel has taught at HGSE since 1999 as a part-time lecturer and then visiting professor (2004-2005). He came to HGSE full-time in 2006, after more than 15 years in teaching and writing about educational leadership at the University of Massachusetts– Boston, where he was full professor and associate chair of the Department of Leadership in Education.

Bryan C. Hassel, Co-Director of Public Impact.

Full biography: <http://publicimpact.com/about-public-impact/our-team/bryan-hassel/>

Dr. Hassel consults nationally with leading public agencies, nonprofit organizations, and foundations working for dramatic improvements in K–12 education. He is a recognized expert on charter schools, school turnarounds, education entrepreneurship, and teacher and leader policy. His work has appeared in *Education Next*, *Education Week*, and

numerous other publications; he blogs for *Education Next* and is a frequent guest blogger on other forums, such as *Education Week*. He was named to the spring 2015 class of the Pahara-Aspen Education Fellows Program, designed to support exceptional leaders reimagining U.S. public schools. Dr. Hassel received his Ph.D. in public policy from Harvard University and his master's degree in politics from Oxford University, which he attended as a Rhodes Scholar. He earned his B.A. at the University of North Carolina at Chapel Hill, which he attended as a Morehead Scholar. He is a senior research affiliate with the Center on Reinventing Public Education.

Example projects: Dr. Hassel's recent work includes co-leading Public Impact's efforts to help schools create an "Opportunity Culture" by extending the reach of excellent teachers to more students, for higher pay, within budget; assisting numerous states in developing their strategies for addressing chronically low-performing schools; and co-leading Public Impact's work transforming the charter sector to expand successful models, implement rigorous performance frameworks, and replace failing charter schools more swiftly. He co-authored *Seizing Opportunity at the Top II: State Policies to Reach Every Student With Excellent Teachers*, authored the Brookings Institution Press book *The Charter School Challenge: Avoiding the Pitfalls, Fulfilling the Promise*, and co-authored *Picky Parent Guide: Choose Your Child's School with Confidence*. Dr. Hassel has also served as a consultant to leading efforts to create high-quality charter school systems, turn around failing schools, and improve leader and teacher effectiveness.

Job Descriptions for Positions to be filled:

Project Core Team

Project Director, Denver Succeeds

The Project Director for the Denver Succeeds project will be hired in May 2017. The Project Director will serve as the full time director of this Grant project, the responsibilities include:

1. Ensuring the goals and outcomes of the Denver Succeeds project and the Opening Doors Expanding Opportunities grant are met.
2. Establish and maintain key working relationships with partner organizations, community and taskforce members and serve as the primary point of contact regarding the Denver Succeeds project.
3. Direct and monitor the implementation of the project activities, including project plan and timeline management, risk and issue mitigation and project controls.
4. Support and participate in the grant community of practice, attend grant meetings, alignment and organizational development for meeting grant requirements.
5. The Project Director will have experience in leading change in education through partnership with multiple partners and diverse stakeholders, community engagement, project management, and communication.

Public Engagement Coordinator (PEC)

The Public Engagement Coordinator will be hired in May 2017. The Public Engagement Coordinator responsibilities include:

1. Coordination of community engagement partners and liaisons to ensure the project objectives are met and will serve as a liaison between DPS, the Guided Facilitation and Community Engagement subcontractor and any community engagement efforts at partner agencies.
2. Coordinate and produce parent and community materials aligned with Blueprint deliverables to provide processes and materials in educating and engaging families and communities, community outreach, partner; partner with the Grant Communications Coordinator to ensure that materials meet community and family needs and 'family friendly.'

This role will have experience developing community and family engagement in an education or public services environment; experience in evaluation and systems management; experience in coordinating multiple stakeholders, and proficiency in Spanish will be preferred.

Grant Communication Manager

The Grant Communication Manager will be hired in May 2017 and will be responsible for the following:

1. Coordinating the development of the Blueprint deliverable and liaising with DPS staff, partners, and contractors to ensure that the development and content of the Blueprint meet quality standards and project milestones and objectives.

2. Development of communications and marketing collateral, including the Denver Succeeds brand, media kit and marketing collateral that can be used for DPS and partner websites and social media, creation of the Denver Succeeds stakeholder education and discuss materials, as well as print media or other communication channels to ensure that the goals and progress of the project are communicate to all stakeholders.
3. Developing and delivering all grant reporting requirements; tracking and documenting project implementation milestones and progress.

The Grant Communication Manager will have experience in large, public marketing and communication campaigns, be a skills writer and able to communicate to a diverse set of stakeholders and complex ideas and make them clear for the audience; possess logistics coordination experience; project coordination and management skills, and understands the cross-functional components of large grants concepts; and be able to organize a deliverable with content from cross-functional teams.



Colorado Department of Education

Indirect Costs

Colorado School

District: 0880 - DEN

FY 2017-2018 Fixed With Carry Forward

(Using FY 2015-2016)

Programs	Code	Total Costs	Excluded and/or Unallowed Costs		
		All costs A	Food B	Capital C	Other Expenses/ Uses D
Instruction	0010-2099	533,258,863	0	2,893,183	31,558,164
Support Serv-Students	2100-2199	50,253,512	0	123,597	3,283,875
Support Serv-Inst Staff	2200-2219, 2221-2299	118,375,231	0	80,244	4,405,955
Educational Library Services	2220	1,598,667	0	20,500	20,983
Support Serv-General Admin w/ Grants	2300	342,083	0	0	0
Support Serv-General Admin w/o Grants	2300	4,703,242	0	26,952	1,745,502
Support Services - Gen Admin ICR Roll-Up w/Grants	2303	5,047	0	0	0
Support Services - Gen Admin ICR Roll-Up w/o Grants	2303	2,862,657	0	0	0
Sup Serv Gen Admin Cabinet Level NOT like Superintendent	2304	-	-	-	-
Support Serv-School Admin	2400-2499	91,635,374	63	622,337	76,305
Support Serv-Business w/ Grants	2500	534,403	0	1,870	0
Support Serv-Business w/o Grants	2500	17,618,191	0	140,432	355,948
Sup Serv Busines: Cabinet Level & Immed Staff w/ Grants	2501	-	-	-	-
Sup Serv Busines: Cabinet Level & Immed Staff w/o Grants	2501	-	-	-	-
Oper & Maint of Plant Serv w/ Grants	2600	322	0	0	0
Oper & Maint of Plant Serv w/o Grants	2600	87,669,730	0	2,185,928	8,458,431
Student Transportation Services	2700-2799	26,040,132	0	34,425	1,054,635
Sup Serv Cent w/ Grant	2800-2809, 2815-2899	3,162,414	0	49,879	1,354,956
Sup Serv Cent w/o Grant	2800-2809, 2815-2899	78,396,572	0	92,033	293,148
Sup Serv Central: Cabinet Level w/ Grants	2801	-	-	-	-
Sup Serv Central: Cabinet Level w/o Grants	2801	-	-	-	-
Planning/Evaluation	2810-2814	9,365,040	0	0	7,628
Other Support Services w/ Grants	2900	5,146,601	0	0	5,146,501
Other Support Services w/o Grants	2900	3,821,412	0	0	970,250
Volunteer Services	2910	-	-	-	-

Programs	Code	Total Costs	Excluded and/or Unallowed Costs		
		All costs A	Food B	Capital C	Other Expenses/ Uses D
Non-Instructional Services	3000-3099	136,947	0	0	0
Food Services Operations	3100	43,719,255	17,967,095	369,798	1,012,446
Enterprise Operations	3200	6,061	0	0	0
Enterprise Instructional	3210	-	-	-	-
Enterprise Non-Instructional	3220	-	-	-	-
Community Services	3300	13,798,610	0	54,311	9,872
Education for Adults	3400	18,717,608	0	552,347	1,884,792
Facil Acquisition & Construction Svcs	4000	3,104,152	-	-	-
Other Uses	5000	-	-	-	-
Debt Service	5100	72,694,882	-	-	-
Total All Programs		1,186,967,007	17,967,157	7,247,835	61,639,406



Colorado Department of Education

Indirect Cost Report Colorado School District/BOCES

Notes: 1. Except as otherwise noted:

(a) Programs in the following funds are incorporated

General (10), Colorado Preschool Program (19)

Food Service Special Revenue Fund (21)

Government Designated-Purpose Grants (22)

Pupil Activity Special Revenue (23)

Transportation (25)

Other Special Revenue (20: 26-29)

Other Enterprise (50)

Other Internal Service (60)

Expendable Trust (71)

Private Purpose Trust (72)

Agency (73)

Pupil Activity Agency (74)

Other Trust and Agency (70)

Charter School Fund (11)

Risk Related Sub Fund of General Fund (18)

Full Day Kindergarten Mill Levy Override Fund (24)

Risk-Related Fund (64)

2. All Costs = all objects

3. Food = objects 0630, 0633, 0632

4. Capital = objects 0700-0734, 0736-0799

5. Other Expenses/Uses = objects

0511-0512, 0561-0562, 0591-0592, 0594-0597, 0800, 0830, 0868, 0869, 0900, 0910, 0913, 0960, 0970, 0971, and 0640 when 0640 is used with Program 2220.

6. Grants: 4000-9999

(b) Programs in the following

Other Debt Service (30)

Bond Redemption (31)

Non-Voter Approved Debt

Building (41)

Special Building and Tenants

Capital Reserve Capital

GASB 34: Permanent Fund

Foundations (85)

12/6/16

RESTRICTED RATE

FY 2015-2016

a) APPLIED COSTS:

(From 2 years prior)

Fixed Rate Per Negotiation Agreement (Max 10.5%) (A/B)

10.50 %

Direct Costs (34 CFR 75.567)

843,488,170 (B)

Indirect Costs:

Admin. Charges (34 CFR 75.565)

79,619,474

Carry Forward

28,567,454

Total Indirect Costs

108,186,928 (A)

b) ACTUAL COSTS:

(From FY 2015-2016)

Actual Direct Costs

923,466,553

Actual Indirect Costs:

Admin. Charges

100,847,022

Carry Forward

28,567,454

Total Indirect Costs

129,414,476

c) CARRY FORWARD COMPUTATION:

Actual Direct Costs

Fixed Rate % X Actual Direct Costs

10.5 X 923,466,553

96,963,988 (E)

Should Have Recovered Actual

Indirect Costs for (From FY 2015-2016)

129,414,476 (F)

Under or (Over) Recovery (E - F)

32,450,488

(For use in FY 2015-2016)

12/6/16

UNRESTRICTED RATE

a) <u>APPLIED COSTS:</u>	FY 2015-2016
(From 2 years prior)	
Fixed Rate Per Negotiation Agreement (Max 30.00%) (A/B)	23.22 %
Direct Costs (34 CFR 75.567)	773,881,727 (B)
Indirect Costs:	
Admin. Charges (34 CFR 75.565)	149,225,917
Carry Forward	30,325,936
Total Indirect Costs	179,551,853 (A)
b) <u>ACTUAL COSTS:</u>	
(From FY 2015-2016)	
Actual Direct Costs	843,510,394
Actual Indirect Costs:	
Admin. Charges	180,803,182
Carry Forward	30,325,936
Total Indirect Costs	211,129,118
c) <u>CARRY FORWARD COMPUTATION:</u>	
Actual Direct Costs	
Fixed Rate % X Actual Direct Costs	
23.22 X 843,510,394	195,863,113 (E)
Should Have Recovered Actual	
Indirect Costs for (From FY 2015-2016)	211,129,118 (F)
Under or (Over) Recovery (E - F)	15,266,004
(For use in FY 2015-2016)	

* Carry Forward will be 0 for rates provided for use in FY 2002-2003 because Carry Forward began in FY 1999-2000, and the 2002-2003 FY 1998-1999 actual data which did not employ the Carry Forward methodology.

12/6/16

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Denver Public Schools - "Denver Succeeds" Budget Narrative

Line 1. Personnel *2.08% increase to salary costs (annual COLA) July 1, 2017 to June 30, 2018 **2.00% increase to salary costs (annual COLA) July 1, 2018 to June 30, 2019					
Description	% FTE	Base Salary	*Year 1	**Year 2	Total
Project Director: The project director will oversee all aspects of the project to ensure that activities, milestones and objectives are met, and will establish primary working relationships with partners on the project, and will be the primary point of contact on the Denver Succeeds project.	Yr 1: 100% Yr 2: 67%	\$100,000	\$102,333	\$69,561	\$171,894
Public Engagement Coordinator: Will coordinate the community and public affairs engagement and act as liaison between DPS and its subcontractors and partners	Yr1: 100% Y2:	\$70,000	\$71,633	\$36,460	\$108,093

in achievement the community engagement activities and objective on this project.	50%				
Grant Communications Manager: Will coordinate the development of the Blueprint deliverable, development of communications and marketing collateral, and will develop grant reporting requirements.	Y1: 100% Y2: 67%	\$55,000	\$56,283	\$38,259	\$94,542
Stipends for Parent Liaisons: Peer to Peer program Parent Liaisons will conduct outreach to current and prospective parents through direct contact with parents to provide education on the project context and objectives, and increase participation of families.	Y1: 100% Y2: 67%	Average hourly rate \$15/per * 2.5 liaisons per region * 6 regions * 67 hours	\$15,000	\$0	\$15,000
Total Personnel			\$245,249	\$144,280	\$389,529

Line 2. Fringe Benefits					
Description		Rate	Year 1	Year 2	Total
DPS fringe benefit rate is 24% and includes costs for pension, health, dental, life & disability insurances, workers' compensation, unemployment, Medicare, retiree health contribution and retirement sick leave. This figure is derived from the fringe benefits budgeted for all Personnel costs in Line 1.		24%	\$57,659	\$35,827	\$93,486
Personnel Salary Costs x 24% = Fringe Benefits Cost					
Project Director	\$41,254				
Public Engagement Coordinator	\$25,942				
Grant Communications Manager	\$22,690				
Stipends for Parent Liaisons	\$3,600				
Total Fringe Benefits			\$58,859	\$354,627	\$93,486

Line 3. Travel					
Description	# of FTE	Cost per Trip	Year 1	Year 2	Total
Required travel according to the terms of the grant. Assume two trips to Washington DC for training and sharing best practices. Project Director (1.0) to attend.	1.0	\$1,500	\$1,500	\$1,500	\$3,000
Total Travel			\$1,500	\$1,500	\$3,000

Line 4. Equipment					
Description			Year 1	Year 2	Total
Not Applicable			\$0	\$0	\$0
Total Equipment			\$0	\$0	\$0

Line 5. Supplies				
Description		Year 1	Year 2	Total
Copying / Print Materials: To support copying and printing costs for the project, including: parent educational materials, informational flyers, meeting material copies. The materials will be used to promote engagement events and provide educational materials during meetings.	* \$20,000 for parent and community education across 6 DPS regions including flyers, education toolkits, and send home materials/mailers * \$2,225 copying and print material for forums, retreats, and meetings.	\$17,860	\$4,365	\$22,225
Other Supplies and materials: Supplies and materials for parent community outreach and events includes food, childcare, and office supplies (markers, charts, etc.)	* \$2,800 supplies and child care to cover planned meetings Every Neighborhood Succeeds	\$4,320	\$1,480	\$5,800

	and Focus Schools & Neighborhood events, Estimated 20 meetings. * \$3,000 food and office supplies for Denver Succeeds Task Force meetings, including 5 full day work sessions, with up to 50 participants at each event and 9 subcommittee meetings.			
Dell laptops for new hires: 3 desktop computers will be needed to meet the work needs of new employees.	\$1000 per Dell laptop	\$3,000	\$0	\$3,000
Total Supplies		\$25,180	\$5,845	\$31,025

Line 6. Contractual Procedures for procurement will be followed according to 2 CFR 200.317 - 200.326					
Description	Estimate Hours	Estimated Rate	Year 1	Year 2	Total
Guided Facilitation and Community Facilitation Support: Consultant to provide planning and facilitation of community meetings and of the Denver Succeed Task Force; development of community data collection mechanisms including conducting surveys and focus groups.	544 hours 8 hours per day * estimated 68 days	\$100 per hour (rate includes overhead and travel)	\$46,800	\$7,600	\$54,400
Meeting Translation Services: Live translation services at community and task force meetings to enable community participation.	36 events	\$150 cost per event	\$4,770	\$630	\$5,400
Materials Translation Services: translation services to	9 different	\$329 Average	\$6,660	\$14,040	\$20,700

translate key parent materials, flyers and Blueprint content into 9 different languages.	languages * 7 units to be translated	cost per language per unit			
Dr. Teitel; School Integration: National expert to conduct research and analysis of the national landscape of school integration, DPS data, expert opinion and research-based strategies to inform the Denver Succeeds Blueprint planning and conduct an impact analysis of the final Blueprint report.	20 days	DPS estimated a blended rate for Expert and Graduate Assistant Support at \$2000 for an 8 hour day. + \$1,500 for travel	\$24,900	\$16,600	\$41,500
Public Impact: National expert to conduct research and analysis of the national landscape of school improvement	20 days * 8 hours/	DPS used an estimated rate of	\$25,860	\$17,240	\$43,100

and SIG/Turnaround efforts, DPS data, expert opinion and research-based strategies to inform the Denver Succeeds task force planning, and conduct an impact analysis of the final Blueprint report.	day	\$260 per/hour based on cost of equivalent consulting services. + \$1,500 for travel			
Parent Stipends: Peer to Peer program. Peer Parents will conduct door-to-door outreach and other direct face-to-face parent education and outreach activities to build awareness and increase participation in the Denver Succeeds project.	20 hours * 18 Parent Peer staff	\$15 per/hour	\$5,400	\$0	\$5,400
Total Contractual			\$134,440	\$36,060	\$170,500

Line 7. Construction					
Description	% FTE	Base Salary	Year 1	Year 2	Total
Not Applicable					
Total Construction			\$0	\$0	\$0

Line 8. Other					
Description			Year 1	Year 2	Total
Space Rental: Rental space for 6 large regional community forums and for 5 day long Denver Succeeds Task Force work sessions	11 events	Average \$68 per event	\$450	\$300	\$750
Total Other			\$600	\$150	\$750

Line 9. Total Direct Costs					
Description			Year 1	Year 2	Total
Total Direct Cost = sum of expenses in Lines 1 thru 8			\$464,748	\$223,542	\$688,290
Total Direct Cost			\$464,748	\$223,542	\$688,290

Line 10. Indirect Costs					
Description		Rate	Year 1	Year 2	Total
DPS is applying its approved negotiated indirect rate (IDC) of 8.50% toward this project. See attachment. Total Indirect Cost = Total Direct Cost (Line 9) * 8.50%.		8.50%	\$39,503	\$19,001	\$58,504
Total Indirect Cost		8.50%	\$39,503	\$19,001	\$58,504

Line 11. Training Stipends					
Description	% FTE	Base Salary	Year 1	Year 2	Total
Not Applicable			\$0	\$0	\$0
Total Training Stipends			\$0	\$0	\$0

Line 12. Total Cost					
Description			Year 1	Year 2	Total
Total Cost =			\$504,252	\$242,543	\$746,795
Total Direct (Line 9) + Total Indirect (Line 10) + Total Training Stipends (Line 11)					
Grant Total			\$504,252	\$242,543	\$746,795

Line	Category	Description	Year 1	Year 2	Total Budget (Y1 to Y2)
Line 1	Personnel		245,249	144,280	389,529
	Personnel	Project Director	102,333	69,561	171,894
	Personnel	Public Engagement Coordinator	71,633	36,460	108,093
	Personnel	Grant Communications Manager	56,283	38,259	94,542
	Personnel	Stipends for Parent Liaisons	15,000	-	15,000
Line 2	Fringe Benefits	Estimated at 24%	58,860	34,627	93,486
Line 3	Travel		1,500	1,500	3,000
	Travel	Required travel to DC per grant	1,500	1,500	3,000
Line 4	Equipment		-	-	-
Line 5	Supplies		25,180	5,845	31,025
	Supplies	Copying / Print Materials	17,860	4,365	22,225
	Supplies	Other Supplies and materials	4,320	1,480	5,800
	Supplies	Dell laptops for new hires	3,000	-	3,000
Line 6	Contractual		114,390	56,110	170,500

	Contractual	Guided Facilitation and Community Facilitation Support	46,800	7,600	54,400
	Contractual	Meeting Translation Services	4,770	630	5,400
	Contractual	Materials Translation Services	6,660	14,040	20,700
	Contractual	Dr. Teitel; School Integration	24,900	16,600	41,500
	Contractual	Public Impact	25,860	17,240	43,100
	Contractual	Parent Stipends: Peer to Peer program	5,400	-	5,400
Line 7	Construction		-	-	-
Line 8	Other	Space Rental	450	300	750
	Other	Space Rental	450	300	750
Line 9	Total Direct Costs		445,629	242,662	688,290
Line 10	Indirect Costs		37,878	20,626	58,505
Line 11	Training Stipends		-	-	-
Line 12	Total Cost		483,507	263,288	746,795